

CBT 1 Foundations and Principles of Cognitive Behavioural Therapies

Module Code:	NUR7027-C
Academic Year:	2018-19
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 7 (Masters)

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	30
Tutorials	30
Directed Study	90
Other (DO NOT USE)	150

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims

To provide the student with the opportunity to critically examine, evaluate and apply the general principles of cognitive behavioural therapy

Outline Syllabus

Cognitive behavioural principles, learning theories.

Collaborative working.

Generic interviewing skills, engagement, asking questions, empathy, reinforcement, summarising, rationale for treatment.

Risk assessment and service user collaboration.
Measurement, tailoring assessments.
Formulation.
Putting together treatment plans.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - 1.1 Critically evaluate the theoretical concepts and recent research related to a cognitive behavioural approach in the assessment, formulation, treatment and evaluation of a client's difficulties.
 - 1.2 Critically discuss and apply a systematic understanding of knowledge about fundamental CBT principles to your professional casework.
- 2
 - 2.1 Make sound judgements in the application of cognitive behavioural formulations to inform treatment plans.
 - 2.2 Demonstrate originality and skill in the application of cognitive behavioural approaches within your own field of practice.
- 3
 - 3.1 Critically reflect on and identify own learning needs in the area of CBT.
 - 3.2 Develop and enhance skills in sensitive and collaborative interviewing.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO 1.1, 1.2, 2.1, 2.2). Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO1.1, 1.2, 2.1, 2.2, 3.1, 3.2). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO1.1, 1.2, 2.1, 2.2, 3.1, 3.2) VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Labs and practicals will be held, if appropriate, to acquire new skills. Other consists of opportunities to participate in practice, enhance acquisition of skills and gain competence. Competence will be assessed by an identified practice mentor (LO 2.1, 2.2, 3.2). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. LO1.1, 2.1, & 3.2 are assessed by Mode of Assessment 1 . LO 1.1, 1.2, 2.1 & 3.2 , are assessed by Mode of Assessment 2. Skills in practice are assessed by mode of assessment 3.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
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Summative	Other form of assessment DO NOT USE	Video work - role play of client interview	0 hours	50%	No
Summative	Coursework	A 3000 word commentary on their role with particular emphasis on the rationale for treatment	0 hours	50%	Yes

Legacy Code (if applicable)

HNPP716T

Reading List

To view Reading List, please go to [rebus:list](#).