

Module Details	
Module Title	CBT and Positive Psychotherapy
Module Code	PSY5016-B
Academic Year	2021/2
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Lectures	22
Seminars	11
Directed Study	167

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
This module will focus on how to expand the scopes of traditional problem-solving therapeutic approaches such as Cognitive Behavioural Psychotherapy (CBT) by integrating the strength-based approach recently developed within Positive Psychology (PP), Positive Psychology Interventions (PPIs), and Positive Psychotherapy (PPT). Students will also learn how to re-examine most mental health conditions by shifting the focus from a deficitbased view of psychopathology, where symptoms and deficits are the core of mental illness, to a view where the regulation (and dysregulation) of strengths assumes a central role in human flourishing. The module will critically analyse advantages and limits of CBT and PPT, and it will offer opportunities to reflect on how to improve the clinical and psychotherapeutic practice.

Outline Syllabus
History and developments of Positive Psychology (PP), Positive Psychology Interventions (PPIs), and Positive Psychotherapy (PPT). Theoretical framework of Cognitive Behaviours Psychotherapy (CBT), Cognitive Analytic Therapy, Positive CBT and Positive Psychotherapy (PPT). Deficit and symptom-based approach versus regulation and dysregulation of strengths. Concepts of wellbeing, quality of life, and human flourishing in clinical practice. Symptoms versus strengths, weaknesses versus virtues, and deficits versus skills. Core concepts in Positive Psychotherapy (eg., wisdom, forgiveness, gratitude, post-traumatic growth, meaning and purpose). Strengths, weaknesses, and future opportunities for the clinical and psychotherapeutic practice.

Learning Outcomes	
Outcome Number	Description
01	To learn the main theoretical principles of Cognitive Behavioural Therapy and Positive Psychotherapy (e.g., PERMA model of wellbeing and characters strengths, values, and talents).
02	To review the approach of clinical and psychotherapeutic practice from problem-solving to strengthbased.
03	To acquire some of the most used techniques and practices of CBT and PPT, along with recommended psychometric tools to assess the efficacy of clinical and psychotherapeutic interventions.
04	To critically examine strengths and weaknesses of CBT and PPT, identify limits and opportunities to improve the clinical and psychotherapeutic practice .

Learning, Teaching and Assessment Strategy
The module uses a combination of lectures (including live and online), workshops, and group discussions to teach the main topics of interest (LOs 1-2). Students will be provided with a wide arrange of learning materials, which include but are not limited to, videos, case studies, worksheets, and scientific studies. The module also gives students the opportunity to practice some of the main techniques used in Positive psychology and Positive Psychotherapy (e.g., gratitude journal, the tree of positive relationships, the gift of time) to foster people's wellbeing and flourishing. In addition, they can test and review some of the available psychometric instruments used in Positive Psychology and Positive Psychotherapy such as the Positive Psychotherapy Inventory (PPTI) and the Values in Action Inventory of Strengths (VIA-IS) (LOs 3-4).

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	Critically apply core principles of (or integration of 2-3 of) CBT, CAT or PPT in a clinical case analysis (2000 words)	50%
Summative	Presentation	Design a poster depicting one of the main topics explored in CBT or CAT or Positive Psychotherapy (1500 words)	50%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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