

Title of Module: CBT Science Ethics and Personal Development

Code: NURS11113	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Robert Boyd		
Summary of Module			
<p>This is the 6th and last module of the Pg. Dip In CBT</p> <p>This module rounds off the Pg. Dip consolidating evidence-based practice, ethics, codes of conduct and safe practice, it also prepares students for BABCP accreditation and professional responsibility as a CBT therapist.</p> <p>The module develops a firm foundation for the role of scientist-practitioner, instilling principles of healthy, ethical practice. It will continue to deepen the student's ability to mindfully utilise and evaluate treatment models based on knowledge of the psychological processes underlying anxiety and depression as manifested. idiosyncratically through varying values and culture. Skills workshops in this module focus on further developing critical thinking, reading and evaluation skills, identifying and managing ethical dilemmas and Identifying areas for future growth.</p> <p>"The development of research and critical thinking skills is embedded in this module. Further information on the specific skills and topics covered will be found in the module handbook and on the virtual learning site (Aula).</p> <p>This module helps students develop their critical thinking skills and scientific analysis.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	
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Learning Outcomes: (maximum of 5 statements) On successful completion of this module the student will be able to:

- L1. Demonstrate cognisance of research and evidence-based practice in CBT Therapy together with the SIGN and NICE guidelines with respect to mental disorder applying this in the delivery of CBT.
- L2. Apply critical analytical thinking skills as part of everyday therapeutic practice, and critically analyse personal development through clinical supervision.
- L3. Critically reflect and examine ethical principles and dilemmas in the practice of CBT.
- L4. Demonstrate a sound knowledge and understanding of the BABCP code of conduct and professional practice as a CBT therapist.
- L5. Effectively use of self-reflection as a means of self-monitoring and developing as a scientist practitioner.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>Applying critical thinking and analysis to theoretical arguments and research studies examining cognitive, behavioural and emotional processes inherent in disorder and the impact of specified treatment models on specified outcomes. Critically analysing the strengths and limitations of key arguments in CBT based on a robust synthesis of knowledge derived from underpinning disciplines and research studies.</p> <p>Demonstrating a critical awareness of professional, legal and ethical issues underpinning client engagement, clinical decision making and problem - solving interventions.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Reviewing literature related to treatment outcomes or other research question(s) related to case presentations.</p> <p>Demonstrating appropriate responses to ethical dilemmas posed by clients or therapeutic work, and other complex areas of clinical decision making.</p>

Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Demonstrating critical judgement in the development of arguments that underpin the selection of appropriate treatment models and interventions. Providing logical arguments based on sound research principles.</p> <p>Showing critical awareness of one's own emotional biases when working with clients and demonstrate ability to use the scientific practitioner role to ensure therapeutic efficacy.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Effectively adapt and vary style by which important aspects of CBT socialisation and interventions are communicated to clients in response to their clinical needs.</p> <p>Effectively utilise computerised worksheets, materials or programmes and other technological/educational materials in conjunction with clinical work.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Collaborating to effectively manage a clinical case load.</p> <p>Adapting perspectives on issues including case conceptualisation when working with other professionals.</p> <p>Modifying CBT interventions for clients taking account of their different cultures or abilities.</p> <p>Demonstrating the ability to work as an autonomous CBT therapist.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	<p>Module Code: NURS11109 NURS11111 NURS11112 NURS11114 NURS11110</p>	<p>Module Title: Applying CBT with Anxiety and Depression CBT for Chronic and Complex Disorders CBT Models and Core Therapeutic Competences CBT Strategies Skills and Interventions CBT Enhanced Skills and Treatment Models</p>
	<p>Other:</p>	First year clinical portfolio demonstrating clinical hours and supervision hours
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are designed to help meet the requirements of BABCP accreditation. The activities are stated below: Lectures/Keynote Presentations Seminars/Discussions Skills Workshops, Simulations And Video Analyses Problem-Solving Exercises Self-directed study Work Based Learning (including clinical supervision) use of SMOTS lab for demonstrations and skills practice.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	15

Tutorial/Synchronous Support Activity	15
Independent Study	170
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

British Association for Behavioural and Cognitive Psychotherapies (2017) The BABCP standards of Conduct, Performance and Ethics. Bury, BABCP publications.

Greenhalgh, T., (2019) How to read a paper: the basics of evidence-based medicine and healthcare. John Wiley & Sons.

Field, A., (2017). Discovering statistics using IBM SPSS statistics. Sage.

Cottrell, S. (2010) Skills for success: The personal development planning handbook. 2nd Ed. Basingstoke, Palgrave McMillan.

Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument. 2nd Ed. London, Palgrave McMillan.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Brian Thomson
External Examiner	M Lincoln
Accreditation Details	BABCP
Changes/Version Number	1.08 Module coordinator and moderator updated - Change EE to TBC - E&D "Nursing Care" removed and changed to 'care' - Face to face hours reduced caps to coordinators name EE Updated.

Assessment: (also refer to Assessment Outcomes Grids below)

Oral Presentation presenting a "Review of the Evidence" for a CBT topic of your choice.

Summative Assessment 1

One presentation of a review of evidence for a CBT topic of the student's Choice 50% minimum pass grade

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)**Component 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	✓	100	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health, and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the programme, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

This module involves the development and application of theory to the clinical area. The module competence standards must be achieved for successful completion of the module.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments. (N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)