



**UNIVERSITY OF SUSSEX
SCHOOL OF PSYCHOLOGY**

**Psychological Therapy Supervised Practice
(Complex Difficulties)**

Year 2013/2014

907C8

30 Credits

Autumn, Spring & Summer Terms 2013/2014

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

By the end of the module students will have gained skills required to undertake Cognitive Behavioural Therapy (CBT) across different complexities and different service settings in an ethical and collaborative manner.

The module runs alongside all modules following the Fundamentals of CBT module, across Autumn, Spring and Summer Terms.

Throughout the module, students will gain a detailed understanding and skills required to undertake Cognitive Behavioural Therapy for people with a range of mental health presentations in an ethical and collaborative manner. Sessions will include individual and small group exercises, modelling and rehearsal using case examples thus facilitating the grounding and consolidation of skills. Students will be encouraged to take part in practical and explorative exercises to start to reflect on their own CBT skill development, and how these CBT skills might be used to help them to deepen their practice of Cognitive Behavioural Therapy in an ethical and collaborative manner.

Students will also be required to undertake 70 hours of supervision from a BACP accredited therapist. Half of this supervision (35 hours) will be provided by the module, half will be provided by supervisors in the students' place of work. Module staff will liaise with supervisors in the students place of work to ensure quality assurance and adherence to the requirements of the module.

Module Learning Outcomes.

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

1. Demonstrate core, problem specific and metacompetency skills required in the delivery of Cognitive Behavioural Therapy for complex difficulties
2. Demonstrate a systematic understanding, and critical awareness of the theory and evidence base underpinning the core, problem specific and metacompetency skills in the practice of Cognitive Behavioural Therapy for complex difficulties.
3. Demonstrate an originality and reflective and reflexive practice in the delivery of core, problem specific and metacompetency skills required in the delivery of Cognitive Behavioural Therapy for complex difficulties.

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:	Pevensey 2 (5B8)
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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 corresponding with teaching blocks. Each workshop will have both a skills based element and a supervision element and will include: 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 précisising 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.

Office Hours Your module convenor will hold an office hour 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.

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

Leahy, R. L. (2001). *Overcoming Resistance in Cognitive Therapy*. New York and London: The Guilford Press.

Bennett-Levy, Butler, Fennell, Hackmann, Mueller & Westbrook (2004). *Oxford Guide to Behavioural Experiments in Cognitive Therapy*. Oxford University 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

Assessment details for this module are shown on your Syllabus in Sussex Direct. Submission deadlines are shown on your timetable. Assessment consists of a portfolio with 100% weighting consisting of;

Evidence of delivery of at least 200 hours of CBT assessment and treatment

Evidence of completed treatment with a minimum of 8 clients (3 closely supervised).

Case flow charts.

Client summaries.

Samples of assessment reports/end of treatment reports

Evidence of taught hours

Evidence of at least 70 hours of supervision from a BABCP accredited therapist

Signed CBT supervision logs.

Evidence of supervision notes

At least 3 on site supervisors placement reviews and final report which has been 'signed off' by field supervisor(s)

Six self rated Session recordings using a CTS-r scale-to include brief reflective analysis of session.

Evidence of reflection on at least five samples of CBT literature and its application to practice with individual clients.

Evidence of a reflexive journal which records self use of CBT principles and practices.

A reflective analysis of a treatment session, including a session recording which is integrated into a case discussion

A log book evidencing a minimum of 250 hours self directed study

In line with University regulations, every effort will be made to ensure that feedback from your portfolio is returned within 25 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.

Submission deadlines and late penalties

One copy of your portfolio must be submitted to the Psychology School Office, Pevensey 1 2A13 before the deadline. Students must ensure they have attached the relevant coversheet and module work submission list. Up to 24 hours late there will be a penalty deduction of 5% points, after 24 hours and up to 7 days (1 week) there will be a penalty deduction of 10% points.

For any piece of late work where the student wishes to claim mitigating circumstances or impairment a MEC form needs to be completed and submitted to the relevant School Office i.e., the office which owns the module.

Very Important Note: Appropriately completing and submitting formally assessed work is your responsibility. Definitive guidelines on this are provided in the '*Handbook for Candidates*' available on the web or via School offices. If you are in any doubt about the rules concerning submissions check with the School Office.

Examination

Examination details and timetables are displayed on the exam notice board on the Pev1 upper mezzanine and on the Student Progress and Assessment Office web pages. The School Office will not give out details of individual exam times.

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.

A warning about plagiarism and collusion: There are strict guidelines on copying material and all work is routinely checked for plagiarism. If you are found to have copied material you will be referred to the Misconduct Panel. Up to date information on the University regulations concerning plagiarism and collusion can be found at the following link:

Student Evaluation

All modules at Sussex are fully audited. You will be asked to complete an anonymous student evaluation form near the end of each term, allowing you to comment on and criticise all aspects of the module. You may also comment on the module at any time, either to convenors or tutors, and you may do this directly or via some intermediary (e.g. a student representative). Feedback received in this way will be collated and shown to all tutors and module convenors for the module. It will also be reported to the psychology teaching and learning committee. Module Evaluation summaries from the previous year are available on the School web pages. Reactions and responses to such student feedback will be reported back to students via student representatives (who attend School meetings). In addition, module convenors meet regularly with seminar tutors to discuss how the module is progressing and whether and when improvements might be made. We want the module be as good as it possibly can be so all and any feedback is gratefully received.