US University of Sussex

UNIVERSITY OF SUSSEX
SCHOOL OF PSYCHOLOGY

**Fundamentals of Cognitive Behavioural Therapy
Year 2017/2018
406C8
30 Credits
Autumn Term 2017**

Module Convenor: Peter Garwood

NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first seminar.

NOTE: This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Office in Pev1 2A13 or via psychology@sussex.ac.uk

MODULE INFORMATION & REQUIREMENTS

Module Structure, Aims and Objectives

The module will consist of lectures and seminars/workshops in 6 x 2-day blocks of teaching

By the end of the module students will have gained knowledge and skills in the fundamental theories, theorists, principles, strategies and techniques which will prepare them to undertake further training in translating theory into practice with regard to CBT assessment and practice.

Throughout the module, students will gain a detailed understanding on the fundamental theories, theorists, principles, strategies and techniques used in CBT to treat people with a variety of common mental health problems and complex difficulties. Sessions will include theoretical teaching which will provide students with an overview of the topic area. Knowledge and skills will then be grounded and consolidated through individual and small group excercises, modelling and rehearsal using case examples in some of the clincal skills based sessions. Students will be encouraged to take part in practical and explorative exercises to start to reflect on their own psychological development and how the theories and fundamental skills of CBT might be used to help them to deepen their understanding of the development of common mental health problems and more complex difficulties

Module Learning Outcomes.

By the end of the module, a successful student should be able to:

1. Demonstrate competence for delivery of the core features of assessment and intervention in Cognitive Behavioural Therapy

2. Demonstrate a systematic understanding of, and critical awareness of the theory and evidence base of Cognitive Behavioural Therapy.

3. Demonstrate an originality and reflective practice in the application of psychological knowledge to the treatment and understanding of mental health problems using Cognitive Behavioural Therapy.

Pre-Requisites

A "Core Profession" Qualification in a mental health field as defined by the British Association of Behavioural and Cognitive Psychotherapies OR evidence meeting the BABCP Knowledge Skills and Attitudes requirements

AND

(ii)   Foundation level knowledge of Cognitive Behavioural Therapy and some experience of providing structured psychological therapies or interventions

AND EITHER

(iii)   A UK undergraduate degree at second or first class honours or equivalent;

OR

(iv)   Ability to study successfully at postgraduate level, demonstrated through a portfolio of evidence of previous written work produced in a training or work context.

Module Contact Information

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Teaching and Learning

The syllabus details for the module are available via links on the Psychology teaching web pages and via Sussex Direct.

Teaching Days. There will be twelve days of workshops organised in blocks of two days. Workshops will start at 09.30 am and finish at 16.30pm. Each workshop will have both a taught element and a skills based element and will include: tutor led lectures, and workshops, clinical based learning, role play and feedback and private study.

To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture (see lecture attendance etiquette in the course handbook).

> It is **CRUCIAL** for you to understand that formal examination on this module will be based on material covered in the lectures, seminars **and** your "essential reading" for each week. It is also important for you to understand that lectures will **NOT** attempt to 'cover' all such material (and nor will seminars). That is, lectures and seminars are not intended to provide an alternative to you learning the material in your essential reading. Any attempt to rely solely on learning material presented in lectures and seminars will severely restrict your ability to do well during formal assessment of this module. Lectures (and seminars) are intended to fulfil functions other than repeating or précising material covered in the essential readings.

Lectures on this module are intended to perform several functions. First, they will provide another 'channel' of communication, allowing you to hear as well as read about (selected) material relevant to the module.

A second function of the lectures is to allow you to review material you have learned so far. If you have already done the essential reading associated with the lecture, ask yourself how well the lecturer has covered that material.

A third function of the lectures is to illustrate the nature of a critical approach to students. The lecturer will sometimes simply explain material. At other times, however, the lecturer will critique

the material in some way. University education is about learning how to constructively critique as well as simply absorb information.

You should note that all the study skills advice in existence suggests that straightforward 'absorption' of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from 'interrogating' that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

Clinical based learning and role play allow for theory/practice synthesis. In a clinical module it is vital that the theoretical elements of a subject underpin clinical practice. The clinical based learning and role play in the classroom facilitates such synthesising allowing 'safe space' in which to practice clinical skills and receive feedback. It will be expected that you will undertake role play throughout the module.

It is important that learning opportunities are maximised wherever possible during the module. Therefore we would like you to consider abiding by the following guidance: Arrive in good time for the start of the lecture. If you are unavoidably late please enter the room with minimum disturbance and do not interrupt the lecturer.

- Please arrive on time for teaching
- Mobile phones should be OFF (or at least on silent if you need to be contacted).
- Please do not engage in private conversations while the tutor or your fellow students are talking.
- Please be respectful and considerate in the way in which you address the tutor and fellow students
- Do not pack-up and/or leave before the lecture AND questions are finished.
- Respect rights of confidentiality at all times

All of the above are very distracting for the lecturer and your fellow students and will affect the teaching experience.

Independent study. This might involve extra reading or skills practice with colleagues. Not everything you will need or want to know will be covered in the lectures, seminars or essential readings, you need to become familiar with the material you are guided towards and it will be important to take the opportunity to continue to practice newly learnt clinical skills outside of the classroom setting. You will need to keep a log of your independent study throughout the course to demonstrate 200 hours on completion.

Study Direct. You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Module convenors and tutors would prefer to receive queries via the Study Direct module forum than by email.

Books and Reading

Below is some suggested reading. It is recommended that you obtain access to copies in preparation for the module.

Beck, J.S. (2011). Cognitive Behavior Therapy: Basics and beyond. New York: Guilford.

Clarke, I. and H. Wilson. (2008). Cognitive Behaviour Therapy for Acute Inpatient Mental Health Units. Working with Clients, Staff and the Milieu. London: Routledge. (Complex difficulties pathway)

Gilbert, P. and Leahy, R. (2007). The Therapeutic Relationship in the Cognitive Behavioral Psychotherapies. Routledge

Grant, A, Townend, M., R. Mulhern and Short, N. (2010). Cognitive Behavioural Therapy in Mental Health Care. (Second edition) London: SAGE Publications Ltd.

Hawton, K., Salkovskis, J., Kirk, J., & Clark, D.M. (1989). Cognitive-behaviour therapy for psychiatric problems. Oxford: Oxford University Press.

Salkovskis, P.M. (Ed.) (1996). Frontiers of cognitive therapy. New York: Guilford.

You will need to go beyond these texts in preparing for seminars and essays. Use it as a starting point to orient yourself to particular fields of interest, and then pursue other material that appears to you to be relevant. There are also extensive web-based materials associated with this text. Details on how to access these will be given at the induction meeting.

Assessment

Assessment details of how, when and where to submit your work can be found on your assessment timetable on Sussex Direct https://direct.sussex.ac.uk

Essay- Reflective essay of self-practice with CBT methods (2000 words) to meet learning outcome 3, this will comprise 30% of the weighting of the module assessment.

Essay- Evidence-base essay (3000 words) to meet learning outcome 2, this will comprise 40% of the weighting of the module assessment.

Practical Assessment- Objective Structured Clinical Examination (OSCE) to meet learning outcome 1, this will comprise 30% of the weighting of the module assessment.

Draft work

- In principle the course team are happy to read drafts to support students in developing their written work.
- A draft submission can constitute an excerpt of a paper or an essay plan.
- A draft should constitute no more than 25% of the total word count or 500 words.
- Any draft submission should include a clear request or set of questions identifying the specific guidance requested.
- Tutors will comment on academic style, depth of the work and links to the original question.
- Tutors will make no comment on whether a draft submission is likely to lead to a pass or fail.
- No draft submission will be commented on in a two week period prior to assignment submission.

All components of module assessment must be passed.

Sussex Direct provides assessment deadlines and how, when and where to submit your work. Most assessments are via e-submission. However if an assessment is via the school office - Pevensey 1 2A13, students must ensure they have completed the relevant coversheet with their candidate number, the module code, module title and assessment mode details. Coversheets are available from the school office.

In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the School Office when work is ready to collect.

Students will get feedback in hardcopy and electronically via Sussex Direct dependant on the method of submission.https://direct.sussex.ac.uk

Information on the following can be found at the link below:
- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

Plagiarism and Collusion. Plagiarism is the use, without acknowledgement, of the intellectual work of other people and the act of representing the ideas or discoveries of another as one's own written work submitted for assessment.

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others.

Information on how to avoid plagiarism and collusion can be found here;

http://www.sussex.ac.uk/adqe/standards/academicmisconduct

http://www.sussex.ac.uk/s3/?id=33

Recordings. Audio recordings of therapy submitted as an assignment should be treated in the same way as written submissions. Any recordings due for submission will need to be handed to the course administrator situated in the school office on the day of submission. They will be submitted via encrypted data stick, secure email or on CD in line with the relevant audio and visual recording procedural guidance for each trust and will be stored in accordance with the relevant audio and visual recording procedural guidance for each trust. Details of policies and procedures for submission will be clarified at the start of term and information given on Sussex direct.

Student Evaluation

You will be able to provide feedback on the module, how will be confirmed during the module. We want the module be as good as it possibly can be so all and any feedback is gratefully received.

Teaching Day Topics (NB. Order may be subject to change)

Day 1
Welcome, overview of the course, ethos, language, ethical practice
Day 2
General assessment and Mental State Examination. Overview of the use of Measures in CBT
Day 3
Behavioural theory, Cognitive theory
Day 4
CBT Model and Self Practice
Day 5
CBT assessment and introduction to formulation
Day 6
Problem statements and goal setting
Day 7
Cognitive Therapy Rating Scale- Revised
Day 8
A.M Working with diversity. P.M Being on the receiving end of CBT
Day 9
The therapeutic relationship
Day 10
Using supervision; practicing within competence
Day 11
Behavioural change methods
Day 12
A.M: (Re)lapse prevention. P.M: Overview and Summary of module