

Module Details	
Module Title	Evidence-based low-intensity treatment for common mental health disorders (Level 6)
Module Code	PSY6013-B
Academic Year	2021/2
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Practical Classes or Workshops	36
Directed Study	164

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 2

Module Aims
This module is designed to provide students with training in specific CBT treatments and interventions such as behavioural activation, exposure, cognitive restructuring, panic/trauma management, problem solving, CBT-informed sleep management, and computerised cognitive behavioural therapy (cCBT) packages as well as supporting physical exercise and medication adherence. This module will also equip students with a good understanding of the process of therapeutic support and the management of individuals and groups of patients including families, friends and carers. Skills teaching will develop in students general and disorder-defined 'specific factor' competencies in the delivery of low intensity treatments informed by cognitive-behavioural principles. Students will also learn to enable people to optimise their use of self-management recovery information and pharmacological treatments. Students will learn to manage clients individually, o groups (psychoeducational groups), face-to-face, telephone, email or other contact methods. Students will also be trained to manage any change in risk status.

Outline Syllabus

- * Beginning/planning therapy
- * Goal setting
- * Behavioural activation
- * exposure
- * cognitive restructuring
- * panic management
- * problem solving
- * computerised cognitive behavioural therapy packages
- * therapeutic support and management
- * cognitive behavioural tool box
- * therapeutic alliance
- * Cognitive restructuring/guided discovery
- * Relaxation and stress reduction techniques
- * terminating therapy.

Learning, Teaching and Assessment Strategy

Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Assessment is by a clinical case study and a clinical portfolio.

Assessment 1 for 50% of the marks is a video or audio recording of a real low-intensity treatment session with a patient treated by the student. This can be a single 20 minute recording or 2 10 minute recordings as appropriate. Action-based learning sessions allow for the discussion of any issues arising, and provides students with the ability to engage the material as well as engage with real case material. (LO 1-8).

Assessment 2 for 20% of the mark is a 2000 word maximum case report on the video or audio recording of a real low-intensity treatment session utilized in assessment 1. (LO 4-5, 8).

Assessment 3 for 30% of the mark is a combination of professional documents forming a portfolio of evidence for clinical competencies. The portfolio should include: experience and competence in the selection and delivery of treatment; ability to manage emotional distress; and systematic evaluation of the process and outcomes of mental health interventions. (LO 1-8).

Mode of Assessment

Type	Method	Description	Weighting
Summative	Clinical Assessment	Video or audio recording of 1-2 real low-intensity treatment sessions with a patient treated by the student (20 Mins)	50%
Summative	Coursework	Case report on recorded low-intensity treatment session(s) submitted for this module's clinical assessment (2000 words)	20%
Summative	Coursework	Combined portfolio of professional documents showing experience & competence, including in the specified clinical areas	30%

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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