Module Descriptor

Title	CBT Strategies Skills and Interventions		
Session	2026/27	**Status**	Published
Code	NURS11114	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Angie McDonald		

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	**On-Campus**[1]	**Hybrid**[2]	**Online**[3]	**Work -Based Learning**[4]
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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 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 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 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 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 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.

Prerequisites	**Module Code** NURS11112	**Module Title** CBT Models and Core Therapeutic Competences
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Learning Activities/Categories: During completion of this module, the learning activities undertaken to achieve the module learning outcomesare designed to help meet the requirements of BABCP accreditation. The design of the postgraduate Diplomain Cognitive Behavioural Therapy has been guided by a concern for the student experience and considerationof how different modes of delivery, engagement, and placement opportunities etc., will affect the student. Giventhe 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 ofsupport and supervision. This is reflected in the student's supervision and documented in their practice portfolioand the assessment strategy of the programme. Both are designed to support the students to deliver a highquality of care during their training.

Teaching has been specifically designed to provide quality training blendingskills training through role play and demonstration, with more traditional teaching of the relevant theory using ablend 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'sStrategic Plan and mapped against the key institutional strategies. Recognizing that 'how learners learn' is animportant element of their experience. As such our strategy is to support a flexible, learner-orientatedengagement with learning practice. The framework has been designed to provide a rich variety of integratedlearning and assessment opportunities and experiences, increasing discipline knowledge and understandingwhile 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** (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
n/a	
n/a	
TOTAL	200

Indicative Resources

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)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:
80% face to face attendance.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. The School of Health, and Life Sciences believes that education and practitioner diversity are central toachieving 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 toprospective 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 practitionerresponsibilities. The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching andlearning, assessment and evaluation. This module involves the development and application of theory to the clinical area. The module competencestandards must be achieved for successful completion of the module. Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of thismodule. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment toprogress will be experienced. To enable the module to be responsive to the demand for equality and diversity, processes and procedureshave 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)

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L9-11
Moderator	Robert Boyd
External Examiner	M Lincoln
Accreditation Details	BABCP
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study a pass mark of 50% must be achieved.
Assessment 2
A recorded CBT session with CTS-r self reflection this is a pass /fail assessment both components must be passed.
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	☒	☒	☒	☒	☒	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
