



**UNIVERSITY OF SUSSEX  
SCHOOL OF PSYCHOLOGY**

**Fundamentals of Cognitive Behavioural Therapy  
Year 2014/2015  
406C8  
30 Credits  
Autumn Term 2014**

**Module Convenor: Peter Garwood**

**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](mailto:psychology@sussex.ac.uk).**

## MODULE INFORMATION & REQUIREMENTS

### Module Structure, Aims and Objectives

The module will consist of lectures and seminars/workshops in 4 x 3-day blocks of teaching

By the end of the module students will have gained knowledge and skills in the fundamental theories, theorists, principles, strategies and techniques which will prepare them to undertake further training in translating theory into practice with regard to CBT assessment and practice.

Throughout the module, students will gain a detailed understanding on the fundamental theories, theorists, principles, strategies and techniques used in CBT to treat people with a variety of common mental health problems and complex difficulties. Sessions will include theoretical teaching which will provide students with an overview of the topic area. Knowledge and skills will then be grounded and consolidated through individual and small group exercises, modelling and rehearsal using case examples in some of the clinical skills based sessions. Students will be encouraged to take part in practical and explorative exercises to start to reflect on their own psychological development, and how the theories and fundamental skills of CBT might be used to help them to deepen their understanding of the development of common mental health problems and more complex difficulties

### Module Learning Outcomes.

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

1. Demonstrate competence for delivery of the core features of assessment and intervention in Cognitive Behavioural Therapy
2. Demonstrate a systematic understanding of, and critical awareness of the theory and evidence base of Cognitive Behavioural Therapy.
3. Demonstrate an originality and reflective practice in the application of psychological knowledge to the treatment and understanding of mental health problems using Cognitive Behavioural Therapy.

### 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 organised in blocks of two days. Each workshop will have both a taught element and a skills based element and will include: tutor led lectures, and 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 précising 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.

Beck, J.S. (2011). *Cognitive Behavior Therapy: Basics and beyond*. New York: Guilford.

Clarke, I. and H. Wilson. (2008). *Cognitive Behaviour Therapy for Acute Inpatient Mental Health Units. Working with Clients, Staff and the Milieu*. London: Routledge. (Complex difficulties pathway)

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

Grant, A, Townend, M., R. Mulhern and Short, N. (2010). *Cognitive Behavioural Therapy in Mental Health Care*. (Second edition) London: SAGE Publications Ltd.

Hawton, K., Salkovskis, J., Kirk, J., & Clark, D.M. (1989). *Cognitive-behaviour therapy for psychiatric problems*. Oxford: Oxford University Press.

Salkovskis, P.M. (Ed.) (1996). *Frontiers of cognitive therapy*. New York: Guilford.

You will need to go beyond these texts 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;

Reflective essay of self-practice with CBT methods (2000 words) to meet learning outcome 3 this will comprise 30% of the weighting for the module

Evidence-base essay (3000 words) to meet learning outcome 2 this will comprise 40% of the weighting for the module.

Objective Structured Clinical Examination (OSCE) to meet learning outcome 1 this has 30% weighting.

All components of portfolio must be passed. Failure of **any** component will result in the capping of the overall module mark at a maximum of 49%.

In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback 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  
<https://direct.sussex.ac.uk>

### **Submission deadlines and late penalties**

Two copies of your written assignment must be submitted to the Psychology School Office, Pevensey 1 2A13 before the deadline. Students must ensure they have signed the relevant coversheet.

Assessment criteria are given at  
<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

**Assessment deadlines can be found on Sussex Direct:** <https://direct.sussex.ac.uk>

### **Late Submissions and Mitigating Evidence**

What happens if I miss an assessment deadline?

Where applicable you may still submit the assessment within 7 days of the published deadline. This will incur a penalty, as follows:

- Work submitted up to 24 hours late shall incur a penalty deduction of 5 percentage points (not 5% of the actual mark).
- Work submitted after 24 hours and up to 7 days late shall incur a penalty deduction of 10 percentage points ( not 10% of the actual mark)
- No work shall be accepted after the 7 day penalty period has elapsed

Please consult your assessment deadlines timetable on Sussex Direct;

- <https://direct.sussex.ac.uk>

For any piece of work where the student wishes to claim mitigating circumstances or impairment a MEC claim needs to be completed and submitted to the Student Life Centre.

Please access the links for further information.

- <http://www.sussex.ac.uk/studentlifecentre/mitigation>
- <http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmentsandhandbooks>

## Plagiarism and Collusion

Plagiarism is the use, without acknowledgement, of the intellectual work of other people and the act of representing the ideas or discoveries of another as one's own written work submitted for assessment.

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others.

Information on how to avoid plagiarism and collusion can be found here;

<http://www.sussex.ac.uk/s3/?id=33>

<http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks>

**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.

## 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.

<b>Teaching Day Topics (NB. Order may be subject to change)</b>
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<b>Day 1</b>
<b>Welcome, overview of the course, ethos, language, ethical practice</b>
<b>Day 2</b>
<b>General assessment and Mental State Examination. Overview of the use of Measures in CBT</b>
<b>Day 3</b>
<b>Behavioural theory, Cognitive theory</b>
<b>Day 4</b>
<b>CBT Model and Self Practice</b>
<b>Day 5</b>
<b>CBT assessment and formulation; 5 W (What, Where, When, Why, With Whom) FI(N)DO (Frequency, Intensity, Number, Duration, Onset), ABC (Antecedent, Behaviour, Consequence), 5 Aspect Model, longitudinal formulation</b>
<b>Day 6</b>
<b>Problem statements and goal setting</b>
<b>Day 7</b>
<b>Cognitive Therapy Rating Scale- Revised</b>
<b>Day 8</b>
<b>A.M Working with diversity. P.M Being on the receiving end of CBT</b>
<b>Day 9</b>
<b>The therapeutic relationship</b>
<b>Day 10</b>
<b>Using supervision; Practicing within competence</b>
<b>Day 11</b>
<b>Behavioural change methods</b>
<b>Day 12</b>
<b>A.M: (Re)lapse prevention. P.M: Overview and Summary of module</b>