

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	UCLan Preston College for Humanistic Sciences ICPS
<b>3. University School/Centre</b>	School of Community Health and Midwifery
<b>4. External Accreditation</b>	Not applicable
<b>5. Title of Final Award</b>	Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression
<b>6. Modes of Attendance offered</b>	Part time
<b>7. UCAS Code</b>	Not applicable
<b>8. Relevant Subject Benchmarking Group(s)</b>	The Ten Essential Shared Capabilities for Mental Health Practice (NIMHE/ Sainsbury Centre).
<b>9. Other external influences</b>	
<b>10. Date of production/revision of this</b>	January 2014

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

- A1. Demonstrate a critical working knowledge of empirically supported CBT models of anxiety disorders and depression, and produce a case formulation for one client based on these.
- A2. Critically appraise the current evidence base of CBT for anxiety and depression
- A3. Illustrate and critically appraise the use of CBT assessment tools with an individual drawn from their own clinical practice
- A4 Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

### **Teaching and Learning Methods**

Use of lead lectures, peer presentations, problem-based learning, case studies and discussions, tutorials, experiential exercises, video assisted learning and role-play will help students to achieve the desired outcomes.

### **Assessment methods**

Structured reflection  
Skills development  
Development of portfolio/learning journal  
Case formulation report

### **B. Subject-specific skills**

- B1. Illustrate and critically appraise the use of recognised Cognitive Behaviour Therapy assessment tools with an individual drawn from their own clinical practice
- B 2. Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.
- B 3. Critically reflect on their use of structure for delivering sessions in cognitive behaviour therapy with individuals e.g. agenda and homework setting,
- B4. Critically reflect on their development in recognised competencies e.g. Socratic questioning, collaboration.

### **Teaching and Learning Methods**

**Use of modified lectures, peer presentations, problem-based learning, case studies and discussions, tutorials, demonstration, experiential exercises, audio and video assisted learning, role play and simulations and computer assisted learning packages, will help students to achieve the desired outcomes.**

### **Assessment methods**

Clinical supervision including supervisor and student feedback  
Case Discussion groups  
Development of Portfolio/Learning Journal  
Case formulation report

### **C. Thinking Skills**

- C1. Critically appraise the use of recognised Cognitive Behaviour Therapy assessment tools with an individual drawn from their own clinical practice
- C2. Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.
- C3. Critically reflect on their use of structure for delivering sessions and the development of recognised competencies
- C4. Critically appraise the current evidence base of CBT for anxiety and depression

### **Teaching and Learning Methods**

Use of modified lecturers, discussion groups, debate, case study presentations by experienced cognitive therapists, guided reflection, audio and video assisted learning, guided reading, computer assisted learning packages, individual and group tutorials will help students to achieve the desired outcomes.

### **Assessment methods**

Structured reflection  
 Development of Portfolio/Learning Journal  
 Case formulation report

**D. Other skills relevant to employability and personal development**

- D1. Communication
- D2. Research Skills
- D3. Problem solving
- D4. Working with others/Team working
- D5. Personal development
- D6. Therapy Skills/Use of Supervision

**Teaching and Learning Methods**

Use of modified lectures, peer presentations, problem-based learning, case studies and discussions, tutorials, demonstration, experiential exercises, audio and video assisted learning, role play and simulations and computer assisted learning packages, will help students to achieve the desired outcomes.

**Assessment methods**

Clinical supervision including supervisor and student feedback  
 Development of Portfolio/Learning Journal  
 Case formulation report

**13. Programme Structures\***

Level	Module Code	Module Title	Credit rating
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Level 6	NU3070 (6)	Cognitive Behavioural Interventions for Anxiety and Depression	40
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**14. Awards and Credits\***

**Advanced Certificate – Requires 40 Credits at level five or above.**

**15. Personal Development Planning**

Develop knowledge and skills in using structured models of reflection  
 Experience small group case discussion using Padesky model of Cognitive Behavioural supervision  
 Establish a supervision contract within the CBT module  
 Establish and use a personal development portfolio with practice based supervisor setting personal goals to guide learning  
 Exposure to skills based workshops and experiential learning including feedback from self, peers and lecturers

**16. Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

Part 3 and 13 of the NMC register or other appropriate professional qualifications for other disciplines

<b>17. Key sources of information about the programme</b>
University Web Page
Course Handbook

### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	NU 3070 (6)	Cognitive Behavioural Interventions for Anxiety and Depression	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## MODULE DESCRIPTOR

<b>MODULE TITLE</b>	Cognitive Behavioural Interventions for Anxiety and Depression			
<b>MODULE CODE</b>	NU3070 (6)	<b>CREDIT VALUE</b>	40 Credits	
<b>DATE OF APPROVAL</b>	January 2014		<b>VERSION NUMBER</b>	1
<b>SCHOOL</b>	Health	<b>PARTNER INSTITUTION</b>	College for Humanistic Sciences ICPS	

### RELATIONSHIP WITH OTHER MODULES

<b>Co-requisites</b>	None	<b>Pre-requisites</b>		<b>Excluded Combinations</b>	None
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### MODULE AIMS

To provide students with the opportunity to develop their knowledge and understanding of the background, underlying principles, models and evidence base of Cognitive Behaviour Therapy (CBT). To enable students to develop their skills and competencies in using a range of CBT interventions relevant to working with people with anxiety and depression.

### MODULE CONTENT

- The history and development of cognitive behavioural interventions
- Cognitive behavioural formulations of specific disorders
- Empirical basis for cognitive behavioural interventions
- Formal and informal assessment tools
- Application of CBT interventions for anxiety disorders and depression
- Empirical basis for homework

### LEARNING OUTCOMES

<b>On successful completion of this module a student will be able to:</b>	
1.	Critically appraise the current evidence base of CBT for anxiety and depression
2.	Illustrate and critically appraise the use of CBT assessment tools with an individual drawn from their own clinical practice
3.	Demonstrate a working knowledge of empirically supported CBT models of anxiety disorders and depression, and produce a case formulation for one client based on these.
4.	Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.
5.	Critically reflect on their use of structured individual CBT sessions e.g. agenda setting, setting homework
6.	Critically appraise and reflect on their use of CBT specific interpersonal skills e.g. Socratic questioning, collaboration

## **ASSESSMENT METHODS**

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

<b>Number of Assessments</b>	<b>Form of Assessment</b>	<b>% weighting</b>	<b>Size of Assessment/ Duration/ Wordcount (indicative only)</b>	<b>Category of assessment (1 of written exam/practical assessment/coursework –see guidance notes)</b>	<b>Learning Outcomes being assessed</b>
1	Case formulation report	100%	4000 words	Coursework	1,2,3,4,5,6

## **MODULE PASS REQUIREMENTS**

Students are required to pass the assessment at 40%.

**APPENDIX**

**MODULE CODE:** NU3070      **MODULE TITLE:** Cognitive Behavioural Interventions For Anxiety And Depression

**LOCATION OF STUDY:** UCLan Campus, ICPS

<b>Module Tutor</b>	Robin Bailey Dr Anastasia Soureti
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<b>MODULE DELIVERY</b>	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		<b>X</b>	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

**MODULE LEARNING PLAN**

*All modules should include details of the average learning time based upon 200 hours per 20 credit module.*

<b>LEARNING, TEACHING AND ASSESSMENT STRATEGY</b>	
Use of modified lecturers, discussion groups, debate, case study presentations by experienced cognitive therapists, guided reflection, audio and video assisted learning, guided reading, computer assisted learning packages, individual and group tutorials will help students to achieve the desired outcomes.	
<b>SCHEDULED LEARNING AND TEACHING ACTIVITY</b> During this module you will be given the opportunity to actively engage with learning activities as described below to develop skills that support current and future employment. These skills include:  <b>Research Skills</b> (Enhancing knowledge on evidence based practice and learning to think like a cognitive behavioural therapist/scientist practitioner).	<b>No of hours</b>

<p><b>Problem Solving &amp; Research Skills</b> (Determining what new information and resources are required in order to solve a problem and demonstrate the ability to research for/find these; Implement a planned solution that addresses a problem and reflect upon outcome).</p> <p><b>Team working</b> (Identify and work with the strengths and weaknesses of individual team members; deal sensitively with disengagement and disagreement; Evaluate the contribution of self in the process).</p> <p><b>Personal development</b> (Accept feedback in a positive manner and act appropriately upon it; reflect on experience, assess, evaluate and analyse that experience in order to plan to improve learning; understand the role of cognition and behaviour on self and develop metacognitive awareness/strategies)</p>	
Classroom Based Lecture	50
Skills Practice and Workshop	30
Demonstration	4
Case discussion groups	16
Behavioural and Cognitive Fieldwork experimentation/Homework	20
<b>TOTAL SCHEDULED LEARNING HOURS</b>	120
<p><b>GUIDED INDEPENDENT STUDY</b>  <b>During this module you will be given the opportunity to actively engage with learning activities as described below to develop skills that support current and future employment. These skills include:</b></p> <p><b>Research Skills</b> (Constructing a range of strategies and methods for answering psychological research questions; locating, reviewing and evaluating information and data on a evidence based practice).</p> <p><b>Personal Development</b> (Independent learning and time management skills, development of initiative, developing help seeking behaviours; identification of progress impeders).</p>	

<p><b>Reflective Skills</b> (Awareness of self and ability to reflect on self and impact on others).</p> <p><b>Problem Solving, Project Planning &amp; Evaluation</b> (Planning self-directed learning activities to improve the effectiveness of learning; developing metacognitive strategies to learn about learning).</p> <p><b>Therapy Skills/Supervision</b> (Developing CBT based competencies and reflecting upon and developing these with supervisory guidance).</p>	
Placement hours and supervision time	33
Supportive Reading for class preparation as well as to enhance classes already taken.	123
Assessment preparation	124
<b>TOTAL GUIDED INDEPENDENT STUDY HOURS</b>	
<b>TOTAL STUDENT LEARNING HOURS</b> <i>These must add up to 200 hours per 20 credits</i>	400

## **BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL**

### **Books:**

Beck, A.T. ; Rush, A.J. ; Shaw, B.F. & Emery, G. (1979) *Cognitive Therapy of Depression*. New York. Guilford Press.

Beck, J.S. (1995) *Cognitive therapy: Basics and beyond*. New York. Guilford.

Bennet-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M & Westbrook, D. (Ed.) (2004) *Oxford Guide to Behavioural Experiments (Cognitive Behaviour Therapy: Science & Practice)*. Oxford University Press.

Blackburn, I.M. & Twaddle, V. (1999) *Cognitive Therapy in Action: A Practitioner's Casebook*. London. Souvenir Press (Educational & Academic) Ltd.

Butler, G., Fennell, M. & Hackman, A. (2008) *Cognitive Behaviour Therapy for Anxiety Disorders: Mastering Clinical Challenges*. London, Guilford Press

Greenberger, D. & Padesky, C. (1995) *Mind Over Mood - Change how you feel by changing the way you think*. London. Guilford Press.

Greenberger, D. & Padesky, C. (1995) *Clinicians guide to mind over mood*. London. Guilford Press

Hawton, K. Salkovskis, P.M. Kirk, J. & Clark, D.M. (2000) *Cognitive Behaviour Therapy for Psychiatric Problems. A practical guide*. Oxford. Oxford University Press.

Kinsella, P. & Garland, A. (2008) *Cognitive Behavioural Therapy for Mental Health Workers. A beginner's guide*. London. Routledge.

Leahy, R. & Holland, J. (2000) *Treatment Plans and Interventions for Depression and Anxiety disorders*. London. Guilford Press.

Wells, A. (1997) *Cognitive Therapy of Anxiety Disorders: A practice manual and conceptual guide*. Chichester. Wiley.

Westbrook, D., Kennerly, H. & Kirk, J. (2007) *An Introduction to Cognitive Behaviour Therapy: Skills and applications*. London. Sage Publications.

William, J. M. (1992) *The Psychological Treatment of Depression: A guide to practice and theory*. London. Routledge.

**Journals**

Behavioural and Cognitive Psychotherapy

Journal of Clinical Psychology

Journal of Advanced Nursing

Web Sites

<http://www.babcp.com>

<http://www.livinglifetotheful.com>

<http://www.fiveareas.com>

(last accessed 5.2.10)