

Module Details	
Module Title	CBT and Positive Psychotherapy
Module Code	PSY5016-B
Academic Year	2024/5
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
<p>This module will focus on how to expand the scopes of traditional problem-solving therapeutic approaches such as Cognitive Behavioural Psychotherapy (CBT) and Positive Psychotherapy (PPT). Students will explore and understand assessment and treatment of psychological problems. Students will also learn how to re-examine most mental health conditions by shifting the focus from a deficit-based view of psychopathology, where symptoms and deficit 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.</p>

Outline Syllabus

- * History and developments of Positive Psychology (PP), Positive Psychology Interventions (PPIs), and Positive Psychotherapy (PPT).
- * Theoretical framework of Cognitive Behaviours Psychotherapy (CBT), 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	Learn the main theoretical principles of Cognitive Behavioural Therapy and Positive Psychotherapy. Become familiar with core models used in CBT and PPT including: ABC model; Interacting systems model; PERMA model of wellbeing; character strengths, values, and talents.
02	Review the approaches of clinical and psychotherapeutic practice from problem-solving to strength-based.
03	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	Critically examine strengths and weaknesses of CBT and PPT. Identify limits and opportunities to improve clinical and psychotherapeutic practice.

Learning, Teaching and Assessment Strategy

The module uses a combination of lectures, 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	2000 words: Critically apply core principles of CBT or PPT (or an integration of both) in a clinical case analysis.	50%
Summative	Presentation	Choice of 1500 words or 5-10 minutes: (Poster) Presentation depicting one of the main topics explored in CBT or PPT.	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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