



in association with



BABCP Accredited (Levels 1 and 2)
Post-Qualification Certificate/Diploma/Masters
in
COGNITIVE AND BEHAVIOURAL
PSYCHOTHERAPY

University of Dundee

www.dundee.ac.uk/psychiatry/postgrad_dip_cbt.htm

March 2012

Postgraduate Training in Cognitive Behavioural Psychotherapy: Programme Summary

Duration: Certificate Level Training (BABCP Level 1 Accreditation): day release over 2 semesters (September to May)
Diploma Level Training (BABCP Level 2 Accreditation): day release over 2 semesters (September to May)
Masters Level Training: 11-12 days attendance required (January-December)

Entry: Applications are welcomed from mental health professionals in nursing, psychiatry, occupational therapy, social work and clinical psychology. We will also consider applications from trained counsellors who are working in settings that can provide the necessary range of referrals. Previous experience of psychological therapy is desirable but not required. While the Cognitive Behavioural Psychotherapy Training Programme is a *postgraduate* qualification, we are open to applications from individuals who do not have a degree. These applicants will be required to submit evidence of academic ability and may be set a short essay. In addition, the course directors will require evidence of previous training and exposure to modules relating to CBT. For those interested in applying who do not have a core professional training as defined by the British Association for Behavioural and Cognitive Psychotherapies (see http://www.babcp.com/Accreditation/Core_Professions.aspx) there is a different procedure. If you are unable to meet these core professional criteria you may be eligible to apply using the Knowledge Skills and Attitudes (KSA) route (see <http://www.babcp.com/Accreditation/Practitioner/Knowledge-Skills-and-Attitudes-Approach.aspx>). Any potential applicants who are unsure of their suitability for the Cognitive Behavioural Psychotherapy Training Programme are encouraged to contact one of the course leaders.

Main focus: The training programme is mainly concerned with common mental disorders in adulthood (anxiety disorders, depression, eating disorders, addictions and so on) but will include workshops, specifically in the Diploma and Masters Level modules, focusing on CBT in other, more complex areas (e.g. psychosis, chronic depression and post traumatic stress disorder for example).

Accreditation: The training programme is approved by NHS Education for Scotland (NES) as a Professional Course. The course has been validated by the University of Dundee as attracting 60 CAT points each at Level M for Certificate, Diploma and Masters Modules. The BABCP Course Accreditation Committee consider the training programme to fully meet all the criteria for accreditation at level 1 for the Post Graduate Certificate (1 year course), and at level 2 for the Post Graduate Diploma (2 year course).

It is important to note that while completion of the Level 1 (or its equivalent) *and* Level Two course provides all that is necessary in meeting the Minimum Training Standards of BABCP, further criteria may need to be met for individual accreditation as a CBT therapist by BABCP, and that individual accreditation cannot be guaranteed as some criteria may not be provided by the course.

Fees: 2012 - £3550 for Certificate, £3900 Diploma and around £3250 for Masters level.

Course leadership:

Mr John Swan, RMN, RGN, BSc (Hons 1st.), MSc.
Clinical Lecturer, Section of Psychiatry and Behavioural Sciences,
University of Dundee

Mrs. Marianne Liebing-Wilson, RMN, Dip. CBP
Senior Adult Psychotherapist, NHS Tayside and University of Dundee

External examiner: Dr Peter Fisher, University of Liverpool

Postgraduate Training in Cognitive Behavioural Psychotherapy: General Overview

Cognitive-Behavioural Psychotherapy (CBP) is a short-term, problem-oriented, cost-effective method of psychological treatment applicable to a wide variety of clinical problems in psychiatry and general healthcare. Distinguished from other psychotherapies by its breadth of application, its emphasis on practical coping skills and its firm foundation in the research base of psychiatry and clinical psychology, CBP has been the subject of numerous clinical trials.

These have found, for example, that:

- CBP will often be the treatment of choice for anxiety disorders such as agoraphobia, panic disorder, generalised anxiety disorder, and obsessive-compulsive disorder
- CBP is as effective for mild to moderately severe cases of depression as anti-depressant medication and, in addition, may have a prophylactic effect that medication lacks. Recent developments in CBP have led to promising interventions for more chronic and complex affective disorders
- CBP can be particularly useful in helping people with addictive disorders where motivation for change may be low (e.g. in cases of alcohol dependency, overeating, cigarette smoking and drug dependency)
- Individual and family interventions based on CBP can be helpful for psychotic disorders in reducing relapse rates and the severity of symptomatology.

Overview of the Postgraduate Training Programme

This post qualification programme of clinical skills training and academic study aims to provide mental health professionals and other related disciplines, working in a variety of different settings, with an opportunity to acquire skills and competencies in the practice of CBP. Study is undertaken on a part-time, day release basis. The overall aim of this modular programme is to provide a flexible programme of study with multiple entry and exit points to accommodate the needs and preferences of busy clinicians and their sponsors. The programme consists of 6 modules; Modules 1 and 2 form the Certificate Level; Modules 3 and 4 form the Diploma Level and Modules 5 and 6 form the Masters Level. Each duo of modules attracts 60 CAT points (see the Structure of Programme: Entry and Exit Points). Students can undertake the series of six modules in a contiguous fashion which would take 3 years study and lead to an award of a Masters degree or can leave programme at either Certificate Level or Diploma Level and return to the more advanced modules at some later date. We encourage prospective applicants to contact us by telephone, e-mail or letter to talk over individual circumstances and to clarify any queries.

Aims of the programme

The training programme has been designed to help mental health professionals/practitioners develop the necessary knowledge and competencies to provide effective psychological interventions for a variety of clinical disorders referred to the various tiers of provision found in mental health services. The aim is to teach skills in CBP up to the standard deemed appropriate for accreditation by the British Association for Behavioural and Cognitive Psychotherapies (BABCP). The aim of the Certificate Level training is to instill and develop core psychotherapeutic competencies associated with the practice of CBT. The aim of the Diploma Level training is to build on these core competencies and instill and develop disorder specific competencies associated with the practice of CBT.

Entry Requirements: Who is the Programme Designed For?

Each level of the Cognitive Behavioural Psychotherapy training programme is multidisciplinary in character and has been designed primarily for psychiatric nurses, psychiatrists in training, occupational therapists, social workers, psychologists (clinical, health and forensic) and accredited counsellors. All entrants to the programme will be interviewed following the submission of a detailed CV outlining the applicant's qualifications and core training including information relating to professional and academic modules. This information is carefully evaluated to ensure it matches the knowledge and skills framework specified by the British Association for Behavioural Cognitive Psychotherapies. This framework recognises that the core Knowledge, Skills and Attitudes (KSA) expected of an individual as a precursor for undertaking a formal Post Graduate training in Cognitive Behavioural Psychotherapy (CBP) may be acquired by alternative routes to acquiring a traditional relevant recognised Core Professional qualification or training.

Evidence of meeting the KSA criteria can be demonstrated by assembling a Portfolio or Evidence for Course Assessment, which can be made up of formal qualifications, formal and informal training, self-directed study, formal assessment of knowledge, skills and attitudes as demonstrated by course or job entry requirements, work related experience, and references attesting to knowledge, skills, competencies and attitudes. This portfolio must be submitted and assessed by members of the course team before such applicants can/may be offered a place on the training programme.

Academic Aspects of the Programme

Examination is by continuous assessment; a combination of essays, case studies, clinical exams and supervisors' reports of clinical work are used to evaluate student progress and overall competence. Basic competencies in counselling, interpersonal skills and specific competency in the application of cognitive and behaviourally based treatments are rated through the medium of audio/video recordings throughout the training programme. Written feedback on strengths and weaknesses will be provided giving students the opportunity to focus on these areas over the duration of the course.

Assuring quality: accreditation of psychotherapists

The BABCP Course Accreditation Committee consider the training programme to fully meet all the criteria for accreditation at level 1 for the Post Graduate Certificate (1 year course), and at level 2 for the Post Graduate Diploma (2 year course).

It is important to note that while completion of the Level 1 (or its equivalent) and Level Two course provides all that is necessary in meeting the Minimum Training Standards of BABCP, further criteria may need to be met for individual accreditation as a CBT therapist by the BABCP, and that individual accreditation cannot be guaranteed as some criteria may not be provided by the course.

We would encourage students to join the BABCP. Membership is open to all and prior training in CBT is not required. The BABCP provide a quarterly journal, regular training events throughout the country and can accredit practitioners once certain criteria are met. Visit their site at <http://www.babcp.com> for more information and joining forms.

The training programme is specifically designed to meet the standards set by the BABCP in their document "Minimum Training Standards" released in February 2006. Trainee CBT therapists, and training courses themselves, must meet a range of requirements enabling therapists to move towards accreditation post training and for courses to meet Course Accreditation standards. In keeping with these guidelines the training programme provides the opportunity to meet the following standards:

1. A minimum of 450 hours of CBT training
2. 50% of which focuses on CBT skills
3. 200 hours of the 450 hours is taught by recognised trainers
4. Minimum of 200 hours **SUPERVISED** CBT clinical practice
5. Minimum of 8 CBT cases seen with a range of at least three problem types

6. 3 of these cases must be subject to “close” supervision. “Close” supervision is defined as face to face supervision with a supervisor who is an accreditable CBT practitioner using video, audio or live evidence of the trainees practice. For clinical work to be counted as sufficient to contribute towards a case that meets criteria for BABCP minimum training standards these cases should
 - be subject to clinical supervision
 - be of at least 5 sessions duration
7. 4 CBT case studies written up and assessed by the training institution/course
8. Supervision log kept by student
9. Training log kept by student

Educational setting

The Cognitive Behavioural Psychotherapy Training Programme was established in 1994 as a collaborative venture between the Department of Psychiatry of the University of Dundee and Dundee Healthcare, now a part of NHS Tayside (Primary Care Trust). The training programme is underpinned academically by a significant history of research activity conducted by clinical and academic staff associated with the University of Dundee, Section of Psychiatry and Behavioural Sciences, which is based in the medical school attached to Ninewells Hospital. This section, led by Professor Keith Matthews, has a broad portfolio of research activities with a central theme of clinical and neurobiological research in the affective disorders. A subsection of the department is actively engaged in research on the effectiveness of CBP with affective disorders and generalised anxiety disorder. There is an experienced and growing network of clinicians practising CBP in Dundee comprising clinical nurse specialists, clinical psychologists and psychiatrists.

All tutorials, seminars and workshops are presented at the Conference Rooms, The Carseview Centre, 4 Tom McDonald Avenue, Medipark, Ninewells Hospital, Dundee, which has excellent teaching and library facilities. All students on the training programme are entitled to use the full range of facilities and educational opportunities available to graduate students of the University.

Teaching staff

Core teaching and clinical supervision staff comprises: John Swan, Marianne Liebing-Wilson, Victor Morton, Michael Brown, Fiona Wilson and Will Goodall. Several clinicians based in Scotland with specific expertise in particular aspects of CBP make a regular contribution to the teaching programme.

Programme content

Six broad areas are covered as outlined below. Teaching is in a predominantly workshop format employing a mixture of formal presentation, structured exercises, clinical demonstrations and group discussion. Peer group supervision will take place most mornings of the training programme. One-day workshops with invited speakers may also be scheduled at various points and these are open to a limited number of participants in addition to the training programme students.

Theory and Research. (40%)

- *General Issues*: Diagnosis, models of psychopathology, pathways to care, social/interpersonal context of psychotherapy, professional and ethical issues.
- *Cognitive-Behavioural Models of Psychological Disorder*: Anxiety disorders, depression, addictive disorders, eating disorders, personality disorders, relationship difficulties and selected aspects of psychosis.
- *Research and Evaluation*: Research methods, critical appraisal and basic descriptive and inferential statistics.

Development of Clinical Skills. (60%)

- *Therapeutic Relationships*: Basic counselling skills, structuring contact, motivational interviewing, transference issues, overcoming obstacles to progress, ending treatment.
- *Assessment/Conceptualisation*: Functional analysis, motivational interviewing, observational methods, standardised scales, developing and presenting formulations and treatment rationales.

- *Treatment/Intervention:* Reducing arousal, exposure methods, interpersonal skills, cognitive therapy, self-awareness and self-control, imagery techniques, group methods.

Overview of clinical practice

All students are required to undertake supervised clinical practice with a range of different disorders with differing degrees of chronicity and complexity. A minimum of four cases must be seen for Certificate Level Training and a different set of four cases for Diploma Level. These cases must be seen to at least to the formulation stage, with at least two of the cases associated with each level being seen through to completion with evidence of an adequate trial of therapy having been given. These cases should be drawn from a range of disorders of varying degrees of severity and chronicity. Students will be expected to manage these cases autonomously in the context of local arrangements for supervision and clinical governance. The number of practice hours should be in the order of 5-6 per week which equates to 120-150 hours of clinical practice over two semesters.

Supervision

Clinical supervision of training cases will be carried out in two ways. Firstly, trainees will be allocated to a supervision group comprising of a small number of fellow trainees. These supervision groups will be facilitated by one of the team of course tutors. All course tutors are accredited cognitive behavioural psychotherapists.

Secondly, all students will have identified a local supervisor who must be a trained and experienced practitioner of CBT with ongoing clinical commitments and previous experience of supervision at postgraduate level. All clinical supervisors are required to meet the criteria of competence identified by the Course Committee and must be willing to employ the assessment protocol used to evaluate clinical competence.

Ideally, the local clinical supervisor should be an **accredited CBT therapist** (Go to <http://www.babcp.com> for more details). Supervisors will be issued with a pack containing guidelines and the assessment protocol and invited to attend a half-day session at Dundee to meet with the course leaders, to learn about the course and to exchange ideas about clinical supervision.

Applications: Important Points

- The intake for the Certificate will be 2012/2014/2016/2018 with intake to Diploma levels will be 2011/2013/2015/2017/2019
- The maximum intake for the Certificate Level programme will be in the region of 30 places
- The deadline for applications is the end of April of the year in which the student wishes to be considered for entry. The study programme for Certificate and Diploma modules begins in September and adheres to the University of Dundee semester programme
- The Masters Level Modules will commence in January 2010 and there will be annual intakes for this level of the programme

Enquiries

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Mrs. Marianne Liebing Wilson, Senior Adult Psychotherapist/Deputy Course Director

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Structure of the Programme: Entry and Exit Points

The programme is structured to meet the varying needs of practitioners and employers. The overall training programme leads to an award of a Masters in Cognitive Behavioural Psychotherapy. This trajectory would consist of Certificate Modules 1 and 2, Diploma Modules 3 and 4 and Masters Modules 5 and 6. However, the academic team recognises that not all practitioners and employers would have that end goal in mind. Students can enroll for the complete programme and complete this in a linear and contiguous fashion OR students can enroll for “duos” of modules, complete these, “retire” from study for a period and then enroll for the next “duo” of modules at a future time which suits their particular circumstances.

The structure of the programme is outlined below:

Module 1: Certificate Level: Fundamental Principles and basic therapeutic competencies

Semester of Delivery	Semester 1 (September to December)
Level	11
Credit Points	30
Assessment Components and Percentage Weighting	Case Study (33.3%) Audio recording (33.3%) Essay (33.3%) Supervision Log and Supervisor’s Reports (pass/fail)
Breakdown of Student Learning By Type	14 Teaching Days = 67.5 hours formal teaching 13.5 hours supervision, 5 hours of which is close supervision 219 hours student directed

- Satisfactory completion of this module would lead to the award of 30 credits
- Satisfactory completion of this module would act as a gateway to Module 2
- Students can exit the programme here if they so wish and enrol for Module 2 at some future point

Module 2: Certificate Level: Core Treatment Strategies

- Satisfactory completion of Module 1 would be a mandatory requirement allowing enrolment for Module 2

Semester of Delivery	Semester 2 (January to May)
Level	11
Credit Points	30
Assessment Components and Percentage Weighting	Case Study (25%) Audio recording (25%) Essay (25%) Clinical Exam (25%) Supervision Log and Supervisor's Report (pass/fail)
Breakdown of Student Learning By Type	16 Teaching Days = 78.5 hours formal teaching 17.5 hours supervision, 5 hours of which is close supervision 204 hours student directed

- Satisfactory completion of this module would lead to the award of 30 credits
- Module 1 and 2 credits would equal 60 credits which is the requirement for the award of Certificate in Cognitive Behavioural Psychotherapy
- Satisfactory completion of Modules 1 and 2 would act as a gateway to Modules 3 and 4
- Students can exit the programme here if they so wish and enrol for Module 3 and 4 at some future point

Module 3: Diploma Level: CBP and Specific Disorders

- Successful completion of Modules 1 and 2 (or their equivalent) would be a mandatory requirement for enrolment in Modules 3 and 4
- Modules 3 and 4 are “nested” and are taken together and completed in the same time span over two semesters (September – May; bi-annually)

Semester of Delivery	Semesters 1 and 2
Level	11
Credit Points	40
Assessment Components and Percentage Weighting	Essay and Case Study 1: 25% Essay and Case Study 2: 25% Audio/video recording Case Study 2: 25% Clinical exam: 25% Case Presentation: Formative assessment Clinical supervisor assessment and logbook records will be graded on a pass/fail basis

Breakdown of Student Learning By Type	20 Teaching Days = 90 hours formal teaching 28 hours supervision, 14 hours of which is close supervision 282 hours student directed
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Module 4: Diploma Level: Research Methods

Semester of Delivery	Semester 1 and 2
Level	11
Credit Points	20
Assessment Components and Percentage Weighting	Essay/Critical Appraisal – 50% One in class exam (16.6% each)
Breakdown of Student Learning By Type	5 Teaching Days = 20 hours formal teaching 180 hours student directed

- Satisfactory completion of Module 3 would lead to an award of 40 credits
- Satisfactory completion of Module 4 would lead to an award of 20 credits
- Modules 3 and 4 would equal 60 credits.
- Credits associated with Modules 1, 2, 3 and 4 equals 120 credits which is the requirement for the award of Post Graduate Diploma in Cognitive Behavioural Psychotherapy
- Satisfactory completion of this module would act as a gateway to Modules 5 and 6

Module 5: Masters Level: Advanced Therapeutic Competencies for Complex Cases

Semester of Delivery	Semester 2 and 1 (January to December)
Level	11
Credit points	20
Assessment Components and Percentage Weighting	1500 word essay
Breakdown of Student Learning By Type	15 Teaching Days = 47.5 hours formal teaching 152.5 hours student directed

Module 6: Dissertation

Semester of Delivery	Semester 2 and 1 (January to December)
Level	11
Credit points	40
Assessment Components and Percentage Weighting	10,000 word dissertation – 100%
Breakdown of Student Learning By Type	15 days teaching = 25.5 hours formal teaching 374.5 student directed