



Course Handbook

Title of the award: Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression (NU3070/2010)

2018/19

Course Leader: Robin Bailey

School of Community Health and Midwifery.



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

CBT has been developed relatively recently as a psychological treatment. It has been particularly well evaluated in outcome studies and empirical research (both quantitative and qualitative), providing an evidence base for practice and efficacy for working with people with a variety of issues including anxiety and depression. CBT involves working collaboratively with clients and helping them to recognise, manage and change patterns of unhelpful thinking styles and patterns of behaviour. Goals are negotiated and an action plan devised using verbal and behavioural reattribution strategies. CBT has been established as an effective method of helping, counselling and psychotherapy used as an alternative or in combination with more traditional methods of treatment. CBT is being used by a variety of mental health practitioners working in specialist roles, and is the NHS's treatment of choice.

1.1 Rationale, aims and learning outcomes of the course

The aim of the module is to introduce you to the underlying theory and practical techniques of Cognitive Behaviour Therapy (CBT) for use with common emotional issues. The course will equip you with some of the practical skills necessary to formulate and treat presentations of anxiety and depression. On successfully passing the course you will receive an Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression, awarded by the University of Central Lancashire.

Aims of the Programme

- To provide an opportunity to develop knowledge and understanding of the background, principles, models, and evidence base of Cognitive Behavioural Therapy.
- To enable students to enhance their skills and competence in using a range of CBT interventions relevant to working with people experiencing anxiety and depression.

Programme Outcomes: level 6 (NU3070)

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.

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

B2. Critically appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

B3. 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.

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

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

Programme Outcomes: level 5 (NU2010)

Knowledge and Understanding

A1. 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.

A2 Appraise the current evidence base of CBT for anxiety and depression

A3. Illustrate and appraise the use of CBT assessment tools with an individual drawn from their own clinical practice

A4. Appraise and reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

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

B2. Reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

B3. Reflect on their use of structure for delivering sessions in cognitive behaviour therapy with individuals e.g. agenda and homework setting,

B4. Reflect on their development in recognised competencies e.g. Socratic questioning, collaboration.

Thinking Skills

C1. Critically appraise the use of recognised Cognitive Behaviour Therapy assessment tools with an individual drawn from their own clinical practice

C2. Reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

C3. Reflect on their use of structure for delivering sessions and the development of recognised competencies

C4. Appraise the current evidence base of CBT for anxiety and depression

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



1.2 Course Team

Robin Bailey (Course leader)
Course Tutor/Case Discussion Facilitator
Brook Building 235
Tel 01772 893418
Email rbailey@uclan.ac.uk

Sarah Traill –
Course Tutor/Case Discussion Facilitator
Brook Building 309
Tel 01772 895104
Email sltraill@uclan.ac.uk

Alison Elliot
Course Tutor/Case Discussion Facilitator

Rick Fothergill –
Course Tutor/Case Discussion
Facilitator.
Brook Building 344
Tel 01772 892736
Email krfothergill@uclan.ac.uk

Marie Percival
Course Tutor/Case Discussion
Facilitator
Harrington Building 253
Tel: 01 772 89 3412
Email: mpercival@uclan.ac.uk

Brook Building 225
Tel 01772 895133
AElliott1@uclan.ac.uk

1.3 Expertise of staff

All staff are qualified in CBT. Some of the course team are active researchers in the field of Cognitive therapies and written extensively on the subject.

Please see links below on details of their publications:

Robin Bailey: http://www.uclan.ac.uk/staff_profiles/robin_bailey.php

Sarah Trail:

<http://www.amazon.co.uk/Overcoming-Depression-Common-Problems/dp/0859698181>

<http://www.amazon.co.uk/Qualitative-Research-Arts-Mental-Health/dp/1906254397>

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Room 294
Telephone: 01772 891992/ 891993
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. All emails will be responded to within 5 working days. Also notifications regarding the course will be posted on Blackboard so please check this regularly. Office hours are typically 9-5 however this may vary from lecturer to lecturer depending upon their contracts.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner for this module is Stella Gkika formerly of the University of Bolton. External Examiner reports will be available on the course blackboard site.



2. Structure of the course

2.1 Overall structure

Award/Module	Number of Modules for Award	Credits	Module Title	Module Credit Level	Module Size
NU3070 Advanced Certificate	1	40	Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression	Level 6	Double
OR					
NU2010 Advanced Certificate	1	40	Cognitive Behavioural Interventions for Anxiety and Depression	Level 5	Double

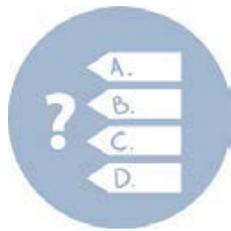
There is an expectation that you will have access to work with clients who experience anxiety and depression as their primary presenting problem, and it is your responsibility to organise this. Therefore it is mandatory that you have a placement to carry out your CBT work. Unfortunately the University of Central Lancashire is not in a position to facilitate this. The case discussion provided within the course is intended to complement and not replace the supervision you already receive for your clinical work. It is you and your manager's

responsibility to ensure you receive regular work based supervision throughout the course. Advisors attached to the course cannot be held accountable or take professional responsibility for your clinical work.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.

The course is a double module and can be taken at either Level 5 (NU2010) or Level 6 (NU3070). Specific information on each module can be found in the appropriate module descriptor on Blackboard.



2.3 Course requirements

Students must be working with clients with anxiety and depression whilst completing this course.

2.3 Progression Information

There are no progression meetings for this course, however you may wish to discuss further educational opportunities with the course leader.

2.4 Study Time

2.4.1 Weekly timetable

The weekly timetable is available at the following link:-

<https://apps.uclan.ac.uk/MvcCompTimetable/CompTT/CompTTMatrix?entId=NU3070&entType=Module&setId=201415&secParam=22541>

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. 20 credits is a standard module size and equals 200 notional learning hours. The teaching of the module runs over 12 sessions every two weeks, at Preston Campus from 9.30am to 4pm. Typically, the morning sessions are key note lectures and seminars and the afternoon sessions focus on skill development. The course utilises Blackboard where by students can access information about the course and material to support the lectures. During sessions 4 through to session 12, you will get into small groups and discuss case work with an advisor experienced in Cognitive Behaviour Therapy. These sessions will help you develop your competence in using CBT interventions with clients whom you are currently working, who has anxiety or depression.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: **Robin Bailey: Course Leader.**



It is important you attend as many sessions as possible as this will enhance learning and skills acquisition. If your course is funded the university is required to advise employing Trusts of non-attendance. If you are unable to attend a session then please let the course leader know as soon as possible. Attendance will be monitored through the use of the Universities electronic

attendance monitoring system SAM; there is a requirement that you attend 80% of the course. Sharing of attendance information will be shared with employers who sponsor the course. You can keep track of your attendance record by checking student attendance monitoring (SAM) link on my UCLan. Should you decide you need to take a break from the course or you are unable to continue with the course for any reason please contact Robin Bailey to discuss the options available to you.

3. Approaches to teaching and learning

3.1 Expertise of staff

Some of the course team are active researchers in the field of Cognitive therapies and written extensively on the subject.

Please see links below on details of their publications:

Robin Bailey: http://www.uclan.ac.uk/staff_profiles/robin_bailey.php

Sarah Trail:

<http://www.amazon.co.uk/Overcoming-Depression-Common-Problems/dp/0859698181>

<http://www.amazon.co.uk/Qualitative-Research-Arts-Mental-Health/dp/1906254397>

3.2 Learning and teaching methods

The range of teaching methods on the course will include:

- Modified lecturers
- Discussion groups
- Debate,
- Case study presentations by experienced cognitive therapists,
- Guided reflection,
- Audio and video assisted learning,
- Guided reading,
- Individual and group tutorials dealing with student's client work.

It is expected prior to each lecture students will prepare by reading about each week's topic.

Where possible all lectures will be video recorded for the student to reflect and enhance their understanding of the subject.

3.3 Study skills

The following services are available to assist you.

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. During term time the library is open 24/7, please check Library open times during

Easter and Christmas holidays: http://www.uclan.ac.uk/about_us/facilities/library.php

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

The majority of information related to the course will be available on Blackboard. It is paramount that students check Blackboard on a continual basis.

3.5 Personal development planning

PDP is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development.’

Personal development planning is centred on student development and seeks to assist you in understanding what, how and when you are learning; it encourages you to monitor, review, plan and take responsibility for your own learning. It is meant to help you:

- understand how you are learning and to relate your learning to a wider context;
- improve your general skills for study and career management;
- articulate your personal goals and evaluate progress towards their achievement; and
- encourage a positive attitude to learning throughout your life and career.

As such you will find that PDP is:

- a structured process that is integral to learning at a higher level;
- concerned with learning in an holistic sense (both academic and non-academic);
- something that an individual does with guidance and support: the latter perhaps decreasing as personal capability is developed so that it becomes self-sustaining;
- a process that involves self-reflection, the creation of personal records, planning and monitoring Progress towards the achievement of personal objectives;

This is achieved through a number of means but primarily it is about you taking responsibility for what you are learning and in your own personal reflection of this learning. You will also have regular and detailed contact with your tutor through personal tutorials and, for which, you should come prepared to discuss your own personal development.

3.6 Preparing for your career



Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your Advanced Certificate, but an important part of it which will help you to show how the course can help your current job and future development as a CBT therapist.

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

A high percentage of students on the course have successfully applied what they have learnt on the course into their day to day employment. Equally students have used the course to go on and complete professional CBT course as postgraduate level.

4. Student Support

Your course leader is available in relation to this course to support students and connect them into central services.



4.1 Academic Advisors

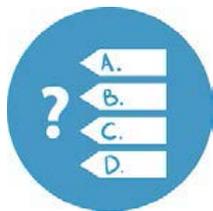
Your Academic advisor is someone you can go to for help and advice relating to your course and wider opportunities. Generally your personal tutor will be your small group case discussion group facilitator. As well as pastoral support they can be used to help with issues related to knowledge acquisition, assignment guidance and career guidance.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

There is a named lead for students with disabilities within your school – the current named lead is Colette Eaton and her email address is CEaton@uclan.ac.uk

5. Assessment



5.1 Assessment Strategy

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.

The assignment involves producing a case study to demonstrate the principles of assessment, formulation and treatment, and evaluation using a client with anxiety and / or depression who has completed a full course of therapy. The basis of the case study will cover the following areas:

Assessment using assessment tools.

- CBT based formulation
- Use of structured sessions
- CBT interventions and interpersonal skills.
- Outcome.
- Evaluation & Reflection.

The assignment is weighted at 100% of your overall grade.

Before starting the case study you will need to discuss suitability of patient with clinical manager and/or supervisor and case discussion advisor and obtain patients and / or relative's consent.

You must submit a supervision log with your assignment and all supervisors must read your assignment and sign the log to verify that this was an accurate representation of the work carried out with your client.

Other Aspects of Assessment.

1. Students will receive one hour of small group case discussion with an experienced cognitive behaviour therapist. Students are expected to bring case- work material with them to each supervision session for discussion, focusing on cognitive behaviour therapy interventions they have been using with clients on their own case load who are depressed and / or anxious. Feedback will be provided on progress being made by the student and solutions generated from within the group for consideration in future practice. This is not formally assessed but is a coursework requirement and may assist you in your assessment write up.
2. It is useful to keep a reflective journal to enhance your awareness of your development in practising CBT skills, not only is this important for self-development, but some of the learning outcomes will require you to write about your reflections.
3. It is a requirement that you have formal supervision and keep a formal supervision log. This will be updated and signed by your supervisor each time supervision takes place and must be submitted to the course leader at the end of the course.

5.2 Notification of assignments and examination arrangements

All students will be notified of the requirements for the assessment and deadlines on Blackboard. This will appear as both a word file and detailed video assignment brief.

The marking criteria will also be posted on blackboard. All assignments will be submitted via Turnitin.

5.3 Referencing

The school uses the APA referencing system. Guidelines on this system can be found in the schools referencing guide located in Blackboard.

5.4 Confidential material

Access to Clients:

- It is important that you have access to patients with anxiety and/or depression to work with throughout the course. If by mid-point of the course you have not got access to clients continuation on the course will be under review.
- It is advised that you work with a range of clients when on the course so that you have more options to base you case study on. Equally this gives you more practice in CBT and enhances the development of your skills.
- In case discussion groups, lectures and seminars students must keep all information about their patients confidential.
- Equally in the written assignment students must remember and adhere to ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

In the past students have made the following suggestions through formal feedback:

1. More teaching on disorder specific presentations.
2. More skills work in class.

Both these changes are now reflected in the course.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

Students will get the chance to individually offer anonymised feedback on the course via course questionnaires, administered mid-course and at the end of course.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

Update on actions completed since the last meeting

- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specifications

8.1.1 Level 6 variant

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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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston
3. University School/Centre	School of Community Health & Midwifery
4. External Accreditation	Not applicable
5. Title of Final Award	Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression
6. Modes of Attendance offered	Part time
7. UCAS Code	Not applicable
8. Relevant Subject Benchmarking Group(s)	The Ten Essential Shared Capabilities for Mental Health Practice (NIMHE/ Sainsbury Centre).
9. Other external influences	
10. Date of production/revision of this form	January 2014
11. Aims of the Programme	
	<ul style="list-style-type: none">To provide an opportunity to develop knowledge and understanding of the background, principles, models, and evidence base of Cognitive Behavioural Therapy.

- To enable students to enhance their skills and competence in using a range of CBT interventions relevant to working with people experiencing anxiety and depression.

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*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	NU3070 (6)	Cognitive Behavioural Interventions for Anxiety and Depression	40	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				
Part 3 and 13 of the NMC register or other appropriate professional qualifications for other disciplines				
17. Key sources of information about the programme				
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	NU3070 (6)	Cognitive Behavioural Interventions for Anxiety and Depression	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

8.1.2 Level 5 variant

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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

13. Awarding Institution / Body	University of Central Lancashire
14. Teaching Institution and Location of Delivery	Preston
15. University Department/Centre	School of Community Health and Midwifery
16. External Accreditation	Not applicable
17. Title of Final Award	Advanced Certificate in Cognitive Behavioural Interventions for Anxiety and Depression
18. Modes of Attendance offered	Part time
19. UCAS Code	Not applicable
20. Relevant Subject Benchmarking Group(s)	The Ten Essential Shared Capabilities for Mental Health Practice (NIMHE/ Sainsbury Centre).
21. Other external influences	
22. Date of production/revision of this form	January 2014
23. Aims of the Programme	
<ul style="list-style-type: none"> • To provide an opportunity to develop knowledge and understanding of the background, principles, models, and evidence base of Cognitive Behavioural Therapy. • To enable students to enhance their skills and competence in using a range of CBT interventions relevant to working with people experiencing anxiety and depression. 	

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. 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.

A2 Appraise the current evidence base of CBT for anxiety and depression

A3. Illustrate and appraise the use of CBT assessment tools with an individual drawn from their own clinical practice

A4 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

B2. Reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

B3. Reflect on their use of structure for delivering sessions in cognitive behaviour therapy with individuals e.g. agenda and homework setting,

B4. 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. Reflect on their use of specific CBT techniques with a client who presents with an anxiety disorder or depression.

C3. Reflect on their use of structure for delivering sessions and the development of recognised competencies

C4. 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*

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating
Level 5	NU2010	Cognitive Behavioural Interventions for Anxiety and Depression	40

Advanced Certificate requires 40 credits at level 5 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.

17. Key sources of information about the programme

University/School Web Page

Course handbook

18. Curriculum Skills Map

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	D5	D6
LEVEL 5	NU 2010	Cognitive Behavioural Interventions for Anxiety and Depression	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

