



***OCTC: Inspiring Excellence in CBT Training,
Therapy & Research***

**POSTGRADUATE CERTIFICATE
Cognitive Behavioural Therapy
(Introductory Level)**

**A postgraduate programme provided in collaboration by the
Oxford University Department for Continuing Education
and the Oxford Cognitive Therapy Centre leading to an
Award from the University of Oxford**

PROSPECTUS 2012-2013

Oxford Health 
NHS Foundation Trust

INDEX

Introduction	1
Aims	1
Level and organisation of training	2
Course participants / selection criteria	3
Course structure	4
Course content	5
Teaching methods	9
Assessment	10
Location	12
Fees	12
Application process	12
Address for further information	13

INTRODUCTION

The Postgraduate Certificate in Cognitive Behavioural Therapy (accredited by the University of Oxford and conferring sixty CATS points) offers a comprehensive introduction to the fundamental theory and practice of CBT for common mental health problems. The Course is designed for health professionals who already possess basic therapeutic skills and wish to refresh their CBT training, as well as to provide a thorough foundation for those with little or no previous CBT experience. The curriculum adheres to the Roth & Pilling CBT Competences Framework and NICE Guidelines for Depression and Anxiety and includes interactive training workshops and opportunities to practice treatment techniques under close clinical supervision. All teaching and supervision will be provided by highly experienced OCTC staff.

COURSE AIMS

Students attending the Course will learn:

- The fundamental principles of CBT and the evidence base for its application
- CBT models of depression and anxiety disorders
- How to establish and maintain a collaborative working alliance with CBT clients.
- How to conceptualise the development and maintenance of depression and anxiety disorders.
- How to use CBT under clinical supervision to help clients with mild-moderate depression and anxiety disorders.

The Postgraduate Certificate forms a starting point for students later wishing to acquire more in-depth knowledge and skills via the Postgraduate Diploma in Cognitive Behavioural Therapy and the Postgraduate Diploma/MSc in Advanced Cognitive Therapy Studies. Attendance on the Course, and later completion of diploma or degree training in CBT, will equip candidates with the necessary knowledge, skills and supervised clinical experience required for accreditation as a Cognitive Behavioural Psychotherapist with the British Association for Behavioural and Cognitive Psychotherapies (BABCP).

LEVEL OF TRAINING

This is an introductory Course and therefore does not equip students to work with complex, long-term cases (for example, clients with severe and enduring mental health problems, personality disorders, psychotic illness, substance misuse, childhood trauma or clients presenting with an unstable risk of harm to themselves or others). Neither will it equip students to supervise or to train others in CBT. The Course *will* provide a solid grounding in the fundamentals of CBT, thus preparing students to offer basic, evidence-based CBT interventions for clients with mild-moderate presentations of depression and/or anxiety, under the supervision of a BABCP accredited supervisor and in accordance with NICE Guidelines and BABCP Guidelines for Good Clinical Practice.

ORGANISATION AND TRAINING

The Course takes full advantage of the unusually high levels of theoretical knowledge and clinical expertise available among practitioners of cognitive therapy in Oxford. All those primarily responsible for its design and organisation, and for training and supervision, are BABCP accredited Psychotherapists and/or Supervisors and Trainers with extensive experience in the practice of Cognitive Behavioural Therapy and in related training and research.

Course Director

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Course Planning Group

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COURSE PARTICIPANTS / SELECTION CRITERIA

Places are available for up to twenty-four students.

Applicants are expected to meet ONE of the following categories:

- (A) Be a graduate or have successfully completed a professional training in a related field such as mental health, social care or counselling (e.g. nursing, occupational therapy, social work, psychiatry, psychology, counselling, teaching) PLUS one year's post-qualification experience. In addition, applicants must have completed a basic counselling skills course or received basic therapeutic skills training as part of their core professional training.
- (B) Applications from those who do not have a professional qualification will be considered, if they have an honours degree in a relevant subject (e.g. psychology, health, social sciences), have completed a basic course in counselling, PLUS two year's post degree work experience (e.g in mental health or social care services) which should include relevant continuing professional development experiences gained as part of this work experience (e.g. supervised clinical work with clients, attendance at psychological therapy/CBT workshops).
- (C) For students who do not have a first degree, their combination of qualifications and experience will be required to equate to graduate level standards and skills. This will be tested on application by submission of a piece of written work that will be assessed against graduate level academic standards. Applicants who successfully demonstrate graduate level standards and skills will be accepted on to the programme. They must:

- Have five years, relevant work experience since finishing full time education (e.g. in mental health or social care services) which should include a basic counselling skills training and relevant continuing professional development experiences gained as part of this work experience (e.g. supervised clinical work with clients, attendance at psychological therapy/CBT workshops).
- Be able to demonstrate the skills and capacity necessary for academic study at postgraduate level.
- Have successfully completed relevant Further or Higher Education courses that are indicative of their academic ability beyond “A” level limited education.
- Be able to demonstrate the capacity for independent study and theoretical debate.
- Have a high level of motivation.

In addition to the above entry requirements all successful applicants must:

1. Be “psychologically minded”, i.e. used to working within the framework of psychological explanations of behaviour and using psychological treatment methods to achieve change. This does not imply commitment to any particular psychological model.
2. Be able to demonstrate proficiency in English language to the level required by the University (e.g. IELTS 7.5) Please see the University’s Guidance for International Students for details of all recognised tests.
3. Have access to a PC and the Internet.
4. Have access to treatment settings where cognitive-behavioural therapy skills can be practised and refined on a regular and systematic basis.
5. Be able to obtain time, money and management support for the course.

Exceptions to these criteria are at the discretion of the course organisers.

COURSE STRUCTURE

Dates for terms in 2012-2013 are:

Term One: (2012)

2 x 3-day teaching blocks Sept 24/25/26 & Oct 15/16/17
(10 weeks)

Term Two: (2013)

4 x 2-day teaching blocks Jan 7/8/21/22 & Feb 4/5/18/19
(10 weeks)

Term Three: (2013)

Weekly 2 hour clinical supervision groups April 15/22/29,
May 13/20, June 3/10/17/24 & July 1/8/15/22
(13 weeks)

Formal teaching consists of training workshops (9.30am – 5.00pm). Students are expected to carry out Cognitive Behavioural Therapy with three suitable patients; they will receive two hours small group supervision weekly during term three (afternoons 2.30-4.30pm for 13 weeks).

Reading and completion of written assignments is in addition to the teaching outlined above. It is strongly recommended that students set aside 6-7 hours a week to provide for private study.

Further supervision through OCTC may also be negotiated, for example for participants wishing to work towards accreditation by the British Association of Behavioural & Cognitive Psychotherapies, as a Therapist.

COURSE CONTENT

The teaching on the Course is focused on consolidating the fundamentals of CBT with adult clients before taking on the modifications required by working with other specialist clients groups. However, it is recognised that some students may come to the Course from backgrounds other than adult mental health. Teaching and supervision take account of students' needs and interests, so far as is consistent with the aims of the course.

Module One: The Fundamentals of CBT - Assessment, Formulation & Core Therapeutic Skills

This module consists of two, three-day teaching blocks, focusing on introducing the fundamental principles and practices of CBT. This will include the development of and theory underpinning the CBT model, as well as guidelines and contra-indications for its use. There will be a focus on core clinical competencies necessary in undertaking CBT. In particular, participants will be taught the skills of interviewing and assessing clients and producing CBT formulations, or case conceptualisations, of their problems. Students will also be taught the core structural and therapeutic components of CBT, including how to establish a collaborative working alliance with clients, use of two-way feedback, agenda-setting, homework, guided discovery, verbal reattribution methods and behavioural experiments. Each workshop will consist of information giving, role-play, experiential exercises, and video and case demonstrations. Experiential exercises will encourage self-reflection, increase in self-awareness and skill acquisition. Students will be encouraged to develop a critical understanding of the theoretical and research evidence for the cognitive model. The curriculum for **Module One** comprises the following:

- Introduction to the Cognitive Behavioural Model including theoretical and clinical research
- CBT assessment methods including risk assessment, suitability criteria and contra-indications
- CBT formulation skills
- Engagement and socialisation (explaining the CBT rationale, instilling hope)
- Interpersonal skills and the role of the therapeutic relationship in CBT (e.g. collaborative empiricism)
- Guided discovery/Socratic questioning
- Structural components of CBT (goal setting, agenda setting, homework, measurement/self-monitoring, blue-printing)
- Identifying and testing negative automatic thoughts
- Devising collaborative behavioural experiments
- Preparing clients for ending treatment and relapse prevention (blue-printing)

Module Two: CBT for Common Mental Health Problems

This module extends students' understanding of CBT principles and practices by exploring how they can be applied to treating common mental health problems (depression and anxiety disorders). Eight teaching days (four blocks of two days) will cover disorder-specific CBT models and evidence-base for Depression, Panic Disorder with/without Agoraphobia, Social Anxiety, Health Anxiety, Generalised Anxiety Disorder and Obsessive Compulsive Disorder. The workshops will address the most up-to-date research developments in treating these common psychiatric presentations. In particular, the workshops will adhere to CBT protocols recommended by NICE guidelines for the treatment of Depression and Anxiety and follow the CBT competencies framework (Roth and Pilling, 2007).

Module Three: Supervision for Cognitive Behavioural Therapy Competencies

This module aims to further develop students' CBT competencies through closely supervised practice. Students will be expected to have access to a small clinical case load, taken from a practice setting which supports a Cognitive Behavioural approach to care. Throughout the term, students will be expected to work with three training clients (plus at least one 'back-up' client) in a short-term CBT framework (ten-twelve sessions). 'Training clients' should meet criteria for mild-moderate depression or anxiety according to the Diagnostic and Statistical Manual of Mental Disorders (Version IV).

Students based in child or adolescent services are recommended to seek adult or late adolescent cases for this module. Guidance on selecting suitable CBT clients will be provided by the Course, but it is the students' responsibility to arrange their own clinical placements/access to training clients. Students will be required to attend group supervision (four students per group) for two hrs per week. Supervision will be provided face-to-face in Oxford by accredited OCTC staff. Students will be expected to verbally present their client work at each supervision session and contribute to the discussion of their colleague's cases and to the overall work of the group. Students will also be required to seek consent to record their sessions with clients and to bring samples of these recordings to supervision on a weekly basis for the purpose of formative assessment and feedback.

Summative assessment will be by evaluation of one clinical audio/video recording (or digitally equivalent format) using the Cognitive Therapy Scale-Revised and by one case study. On successful completion of the module, it is envisaged that students will have some competence in the supervised application of basic CBT for depression and anxiety disorders but should not be considered as autonomous clinicians.

TEACHING METHODS

1. Formal teaching

This covers theoretical and research issues and clinical skills. A workshop format is normally used, involving active participation, a strong experiential element and clear relevance to clinical practice. Teaching is provided by highly experienced OCTC staff and associates with specialised knowledge of particular topics.

2. Small group supervision of clinical casework

Supervised clinical practice is organised to encourage exposure to a variety of clinical problems and to a range of therapeutic styles within cognitive behavioural therapy. All supervisors are trained, experienced and accredited Cognitive Behavioural Psychotherapists. Students are expected to follow through three clinical cases and to routinely record treatment sessions to review in supervision groups. Students will have the opportunity to set personal learning objectives and receive close supervisory feedback on their developing clinical skills.

3. Guided reading and library resources

Students are advised to set aside 6-7 hours a week for private study. Guidance on references will be provided by tutors and supervisors. When students enrol on the Course, they are issued with University cards giving them remote access (via a 'Single Sign-on Account') to the wide range of resources available through the University of Oxford Libraries, including electronic books and journals. Further information about library services can be found on the Oxford University Department for Continuing Education website (www.conted.ox.ac.uk) under Facilities and Services.

Students also have access to a small selection of core cognitive behavioural therapy texts held at the OCTC Administrative Office, including a range of therapy and training CDs/ DVDs.

4. Support for Students

The Oxford University Department for Continuing Education provides a wealth of support for students, covering IT, libraries and study skills. The University also regularly supports students who have disabilities, long-

term health conditions or other specific learning difficulties. The University's Disability Advisory Service can offer useful advice. Please see the website at www.admin.ox.ac.uk/eop/disab, which also has useful information and links, including details of the University's Disability Advisory Service. For further information, please email disability@admin.ox.ac.uk or call +44 (0)1865 289859.

ASSESSMENT

Assessment is designed to determine whether the aims of the Course have successfully been met. Students successfully completing the assessment will be awarded the Postgraduate Certificate in Cognitive Behavioural Therapy from the University of Oxford's Department for Continuing Education.

Students are expected to take an active part in teaching and supervision sessions, and to carry out cognitive therapy with the required number of patients. Their competence and knowledge will be assessed through written assignments and direct evaluation of clinical performance, as follows:

1. Written assignments

a) Case Report

Students are required to write up one treated case in the third module. The case report should be 4,000 words. Case reports include: references to relevant literature, a description of the patient, a cognitive-behavioural formulation of the case, a treatment plan demonstrating knowledge of appropriate CBT interventions, and an evaluation of outcome, and a concluding discussion.

b) Essays

Students are required to complete two 4,000 word essays: the first in module one and the second in module two. Essays will assess critical appreciation of the theory, research and practice related to teaching in each term. This is an opportunity to explore areas of particular interest in depth.

2. Evaluation of Clinical Performance

a) Supervision of clinical casework

During weekly supervision in module three, students will be expected to audio or video record all therapy sessions. Case discussions during supervision routinely include presentation of recordings. Students are expected to show a level of competence (appropriate to introductory level) in general therapeutic skills (e.g. ability to structure sessions and to form an equal collaborative relationship), in formulating overall treatment strategies, and in carrying out specific CBT techniques.

Students are required to keep a log book of their supervised practice over the term. The format for this logbook, taken from the BABCP, will be provided in the Course Handbook.

b) Audio/video-recorded treatment sessions

Students must submit one audio or video recorded example of a mid-treatment Cognitive Behavioural Therapy session. Using this recording, development of therapy skills will be evaluated by means of the Cognitive Therapy Scale – Revised, an established measure of therapist performance.

LOCATION

Training and clinical supervision will take place at Ewert House, University of Oxford Department for Continuing Education, in Summertown, Oxford. Clinical practice is carried out at the student's normal place of work or in their clinical placement.

FEES

The 2012-13 fees will be £3,200 for home/EU students and £5,400 for overseas students. Please note there is no V.A.T. payable on this fee.

For NHS employees, CPD funding may be available through your employing Trust. For staff employed by Oxford Health NHS Foundation Trust, please direct your funding enquiries to David Slingo (Head of Learning & Development) or to Fiona Whitehouse (CPD Facilitator).

APPLICATION PROCESS

The closing date for applications for the 2012 course is **May 25th, 2012.** Applicants should be made on the University of Oxford's paper application form for Graduate study 2012/13, which can be downloaded from the OCTC website. Before completing the application form, it is essential that applicants read the University of Oxford Application Guide (Instructions to Applicants for Graduate Study in 2012/13), also available from the website (www.octc.co.uk).

All applications must be accompanied by the following compulsory materials:

1. Three academic references
2. Transcript(s) of previous higher education
3. CV
4. A five hundred word statement of purpose

All information must be submitted in English. If your first language is not English, you must supply suitable evidence that you have reached the relevant higher or standard level before any offer of a place can be confirmed. The University only recognises certain English tests. The requirements are given in full, along with details of recognised English

tests, in the University's Guidance for International Students (see Sections G-H of the Instructions to Applicants for Graduate Study in 2012/13).

Interviews will be held on **20th & 21st June 2012** (dates and venue to be confirmed)

We hope that this prospectus has informed you of everything you need to know about the Postgraduate Certificate in Cognitive Behavioural Therapy. However, if you would like any further information, please contact:

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Further information on cognitive therapy training and other services provided by OCTC will be found at our website:

www.octc.co.uk

