US University
of Sussex

UNIVERSITY OF SUSSEX
SCHOOL OF PSYCHOLOGY

**Cognitive Behavioural Therapy for Anxiety Disorders
(Complex Difficulties)
Year: 2016/2017
400C8
15 Credits
Spring Term 2017**

Module Convenor: Lydia Turner

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 Administration 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 3 x 2-day blocks of teaching.

By the end of the module, students will have developed knowledge and skills in working with people suffering from Panic Disorder, with and without Agoraphobia, Generalised Anxiety Disorder, Social Anxiety Disorder, Obsessive Compulsive disorder and Post Traumatic Stress Disorder using behavioural and cognitive interventions to help reduce cognitive and behavioural contributory factors in the maintenance of these anxiety difficulties.

Throughout the module, students will gain a detailed understanding on assessment, formulation and treatment strategies as applied to individuals with these presenting difficulties. Each session will include thoeretical 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. Students will be encouraged to take part in practical and explorative exercises to reflect on their own psychological development of CBT and to use this to help them to deepen their understanding of these particular psychological difficulties.

Module Learning Outcomes.

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

1. Demonstrate competence for delivery of assessment and intervention in Cognitive Behavioural Therapy for Anxiety Disorders, specifically Panic Disorder, with and without Agoraphobia (PD), Generalised Anxiety Disorder (GAD), Social Anxiety Disorder, Obsessive Compulsive Disorder (OCD) and Post Traumatic Stress Disorder (PTSD).

2. Demonstrate a systematic understanding of, and critical awareness of the theory and evidence base of Cognitive Behavioural Therapy for Anxiety Disorders, Panic Disorder, with and without Agoraphobia (PD), Generalised Anxiety Disorder (GAD), Social Anxiety Disorder, Obsessive Compulsive Disorder (OCD) and Post Traumatic Stress Disorder (PTSD).

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 for Anxiety Disorders, specifically Panic Disorder, with and without Agoraphobia (PD), Generalised Anxiety Disorder (GAD), Social Anxiety Disorder, Obsessive Compulsive Disorder (OCD) and Post Traumatic Stress Disorder (PTSD).

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

Convenor: Lydia Turner
Location: JMS 5D19
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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 six days of workshops organised in blocks of three days. Each workshop will have both a taught element and a skills based element and will include: tutor led lectures, 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).

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.

Feedback sessions Your module convenor will hold a feedback session each week. Please see the Psychology Office for when and where this will be held. Students may use these office hours (without appointment) to discuss or ask about _anything_ module-related.

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.

Wells, A. (1997). Cognitive therapy of anxiety disorders. New York: John Wiley & Sons.

Craske, M.J. (1999). Anxiety Disorders: Psychological Approaches to Theory and Treatment. New York: Westview Press.

Butler, G, Fennell, M and Hackmann, A. (2010) Cognitive-Behavioral Therapy for Anxiety Disorders: Mastering Clinical Challenges. New York: Guildford Press

Leahy, R. (2006). Contemporary Cognitive Therapy. Theory, Research and Practice.. New York and London: The Guilford Press.

Clark, D. and Beck, A (2009) Cognitive Therapy of Anxiety Disorders: Science and Practice. Guilford Press

You will need to go beyond this text 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

(Case) Report (3000 words) to meet learning outcomes 1, 2 and 3. This will comprise 100% of the weighting of the module assessment.

In addition, students will be expected to make one additional formative submission. A formative submission is part of a formal assessment employed during the course to establish student progress and to inform areas for further development.

1. The rating of an audio recording of CBT practice. Rated by self and supervisor using the Cognitive Therapy Rating Scale – Revised (CTS-R) This will comprise of an actual clinical therapy session which will be rated by the student and one other BABCP accredited CBT therapist (e.g. Course Supervisor) on a twelve item format using a 0-6

scale. To include brief and relevant client information.Under each of the twelve headings comments and reflections will be given by both the student and the other rater on adherence, evidence and competence of the student, thus reflecting feedback on learning and matching theory to practice.

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.

Two copies of your written assignment must be submitted to the Psychology School Office, Pevensey 1 2A13 by the deadline. 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.

Students will get feedback in hardcopy and electronically via Sussex Direct
https://direct.sussex.ac.uk

Information on the following can be found at the link below:

•   Submitting your work
•   Missing a deadline
•   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

Assessment deadlines can be found on Sussex Direct: https://direct.sussex.ac.uk

Recordings
Any recordings due for submission will need to be handed to the module tutor directly. They will be submitted via safestick, emailed electronic file 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.

Attendance, Absence and Engagement

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

Student Evaluation

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

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

Day 1
An introduction to Anxiety: An overview of diagnosis and presentation.
Day 2
Cognitive Change methods
Day 3
Panic Disorder: Diagnosis, formulation and treatment.
Day 4
Generalised Anxiety Disorder (GAD): Diagnosis, formulation and treatment.
Day 5
Obsessive Compulsive Disorder: Diagnosis, formulation and treatment.
Day 6
Post Traumatic Stress Disorder: Diagnosis, formulation and treatment.