Title of Module: CBT Strategies Skills and Interventions

Code: NURS11114	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:	Brian Thomson		

Summary of Module

This is the second module in the Pg Dip / Pg Cert in Cognitive Behavioural Therapy.

The aims of this module will be to introduce the students to more focused and specific CBT concepts and skills. The use of Case Conceptualisations as a basis for treatment planning will be explored.

Skills workshops in this module will focus upon specific CBT techniques and skills aimed at eliciting and working with cognitions and behaviours. The roles of safety and avoidance behaviours will be critically appraised. Specific emphasis will be given to the processes of Guided Discovery and the Socratic Method as well as key behavioural interventions including the planning, conduct and reviewing of behavioural experiments, the use of exposure work and relaxation therapy. Priority will be given to a critical analysis of Guided Self-Help procedures and Behavioural Activation as key clinical interventions.

"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).

The above skills acquisition, contributes to the development of the **UWS Graduate Attributes**:

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

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.

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

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.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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	✓

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

L1. Demonstrate a critical appreciation and sound clinical judgment in relation to the completion of a comprehensive CBT assessment of a client, formulating the historical development of the problem in relation to depressive or anxiety related needs. L2. Effectively use CBT assessment strategies to produce a comprehensive historical case formulation and treatment plan L3. Show a critical awareness of the various outcome measures used in CBT using appropriate measurements to record progress over the course of treatment with a specific client. L4. Critically analyse the available literature in relation to the evidence base for CBT linking this to specific interventions with a specific client. L5. Critically reflect upon performance, in the context of core and specific CBT skills, in relation to the management of a client with depression or anxiety-related needs, in the treatment phase, as evidenced by the submission of an audio-recorded CBT session.

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)	SCQF Level 11. Critical understanding of the key theories, concepts and principles underpinning the use of effective CBT. Critical awareness of professional, legal and ethical issues underpinning client/patient engagement, clinical decision making and problem - solving interventions. Critical understanding of the evidence base supporting a range of specific CBT – based clinical models and interventions in relation to the delivery of effective clinical practice in the context of Depressive and Anxiety Disorders

Practice: Applied Knowledge and Understanding	SCQF Level 11. The use of effective interpersonal and clinical skills to engage with and maintain effective therapeutic relations with selected patients/clients. Critical judgement and creativity in the construction and systematic delivery of evidence-based personalised treatment plans for selected patient/clients. Clinical competency and critical appraisal skills in relation to the monitoring and recording of patient/client progress across the course of treatment. Uses the process of Clinical Supervision as a medium to reflect critically on one's own actions and attitudes, and to contribute to personal growth and quality systems underpinning safe and effective practice.
Generic Cognitive skills	SCQF Level 11. Using critical thinking skills in the interpretation and analysis of presenting data from a broad range of referral and assessment sources. Applying critical judgement to the development of well informed evidence - based arguments that that underpin the selection of appropriate treatment interventions and problem-solving initiatives.
Communication, ICT and Numeracy Skills	SCQF Level 11. Competency in the interpretation and evaluation of data emerging from key assessments measures and tools, and communicates the same to significant others. Demonstrates critical judgment in the selection of appropriate evidence-based interventions and articulates the rationale for the same within the multidisciplinary/agency context. Demonstrates an enhanced ability to select and utilise appropriate technological and educational materials to promote wellbeing in the clinical context.
Autonomy, Accountability and Working with others	SCQF Level 11. Demonstrating an enhanced ability for critical reflection and autonomous decision making within the scope of professional practice. Demonstrating professional accountability in relation to adherence to professional, legal and ethical codes underpinning safe and effective practice. Displaying appropriate leadership, organisational and collaborative skills within a multi-disciplinary/agency context.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

Learning and Teaching
Learning Activities/Categories:
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 design of the postgraduate Diploma in Cognitive Behavioural Therapy has been guided by a concern for the student experience and consideration of how different modes of delivery, engagement, and placement opportunities etc., will affect the student. Given the likely diversity of mental health professionals this programme is likely to attract, and the varied interests, experience, and aptitudes we expect to find, great care has been given to ensuring the appropriate level of support and supervision. This is reflected in the student's supervision and documented in their practice portfolio and the assessment strategy of the programme. Both are designed to support the students to deliver a high quality of care during their training. Teaching has been specifically designed to provide quality training blending skills training through role play and demonstration, with more traditional teaching of the relevant theory using a blend between face-to-face lecture workshop delivery, case studies and supervision.
The PgDip learning, teaching and assessment framework has been carefully aligned with the University's Strategic Plan and mapped against the key institutional strategies. Recognizing that 'how learners learn' is an important element of their experience. As such our strategy is to support a flexible, learner-orientated engagement with learning practice. The framework has been designed to provide a rich variety of integrated learning and assessment opportunities and experiences, increasing discipline knowledge and understanding while developing key transferable skills.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Tutorial/Synchronous Support Activity	10
Laboratory/Practical Demonstration/Workshop	15
Independent Study	155
	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:

Grant et al (2010) Cognitive Behavioural Therapy in Mental Health Care (2nd ed). London, Sage.

Simons, J., & Griffiths, R. (2009) CBT for Beginners. Sage, London.

Sanders D and Wills F (2006) Cognitive Therapy : An Introduction (2nd edtn) London, Sage Publications.

Hawton K.E., Salkovskis, P.M., Kirk, J.E., Clark, D.M (2008) Cognitive behaviour therapy for psychiatric problems: A practical guide. New York, Oxford University Press.

Watson, D.L. & Tharp, R.G. (2007) Self-directed behaviour. 9th Ed. Wadsworth, Thomson.

(**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	Robert Boyd
External Examiner	M Lincoln
Accreditation Details	BABCP Accredited L2
Changes/Version Number	1.06 Checked Indicative Resources Moderator changed - Change EE to TBC - E&D "Nursing Care" removed and changed to' care' - Face to face hours reduced Moodle changed to Aula EE Updated.

Assessment: (also refer to Assessment Outcomes Grids below)
Case Study a pass mark of 50% must be achieved
A recorded therapy session with CTS-r self reflection this is a pass /fail assessment both components must be passed
(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
Case study	✔	✔	✔	✔	✔	100	0

Component 2

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
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✔				✔	0	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.

Further detail is available in the specific section of the module descriptor.
(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)