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| **MODULE TITLE** | | Evidence-based CBT with Children and Young People | | | | | | **CREDIT VALUE** | 60 |
| **MODULE CODE** | | PYCM028 | | | **MODULE CONVENER** | | | Dr Catherine Gallop | |
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| **DURATION** | **TERM** | | **1** | **2** | | **3** | **Number Students Taking Module (anticipated)** | | 15 |
| **WEEKS** | | 10 | 8 | | 5 |

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| **DESCRIPTION – summary of the module content** | | | | | | | | | | | | | | | | | | | | | | | | |
| Applying evidence-based psychological therapies to children, young people and their families requires fundamental academic knowledge and clinical skills together with a reflective approach to practice. This module delivers the Department of Health’s Improving Access to Psychological Therapies national curriculum of specific knowledge and skills you will need in order to practice effectively as a cognitive behavioural therapist (CBT) with children and young people. You will explore how session-by-session measurement and routine outcome monitoring are fundamental components of effective practice. | | | | | | | | | | | | | | | | | | | | | | | | |
| **MODULE AIMS – intentions of the module** | | | | | | | | | | | | | | | | | | | | | | | | |
| In this module you will develop your practice in evidence-based psychological therapies for children, young people and families. You will develop the knowledge and core competencies required to be an effective CBT practitioner, as determined by the relevant national curriculum for the CYP IAPT Programme (such as CBT for Emotional Disorders). | | | | | | | | | | | | | | | | | | | | | | | | |
| **INTENDED LEARNING OUTCOMES (ILOs)** (see assessment section below for how ILOs will be assessed)  On successful completion of this module ***you should be able to***: | | | | | | | | | | | | | | | | | | | | | | | | |
| **Module Specific Skills and Knowledge:** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Synthesise theory and practice in planning, delivering and reflecting on cognitive behavioural therapy (CBT) for children, young people and families | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Apply the specific core competencies in CBT for children, young people and families | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Identify how you meet the relevant national specific competency standards in CBT for children, young people and families | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Evaluate the use of routine outcome monitoring in CBT practice | | | | | | | | | | | | | | | | | | | | | | | |
| **Discipline Specific Skills and Knowledge:** | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Address systematically complex therapy practice problems that may be framed within unpredictable contexts, thinking critically, creatively, and independently | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Critique the wider ethical and professional issues encountered within psychological therapy practice | | | | | | | | | | | | | | | | | | | | | | | |
| **Personal and Key Transferable/ Employment Skills and Knowledge:** | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Appraise your personal strengths and weaknesses in training and experience, and reflect upon the implications for your further training needs | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Function independently and reflectively as a learner and practitioner | | | | | | | | | | | | | | | | | | | | | | | |
| **SYLLABUS PLAN – summary of the structure and academic content of the module** | | | | | | | | | | | | | | | | | | | | | | | | |
| This module is taught through weekly whole day workshops and half-day small group tutorials in terms two and three. Topics derived from the Roth and Pilling (2007) specific competencies in CBT will form the core content of the workshops. There will be plenty of opportunities for skills practice and discussion of clinical issues through simulation and problem-based learning. | | | | | | | | | | | | | | | | | | | | | | | | |
| **LEARNING AND TEACHING** | | | | | | | | | | | | | | | | | | | | | | | | |
| **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)** | | | | | | | | | | | | | | | | | | | | | | | | |
| Scheduled Learning and Teaching activities | | 200 | | | | | Guided independent study | | | | | | | 400 | | Placement/study abroad | | | | | | 0 | | |
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| **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS** | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | | | | | | | Hours of study time | | | | | Description | | | | | | | | | | | | |
| Scheduled Learning and Teaching | | | | | | | 150 | | | | | Lectures and workshops | | | | | | | | | | | | |
| Scheduled Learning and Teaching | | | | | | | 50 | | | | | Small group tutorials – these will be used to debate and reflect upon salient practice issues | | | | | | | | | | | | |
| Guided Independent Study | | | | | | | 300 | | | | | Reading and preparation for workshops and tutorials | | | | | | | | | | | | |
| Guided Independent Study | | | | | | | 50 | | | | | Independent role playing/practice with colleagues or personal reflection to develop practice skills | | | | | | | | | | | | |
| Guided Independent Study | | | | | | | 50 | | | | | Preparation of assignments | | | | | | | | | | | | |
| **ASSESSMENT** | | | | | | | | | | | | | | | | | | | | | | | | |
| **FORMATIVE ASSESSMENT -** for feedback and development purposes; does not count towards module grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Form of Assessment | | | | | | | Size of the assessment e.g. duration/length | | | | | | | | ILOs assessed | | | | | Feedback method | | | | |
| Self-rating of baseline specific CBT competencies | | | | | | | 20 minute supervision group discussion | | | | | | | | 2-3, 7-8 | | | | | Oral | | | | |
| Therapy practice competency tape A | | | | | | | 60 minute session recording | | | | | | | | 1-3, 5-6 | | | | | Written | | | | |
| **SUMMATIVE ASSESSMENT (% of credit)** | | | | | | | | | | | | | | | | | | | | | | | | |
| Coursework | | 55 | | | | Written exams | | | | | | | 0 | | | Practical exams | | | | | | | 45 | |
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| **DETAILS OF SUMMATIVE ASSESSMENT** | | | | | | | | | | | | | | | | | | | | | | | | |
| Form of Assessment | | | % of credit | | | | | Size of the assessment e.g. duration/length | | | | | | | ILOs assessed | | | | | Feedback method | | | | |
| Therapy practice competency tape B (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | | 15 | | | | 60 minute session recording | | | | | | | 1-3, 5-7 | | | | | Written | | | | |
| Therapy practice competency tape C (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | 15 | | | | | 60 minute session recording | | | | | | | 1-3, 5-7 | | | | | Written | | | | |
| Case presentation (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | 15 | | | | | 30 minutes | | | | | | | 2-5, 8 | | | | | Oral | | | | |
| Case report A (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | | 15 | | | | 3000 words | | | | | | | 1, 4, 6, 8 | | | | | Written | | | | |
| Case report B (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | 15 | | | | | 3000 words | | | | | | | 1, 4, 6, 8 | | | | | Written | | | | |
| Extended case report C (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | 25 | | | | | 5000 words | | | | | | | 1, 4, 6, 8 | | | | | Written | | | | |
| Practice portfolio – this is an assessment of competency and is pass/fail only (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme) | | | 0 | | | | | 6000 words | | | | | | | All | | | | | Written | | | | |
| **DETAILS OF RE-ASSESSMENT** (where required by referral or deferral) | | | | | | | | | | | | | | | | | | | | | | | | |
| Original form of assessment | | | Form of re-assessment | | | | | | | ILOs re-assessed | | | | | | | | Time scale for re-assessment | | | | | | |
| Therapy practice competency tape B | | | Therapy practice competency tape B | | | | | | | 1-3, 5-7 | | | | | | | | Eight weeks after written feedback | | | | | | |
| Therapy practice competency tape C | | | Therapy practice competency tape C | | | | | | | 1-3, 5-7 | | | | | | | | Eight weeks after written feedback | | | | | | |
| Case presentation | | | Case presentation | | | | | | | 2-5, 8 | | | | | | | | Four weeks after oral feedback | | | | | | |
| Case report A | | | Case report A | | | | | | | 1, 4, 6, 8 | | | | | | | | Four weeks after written feedback | | | | | | |
| Case report B | | | Case report B | | | | | | | 1, 4, 6, 8 | | | | | | | | Four weeks after written feedback | | | | | | |
| Extended case report C | | | Extended case report C | | | | | | | 1, 4, 6, 8 | | | | | | | | Four weeks after written feedback | | | | | | |
| Practice portfolio | | | Practice portfolio | | | | | | | | All | | | | | | | | 12 weeks after written submission | | | | | |
| **RE-ASSESSMENT NOTES**  Seven assessments are required for this module. In all cases re-assessment will be the same as the original assessment. Where you have been referred/deferred for any form of assessment detailed above you will have the opportunity to retake as specified above, except for the portfolio competency assessment where you will have the opportunity to retake within 12 weeks from the date that feedback was provided, subject to additional clinical supervision as necessary.  If you pass re-assessments taken as a result of deferral, your re-assessment will be treated as it would be if it were your first attempt at the assessment and the overall module mark will not be capped.  If you pass re-assessments taken as a result of referral (i.e. following initial failure in the assessment), the overall module mark will be capped at 50%.  If you fail re-assessments taken as a result of referral (i.e. following initial failure in the assessment), you will be failed in the module and as a consequence you will be failed in the programme and your registration as a student of the University will be terminated. | | | | | | | | | | | | | | | | | | | | | | | | |
| **RESOURCES** | | | | | | | | | | | | | | | | | | | | | | | | |
| **INDICATIVE LEARNING RESOURCES -** The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convener. | | | | | | | | | | | | | | | | | | | | | | | | |
| Basic reading:   * Child IAPT National curriculum (2012). London: Department of Health * Roth, A.D. and Pilling, S. (2007). *Specific competencies required to deliver effective CBT*.London: HMSO, Department of Health. * Fonagy, P. and Target, M. (2005). What works for whom: a critical review for children and adolescents. London: Routledge * Stallard, P. (2005). *Think Good, Feel Good*. London: Wiley-Blackwell   ELE – All resources will be made available on ELE. This includes additional material covered in the tutorials, the required readings, information about assessment and additional material (e.g., videos).  Other resources: DVD/audio competency clips from IAPT and University of Exeter teaching team. | | | | | | | | | | | | | | | | | | | | | | | | |
| **CREDIT VALUE** | | | | | 60 | | | | **ECTS VALUE** | | | | | | | | 30 | | | | | | | |
| **PRE-REQUISITE MODULES** | | | | | None | | | | | | | | | | | | | | | | | | | |
| **CO-REQUISITE MODULES** | | | | | PYCM027 | | | | | | | | | | | | | | | | | | | |
| **NQF LEVEL (FHEQ)** | | | | | 7 | | | | **AVAILABLE AS DISTANCE LEARNING** | | | | | | | | | | | | | | | NO |
| **ORIGIN DATE** | | | | | 27/11/2012 | | | | **LAST REVISION DATE** | | | | | | | | | | | | 14/12/2016 | | | |
| **KEY WORDS SEARCH** | | | | | Supervision, young people, children, improving access to psychological therapies, IAPT, cognitive behavioural therapy, parenting, competency assessment | | | | | | | | | | | | | | | | | | | |

Module Descriptor Template Revised October 2011