

## COURSE SPECIFICATION

Course Aim and Title	PGCert in Strengths-Based Approaches in CBT
Intermediate Awards Available	N/A
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Psychology
UCAS Code	TBD
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	From the QAA's Subject Benchmark Statement for Counselling and Psychotherapy, the relevant threshold benchmark standards are those which pertain to: (1) professional autonomy and accountability; (2) professional relationships; (3) maintaining a framework for practice; (4) the therapeutic process; (5) the social, professional and organisational context for therapy.
Additional Versions of this Course	N/A
Date Specification Last Updated	December 2020

## Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Critically reflect on, then apply in practice, the theoretical and research underpinnings of strengths-based approaches in CBT
- Engage in critically reflective practice and development of a range of skills and techniques associated with strengths-based approaches, including assessment and formulation from a strengths-based perspective
- Make critical judgments on the application of strengths-based approaches to a range of mental-health conditions
- Critically reflect on emerging developments in relation to theories of emotion, neuroscience and the use of experiential interventions to impact all levels of a given schema, i.e., body, emotion, cognition and behaviour

You will be given the opportunity to acquire, develop and demonstrate a fully experiential understanding of both the art and science of strengths-based approaches in CBT, particularly as viewed through the lens of relevant neuroscientific underpinnings. These approaches will be framed as adjuncts to evidence-based practice; as such, an emphasis will be placed on the specific maps to what is known as 'classic' CBT.

You will acquire, develop and demonstrate skills which can be directly applied in clinical and other helping settings, offering what tends to be a more positive experience than helping endeavours which are solely problem-focused in their nature. It is anticipated that adopting this perspective will inform and improve your helping work, all whilst giving you an opportunity to experience, first-hand, the distinctions involved in adopting such approaches.

On successful completion of the course, you will be able to:

### **Knowledge skills**

- Acquire an overview of some of the established and emergent theories, research and practice of relevance to strengths-based approaches in CBT
- Gain an understanding of the relevance of mental, embodied and relational processes to awareness, subjective experience, information processing and self-organisation as dimensions of 'mind'

### **Thinking skills**

- Demonstrate a critical understanding of how, when and to whom strengths-based approaches are most likely to be helpfully applied
- Discuss and critically evaluate the effectiveness of strengths-based approaches in the helping professions, doing so in the context of various cognitive styles, personality traits and disorders

### **Subject-based practical skills**

- Demonstrate an ability to apply specific strategies, critical-thinking skills and procedures drawn from the models taught in the modules through structured exercises
- Demonstrate an ability to understand, conceptualise and formulate both intrapersonal and interpersonal difficulties and/or presenting issues from a

## Learning and Teaching

### **Knowledge is developed through:**

- Lectures, seminars and workshops
- Individual study time (including reading)
- Online discussions and activities with feedback

### **Thinking skills are developed through:**

- Lectures
- Reflecting on practical exercises and in-situ demonstrations
- Peer study and practice groups
- Preparation and production of assignments and evaluation

### **Practical skills are developed through:**

- Workshops and individual and group exercises
- Supervised skills-practice sessions
- Critically evaluating skills-based activities with feedback

### **Skills for life and work (general skills) are developed through:**

- Interaction with peers during skills-practice sessions
- Planning activities with peer- and self-directed feedback in mind
- Online discussions

## Assessment

### **Knowledge is assessed by:**

- Coursework
- Portfolio components
- Reflective journals

### **Thinking skills are assessed by:**

- Essays
- Discussions
- Critical analysis

### **Practical skills are assessed by:**

- Practice reports
- Observations
- Peer and tutor feedback on in-situ skills-practice sessions

### **Skills for life and work (general skills) are assessed by:**

- Criticality of oral and written communication
- Reflection on participation in group activities

Students with disabilities and/or individual learning-needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

## Work or Study Placements

Our PGCert in Strengths-Based Approaches in CBT is designed to enhance employability and students' career prospects.

Whilst there is no formal study placement system on the course, students are encouraged to arrange skills-practice sessions with peers within their cohort-groups. Doing so will assist them with the development of many of the skills and processes expected to be in evidence throughout the duration of the course.

## Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed. One credit is equal to 10 hours of directed study time (this includes everything you do, e.g., lecture, seminar and private study). Credits are assigned as Level 7; i.e., equivalent in standard to a Masters-degree level study.

Courses are made up of modules that are each credit weighted. The module structure of this course is as follows:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning
7	GC7703	Strengths-based approaches: Principles, qualities and antecedents	30	Core	Yes
7	GC7702	Strengths-based interventions: Evidence, practice and mechanisms of change	30	Core	Yes

*Please note: Optional modules might not run every year; the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

### **Additional detail about the course module structure:**

Following successful completion of the two modules in this course, you will be awarded the PGCert in recognition of 60 credits of study.

If for some reason you were unable to complete the PGCert in full, you may be eligible for an exit award known as the Postgraduate Associate Certificate (PACert), as defined in Section 8.2 of the UEL Manual of General Regulations: Descriptions of our University's Awards.

To be eligible for a PACert, students will be expected to achieve learning outcomes that match some or all of those listed in Section 8.1 of the UEL Manual of General Regulations: Descriptions of Our University's Awards. The minimum requirement for the award will be 30 credits at Level 7 or above, and the Postgraduate Associate Certificate is an unnamed award.

## Course Specific Regulations

No exemptions or variations in regulations

## Typical Duration

The duration of this course is one calendar year, part-time. The time-limit for completion of a course is four years after first enrolment on the course.

## Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School of Psychology web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

### Additional costs:

There are no additional costs anticipated with this course of study. Students will not be required to have supervision or personal-therapy arrangements in place over the duration of the course; neither to meet the number of practice hours expected nor to meet the course's assessment criteria.

Students who for their own reasons wish to have supervision and/or personal therapy over the duration of the course are responsible for securing any such support, doing so solely by their own arrangement and at their own cost.

Actual costs vary but can be expected to be in the region of £60 to £120 for each session, and the total cost would depend on the frequency with which you engaged either form of support.

## Alternative Locations of Delivery

There are no alternative locations of delivery anticipated with this course of study.