



OCTC workshop programme 2014-15

*Unique training opportunities in
cognitive behaviour therapy*

Oxford Health 
NHS Foundation Trust

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INTRODUCTION

OCTC is once again pleased to present an interesting and innovative academic programme.

Particularly exciting is our OCTC 2014 one-day conference in September. This year we pay tribute to Dr Melanie Fennell and her pioneering work in the dissemination of CBT with **“Spreading the Word: 10 years of CBT Dissemination”**. Her Advanced Cognitive Therapy Studies (ACTS) course is now 10 years old and to celebrate its decade, **Dr Fennell, Professor Mark Freeston, Dr Helen Kennerley and Dr Sarah Rakovshik** will present updates and future directions in CBT Training, Supervision and Research. They will be joined by ACTS alumni who will share “coal-face” experiences of “spreading the word”.

We are also very pleased to introduce a new training series: **“Getting to Grips with Schema Work”** which will help attendees better understand the concept of schemata, the different treatment approaches of Beck and Young and how to use this to enhance therapy. The workshops (6 days) can be taken as a single course or they can be taken individually – whatever suits your needs.

This year we have a varied selection of invited presenters:

Colin Espie	Practical Assessment and Management of Insomnia using CBT
Don Baucom	Cognitive Behavioural Couples Therapy
Sue Clohessy	Effective Supervisory Relationships
Trudi Chalder	Chronic Fatigue Syndrome: CBT the Whys and Wherefores
Jon Wheatley	CBT for Depression: The State of the Art (and Science)
Melanie Fennell	Cultivating Self-esteem with Cognitive Therapy & How to be an Inspiring Trainer
Ann Hackmann	Anxiety: Clinical Update and Master class
David Clark	CBT for Social Anxiety Disorder
Gillian Butler	Avoidant Personality Disorder & Working with Identity Problems following Childhood Trauma
Mark Freeston	CBT Supervision
Udo Kischka	The Brain and CBT workshops
Fiona Kennedy	Putting DBT into [your] Practice
Rachel Norris	Developing the CBT Service that <i>you</i> want.
Willem Kuyken	Collaborative Case Conceptualisation
Simon Darnley	Develop your Own Style and Become an Effective CBT Therapist in a Day
Pippa Stallworthy	Treating PTSD in Survivors of Domestic Abuse
Kerry Young	Working with Refugees and Asylum Seekers
Craig Steele	An Introduction to Cognitive Therapy for Trauma and Psychosis

Other highlights include:

- Workshops in line with identified national priorities: **Martina Mueller** on CBT with Military Veterans; **Jon Wheatley** on the Art & Science of CBT for Depression; **Joy McGuire** on OCD; **Ann Hackmann** on Anxiety.
- For those working with younger clients, we have extended our course on CBT for Children and Adolescents, with **Jonquil Drinkwater, Anne Stewart, Richard Meiser-Stedman & Polly Waite**. This now includes “Supervision in CAMHS”.

- For those wishing to master essential skills we retain our popular “ABC of CBT” which now includes “Don’t Panic! Developing more Advanced Skills for Working with Panic Disorder & Agoraphobia” by **Alison Croft** , “Becoming Assertive” by **Helen Kennerley** and “Anger Management: A CBT Approach” by **Joy McGuire**. Linked with this, **Sarah Rakovshik** will present a very contemporary workshop on Deciphering DSM-V.
- We also have a series of workshops for those working with people with complex problems. These include an introductory workshop and specific workshops on using Imagery and on Managing Self-injurious Behaviours (**Helen Kennerley**), **Joy McGuire** covers Formulating Problems of Comorbidity and **Gillian Butler** introduces Working with Identity Problems. The series is concluded with a 2-day presentation on DBT by **Fiona Kennedy**. In addition, **Sarah Rakovshik** will present new workshops on Working with Histrionic and Narcissistic Personality Traits and also a Trans-diagnostic CBT Approach to Overcoming Adversity.
- For those interested in extending their supervision and training skills we will again provide a series of relevant workshops: **Helen Kennerley’s** Introduction to Supervision; **Sue Clohessy’s** “Effective Supervisory Relationships”; **Helen Kennerley** on Supervision of Supervision and Group Supervision; **Mark Freeston**, or a member of the ‘Newcastle’ Team on the Newcastle Model of Supervision; and **Melanie Fennell’s** Introduction to CBT training.
- OCTC will present a large number of trauma-related workshops. **Helen Kennerley, Martina Mueller, Alison Croft & Lisa Palmer** will be running an Intensive Clinical Skills training in Traumatology and are fortunate to be joined by guest presenters giving workshops on: Identity Disturbances following Childhood Trauma; Working with Asylum Seekers; Working with Survivors of Domestic Violence and helping those with Psychosis and Trauma reactions.
- We also again have **Helen Kennerley & Udo Kischka’s** popular ‘Brain’ workshops.
- In the spring, OCTC hosts a 6-day Mindfulness retreat led by **Melanie Fennell, Marie Johansson, Christina Surawy & Timothy Sweeney**.
- As a staple we have our popular 8-day ‘**Introduction to CBT**’ courses as well as a range of courses leading to **University of Oxford qualifications**. These include:
 - Short-courses in Supervision, Training, Research, Service Development and Advanced Clinical Skills
 - Our classic PG Diploma in CBT (BABCP Accredited)
 - A new MSc option in CBT



This programme is up to date at the time of printing in October 2013, but additions and amendments will be found on our website at www.octc.co.uk. We are also happy to put together a programme of training at your own base, which may be more cost-effective if you have significant numbers of people needing training – see www.octc.co.uk or contact OCTC for details.

Best wishes

Helen Kennerley
Academic Programme Lead, OCTC

WORKSHOPS AT A GLANCE

Date	Workshop Title	Presenter(s)	Pg
8 - 9 Jan 27 - 28 Jan 19 – 20 Feb 11 – 12 Mar	Introduction to CBT Course (Series 1) Parts 1-4	OCTC staff	12 12
14 – 15 Jan	Developing the CBT Service <i>You</i> Want: An Introduction to Service Development	Rachel Norris	13
14 Jan	Allied Forces? How to do Effective and Collaborative CBT with Military Veterans	Martina Mueller	14
15 Jan	Beyond Fear: Understanding and Treating Military Trauma	Martina Mueller	15
20 – 21 Jan	Making Formulations Work	Helen Kennerley Martina Mueller	16
	Child & Adolescent courses		
22 – 23 Jan	Block 1: Introduction to Basic Skills		
19 – 20 Mar	Block 2: Expanding Basic Skills	Jonquil Drinkwater	
12 – 13 May	Block 3: Working with Anxiety in Young People	Richard Meiser- Stedman	17
16 Jul	Block 4: Working with PTSD in Young People	Anne Stewart	
24 – 25 Sept	Block 5: Working with Depression & Eating Disorders	Polly Waite	
20 Nov	Supervision in CAMHS: Complexities, Models and Practical Aspects		
3 Feb	Practical Assessment and Management of Insomnia using CBT	Colin Espie	23
5 Feb	Using Imagery to Help Patients with Complex Problems: Potential and Pitfalls	Helen Kennerley	24
6 Feb	Urges, Impulses and Compulsions: Understanding and Managing Self-injurious Behaviours	Helen Kennerley	25
10-11 March or 10-12 March	Cognitive Behavioural Couple Therapy: Attending to Relationship and Individual Distress	Don Baucom	26
23 – 29 Mar	Mindfulness-Based Cognitive Therapy: A Six-Day Training Retreat	Melanie Fennell Marie Johansson Christina Surawy Timothy Sweeney	27
28 – 29 Apr	An Introduction to CBT Supervision (1½ days)	Helen Kennerley	28
30 Apr	Effective Supervisory Relationships: Research & Practice	Sue Clohessy	29
30 Apr-1 May 19 – 21 May 11 – 12 Jun 30 Jun - 1 Jul	Introduction to CBT Course (Series 2) Parts 1-4	OCTC staff	30
7 May	Working with Resilience in CBT	Lisa Palmer	31
8 May	Socratic Method for Dummies (and Smart Therapists too!)	Helen Kennerley	32

4 Jun	Understanding Clients with Complex Problems: An Introduction	Helen Kennerley	33
5 Jun	Chronic Fatigue Syndrome: CBT the Whys and Wherefores	Trudie Chalder	34
16 Jun	Schemata: A User's Guide. What is a schema and why do we need to know?	Helen Kennerley	35
17 Jun (am)	Schema-based Formulations and Planning a Course of Therapy	Joy McGuire	36
17 Jun (pm)	Preparation, Stabilisation and Grounding	Alison Croft	37
18 Jun (am)	Basic Schema Techniques: Continuum Work	Helen Kennerley	38
18 Jun (pm)	Basic Schema Techniques: Positive Data Logging	Helen Kennerley	39
19 Jun	Where Do I Start? Formulating and Working with Problems of Co-Morbidity	Joy McGuire	40
23 Jun	Supervision of Supervision in CBT	Helen Kennerley	41
24 Jun	CBT Group Supervision	Helen Kennerley	42
25 Jun	Deciphering the DSM-V: A Crash Course	Sarah Rakovshik	43
26 Jun	Bouncing Forward: A Transdiagnostic CBT Approach to Overcoming Adversity	Sarah Rakovshik	44
2 – 3 Jul	CBT for Depression: The State of the Art (and the science!)	Jon Wheatley	45
7 Jul	The Brain, Emotion & Cognitive Therapy	Udo Kischka Helen Kennerley	46
8 Jul	Memory, Schemata & Cognitive Therapy	Helen Kennerley Udo Kischka	46
9 Jul	The Brain, Dissociation and Intrusive Images	Helen Kennerley	47
10 Jul	Don't panic! : Developing more Advanced Skills for Working with Panic Disorder & Agoraphobia	Alison Croft	48
14 – 15 Jul	Cultivating Self-Esteem with Cognitive Therapy: A Transdiagnostic Approach	Melanie Fennell	49
2 – 3 Sep 1 – 2 Oct 13 – 14 Oct 5 – 6 Nov	Introduction to CBT Course (Series 3) Parts 1-4	OCTC staff	50
9 – 10 Sep	Anxiety: Clinical Update & Masterclass	Ann Hackmann	51
11 Sep	CBT for Social Anxiety Disorder	David Clark	52
12 Sep	 OCTC One-Day Conference – Spreading the Word: 10 Years of CBT Dissemination 	Melanie Fennell Mark Freeston Sarah Rakovshik	54
29 Sep	Avoidant Personality Disorder: Using CBT to Treat Long-Standing and Complex Patterns of Avoidance	Gillian Butler	55
30 Sep	Behind the Drama: Treatment of Histrionic and Narcissistic Personality Traits	Sarah Rakovshik	56
6 – 7 Oct	The 'Newcastle' Model of Supervision	Mark Freeston (or other member of "Newcastle" team)	57
8 – 9 Oct	An Introduction to CBT Research: Feasible and Fun, Who Knew?	Sarah Rakovshik	58
15 Oct	Working with Identity Problems following Childhood Trauma	Gillian Butler	59

16 Oct	Urges, Impulses and Compulsions: Understanding and Managing Self-injurious Behaviours	Helen Kennerley	60
20 – 23 Oct	<u>Trauma Series – Block 1:</u> An Introduction to Transdiagnostic Aspects & Interventions	See details listed below	61
20 Oct	An Introduction to the Concept of Trauma: Beyond PTSD	Helen Kennerley	61
21 Oct	Trauma, Trauma Memory and the Brain	Helen Kennerley	61
22 Oct	Preparing for Therapy 1: Motivation, Stabilisation & Relapse Management	Helen Kennerley Alison Croft	62
23 Oct	Preparing for Therapy 2: Dealing with Interpersonal Challenges	Helen Kennerley Alison Croft	63
10 Nov	The ABC of OCD	Joy McGuire	64
11 Nov	The ABC of GAD: Generalised Anxiety Disorder made Simple	Helen Kennerley	65
12 Nov	Becoming Assertive: Helping Clients and Learning a Thing or Two Yourself	Helen Kennerley	66
13 Nov	Anger Management – A CBT Approach	Joy McGuire	67
17 Nov	Advancing Your Schema Work: Modes and More	Helen Kennerley	68
18 Nov	Experiential Schema Techniques: Historical Role-Play & Imagery Re-Scripting	Lisa Palmer	69
19 Nov (am)	Experiential Schema Techniques: Body Image Transformation	Helen Kennerley	70
19 Nov (pm)	Schema Management for Life: Relapse Management	Helen Kennerley	70
1 – 4 Dec	<u>Trauma Series – Block 2:</u> Using Trauma-Focused CBT for PTSD following Adult Trauma	See details listed below	72
1 Dec	Getting Started with PTSD: Assessment, Formulation and Integrating Theory with Practice	Martina Mueller	72
2 Dec	Working with Trauma Memories: Using Enhanced Reliving and other Narrative Approaches to Work with Trauma Memories within the Context of Adult PTSD	Martina Mueller Lisa Palmer	73
3 Dec	Cognitive Therapy for PTSD: Working with Unhelpful Appraisals and Images	Martina Mueller Lisa Palmer	74
4 Dec	Working with Multiple and Cumulative Trauma and Creative use of Experiential Learning in the Treatment of PTSD	Martina Mueller	75
8 – 9 Dec	How to be an Inspiring Trainer	Melanie Fennell	76
15 – 16 Dec	Putting Dialectical Behaviour Therapy (DBT) into (Your) Practice	Fiona Kennedy	77

2015 dates			
7 – 8 Jan 26 – 27 Jan 18 – 19 Feb 10 – 11 Mar	Introduction to CBT Course (Series 1) Parts 1-4	OCTC staff	79
13 – 14 Jan	Developing the CBT Service <i>You</i> Want: An Introduction to Service Development	Rachel Norris	79
15 Jan	Collaborative Case Conceptualization	Willem Kuyken	80
29 Jan	Develop your Own Style and Become an Effective CBT Therapist in One Day	Simon Darnley	81

2015 dates continued			
23 – 26 Feb	Trauma Series – Block 3: Working with Adult Survivors of Childhood Trauma	See details listed below	82
23 Feb	Working with Survivors of Childhood Trauma: Conceptualisation and Special Issues 1 Developmental & Systemic Understandings	Helen Kennerley	82
24 Feb	Working with Survivors of Childhood Trauma: Conceptualisation and Special Issues 2 Formulation Guided Interventions	Helen Kennerley Alison Croft	83
25 Feb	Managing Meaning by Managing Images	Helen Kennerley	83
26 Feb	Joined-Up CBT for Survivors of Childhood Trauma: Oxford 18-session Programme for Individuals, Pairs and Groups	Helen Kennerley	84
11 – 14 May	Trauma Series – Block 4: Working with Adults with Specialist Circumstances	See details listed below	85
11 May	Treating PTSD in Survivors of Domestic Violence	Pippa Stallworthy	85
12 May	Working with Refugees and Asylum Seekers with PTSD	Kerry Young	85
13 May	An Introduction to Cognitive Therapy for Trauma and Psychosis	Craig Steele	86
14 May	Beyond Fear: Understanding and Treating Military Trauma	Martina Mueller	87

THEMED WORKSHOPS

The workshops in the following series can be attended without you having to make a commitment to the entire series. You will receive a certificate for each workshop you attend. If you do attend a whole series, you can then exchange your workshop certificates for one that states that you have attended that particular OCTC series in its entirety.

Child & Adolescent Series

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22 – 23 Jan	Block 1: Introduction to Basic Skills	Jonquil Drinkwater	17
19 Mar	Block 2: Day 1 – Involving the Family	Anne Stewart	
20 Mar	Block 2: Day 2 – Identifying and Modifying Images & Beliefs	Jonquil Drinkwater	
12 – 13 May	Block 3: Working with Anxiety in Young People	Polly Waite	
16 Jul	Block 4: Working with PTSD in Young People	Richard Meiser-Stedman	
24 Sept	Block 5: Day 1 – Working with Depression	Jonquil Drinkwater	
25 Sept	Block 5: Day 2 – Working with Eating Disorders	Anne Stewart	
20 Nov	Supervision in CAMHS: Complexities, Models and Practical Aspects	Anne Stewart	22

The “ABC”s of CBT

This is your opportunity to brush up on the basics of CBT. For some it will be an introduction and for others a timely refresher. Learn how to use sound CBT formulations / conceptualisations to guide your work. Discover the full potential of behavioural activation and get grips with a range of Socratic Methods. Gain confidence in tackling OCD, GAD and Panic. Update your appreciation of Assertiveness Training and Anger Management. Each workshop is presented by experience (and wise) CBT practitioners and each offers training that will enhance your practice.

20 – 21 Jan	Making Formulations Work	Helen Kennerley Martina Mueller	16
8 May	Socratic Method for Dummies (and Smart Therapists too!)	Helen Kennerley	32
10 Jul	Don’t panic! : Developing more Advanced Skills for Working with Panic Disorder & Agoraphobia	Alison Croft	48
10 Nov	The ABC of OCD	Joy McGuire	64
11 Nov	The ABC of GAD: Generalised Anxiety Disorder made Simple	Helen Kennerley	65
12 Nov	Becoming Assertive: Helping Clients and Learning a Thing or Two Yourself	Helen Kennerley	66
13 Nov	Anger Management – A CBT Approach	Joy McGuire	67
15 Jan	Collaborative Case Conceptualization	Willem Kuyken	80

CBT Supervision Workshops

Supervision is crucial in developing and maintaining adequate standards of CBT and given the demands of professional registration, improved access to psychological therapies and clinical governance, there is an increased expectation that clinicians are offered sound supervision in CBT. Therefore, we are pleased to be able to offer several workshops which aim to help you become a better supervisor.

If you wish to gain a more intensive training as a CBT supervisor, OCTC and the University of Oxford also offer a specialist training module in Supervision. This training is part of the Advanced Cognitive Therapy Studies (ACTS) programme and the Supervision short-course, carries a University of Oxford attendance certificate, and awards CATS points for those who also choose to submit an assignment. Some of the workshops below are part of this specialist short-course but they only carry CATS points if attendees are enrolled on the entire Supervision short-course and if they also complete a formal assessment. Please see our website for more information about OCTC / University of Oxford short-courses.

28 – 29 Apr	An Introduction to CBT Supervision (1½ days)	Helen Kennerley	28
30 Apr	Effective Supervisory Relationships: Research & Practice	Sue Clohessy	29
23 Jun	Supervision of Supervision in CBT	Helen Kennerley	41
24 Jun	CBT Group Supervision	Helen Kennerley	42
6 – 7 Oct	The ‘Newcastle’ Model of Supervision	Mark Freeston (or other member of “Newcastle” team)	57

Getting to Grips with Schema Work

Since the 1990s various forms of schema focussed approaches have been proposed by some of CBT's major figures - practitioners such as Beck, Young, Padesky, and Layden. But have you ever wondered just what a schema is and why "schema work" might be relevant to CBT? Are you unsure of the distinctions between the approach proposed by Beck et al and the therapy proposed by Young and colleagues? Are you uncertain about which strategy to use with whom and when? Are you unclear about the techniques that are put forward as schema-change strategies?

This series of workshops will address all these issues.

The workshops are each "stand alone" workshops but they are also complimentary and the entire 6 days will give you a thorough foundation for schema work. OCTC is also offering follow-up consultation days for those who want get feedback on their practice.

Those attending all 6 training days will receive a Certificate to indicate that they have completed the OCTC course in Schema work

16 June	Schemata: A User's Guide. What is a schema and why do we need to know?	Helen Kennerley	35
17 June (am)	Schema-Based Formulations and Planning a Course of Therapy	Joy McGuire	36
17 June (pm)	Preparation, Stabilisation and Grounding	Alison Croft	37
18 June (am)	Basic Schema Techniques: Continuum Work	Helen Kennerley	38
18 June (pm)	Basic Schema Techniques: Positive Data Logging	Helen Kennerley	39
17 Nov	Advancing Your Schema Work: Modes and More	Helen Kennerley	68
18 Nov	Experiential Schema Techniques: Historical Role-Play & Imagery Re-Scripting	Lisa Palmer	69
19 Nov (am)	Experiential Schema Techniques: Body Image Transformation	Helen Kennerley	70
19 Nov (pm)	Schema Management for Life: Relapse Management	Helen Kennerley	70

Working with People with Complex Problems

Do you find some patients challenging to work with because of the complexity or chronicity of their difficulties? Is it hard to maintain perspective and hope? This series of related workshops will enhance your understanding of patients with complex difficulties and will address common challenges when working with them so that you can feel more confident in your case conceptualisations and choice of interventions.

5 Feb	Using Imagery to Help Patients with Complex Problems: Potential and Pitfalls	Helen Kennerley	24
6 Feb; repeated 16 Oct	Urges, Impulses and Compulsions: Understanding and Managing Self-injurious Behaviours	Helen Kennerley	25
4 Jun	Understanding Clients with Complex Problems: An Introduction	Helen Kennerley	33
19 Jun	Where Do I Start? Formulating and Working with Problems of Co-Morbidity	Joy McGuire	40
15 Oct	Working with Identity Problems following Childhood Trauma	Gillian Butler	59
16 Oct	Urges, Impulses and Compulsions: Understanding and Managing Self-injurious Behaviours	Helen Kennerley	60

15 – 16 Dec	Putting Dialectical Behaviour Therapy (DBT) into (Your) Practice	Fiona Kennedy	77
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How to meet your training needs

The series has been developed to provide a range of workshops which, together, will address the common issues and problems which arise when working with complex clients: the workshops are designed to be complimentary.

For further information or queries about the training please contact Dr Helen Kennerley, series co-ordinator, at helen.kennerley@oxfordhealth.nhs.uk

Advanced Cognitive Therapy Studies

In conjunction with the University of Oxford, OCTC has run Advanced Cognitive Therapy Studies (ACTS) since 2004. The content of the teaching aims to meet the needs of experienced CBT practitioners who are developing their skills as CBT disseminators. Students of the course have consistently rated the quality of the training as being very high and have fed back that all the short-courses of the ACTS training have been extremely relevant to their practice. Therefore, OCTC is now making some of these popular workshops open to a wider audience. The emphasis of ACTS is the dissemination of cognitive therapy, and this is reflected in the five short-course options:

- Supervision of CBT
- Training others
- Research skills
- Developing CBT services
- Clinical updates and master classes

The open workshops reflect these five short-courses and offer introductory training in these important areas of CBT dissemination.

14 – 15 Jan	Developing the CBT Service <i>You</i> Want: An Introduction to Service Development	Rachel Norris	13
28 – 29 Apr	An Introduction to CBT Supervision (1½ days)	Helen Kennerley	28
30 Apr	Effective Supervisory Relationships: Research & Practice	Sue Clohessy	29
4 Jun	Understanding Clients with Complex Problems: An Introduction	Helen Kennerley	33
2 – 3 Jul	CBT for Depression: The State of the Art (and the science!)	Jon Wheatley	45
9 – 10 Sep	Anxiety: Clinical Update & Masterclass	Ann Hackmann	51
6 – 7 Oct	The ‘Newcastle’ Model of Supervision	Mark Freeston	57
8 – 9 Oct	An Introduction to CBT Research: Feasible and Fun, Who Knew?	Sarah Rakovshik	58
8 – 9 Dec	How to be an Inspiring Trainer	Melanie Fennell	76
13 – 14 Jan 2015	Developing the CBT Service <i>You</i> Want: An Introduction to Service Development	Rachel Norris	79

How to meet your training needs

There are several ways of benefiting from the ACTS short-courses. Students can enrol for:

- Specific workshops in the ‘open workshop’ series
- Entire **Short-Courses** (attendance only): these carry a University of Oxford Certificate of Attendance.
- Entire **Short-Courses** which are formally assessed: these carry University of Oxford CATS points.

For further information or queries about the open workshop series, or the ACTS short-courses, please contact Dr Helen Kennerley at helen.kennerley@oxfordhealth.nhs.uk

Cognitive Therapy and the Brain Series

Over the past decade, CBT literature has made increasing reference to brain function and in 2008, Beck called for a better understanding of the neuroscience of depression and McNally (2007) for a better appreciation of the neuropsychology of the anxiety disorders. Both argued that an improved understanding of brain function can improve psychological treatments by giving us a more comprehensive understanding of psychological problems. They argued that a better understanding can inform interventions, both pharmacological and /or psychological – particularly with the more severe psychiatric disorders. This short series aims to inform practitioners of the neurobiological ‘basics’ of emotional processing and memory processes which are relevant to the work of CBT practitioners

7 Jul	The Brain, Emotion & Cognitive Therapy	Udo Kischka Helen Kennerley	46
8 Jul	Memory, Schemata & Cognitive Therapy	Helen Kennerley Udo Kischka	46
9 Jul	The Brain, Dissociation and Intrusive Images	Helen Kennerley	47

The OCTC Trauma Series: Intensive Clinical Skills Training in Traumatology

The Oxford Cognitive Therapy Centre is pleased to present a revised 16-day series on traumatology. This four-block series explores the generic impact of psychological trauma on brain function, memory and psychological development and how to work effectively with different traumatised populations. Interventions include using trauma focused CBT for PTSD, imagery re-scripting and management of type I and type II flashbacks. The course conveners, Helen Kennerley and Martina Mueller, have a wealth of clinical experience and expertise in trauma.

The course is divided into 4 blocks:-

Block 1: An introduction to transdiagnostic aspects and interventions for working with developmental and adult trauma

Block 2: Using trauma-focused CBT for PTSD following adult trauma

Block 3: Working with adult survivors of childhood trauma

Block 4: Working with adults with specialist circumstances - this addresses domestic violence, the experience of asylum seekers, trauma and psychosis and military trauma

The workshops and modules are organized so that delegates can systematically build their knowledge and skills, thus providing a comprehensive and practical course in trauma management.

Those attending a single block of workshops will receive an attendance certificate for the whole block. Those attending all workshops in this series will receive an OCTC certificate of attendance for the entire OCTC trauma course.

How to meet your training needs

The trauma series has been developed to provide an introductory training in the management of trauma for those who wish to undertake the 4 modules over 16 days. For those who do not wish to complete the 16 days, we advise (although it is not mandatory) that the introductory Block 1 is completed before completing other blocks or workshops. Any of the workshops can be attended as one-off days. For further information or queries about the training please contact Dr Helen Kennerley, Trauma Series co-ordinator, at helen.kennerley@oxfordhealth.nhs.uk

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21 Oct	Trauma, Trauma Memory and the Brain	Helen Kennerley	61
22 Oct	Preparing for Therapy I: Motivation, Stabilisation & Relapse Management	Helen Kennerley Alison Croft	62
23 Oct	Preparing for Therapy II: Dealing with Interpersonal Challenges	Helen Kennerley Alison Croft	63
1 – 4 Dec	Trauma Series – Block 2: Using Trauma-Focused CBT for PTSD following Adult Trauma	See details listed below	72
1 Dec	Getting Started with PTSD: Assessment, Formulation and Integrating Theory with Practice	Martina Mueller	72
2 Dec	Working with Trauma Memories: Using Enhanced Reliving and other Narrative Approaches to Work with Trauma Memories within the Context of Adult PTSD	Martina Mueller Lisa Palmer	73
3 Dec	Cognitive Therapy for PTSD: Working with Unhelpful Appraisals and Images	Martina Mueller Lisa Palmer	74
4 Dec	Working with Multiple and Cumulative Trauma and Creative use of Experiential Learning in the Treatment of PTSD	Martina Mueller	75
23 – 26 Feb	Trauma Series – Block 3: Working with Adult Survivors of Childhood Trauma	See details listed below	82
23 Feb	Working with Survivors of Childhood Trauma: Conceptualisation and Special Issues 1 Developmental & Systemic Understandings	Helen Kennerley	82
24 Feb	Working with Survivors of Childhood Trauma: Conceptualisation and Special Issues 2 Formulation Guided Interventions	Helen Kennerley Alison Croft	83
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26 Feb	Joined-Up CBT for Survivors of Childhood Trauma: Oxford 18-session Programme for Individuals, Pairs and Groups	Helen Kennerley	84
11 – 14 May	Trauma Series – Block 4: Working with Adults with Specialist Circumstances	See details listed below	85
11 May	Treating PTSD in Survivors of Domestic Violence	Pippa Stallworthy	85
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INTRODUCTION TO CBT COURSE (SERIES 1)

OCTC staff

January – March 2014

Part 1: Assessment & Formulation – 8th & 9th January

This workshop will give participants a grounding in the fundamental skills of using CBT. The workshop incorporates a brief introduction to basic CBT theory, but the main aim is to teach participants the CBT skills of assessing clients and producing CBT formulations, or case conceptualisations, of their problems. The workshop is focused on practical clinical skills, and therefore the bulk of the work involves role-playing. The workshop leaders will role-play clients and workshop participants in small groups will follow through the different stages of assessment, finally producing a CBT formulation for the ‘client’.

Part 2: Basic Therapeutic Skills – 27th & 28th January

This workshop builds on the Assessment and Formulation workshop, and provides an introduction to some of the basic strategies used in CBT. These include agenda setting, identifying and testing negative thoughts, using guided discovery (“Socratic questioning”), goal setting, and the use of behavioural experiments. As with Part 1, the workshop involves extensive role-playing, in order to give participants hands-on experience and feedback of clinical strategies.

Part 3: Working with Depression – 19th & 20th February

The aim of this workshop is to develop and refine some of the basic skills learned in Parts 1 and 2, and integrate them in the context of working with clients with depression. Particular issues addressed will include: engendering hope, countering withdrawal and inactivity, and dealing with negative automatic thoughts and suicidal ideation. The workshop will provide plenty of opportunity to practise therapy skills derived from the cognitive model of depression.

Part 4: Working with Common Problems – 11th & 12th March

Day 1: Panic (am); Social Anxiety (pm)

Day 2: Health Anxiety (am); OCD (pm)

These workshops build on Parts 1 & 2, and aim to give participants an introduction to specific models and ways of working with some problems commonly encountered in clinical practice. The workshops will be skills based, and give participants opportunities to practice techniques relevant to the specific problems.

These workshops are suitable for mental health professionals from any discipline who want a basic introduction to CBT skills. They have been successfully run around the country for nurses, doctors, trainee psychologists, occupational therapists, social workers and counsellors.

The workshops build on each other, and this means that you will only be accepted for Part 2 if you have attended Part 1, and you will only be accepted for Parts 3 and/or 4 if you have attended Parts 1 & 2. You can attend either or both days of Part 4.

Level: Basic

Cost: see pricing structure on the individual application form at back of booklet (page 100)

Venue: McInnes Room, Warneford Hospital

DEVELOPING THE CBT SERVICE YOU WANT: AN INTRODUCTION TO SERVICE DEVELOPMENT

Rachel Norris

14th – 15th January 2014

Have you ever thought you would like to start a new CBT service but didn't know where to start?

Have you tried to introduce new ways of working but faced resistance or apathy from colleagues?

Have you been part of a team that successfully improved a service but the gains fizzled out?

Do you want to know how to write a business plan which will succeed?

Then this workshop is for you. It is aimed at CBT therapists who wish to learn ways of understanding, managing and consolidating service development - successfully.

It will help you:

- To build on your core CBT skills
- To develop a creative and innovative attitude
- To make a persuasive case for development
- To identify a change team and senior support
- To start to devise a realistic plan
- To expect and manage opposition
- To deliver a sustainable service.

We will use individual and group exercises, role plays, presentations and you will have the chance to present your plans to our very own Dragon's Den!

Level: Intermediate – Advanced

Cost: £250 for 2 days

Venue: Ewert House, Summertown, Oxford

ALLIED FORCES? HOW TO DO EFFECTIVE & COLLABORATIVE CBT WITH MILITARY VETERANS

Martina Mueller

14th January 2014

This interactive and experiential workshop aims to provide practical ideas for understanding and working with military veterans who present with a range of common mental health problems. The workshop will address the special characteristics and culture of this population and how to adapt CBT accordingly, with an emphasis on forming a strong collaborative alliance and working with co-morbidity. Participants will learn how to develop an individual case formulation to make sense of, and develop a treatment plan for, depression and anxiety in the context of substance misuse, anger and risk.

Martina has had extensive experience of working with veterans over the last 15 years, and clinical material will be used throughout to illustrate teaching points. A special feature of the workshop will be the opportunity to hear from veterans about their experience of treatment and their insights about what it is like to work with CBT.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

BEYOND FEAR: UNDERSTANDING AND TREATING MILITARY TRAUMA

Martina Mueller

15th January 2014

The psychological injuries following deployment in conflict zones are diverse, often cumulative and extend beyond high threat to self. They include exposure to horrific losses, extreme human suffering and moral injury caused by witnessing or the perception of perpetration of immoral acts. These experiences occur in a context of military training and culture which will shape post-traumatic responses and coping styles. Reintegration post-deployment, whether as a soldier or re-entering civilian life, brings with it the need to renew a sense of safety, trust and connection to the civilian world. Therapists need to adapt evidence-based interventions to respond efficiently and effectively to these complex clinical demands efficiently and effectively.

The workshop will build therapists' confidence in safely addressing the specific needs of traumatized veterans and serving personnel including:

- How to work with cumulative trauma
- How to work with common cognitive themes including killing versus murder, participation v observation, responsibility, and mental contamination
- Adaptation to safety and the civilian world
- Traumatic grief and living with loss

The workshop will use a variety of teaching methods and clinical material will be used throughout to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

MAKING FORMULATIONS WORK

Helen Kennerley & Martina Mueller

20th – 21st January 2014

Most leading CBT clinicians advocate the use of formulation, or case conceptualisation, as the foundation of good therapy that is tailored to the individual client's needs. Yet many of us have not received much formal training in how to do CBT formulation, and we may also recognise that we are not as good at formulating as we would like to be – and perhaps even don't do formulations as regularly as we should!

The aims of this workshop are to enrich your skills in formulating, through a combination of didactic teaching and experiential learning, including the opportunity to work on your own clients' formulations in consultation with colleagues and leading OCTC clinicians. We begin with the basics:

- The role and functions of formulation in CBT
- The evidence base for the value of formulation in effective therapy
- How to think about formulations
- When and how to formulate with clients

Then in the second day we move on to more complex formulation tasks, such as:

- Interpersonal formulations
- Formulation of multiple presentation problems
- Systemic formulations
- The use of formulations in supervision and consultation

All the workshop presenters are experienced CBT practitioners. The workshop will combine theoretical and clinical presentations and participants will have opportunities to discuss some of their own case material with experienced practitioners and trainers.

Participants are asked to bring along some of their own clients' material to use in practical exercises

Level: Basic - Intermediate

Cost: £250 for 2 days

Venue: McInnes Room, Warneford Hospital

CBT WITH CHILDREN AND ADOLESCENTS

Jonquil Drinkwater, Richard Meiser-Stedman, Anne Stewart. & Polly Waite

January – November 2014

This course is divided into five blocks, plus an additional day of supervision training. The first block covers basic skills and is at Basic Level. The others are at Intermediate Level. The second block covers working with core beliefs and imagery as well as family aspects of CBT. The third block covers CBT for anxiety, the fourth block addresses PTSD and the fifth block covers CBT for depression and eating disorders. Finally there is a one-day training in the supervision of child and adolescent work.

These workshops are suitable for child and adolescent mental health professionals of any discipline. The workshops build on each other, and this means that you are encouraged to do Block 1, or to have previous experience in using CBT, before doing Blocks 2, 3, 4 and 5.

Block 1: Introduction To Basic Skills for Children & Adolescents

Jonquil Drinkwater

22nd – 23rd January 2014 (two-day workshop)

Day 1: Assessment, Formulation and Identifying negative thoughts

This workshop aims to provide the participants with some of the fundamental skills in using CBT with children and adolescents. The workshop includes an introduction to basic CBT theory and how to explain the cognitive model to young people. It describes cognitive and behavioural techniques and the issues around applying CBT to young people. It looks at how to assess whether CBT is a suitable treatment for a young person and outlines criteria for when to use it. It teaches skills in assessment and how to produce a CBT formulation of the problems. The workshop teaches how to identify negative thoughts.

Day 2: Modifying negative thoughts with individuals and in a group format

This workshop aims to provide the participants with some of the fundamental skills in modifying negative thoughts. The workshop will include using guided discovery (or Socratic questioning). It will look at different ways of modifying negative automatic thoughts including finding alternatives and taking action to test thoughts through behavioural experiments. It will look at doing CBT with both individuals and with groups. It will cover key elements of CBT in a group format and participants will have the opportunity to role play leading a CBT group. The workshop will also look at a model of parental attributions and engagement in treatment of parents who have been unable to modify their children's behaviour. It will outline interventions to increase parental motivation and prevent dropout.

Level: Basic

Cost: £260, incl. lunch, for 2 days (both days must be attended)

Venue: Hinksey Room, Kings Centre

Block 2: Expanding Basic Skills for Children & Adolescents

Anne Stewart & Jonquil Drinkwater

19th & 20th March 2014

Day 1: Involving the family in CBT with children and adolescents (Anne Stewart)

Working with children and young people inevitably means taking account of family factors. This workshop aims to equip participants with the ability to incorporate families within formulations and treatment in a productive way.

Different ways of working with families will be discussed, including working cognitively with parents, involving parents as co-therapists, utilising the parents as a resource for the young person, as well as working with whole families using a cognitive-behavioural perspective. There will also be discussion of the role of families within the treatment of particular disorders such as anxiety disorders, depression, OCD and eating disorders.

This workshop will be interactive with opportunity to discuss case scenarios and try out skills.

Reading:

Koch, C., Stewart, A. & Stuart, A. (2010) Systemic aspects of CBT, in M. Mueller, H. Kennerley, F. McManus, D. Westbrook (Eds.) *Surviving as a CBT therapist*. Oxford University Press.

Level: Intermediate

Cost: £135, incl. lunch (or £260 for two days if booked together with 20th March 2014)

Venue: Hinksey Room, Kings Centre

Day 2: Identifying and modifying images and beliefs (Jonquil Drinkwater)

This workshop will develop the basic skills learnt in the previous workshops and expand them to working with beliefs and with imagery. It will look at identifying images and then outline methods of transforming images in young people. It will also look at identifying beliefs and various methods for modifying beliefs such as using positive data logs, continua, flash cards and the prejudice model. The workshop is focussed on practical skills and there is work in pairs as well as small group work.

Level: Intermediate

Cost: £135, incl. lunch (or £260 for two days if booked together with 19th March 2014)

Venue: Hinksey Room, Kings Centre

Block 3: Working with Anxiety in Young People

Polly Waite

12th & 13th May 2014 (two-day workshop)

The next two blocks will build on the skills learnt in previous workshops and aim to introduce participants to specific models and ways of working with anxiety, depression and eating disorders in children and adolescents.

Working with Anxiety in Young People

This 2-day workshop will provide an overview of the development and maintenance of the most common anxiety disorders (Generalised Anxiety Disorder, Separation Anxiety Disorder, Social Anxiety Disorder and Specific Phobia) in children. It will review the current literature on what we know about anxiety disorders in young people, such as the role of genes, parental involvement and life events and evidence for treatment effectiveness (and the factors that are related to treatment outcome). The focus of the training will be on current approaches to the assessment and treatment of anxiety in young people using the CBT framework. It will consider different tools and techniques that can be helpful in assessment. It will then go on to outline evidence-based treatment approaches (e.g. Kendall and Hedtke, 2006; Rapee and Wignall, 2002) to work with young people and family members (e.g. Creswell and Willetts, 2007). It will provide specific information regarding session structure, treatment tools and clinical issues and this will be related to case material. The workshop will use audio and video clips and will be skill based, giving participants the opportunity to practice techniques. It is suitable for therapists of all levels of experience.

Reading:

Cartwright-Hatton, S., Roberts, C., Chitsabesan, P., Fothergill, C. & Harrington, R. (2004). Systematic review of the efficacy of cognitive behaviour therapies for childhood and adolescent anxiety disorders. *British Journal of Clinical Psychology*, 43, 421-436.

Creswell, C. & Willetts, L. (2007). *Overcoming your child's fears and worries*. Constable Robinson: London.

Rapee, R. M., Lyneham, H. J., Schniering, C. A., Wuthrich, V., Abbot, M. A., Hudson, J. L., et al. (2006). *The Cool Kids Child and Adolescent Anxiety Program Therapist Manual*. Centre for Emotional Health, Macquarie University: Sydney.

Silverman, W. K. & Field, A.P. (2011). *Anxiety disorders in children and adolescents*. Cambridge: Cambridge University Press.

Silverman, W.K. & Ollendick, T.H. (2005) Evidence-based assessment of anxiety and its disorders in children and adolescents. *Journal of Clinical and Adolescent Psychology*, 34, 3, 380-411.

Level: Intermediate

Cost: £250, for 2 days (both days must be attended)

Venue: McInnes Room, Warneford Hospital

Block 4: Working with PTSD in Young People

Richard Meiser-Stedman

16th July 2014

Working with PTSD in Young People (Richard Meiser-Stedman)

This workshop will consider how to manage and treat PTSD in children and adolescents. The following topics will be addressed:

- The symptomatology and clinical presentation of PTSD in youth
- The course of PTSD symptoms
- What event, demographic, psychosocial and cognitive factors contribute to the onset and maintenance of PTSD in children and adolescents
- Supporting young people after a recent trauma: what the evidence says
- The assessment of PTSD and other post-trauma reactions

The majority of the workshop will focus on how to use cognitive therapy to treat PTSD, in particular:

- Formulating reactions to trauma using a cognitive model
- Techniques for aiding the "processing" of trauma memories in children
- The evidence base concerning the treatment of PTSD in this age group
- The issues arising from working with young children, and the latest evidence concerning this age group
- Some pointers on work with multiple traumas

Reading:

Dalgleish, T., Meiser-Stedman, R., & Smith, P. (2005). Cognitive Aspects of Posttraumatic Stress Reactions and their Treatment in Children and Adolescents: An Empirical Review and Some Recommendations. *Behavioural and Cognitive Psychotherapy*, 33, 459-486.

Smith, P., Yule, W., Perrin, S., Tranah, T., Dalgleish, T., & Clark D.M. (2007). Cognitive behavioural therapy for children and adolescents - a preliminary randomised controlled trial. *Journal of the American Association for Child and Adolescent Psychiatry*, 46, 1051-1061

Smith, P., Perrin, S., Yule, W., & Clark, D. (2009). *Post Traumatic Stress Disorder (CBT with Children, Adolescents and Families)*. Routledge

Trickey, D., Siddaway, A.P., Meiser-Stedman, R., Serpell, & Field, A. (2012). A meta-analysis of risk factors for post traumatic stress disorder in children and adolescents. *Clinical Psychology Review*. 32, 122-138.

Level: Intermediate

Cost: £125

Venue: McInnes Room, Warneford Hospital

Block 5: Working with Depression and Eating Disorders

Jonquil Drinkwater & Anne Stewart

24th & 25th September 2014

Working with Depression (Jonquil Drinkwater)

This workshop aims to help participants develop the skills to treat young people with depression. Beck's cognitive model of depression will be outlined and a 5 stage interventions for depression will be described. The five stages are: engagement and simple cognitive strategies, formulation, behavioural work, cognitive change and relapse prevention. The various aspects of treatment will be outlined and there will be opportunity to practice the skills and discuss them with the group. As we will be practising doing individual formulations based on this model it would be helpful to come prepared with a case to discuss.

As part of the workshop we will be looking at behavioural activation and doing an exercise setting up and implementing an intervention. We will look at ways of modifying negative thoughts and beliefs about the self, others and the world that are at the heart of depression. Additional modules that can be used will be outlined. These additional modules are on self harm and suicidal behaviour and on building up self esteem.

Level: Intermediate

Cost: £135, incl. lunch (or £260 for two days if booked together with 25th September 2014)

Venue: Hinksey Room, Kings Centre

Working with Eating Disorders (Anne Stewart)

Working with young people with eating disorders can be difficult and time consuming. Family based treatment is the main form of treatment recommended by NICE. However, there is increasing evidence that a cognitive-behavioural approach can be helpful with some young people with eating disorders. This workshop will present an overview of CBT for eating disorders and aims to develop participants' skill in this area. The CBT presented in this workshop will be based on CBT-E, a form of CBT developed by Chris Fairburn and colleagues for adults across a range of different eating disorder diagnoses (Fairburn, 2008), but adapted specifically for use with young people within the context of their families. The workshop will cover the criteria for using CBT in this age group, specific CBT skills, managing risk, as well as how to incorporate the individual work within a wider family approach. Theoretical presentations, case vignettes, role plays and small and large group discussion will be used to facilitate learning.

Reading:

Fairburn, C. (2008) *Cognitive Behaviour Therapy and Eating Disorders*. Guildford Press.

Level: Intermediate

Cost: £135, incl. lunch (or £260 for two days if booked together with 24th September 2014)

Venue: Hinksey Room, Kings Centre

SUPERVISION IN CAMHS: COMPLEXITIES, MODELS AND PRACTICAL ASPECTS

Anne Stewart

20th November 2014

With increasing interest in CBT models for children and adolescents there is a need to develop supervision models and practice which takes account of the complexities in this age group. This practical workshop aims to develop the skills of participants in providing supervision for clinicians working with this age group. During the workshop there will be opportunity to hear about supervision models and theoretical approaches and how they can be applied to clinical practice, to discuss dilemmas experienced in supervision, and to try out different ways of working through practical exercises

Level: Intermediate

Cost: £125

Venue: McInnes Room, Warneford Hospital

PRACTICAL ASSESSMENT AND MANAGEMENT OF INSOMNIA USING CBT

Colin Espie

3rd February 2014

Professor Colin Espie has been researching sleep and insomnia for over 30 years. He is committed to advancing the understanding and treatment of sleep problems. To this end, he has published over 200 scientific papers and 5 books, and co-founded **Sleepio** to allow the widest population possible to benefit from his findings. In this OCTC workshop he will share up-to-date perspectives on conceptualizing and practical suggestions for managing insomnia.

The aims of the workshop are to provide knowledge and understanding of:-

- sleep and sleep processes, and their central importance for everyday human functioning
- the relationship between sleep, sleep disorders and emotional wellbeing
- the diagnosis, classification and clinical evaluation of common disorders of sleep in adults
- evidence based treatment for insomnia (in particular)
- practical clinical skills for treating insomnia

Level: Basic - Advanced

Cost: £135, incl. lunch

Venue: Hinksey Room, Kings Centre

USING IMAGERY TO HELP PATIENTS WITH COMPLEX PROBLEMS: POTENTIAL AND PITFALLS

Helen Kennerley

5th February 2014

The use of imagery in CBT has an excellent track record. Increasingly we are seeing that it can be an invaluable technique to use when helping patients with complex difficulties which are characterized by chronic problems or multiple difficulties. In such cases, challenges can arise because problem images might have become very entrenched, or represent a metaphor or theme rather than reflecting an accurate memory, or the image might be held as bodily sensation rather than visual image. Imagery work has the potential to help patients with such difficulties but the work can be fraught and the clinician needs to exercise some caution.

This workshop will help you get the most out of imagery work while being mindful of the risks involved in accessing emotional images, some of which may relate to childhood trauma. You will learn a range of ways in which intrusive images can be managed, ranging from psycho-education and using grounding or stabilising techniques to cognitive and imaginal re-structuring. It will draw on contemporary neurological and psychological models of memory and imagery and provide a foundation of understanding imagery which will aid formulation and treatment.

Participants will then be encouraged to:

- Consider their rationale for employing different strategies: deciding when to use them when and with whom
- Reflect on the appropriate preparation for imagery work and motivating clients to engage

This is an interactive workshop involving participants in discussions and small group exercises. Clinical illustration will be used throughout.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

URGES, IMPULSES AND COMPULSIONS: UNDERSTANDING AND MANAGING SELF-INJURIOUS BEHAVIOURS

Helen Kennerley

6th February 2014

Even an experienced clinician can feel de-skilled and alarmed when patients self-harm, or seem on the brink of it. This workshop will help you make sense of self-injurious behaviours and to conceptualize them in ways that will inspire ideas for effective intervention.

You will be given practical suggestions for understanding and working with adults who self-harm and common therapeutic challenges will be addressed. In particular, the workshop will enable you to:

- Review the wide variety of presentations of self-harm
- Discuss ways of recognising subtle forms of self-harm
- Understanding why it makes sense to your patient
- Formulating self-injurious behaviours
- Engage patients who are ambivalent or who have complex difficulties
- Dealing with therapist issues

Helen will introduce a simple cognitive model of self-injurious behaviours that will guide you in your understanding of your patient and in planning your interventions. This can be found in her chapter: *Self-injurious Behaviours* in *The Oxford Guide to Behavioural Experiments in Cognitive Therapy* (edited by Bennett-Levy et al., OUP, 2004).

The workshop format will combine case material and didactic presentations. There will be opportunities to discuss how the workshop material can be used to improve clinical practice.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

COGNITIVE BEHAVIOURAL COUPLE THERAPY: ATTENDING TO RELATIONSHIP AND INDIVIDUAL DISTRESS

Don Baucom

10th – 11th March 2014 (two days)

or

10th – 12th March 2014 (three days)

Cognitive-behavioural couple therapy (CBCT) is a highly efficacious approach for assisting couples experiencing relationship distress. In many instances, assisting these couples is complicated by one or both partners also experiencing individual psychological difficulties, for example, depression or anxiety disorders. In addition, couple-based interventions often are effective for treating individual disorders, even when the couple is satisfied with their relationship. This three day workshop will focus on working with couples under these varying circumstances. The first two days of the workshop will provide an overview of CBCT with an emphasis on case conceptualization and state-of-the-science interventions to address cognitive, emotional, and behavioural factors in relationship discord. The third day of the workshop will focus on addressing individual psychological disorders from a cognitive-behavioural, couple-based perspective. Three different interrelated couple-based approaches for treating individual psychopathology will be discussed, using anxiety disorders and depression as examples. Participants will learn how to develop meaningful couple-based interventions to address relationship distress and a wide range of psychopathology, based on the approaches discussed. Dr. Baucom will augment the didactic material with videotaped demonstrations and live role plays to demonstrate major intervention strategies.

Dr. Baucom has spent the past 38 years developing CBCT and evaluating couple-based interventions for relationship distress and a wide range of psychological disturbances and health problems in one or both partners. He is both a psychotherapy researcher and a practicing clinician.

By the end of all 3-days participants will:

- Understand relationship functioning from a cognitive-behavioural perspective.
- Be familiar with cognitive, behavioural, and emotional interventions for relationship distress.
- Understand the interplay between relationship discord and individual psychological disorders.
- Understand three couple-based approaches to treating individual psychopathology.
- Gain familiarity with couple-based approaches for anxiety and depression.
- Be able to design couple-based interventions for a wide variety of individual disorders.

Level: Basic – Intermediate (on 10th-11th March)

Intermediate (on 12th March)

Cost: £260 incl. lunch for 10th-11th March only

£375 incl. Lunch for 10th-12th March

(N.B. 12th March cannot be attended without having previously attended the 10th-11th March teaching)

Venue: Cherwell Room, Kings Centre

MINDFULNESS-BASED COGNITIVE THERAPY: A SIX-DAY TRAINING RETREAT

Melanie Fennell, Marie Johansson, Christina Surawy & Timothy Sweeney

23rd – 29th March 2014

The intention of this 6-day residential training retreat, held in the peaceful setting of the Ammerdown Centre in Somerset, is to provide clinicians with direct experience of the 8-session programme of Mindfulness-Based Cognitive Therapy (MBCT), and to offer opportunities to practise teaching elements of MBCT to one another, with supervision from the instructors. MBCT combines meditation practice with techniques from cognitive therapy in an innovative and effective relapse prevention treatment for recurrent depression, now recommended in NICE guidelines. Recent pilot studies suggest that it can also be helpful to patients with a range of problems, both emotional and physical.

The retreat will be facilitated by highly experienced practitioners of MBCT, based in the Oxford Mindfulness Centre and Oxford University, and offers an opportunity to explore the approach in depth. Participants are expected to have some prior knowledge and experience of mindfulness and of cognitive therapy, and to have a serious interest in bringing MBCT into their lives and work. Participants should already have attended (as a minimum) an introductory workshop on mindfulness-based approaches, and should have a regular, established mindfulness meditation practice.

The programme reflects the integration of personal practice and professional application that is central to the approach. It includes a blend of didactic, experiential and small group work. Specific themes and areas of focus will include:

- The seamless cultivation of mindfulness throughout the workshop, through formal and informal practices, both in silence and in conversation and dialogue
- An overview of the development of MBCT and the theory underpinning it, and a review of research supporting its clinical value
- Mindful approaches to the experience and expression of pain, depression, stress and anxiety within ourselves and those with whom we work
- Experiencing enough mindfulness meditation practice and self-inquiry to understand the importance of being a practitioner before starting to work with mindfulness as a clinician
- Opportunities to practice teaching key meditation practices, with feedback from fellow participants and from the instructors

Level: Intermediate - Advanced

Cost: £975 (including full board)

Venue: Ammerdown Centre, Radstock, Somerset (www.ammerdown.org)

Maximum on 32 participants

AN INTRODUCTION TO CBT SUPERVISION

Helen Kennerley

28th – 29th April 2014 (1½ day workshop)

Supervision is regarded as crucial in developing and maintaining adequate standards of CBT and given the demands of professional registration, improved access to psychological therapies and clinical governance, there is an increased expectation that clinicians are offered sound supervision in CBT. Therefore, we are pleased to be able to offer an introductory workshop which focuses on developing and refining the essential skills of CBT supervision. The workshop aims to help you become a ‘good’ supervisor. It will:

- Review how you can best prepare yourself as a supervisor
- Present the empirical base for CBT supervision
- Review CBT supervision competencies
- Emphasise the core skills of supervision
- Review key models of supervision
- Explore how you can optimise your practice by also considering process issues in supervision and developing the supervisory alliance.

The workshop will also involve ‘live’ supervision sessions and, by the end of it attendees will have developed their own critically appraised guidelines for good practice.

It is assumed that attendees will be familiar with CBT models and methods and will have experience of CBT practice.

Recommended reading: Kennerley & Clohessy (2010) *Becoming a Supervisor in: Oxford Guide to Surviving as a CBT Therapist* Ed Mueller et al (O.U.P)

Level: Intermediate – Advanced

Cost: £185 for 1½ days

Venue: Ewert House, Summertown, Oxford

EFFECTIVE SUPERVISORY RELATIONSHIPS: RESEARCH AND PRACTICE

Sue Clobessy

30th April 2014

We know well that supervision is a vital part of the training and practice of all psychological therapies, and now there is a growing body of evidence suggesting that the supervisory relationship (SR) is an essential part of effective supervision. To carry out effective supervision, you need to be able to establish a sound supervisory relationship and this workshop will show you how to achieve this.

This interactive presentation will:

- give you an opportunity to reflect on and consider your own role within the supervisory relationship
- present recent theory and research on the supervisory relationship, both from the perspective of supervisees and supervisors,
- focus on the factors which make them work well and what contributes to them working less effectively,
- address how supervisors resolve problems in the alliance.

There will be plenty of opportunities for discussion and small group exercises, and for participants to reflect on their own experiences of effective and less effective supervisory relationships. Strategies for noticing, naming and resolving difficulties will also be explored.

The presenters are both supervisors on the Oxford Doctoral course in Clinical Psychology. They each have a wealth of experience in researching and developing the supervisory relationship and have been involved in five studies on supervision in clinical psychology carried out in Oxford.

Level: Intermediate – Advanced

Cost: £125

Venue: Ewert House, Summertown, Oxford

INTRODUCTION TO CBT COURSE (SERIES 2)

OCTC staff

April – July 2014

Part 1: Assessment & Formulation – 30th April & 1st May

This workshop will give participants a grounding in the fundamental skills of using CBT. The workshop incorporates a brief introduction to basic CBT theory, but the main aim is to teach participants the CBT skills of assessing clients and producing CBT formulations, or case conceptualisations, of their problems. The workshop is focused on practical clinical skills, and therefore the bulk of the work involves role-playing. The workshop leaders will role-play clients and workshop participants in small groups will follow through the different stages of assessment, finally producing a CBT formulation for the ‘client’.

Part 2: Basic Therapeutic Skills – 19th & 20th May

This workshop builds on the Assessment and Formulation workshop, and provides an introduction to some of the basic strategies used in CBT. These include agenda setting, identifying and testing negative thoughts, using guided discovery (“Socratic questioning”), goal setting, and the use of behavioural experiments. As with Part 1, the workshop involves extensive role-playing, in order to give participants hands-on experience and feedback of clinical strategies.

Part 3: Working with Depression – 11th & 12th June

The aim of this workshop is to develop and refine some of the basic skills learned in Parts 1 and 2, and integrate them in the context of working with clients with depression. Particular issues addressed will include: engendering hope, countering withdrawal and inactivity, and dealing with negative automatic thoughts and suicidal ideation. The workshop will provide plenty of opportunity to practise therapy skills derived from the cognitive model of depression.

Part 4: Working with Common Problems – 30th June & 1st July

Day 1: Panic (am); Social Anxiety (pm)

Day 2: Health Anxiety (am); OCD (pm)

These workshops build on Parts 1 & 2, and aim to give participants an introduction to specific models and ways of working with some problems commonly encountered in clinical practice. The workshops will be skills based, and give participants opportunities to practice techniques relevant to the specific problems.

These workshops are suitable for mental health professionals from any discipline who want a basic introduction to CBT skills. They have been successfully run around the country for nurses, doctors, trainee psychologists, occupational therapists, social workers and counsellors.

The workshops build on each other, and this means that you will only be accepted for Part 2 if you have attended Part 1, and you will only be accepted for Parts 3 and/ or 4 if you have attended Parts 1 & 2. You can attend either or both days of Part 4.

Level: Basic

Cost: see pricing structure on the individual application form at back of booklet (page 100)

Venue: McInnes Room, Warneford Hospital

WORKING WITH RESILIENCE IN CBT

Lisa Palmer

7th May 2014

When clients are unwell they can become defeated by depression, anxiety or life events and often lose sight of any strengths or resilience they may have. Whether a person has a healthy place to return to or a life time of suffering, we as therapists must ask ourselves:

“How is it that in the face of adversity this patient has developed the skills to survive? How is it that despite everything, they have managed to live their lives and even get to therapy?”

Through my work with patients and inspired by Padesky’s 2004 workshop: “Harnessing Resilience”. I have helped many patients identify and utilise their own strengths to defeat chronic problems and prevent relapse.

This workshop is based on Padesky and Mooney’s (2012) Four Step model of Strengths based Cognitive-Behavioural Therapy. You will gain an understanding of the model and how it can be utilised to build and strengthen personal resilience with your clients. You will also learn how to use creativity to formulate resilience and adapt this to enhance therapy. Through demonstration and practice, participants will have the opportunity to add strengths based Cognitive Behaviour Therapy to their repertoire of CBT skills.

Reference

Mooney, K.A., & Padesky, C. A. (2000). Applying client creativity to recurrent problems: Constructing possibilities and tolerating doubt. *Journal of Cognitive Psychotherapy: An International Quarterly*, 14(2), 149-161

Padesky, C. A & Mooney, K. A (2012). Strengths-Based Cognitive-Behavioural Therapy: A Four-Step Model to Build Resilience. *Clinical Psychology and Psychotherapy*, DOI: 10.1002/cpp.1795

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

SOCRATIC METHOD FOR DUMMIES (AND SMART THERAPISTS TOO!)

Helen Kennerley

8th May 2014

Socratic method has been called “the cornerstone of cognitive therapy” (Padesky 1993) – but how many therapists wonder just what is meant by “Socratic method?” How do other therapists do it? When is it appropriate to use other forms of questioning? How can we avoid “psycho-bulldozing”?

This practically based workshop aims to explore the purposes of asking questions in cognitive therapy and to present the therapist with an opportunity to reflect on, and rehearse, their questioning style. There are many ways of using Socratic method, so participants will be presented with a range of examples of Socratic method and different therapeutic styles. It will be relevant to both experienced and recently qualified cognitive therapists who want to develop or refresh their basic skills, and ensure that they get the most from guided discovery.

Delegates will be encouraged to use their own experiences in the practical sessions.

Programme:

- What do we want to achieve through questioning in therapy?
- Caution & curiosity: the “dos” and “don’ts”
- Socratic method: in assessment and conceptualisation
- Socratic method: in testing unhelpful perspectives
- Socratic method: in problem solving and planning

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

UNDERSTANDING CLIENTS WITH COMPLEX PROBLEMS: AN INTRODUCTION

Helen Kennerley

4th June 2014

Understanding clients' problems is relatively easy when the problems are straightforward but far more challenging when, for example, clients have more than one diagnosis, they have a personality disorder and/or because their problems are wide-ranging, long-standing and chronic. In such instances it is often difficult to maintain a coherent focus and a consistent approach and it can feel as though we are not able to use CBT skills and knowledge to the client's best advantage.

Using a case study for illustration, Helen will explain how complex problems can be understood and formulated, and how CBT can be used creatively and productively. She will draw on the cognitive model to provide a framework for understanding and treating those with complex problems and will emphasise that problems are easier to resolve when therapists make sue of collaborative formulation work, and when they understand how to work with inflexible beliefs and behaviours.

This workshop will build your confidence in understanding clients with complex problems by enhancing your knowledge of:

- Formulating complex problems
- Addressing difficulties in the therapeutic alliance
- Recognising inflexible beliefs and behaviours
- Deciding where to start and how to get the most out of your CBT skills
- Developing a coherent and consistent approach despite shifting problems

Helen has much experience working with clients with complex problems and will be using clinical material to illustrate teaching points, and participants will be involved in discussion exercises and role play.

Level: Intermediate – Advanced

Cost: £125

Venue: Ewert House, Summertown, Oxford

CHRONIC FATIGUE SYNDROME: CBT THE WHYS AND WHEREFORES

Trudie Chalder

5th June 2014

Chronic fatigue syndrome (CFS) is characterised by chronic and severe fatigue leading to substantial impairments. According to the cognitive behavioural model of CFS behavioural and cognitive responses perpetuate CFS symptoms and disability. Treatment studies have repeatedly shown that individual CBT aimed at these perpetuating factors leads to a significant reduction of fatigue and disabilities. CBT for CFS is effective, but little is known about its mechanisms of change. Knowledge about the factors that bring about the reduction in symptoms is crucial for further development of CBT. Research suggests that a change in fatigue related cognitions and / or symptom focusing are crucial for the reduction of fatigue.

In this workshop we will discuss the extent to which the mediators that are responsible for the reduction of fatigue also play a role in the reduction of disability in CFS patients during CBT. We will also discuss some of the factors that may hamper change. At the end of this workshop the clinician will be better equipped to engage patients with CFS in the process of change and to negotiate specific behavioural goals with the patient working towards improvement and in some cases recovery.

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

SCHEMATA: A USER'S GUIDE.

WHAT IS SCHEMA AND WHY DO WE NEED TO KNOW?

Helen Kennerley

16th June 2014

Beck applied the concept of cognitive schemata to explain thinking style in depression over 40 years ago. Since, there has been increasing interest in the role of schemata and psychopathology and strategies have been evolved to target schema change - but the construct, the understanding, of a schema remains complex and controversial and the approaches to schema change are very varied.

This has left some of us asking the questions:

- What is a schema?
- How does it work?
- Can it be changed?
- Should it be changed?
- How do we know what intervention to use?

This workshop aims to answer just those questions. Drawing on neurological and psychological literature Helen will describe schemata, schema maintenance processes and will give a brief overview of strategies for effecting schema change. The workshop is the ideal preparation for attending the OCTC *Schema-series* as it lays down the theoretical foundations that will help you select the most appropriate schema-focused interventions.

The workshop format will combine theoretical presentation with practical application using didactic and case presentations. Clinical material will be used throughout to illustrate teaching points. There will also be opportunities to discuss how the workshop material can be used to improve clinical practice.

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

SCHEMA-BASED FORMULATIONS AND PLANNING A COURSE OF THERAPY

Joy McGuire

17th June 2014 (am)

Formulation skills are essential in all clinical practice. Important in both planning and in steering the direction of therapy - and in the development of a collaborative, working, therapeutic relationship. This is particularly so when clients struggle with schema-driven problems

The need to develop a schema based formulation and treatment plan often occurs following a series of failed therapy interventions or a period of standard CBT for presenting problems which have achieved limited success. Unhelpful schemata and underlying assumptions appear to block progress. Therapy then needs to “go up a gear”, and introduce and consider the impact of schema related issues in the client’s life and presenting problems. The imperative is to do this in a collaborative, positive way, often with limited sessions available.

This experiential workshop will focus on ways of developing a variety of useful schema based case formulations that accommodate the client’s complexity & their strengths, and which guide therapeutic interventions whilst paying close attention to evidenced based theory and research.

Relevant Reading:

Collaborative Case Conceptualisation; working effectively with clients in CBT. (2011) Kuyken, W; Padesky, C & Dudley, R. Guilford Press

Treating Complex Cases: the CBT approach (1998) Tarrrier, N; Wells, A & Haddock, G (Eds) Wiley Press

Schema based process’s in cognitive therapy (1994) Padesky, C. Clinical Psychology & Psychotherapy, Vol 1 (5) 267-278. Wiley

Schema Therapy: a practical guide . (2003) Young, JE; Klosko, JS & Weishaar M. Guilford Press. New York

Level: Intermediate - Advanced

Cost: £65 (pm only), or £125 for both workshops on 17th June

Venue: McInnes Room, Warneford Hospital

PREPARATION, STABILISATION AND GROUNDING

Alison Croft

17th June 2014 (pm)

Any form of therapy is demanding for the client, however those embarking on a course of schema therapy may face particular challenges, given the nature of the work ahead. Many of these clients present with long-standing difficulties in regulating emotions and managing distress. To give them the best chance of success in therapy, it is important to spend some time helping the client prepare for undertaking schema-focused interventions and focusing on developing more robust and helpful skills for coping where these are lacking.

In this workshop we will briefly consider how to assess the client's current coping and to formulate behaviours that may be damaging to them and have the potential to interfere with therapy. We will then go on to explore how to prepare the client for therapy by fostering better skills for managing common presenting problems, including self-harming, dissociation and inter-personal difficulties.

The workshop will use a variety of training methods but will focus on practical skills.

Level: Intermediate - Advanced

Cost: £65 (pm only), or £125 for both workshops on 17th June

Venue: McInnes Room, Warneford Hospital

BASIC SCHEMA TECHNIQUES: CONTINUUM WORK

Helen Kennerley

18th June 2014 (am)

Dichotomous – “all or nothing” – thinking is not only common amongst patients with more complex problems – but is probably the most undermining of all the familiar cognitive biases. It drives the extreme emotions that then often drive extreme behaviours, such as total avoidance, self-injury, substance misuse. It also underpins other problem outlooks like perfectionism and hopelessness.

There is good news: continuum work has been developed as a particular strategy for combating the dichotomous thinking. This workshop will draw on the work of James Pretzer and Christine Padesky who have been foremost in discovering the clinical utility and adaptability of this technique.

In this workshop you will learn:

- How to recognise when continuum work is relevant
- how to use standard continua,
- how to adapt them to different problems
- how to use Padesky’s dual or ‘orthogonal’ continua to address resistant assumptions as well as extreme thinking.

Familiarity with continua interventions is a must for all cognitive therapists. This half-day workshop will give you the understanding and the skills you need to be confident in using them in your own practice.

There will be opportunities for practising the technique within the workshop and clinical vignette and video will be used to illustrate the teaching

Level: Intermediate - Advanced

Cost: £65 (pm only), or £125 for both workshops on 17th June

Venue: McInnes Room, Warneford Hospital

BASIC SCHEMA TECHNIQUES: POSITIVE DATA LOGGING

Helen Kennerley

18th June 2014 (pm)

We've all heard the hopeless and sometimes dismissive "Yes, but...." from patients who have particularly inflexible thinking. Positive data logs (PDLogs) is another 'must have' technique to help patients who struggle with inflexible and unhelpful thinking. Padesky developed this approach to help patients with particularly rigid outlooks. It helped them to widen their views, thus developing more balanced perspectives. It is also an essential component of Fennell's Low self-esteem approach.

This workshop will introduce and elaborate Padesky's method for building up a compelling data base of realistic perspectives – perspectives that will successfully counterbalance unhelpful beliefs.

There is much more to PDLogs than compiling lists of positive experiences and attributes, and this workshop will show you how to:

- Recognise when PDLog work is relevant
- Use PDlogs in a collaboratively and creatively
- Tailor the technique to meet your patient's needs
- Motivate the patient who is hopeless or struggling

In short, you will learn how to make the most of this invaluable strategy.

There will be opportunities for practising the technique within the workshop and clinical vignette and video will be used to illustrate the teaching

Level: Intermediate - Advanced

Cost: £65 (pm only), or £125 for both workshops on 17th June

Venue: McInnes Room, Warneford Hospital

WHERE DO I START? FORMULATING AND WORKING WITH PROBLEMS OF CO-MORBIDITY

Joy McGuire

19th June 2014

We are often advised to “start with your formulation” but it is not always clear how to do this - especially when clients have complex and co-morbid problems. Formulation skills are essential in all our clinical practice, but even more so when client problems are multiple and when therapeutic hope and the alliance itself might be undermined.

This workshop will help you to use formulations in both planning and steering the therapy direction, and in the development of a collaborative, working, therapeutic relationship. It will help you rise to the challenge of working effectively with clients who present with complex and co-morbid problems, using the CBT model and employing relevant treatment protocols. Often the available treatment protocols make only make partial sense in the face of clinical complexity and in this workshop you will learn how to adapt treatment approaches, guided by your formulation.

Joy will focus on ways of developing useful case formulations that accommodate the client’s co-morbidity, complexity & strengths and which guide therapeutic interventions whilst paying close attention to evidenced based theory and research.

This workshop will be highly experiential with an opportunity for participants to work with their own case examples.

Relevant Reading:

Collaborative Case Conceptualisation; working effectively with clients in CBT. (2011) Kuyken, W; Padesky, C & Dudley, R. Guilford Press

Treating Complex Cases: the CBT approach (1998) Tarrrier, N; Wells, A & Haddock, G (Eds) Wiley Press

Harvey, AG; Watkins, ER; Mansell, W & Shafran, R (2004) Cognitive Behavioural Processes Across Psychological Disorders: A Transdiagnostic Approach to Research & Treatment. Oxford: Oxford University Press

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

SUPERVISION OF SUPERVISION IN CBT

Helen Kennerley

23rd June 2014

With the advent of Pilling and Roth's (2008) guidelines for competent supervision, the need for consistent and high level supervision across clinical services (particularly IAPT services), and the BABCP's move towards accreditation of CBT supervisors, supervision competency has become prominent within CBT.

Quite rightly, there is now recognition within the BABCP that CBT supervisors should receive high quality training and supervision - yet there remains little to guide us on the supervision of supervisors. This workshop offers an opportunity to explore the implications of Supervision of Supervision (SoS). Participants will be able to explore:

- The needs of supervisors
- The goals of SoS;
- The means of achieving these goals and enhancing supervision skills in others;
- Ways of assessing and evaluating supervision skills, both formative and summative.

There will be opportunities to practice supervision of supervision within the workshop. It is assumed that attendees have experience in supervising other mental health therapists and will be able to draw on their own experiences of being a supervisor.

Level: Advanced

Cost: £ 135, incl. lunch

Venue: Hinksey Room, Kings Centre

CBT GROUP SUPERVISION

Helen Kennerley

24th June 2014

Much CBT supervision is delivered to small or large groups and this workshop considers how to best combine what we know about the good practice of supervision with our knowledge of group dynamics, so that we can maximize the benefits of the group setting.

It will address:

- The basics of 'good' supervision
- Similarities with, and differences from, individual supervision
- Group dynamics
- A range of models of group supervision
- The challenges of group supervision
- Maximising the benefits of group supervision: developing the necessary supervisor skills

Attendees will take part in 'live' supervision and so will be able to use their own case material within the workshop.

Level: Advanced

Cost: £135, incl. lunch

Venue: Hinksey Room, Kings Centre

DECIPHERING THE DSM-V: A CRASH COURSE

Sarah Rakovshik

25th June 2014

The DSM-V is here...with new categorisations, more disorders and some perplexing diagnostic criteria. Virtually all disorders have been revised and dimensional assessment has arrived. But what advantages does it bring – and are there new challenges for clinicians?

How does the DSM-V correspond to the previous version? How does it compare to the ICD-10? Is it really that different? Can we hope to be able to use it with the ease of DSM IV?

You can learn to use the new DSM to inform your work:

- get a potted overview of new content and changes
- understand and conceptualise problems
- find guidance towards the best evidence based intervention
- use mental health ‘first principles’ to help a patients for whom there is no clear empirically based intervention

All this and more in this one-day crash course in understanding and using the DSM-V. As a published clinical researcher and experienced clinician, Dr. Sarah Rakovshik’s work has focused on integrating empirical rigour and routine clinical practice.

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

BOUNCING FORWARD: A TRANSDIAGNOSTIC CBT APPROACH TO OVERCOMING ADVERSITY

Sarah Rakovshik

26th June 2014

You can help your patient grow from adversity. Encounter with hardship is a universal human experience—often one that engulfs us suddenly. As therapists, we work with patients confronting adversity from many different spheres: psychological, emotional, interpersonal, financial, professional, societal, and others. Sometimes, the hardships and stresses encountered seem as immutable and present as the distress that accompanies it. The situation can seem dire – but you can teach patients how to turn challenges into learning experiences that make them stronger and more resilient. You can help them develop hopeful perspectives and problem solving approaches that will not just get them through, but will build their skills and confidence for life.

This workshop uses empirically-based theories of learning and adaptation in a transdiagnostic approach that identifies the 'sticking points' and the way forward for those who encounter life difficulties. The workshop will focus on conceptualising adversity within the broader CBT formulation, and will use both classic and meta-cognitive CBT interventions.

Dr. Rakovshik has spent more than a decade working with patients facing pronounced adversity, including parents of autistic children, socially disadvantaged or culturally isolated individuals, and patients with chronic emotional and physical challenges.

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

CBT FOR DEPRESSION: THE STATE OF THE ART (AND THE SCIENCE!)

Jon Wheatley

2nd – 3rd July 2014

This workshop will outline the current status of the evidence base for CBT for depression. The workshop will describe what makes depression difficult to treat and how CBT can help reduce vulnerability to this disabling mental health problem. In order to help sufferers recover from depression clinicians must have an understanding of how depression develops and what keeps it going. The workshop will outline current thinking about the mechanisms involved in the development and maintenance of depression. The key components of the most effective CBT interventions for treating major depression and some recent developments in the field will be described.

During the workshop participants will have the opportunity to learn about common problems that often complicate CBT for depression such as: avoidance (cognitive, behavioural and emotional), rumination, self-criticism and intrusive emotional memories. Participants will be encouraged to reflect on how best to integrate a range of cognitive, behavioural and imagery techniques to help patients who are suffering from chronic depression.

This is an interactive workshop involving participation in discussion and small group exercises. Clinical case examples will be used throughout.

Level: Intermediate – Advanced

Cost: £250

Venue: Ewert House, Summertown, Oxford

THE BRAIN, EMOTION & COGNITIVE THERAPY

Udo Kischka & Helen Kennerley

7th July 2014

Working with emotions is central to what we do as cognitive therapists, but how do we understand emotions? Where do they come from? Can they be harnessed?

This workshop is for clinicians who want to understand more about brain mechanisms, emotions and psychological problems. Both this and *Memory, Schemata and Cognitive Therapy* and *The Brain, Dissociation and Intrusive Images* describe processes which are fundamental to our clinical work. The workshop journeys from the basic elements of brain structure and function, via normal psychological processes, towards an appreciation of psychological disorders such as depression, anxiety disorders, addictive behaviours and anger.

This workshop combines case and didactic presentations, using video materials and visual illustration. There will also be opportunities to discuss how the workshop material can be used to improve clinical practice.

Level: All levels (basic – advanced)

Cost: £125 (or £350 for three days if booked together with 8th & 9th July)

Venue: McInnes Room, Warneford Hospital

MEMORY, SCHEMATA & COGNITIVE THERAPY

Helen Kennerley & Udo Kischka

8th July 2014

Cognitive therapists work with memory – from eliciting a recent incident in order to identify relevant thoughts to reconstructing traumatic memories. But how does memory work? How reliable is recollection? Can we justify attempting to reconstruct memories? Increasingly, cognitive therapists are addressing schema-driven problems and using forms of schema focused interventions. But what is a schema and how does it work? Can it be changed? Should it be changed?

This workshop is essential for those who want to understand more about how memory works, how schemata operate and the relevance to cognitive therapy. It complements *The Brain, Emotion and Cognitive Therapy* and *The Brain, Dissociation and Intrusive Images* and will cover:

- Brain structure and function related to memory
- Schema development and maintenance
- Working with memory and schemata in cognitive therapy

This workshops combine case and didactic presentations, using video materials and visual illustration. There will also be opportunities to discuss how the workshop material can be used to improve clinical practice.

Level: All levels (basic – advanced)

Cost: £125 (or £350 for three days if booked together with 7th & 9th July)

Venue: McInnes Room, Warneford Hospital

THE BRAIN, DISSOCIATION AND INTRUSIVE IMAGES

Helen Kennerley

9th July 2014

Dissociation is an ill defined and often poorly understood phenomenon, yet many of us will find ourselves working with clients who experience degrees of dissociation which are disabling. For example, the anxious client who struggles with episodes of de-realization, the client with low-self-esteem who suffers with de-personalization, the traumatised or depressed clients who are disabled by flashbacks, the client with a poorly developed sense of self.

This workshop focuses on developing a clearer understanding of dissociative reactions by reviewing the neuropsychology of different presentations and, ultimately, developing a model which can inform clinicians' work. It will cover:

- The range of presentations of dissociative disorders (including flashbacks)
- A neuro-psychological understanding of them
- A unifying model of dissociation
- Using CBT techniques to address the problem of dissociation (including flashbacks)

This workshops combine case and didactic presentations, using video materials and visual illustration. There will also be opportunities to discuss how the workshop material can be used to improve clinical practice.

Level: Intermediate - Advanced

Cost: £125 (or £350 for three days if booked together with 7th & 8th July)

Venue: McInnes Room, Warneford Hospital

DON'T PANIC! : DEVELOPING MORE ADVANCED SKILLS FOR WORKING WITH PANIC DISORDER & AGORAPHOBIA

Alison Croft

10th July 2014

Despite being thought of as one of the more straight-forward clinical problems to treat, in reality, working with panic disorder can present clinicians with some real challenges. This is particularly true when clients are highly avoidant or agoraphobic.

This workshop will help you to sharpen up your skills in working with panic disorder using cognitive and behavioural interventions and address some of the common obstacles to the application of CBT protocols, including:

- Confusion regarding formulation (Is this really panic, or health anxiety? social anxiety?...)
- Reluctance to engage in behavioural experiments (client & therapist!)
- The role of systemic factors in maintaining the problem
- Treating panic when there are co-morbid physical symptoms
- Clients presenting with emotional avoidance.

Using a range of teaching methods, you will have the opportunity to brush up on the basics and to learn about and try out some new ways of working with these problems.

About the presenter: Alison Croft is an experienced CBT clinician, supervisor and trainer who has extensive experience of working with panic disorder and agoraphobia in primary and secondary care settings. She led a specialist CBT service for clients with severe panic disorder and agoraphobia for 5 years in Oxford.

Level: Intermediate

Cost: £125

Venue: McInnes Room, Warneford Hospital

CULTIVATING SELF-ESTEEM WITH COGNITIVE THERAPY: A TRANSDIAGNOSTIC APPROACH

Melanie Fennell

14th – 15th July 2014

Low self-esteem is probably one of the problems most commonly encountered in clinical practice. It is associated with a range of painful emotions (including both anxiety and depression), and can undermine clients' ability to lead a satisfying life and to form and maintain fruitful relationships. This practical, highly interactive workshop presents a cognitive formulation of low self-esteem, using Beck's seminal cognitive model of emotional disorder as a framework for understanding how the problem might develop, and what keeps it in place. The model suggests a coherent programme of cognitive-behavioural interventions designed to help clients to undermine old, negative beliefs about the self, and to establish and strengthen new, more accepting and kindly perspectives.

Participants

Basic knowledge of Beck's cognitive model of emotional disorder, and of cognitive behavioural treatment methods, will be assumed. Participants will have opportunities for discussion and for practical exercises, and there will be an emphasis on applying the material in their own clinical practice.

Objectives

By the end of the workshop, participants will be able to:

- Describe the place of low self-esteem in Beck's cognitive theory of emotional disorder
- Conceptualise a case, using a cognitive model of low self-esteem as a framework
- Draw on a range of possible methods for enhancing clients' metacognitive awareness and facilitating engagement in therapy
- Design, carry out and review behavioural experiments relating to enhancing self-esteem
- Examine and undermine the "evidence" on which clients base their negative opinions of themselves

Help clients to establish and strengthen new, more positive perspectives on the self.

Level: Intermediate - Advanced

Cost: £260

Venue: Assembly Room, Oxford Town Hall

INTRODUCTION TO CBT COURSE (SERIES 3)

OCTC staff

September – November 2014

Part 1: Assessment & Formulation – 2nd & 3rd September

This workshop will give participants a grounding in the fundamental skills of using CBT. The workshop incorporates a brief introduction to basic CBT theory, but the main aim is to teach participants the CBT skills of assessing clients and producing CBT formulations, or case conceptualisations, of their problems. The workshop is focused on practical clinical skills, and therefore the bulk of the work involves role-playing. The workshop leaders will role-play clients and workshop participants in small groups will follow through the different stages of assessment, finally producing a CBT formulation for the ‘client’.

Part 2: Basic Therapeutic Skills – 1st & 2nd October

This workshop builds on the Assessment and Formulation workshop, and provides an introduction to some of the basic strategies used in CBT. These include agenda setting, identifying and testing negative thoughts, using guided discovery (“Socratic questioning”), goal setting, and the use of behavioural experiments. As with Part 1, the workshop involves extensive role-playing, in order to give participants hands-on experience and feedback of clinical strategies.

Part 3: Working with Depression – 13th & 14th October

The aim of this workshop is to develop and refine some of the basic skills learned in Parts 1 and 2, and integrate them in the context of working with clients with depression. Particular issues addressed will include: engendering hope, countering withdrawal and inactivity, and dealing with negative automatic thoughts and suicidal ideation. The workshop will provide plenty of opportunity to practise therapy skills derived from the cognitive model of depression.

Part 4: Working with Common Problems – 5th & 6th November

Day 1: Panic (am); Social Anxiety (pm)

Day 2: Health Anxiety (am); OCD (pm)

These workshops build on Parts 1 & 2, and aim to give participants an introduction to specific models and ways of working with some problems commonly encountered in clinical practice. The workshops will be skills based, and give participants opportunities to practice techniques relevant to the specific problems.

These workshops are suitable for mental health professionals from any discipline who want a basic introduction to CBT skills. They have been successfully run around the country for nurses, doctors, trainee psychologists, occupational therapists, social workers and counsellors.

The workshops build on each other, and this means that you will only be accepted for Part 2 if you have attended Part 1, and you will only be accepted for Parts 3 and/ or 4 if you have attended Parts 1 & 2. You can attend either or both days of Part 4.

Level: Basic

Cost: see pricing structure on the individual application form at back of booklet (page 100)

Venue: McInnes Room, Warneford Hospital

ANXIETY: CLINICAL UPDATE & MASTERCLASS

Ann Hackmann

9th – 10th September 2014

This two-day workshop will present a trans-diagnostic approach to the anxiety disorders, whilst retaining the specificity of content in each disorder. Complex cases will be featured, and novel methods of treatment will be introduced. Throughout there will be reference to the most recent literature, taking a broad view of cognitive therapy, including MBCT and other meta-cognitive approaches.

Disorders will be considered separately, with regard to recent ideas about:

- Each cognitive model and possible maintaining factors
- Micro-formulation of recent specific events
- The role of past experience
- Socialization to treatment
- Key treatment strategies
- Dealing with therapeutic impasses and avoidance

Results from recent studies on phenomenology and treatment will be presented. Issues addressed will include:

- The relationship between imagery, emotion and memory
- Imagery rescripting in social phobia, OCD and PTSD
- The effects of MBCT on imagery in health anxiety
- Interpersonal fears in agoraphobia and health anxiety
- Meta-cognitive beliefs in OCD, PTSD and health anxiety
- Mental contamination in OCD
- Overcoming emotional avoidance
- The relative efficacy of behavioural experiments and exposure
How much exposure is optimal in PTSD?

There will be opportunities to learn about imagery rescripting of upsetting memories in anxiety disorders; using metaphors to aid socialization; metaphorical imagery and role play in therapy and supervision; rescripting nightmares; introducing compassion; creating positive imagery; new ways of being; and using behavioural experiments to tackle beliefs in complex cases. There will be opportunities to practice the techniques presented, and video and live demonstrations will be provided.

Key references

Hackmann, A., Bennett-Levy, J., and Holmes, E. (in press) *Oxford Guide to Imagery in Cognitive Therapy*. Oxford University Press, Oxford.

Butler, G., Fennell, M. and Hackmann, A. (2008) *Cognitive Therapy for the Anxiety Disorders: Mastering Clinical Challenges*, Guilford Press

Holmes, E. A., & Mathews, A. (2010). Mental imagery in emotion and emotional disorders. *Clinical Psychology Review*, 30(3), 349-362.

Level: Intermediate – Advanced

Cost: £250 for 2 days

Venue: Ewert House, Summertown, Oxford

CBT FOR SOCIAL ANXIETY DISORDER

David Clark

11th September 2014

Social anxiety disorder is the most common anxiety disorder and is remarkably persistent in the absence of treatment. It frequently leads to occupational and educational underachievement. Interpersonal relationships are impaired. Dissatisfaction with the way that life is progressing often triggers depressive episodes and there is a heightened risk of alcohol and drug abuse.

Clark and Wells (1995) proposed a cognitive model that aims to explain why social anxiety disorder is so persistent. A distinctive form of cognitive therapy that targets the maintenance processes classified in the model was developed. Randomised controlled trials in the UK, Germany and Sweden have demonstrated that the new treatment is highly effective. Between 60% and 80% of patients recover, with many others showing worthwhile benefits. Comparisons with other active treatments have established that cognitive therapy is superior to: two forms of group CBT, exposure therapy, interpersonal psychotherapy, psychodynamic psychotherapy, SSRIs, medication-focussed treatment is usual, and placebo medication. Such a comprehensive demonstration of differential effectiveness is extremely rare in psychotherapy.

The workshop provides a comprehensive practical guide to cognitive therapy for social anxiety disorder. It starts with an overview of the cognitive model, focussing on its treatment implications. Each of the steps in treatment is then described and illustrated with case material and videos of treatment sessions. Guidance on the use of the most appropriate measures for identifying therapy targets and monitoring progress is also provided.

Key learning objectives

By the end of the workshop, participants should be able to:

- Identifying key processes in maintaining social anxiety disorder
- Developing an individual version of the cognitive model with their patients and
- Be able to identify appropriate therapeutic techniques

Key references

Clark, D.M. & Wells, A. (1995). A cognitive model of social phobia. In RG Heimberg, M. Liebowitz, D.Hope & F.Scheier (Eds) *Social Phobia: Diagnosis, Assessment and Treatment*. Pp 69-93. Guilford: New York.

Clark, D.M. (2001) A cognitive perspective on social phobia. In R. Crozier and L.E. Alden (eds) *International Handbook of Social Anxiety* Wiley; Chichester, UK

Clark, D.M., Ehlers, A., Hackmann, A., McManus, F., Fennell, M.J.V., Waddington, L., Grey, N, and Wild, J. (2006). Cognitive therapy and exposure plus applied relaxation in social phobia: a randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 74, 568-578.

Stangier, U., Schramm, E., Heidenreich, T., Berger, M., & Clark, D. M. (2011). Cognitive therapy vs interpersonal psychotherapy in social anxiety disorder: a randomized controlled trial. *Archives of General Psychiatry*, 68(7), 692-700. doi: 10.1001/archgenpsychiatry.2011.67

Implications for everyday clinical practice of CBT

Recent research shows that there is a strong relationship between the competence with which the specific techniques of cognitive therapy are implemented and the outcomes that the patients achieve when being treated for social anxiety disorder. This workshop is therefore likely to be extremely helpful in facilitating clinicians' work with individuals who suffer from social anxiety disorder.

Level: All levels (basic – advanced)

Cost: £135, incl.lunch

Venue: Cherwell Room, Kings Centre

SPREADING THE WORD: 10 YEARS OF CBT DISSEMINATION – ONE-DAY CONFERENCE



12th September 2014

***Train a therapist and you reach 50 patients.
Train a trainer and you reach 50 therapists.***

In Oxford in 2004, Dr. Melanie Fennell founded the world's first Advanced Cognitive Therapy Skills (ACTS) training course, a course dedicated to training CBT disseminators. She created a unique opportunity for CBT therapists to attend cutting edge clinical updates and to develop and enhance their skills as CBT supervisors, trainers, real world researchers, and service leaders. Feedback from graduates captured the success of the programme:

"A learning experience of great richness"

"An exceptionally high standard of teaching"

"The course has been fantastically helpful and is already launching me into new areas"

"The quality of taught elements was exceptional. I really enjoyed attending something that was clearly designed and delivered to such a high standard. As a consumer, it really felt like a high quality product"

"It's a great course, a real opportunity to learn, to grow in confidence & to feel stimulated & excited by current trends in CBT"

Ten years on ACTS still offers the most comprehensive training in the skills and knowledge needed to disseminate high quality CBT. This conference is both a tribute to Dr Fennell's unique vision and an opportunity for CBT therapists of all levels to reflect on "Spreading the Word", learning how to make best use of CBT supervision, training and research. Discover how to take your CBT practice to the next level.

Presenters include (titles to be confirmed):

- Melanie Fennell: How to be an inspiring trainer
- Mark Freeston : The art and science of CBT supervision
- Sarah Rakovshik: Efficient and effective: research-based dissemination
- Graduates of ACTS: Stories from the front line – how ACTS training made a difference

This is a conference for CBT therapists who want to be inspired and inspire others!

Level: The content of the conference will be accessible to CBT practitioners of all levels.

Cost: £135

Venue: Assembly Room, Oxford Town Hall

AVOIDANT PERSONALITY DISORDER: USING CBT TO TREAT LONG-STANDING AND COMPLEX PATTERNS OF AVOIDANCE

Gillian Butler

29th September 2014

This workshop will draw on the cognitive model to provide a framework within which to understand the difficulties posed by extreme and complex cases of avoidance. These are well illustrated by cases of avoidant personality disorder, which is a notoriously difficult condition to treat. However, the ideas presented are relevant far more widely than this, as avoidance occurs in most of the personality disorders, and also when people have multiple diagnoses involving complex patterns of avoidance.

This is a practical, skills-based workshop that should be useful for people from any professional background who are familiar with cognitive-behavioural methods, and who have at least some experience of using them to help people with more complex problems. It will start by developing a thorough understanding of the problems cause by avoidance, and will then concentrate on presenting effective treatment strategies. Attention will be given to engaging people in treatment, adapting standard methods, facilitating disclosure and avoidance of affect. There will be plenty of opportunity for participants to discuss the issues raised and to practise techniques using role-plays and other exercises.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

BEHIND THE DRAMA: TREATMENT OF HISTRIONIC AND NARCISSISTIC PERSONALITY TRAITS

Sarah Rakovshik

30th September 2014

Even the most experienced therapists sometimes struggle to simply communicate with patients with patients with histrionic and narcissistic personality traits. Despite frequent displays of emotion, these patients also display dogged affective avoidance regarding the issues that lie at the heart of their difficulties. And they do this through laughter and charm, crisis and attack. Therapy with these patients can seem to run in circles—managing process issues and therapeutic ruptures is often a full-time job that gets in the way of effective CBT interventions.

Help is at hand: this practically-based workshop will help you formulate and treat patients with pronounced dramatic personality traits. The workshop will include:

- a review of the current empirical literature,
- developing interpersonal and systemic formulations that will better guide you
- developing relevant clinical skills
- top tips on maintaining your own well-being

You will be encouraged to use your own relevant clinical experiences during the practical sessions, and Sarah will use clinical vignettes from a decade of experience with this patient population to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

THE 'NEWCASTLE MODEL' OF SUPERVISION

Mark Freeston (or other member of the "Newcastle" team)

6th – 7th October 2014

Cognitive therapy strives to base itself on theoretically and empirically sound models. This workshop will introduce participants to a well established and theoretically rigorous model to guide the CBT supervisor. Developed by Professor Mark Freeston and Peter Armstrong from the Newcastle CBT Centre (NCBTC), the 'Newcastle Model' is our most well established CBT supervision framework. This 2-Day workshop will introduce this particularly elegant and comprehensive model and illustrate how it can be used to enhance your supervisory work.

Day 1: will concentrate on a full description of the model, using participants' experience of both receipt and delivery of clinical supervision to ground the description.

Day 2: will address practical applications of the model in formulating and overcoming some of the difficulties that supervisors encounter.

The model addresses four interacting supervision processes:

- Enhancing learning
- Attending to interpersonal issues
- Clarifying contractual agreements
- Attending to the practical context

It will be presented by a member of the Newcastle CBT Centre (NCBTC) and will involve experiential exercises and time for reflection as well as didactic presentation.

Relevant reading:

Freeston, M. and Armstrong, P. (2006) *Conceptualising and formulating cognitive therapy supervision*. In: N. Tarrow (ed), *Case Formulation in Cognitive Behaviour Therapy*. Routledge

Level: Intermediate – Advanced

Cost: £250, for 2 days

Venue: Ewert House, Summertown, Oxford

AN INTRODUCTION TO CBT RESEARCH: FEASIBLE AND FUN, WHO KNEW?

Sarab Rakovshik

8th – 9th October 2014

CBT is committed to being based on evidence. However, despite having experience of using CBT, most practitioners do not contribute to the evidence base for CBT. Why is this? Do we think that it is dull? Do we assume that we are not capable? Do we view the research world as separate from the 'real' clinical world? This workshop will dispel such myths – myths which can hold us back from carrying out research. - and it will outline the basics of designing and conducting sound, 'real-world' studies. Its aim is to increase your enthusiasm for, and confidence in carrying out research so that you can get more from your CBT work and also contribute to an empirically based practice.

By the end of this workshop, participants will:

- Appreciate that research can be relevant, fascinating and feasible, even for clinical practitioners
- Understand the role of research in the development, growth and future of CBT
- Understand the basic principles of research design
- Understand levels of evidence obtained in research studies and their contributions to the existing literature
- Be aware that there are a range of approaches to research
- Be able to describe some approaches to 'real world research'
- Be able to design a simple research project

Recommended reading: Westbrook D (2010) Research and evaluation in: Mueller *et al.* (eds) *Oxford guide to surviving as a CBT therapist* Oxford: OUP.

Level: Intermediate – Advanced

Cost: £250 for 2 days

Venue: Ewert House, Summertown, Oxford

WORKING WITH IDENTITY PROBLEMS FOLLOWING CHILDHOOD TRAUMA

Gillian Butler

15th October 2014

Disturbances to identity, and to the development of a functional sense of self are common following Type II trauma. Many people who have been abused or neglected during childhood later on say that they “do not know who they are”. They may have gaps in their memories, and no real sense of continuity. Or they may live so much in “hypervigilant mode” that they attend constantly to the reactions and needs of others, ignoring their own needs, thoughts and feelings. Case material will be provided to illustrate the problem and some of the options for resolving them.

This is an interactive workshop involving participants in discussions, small group exercises and role-plays.

Learning objectives:

Assessing the nature and degree of problems of identity

Developing the ability to reflect

Providing effective validation

Working on values

Learning about when it is useful to talk about the past

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

URGES, IMPULSES AND COMPULSIONS: UNDERSTANDING AND MANAGING SELF-INJURIOUS BEHAVIOURS

Helen Kennerley

16th October 2014

This workshop aims to give practical suggestions for understanding and working with clients who self-harm. The term embraces a wide range of potentially damaging behaviours which can alarm, de-skill even an experienced practitioner unless it becomes possible to make sense of these actions and to conceptualize them in ways which will give rise to ideas for effective intervention.

This workshop will address the typical therapeutic challenges which can arise by:

- Reviewing the wide variety of presentations of self-harm
- Discussing ways of recognising subtle self-harm
- Understanding why self-harm makes sense to your client
- Formulating self-injurious behaviours
- Engaging ambivalent and complex clients
- Dealing with therapist issues

Clinical material will be used throughout to illustrate teaching points and there will be opportunity to raise questions and discuss issues.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

TRAUMA SERIES: BLOCK 1

AN INTRODUCTION TO TRANSDIAGNOSTIC ASPECTS & INTERVENTIONS

These workshops are suitable for clinicians working with adult survivors of childhood trauma and, together, address the major issues associated with providing therapy for this client group. Although each workshop can be taken on a 'stand alone' basis, they are intended to complement each other and provide a sound foundation for working with adult survivors of childhood trauma.

AN INTRODUCTION TO THE CONCEPT OF TRAUMA: BEYOND PTSD

Helen Kennerley

20th October 2014

This workshop presents the first principles of working with a range of traumatic reactions. It is an introduction to the wide-ranging consequences of childhood and adult trauma.

It explores normal responses through to complex trauma reactions and in doing so examines various diagnostic categories and symptom presentations. These include Acute Stress Disorder (ASD), Type I/Type II trauma PTSD, complicated trauma reactions and Disorders of Extreme Stress Not Otherwise Specified (DESNOS).

The second part of the workshop focuses on understanding the impact of trauma (childhood and adult onset) on brain development; individual psychology; and on social and emotional functioning.

This workshop lays the foundations for working trans-diagnostically with traumatised people and for appreciating what needs to be done in the healing a traumatised mind.

Clinical material will be used throughout to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

TRAUMA, TRAUMA MEMORY AND THE BRAIN

Helen Kennerley

21st October 2014

How do we understand memories relating to trauma? What happens in the brain to explain unwanted intrusions and unhelpful attitudes? How accurate are those memories? Can memory be held in non-verbal and non-visual forms? How do we understand flashbacks?

If you work with survivors of emotional trauma - be the trauma recent or distant, single or repeated - much of your work will have to address key memories linked with traumatic events, repeated intrusions, nightmares and flashbacks.

This workshop introduces the basics of understanding the brain mechanisms of memory and the impact of early experiences and traumatic experiences. It is an important foundation workshop in understanding the phenomenology of trauma related problems and dissociation.

Flashbacks are common amongst trauma survivors - intense, fragmented memories which are vivid and intrusive and which comprise various sensory experiences, such as visual images, bodily sensations,

smells, sounds, and which recreate recollections with apparent verisimilitude. Traumatic flashbacks can reflect memories from adulthood and/or childhood, from acute or chronic trauma. Historically these have been distinguished as ‘Type I’ and ‘Type II’ trauma respectively (Terr, 1991), but there has been little systematic exploration of the phenomenology and brain mechanisms of the flashbacks which are associated with these two types of experiences.

This workshop aims to clarify the neuropsychology of trauma and traumatic memories, thus giving you a sound basis for formulating and managing difficulties arising from trauma –related memories and dissociation.

The workshop will address

- The neuro-anatomy of trauma (this is mostly colourful pictures of the brain!)
- The impact of acute and of chronic emotional trauma on memory and information processing
- The underlying mechanisms of type I trauma related flashbacks and type II trauma related flashbacks, exploring the similarities and differences between them
- Clinical treatment implications

Clinical material will be used throughout to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

PREPARING FOR THERAPY 1: MOTIVATION, STABILISATION & RELAPSE MANAGEMENT

Helen Kennerley & Alison Croft

22nd October 2014

The prospect of overcoming trauma-related difficulties can be daunting, frightening and de-stabilizing for clients. This workshop aims to help you create a stable and safe basis for them to embark on a sometimes difficult journey. The workshop will explore ways of helping clients improve their supportive resources and their emotional awareness and regulation – in particular, it will address ways of understanding and managing the self-injurious behaviours and dissociative reactions which often reflect poor emotional regulation. Such extreme behaviours can alarm and deskill even an experienced practitioner unless it becomes possible to make sense of them and to formulate them in ways that give rise to ideas for effective intervention.

This workshop will address:

- Engaging, resourcing and motivating clients
- Developing emotional regulation and stabilisation skills
- Making sense of and managing self-injurious and dangerous behaviours
- Using cognitive-behavioural techniques to teach relapse management

Clinical material will be used throughout to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

PREPARING FOR THERAPY 2: DEALING WITH INTERPERSONAL CHALLENGES

Helen Kennerley & Alison Croft

23rd October 2014

The prospect of overcoming trauma-related difficulties can be daunting, frightening and de-stabilizing for clients for many reasons and one common problem area is interpersonal. Lack of trust, fear of others, poor social skills can all contribute to a patient's just not being able to engage. This workshop aims to help you create a stable and safe working relationship so that your patient can embark on a sometimes difficult journey.

The workshop presenters will draw on the work of Safran and Segal (1990) who developed a framework for enhancing interpersonal processes within CBT. Using the therapy session as a interpersonal 'laboratory' you can help patients deal with interpersonal challenges within your relationship, whilst developing valuable insights and skills for managing interpersonal stresses within their day-to-day life.

This workshop will help you

- create a 'safe' working space
- spot therapeutic ruptures
- formulate the patient – therapist impasse
- empathise with the patients' fears and anger
- identify therapist dilemmas
- resolve interpersonal ruptures within the session
- help patients better deal with interpersonal issues outside sessions
- teach simple anger management and assertiveness skills

Clinical material will be used throughout to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

THE ABC OF OCD

Joy McGuire

10th November 2014

OCD can be a complex and perplexing condition for both sufferer and therapist alike. Clients present, frequently, with various, confusing behaviours making therapy challenging – to say the least!

This workshop aims to help clinicians understand more about the nature of OCD. Through participation in role play and other experiential methods we will explore ways of engaging and treating this client group using evidenced based interventions.

The presenter, Joy McGuire, is an experienced CBT therapist who has a particular interest in working with OCD

Level: Basic - Intermediate

Cost: £125

Venue: McInnes Room, Warneford Hospital

THE ABC OF GAD: GENERALISED ANXIETY DISORDER MADE SIMPLE

Helen Kennerley

11th November 2014

Generalized anxiety disorder, characterised by chronic anxiety and worry, is a common problem but one which can be more challenging than other anxiety disorders because it is easy to confuse it with other presentations such as OCD, social phobia or hypochondriasis. Diagnosis can be especially difficult when the GAD is co-morbid with another disorder - which is often the case.

But even when you are confident that your client has GAD – which cognitive model do you use? And what if your patient doesn't 'fit' the model?

This workshop will help you understand and formulate your client's GAD and will guide you through the optimum treatment approaches.

It covers:

- Definition, clinical presentation, epidemiology of GAD
- CBT models of GAD
 - Cognitive Avoidance Theory (Borkovec et al., 1983)
 - Metacognitive model (Wells, 1997, 2000)
 - Intolerance of Uncertainty (Dugas, Buhr & Ladouceur, 2004)
- Assessment & formulation
- CBT interventions for GAD
 - Distinguishing Type 1 and Type 2 worry
 - Distinguishing 'productive' and 'unproductive' worry
 - Modifying worry beliefs
 - Behavioural experiments
 - Problem solving
 - Relapse management

Helen Kennerley has practiced CBT in the NHS for over 20 years and has much experience working with anxiety disorders – indeed, she has written books for both therapists and patients on the topic of managing anxiety. Thus she has a wealth of clinical experience which she will draw on to illustrate the workshop.

Level: Intermediate

Cost: £125

Venue: McInnes Room, Warneford Hospital

BECOMING ASSERTIVE: HELPING CLIENTS AND LEARNING A THING OR TWO YOURSELF

Helen Kennerley

12th November 2014

You formulate your clients' problems, it's clear that some of them need to be more assertive - what then? Just how do you help them learn the art of confident communication in the face of low self-esteem, high anxiety, challenging relationships, angry outbursts? This workshop will show you how to use simple assertiveness guidelines to good effect.

You will:

- Learn what we mean by 'assertiveness' and how the CBT model relates to it.
- Learn the 'top tips' of being assertive (the easy stuff which is often hard to put into practice)
- Discover the stumbling blocks to putting the top-tips into action
- Use cognitive-behavioural interventions to overcome these blocks
- Discover how to deal with manipulation and bullying
- Consider how you can use this knowledge to deal with your own difficulties being assertive in the workplace

This is a practical workshop. You will use your own examples of difficult situations and there will be the opportunity to practice the techniques within the workshop.

For over 15 years Helen has been teaching assertiveness skills to medical practitioners as well as helping her own clients benefit from assertiveness training. She works both with patients with 'straightforward' and more complex problems and will share her clinical experiences of helping them access assertiveness skills.

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

ANGER MANAGEMENT – A CBT APPROACH

Joy McGuire

13th November 2014

In clinical practice anger related difficulties are common, either as the primary problem that brings people into therapy or, very often, as a therapy interfering behaviour that exists alongside other clinical problems. Sometimes therapist anger can underlie the therapy rupture in a session.

This workshop will initially consider the relationship between anger and mental health problems. Drawing primarily on the work of Professor Ray Novaco the workshop will explore assessment, formulation and clinical interventions for dysfunctional anger.

Workshop objectives are to:

- Define functional and dysfunctional anger
- Become familiar with key assessment issues
- Learn how to conceptualise problem anger and its unhelpful role in relationships
- Become familiar with Novaco's Stress Inoculation CBT model
- Learn how to encourage truly assertive behaviour

The workshop will be highly experiential with opportunity for those attending to draw on their own clinical experiences when considering the application of the model. There will be opportunities for role play and discussion.

Key reading:

Novaco, RW (2011) Anger Dysregulation: Driver of violent offending. *Journal of Forensic Psychiatry & Psychopathology*, 22, 650-668

Novaco, RW & Renwick SJ (2005) Anger Treatment. In M Hersen, J Rosquist (eds) *Encyclopaedia of Behaviour Modification & CBT* (pp 6-11) Thousand Oaks CA:Sage

Robins, S & Navaco, RW (1999) Systems Conceptualisation and Treatment of Anger. *Journal of Clinical Psychology/In Session*, 55, 325-337

Davies, W (2000) *Overcoming Anger and Irritability: A self help guide using CBT*. Robinson. London

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

ADVANCING YOUR SCHEMA WORK: MODES AND MORE

Helen Kennerley

17th November 2014

You know what a schema is, you can conceptualise a schema-driven problem, you have a repertoire of basic schema-change strategies. What next?

This workshop will take you beyond the schema basics and help you develop more complex conceptualisations where multiple schemata interplay. This is so relevant when working with patients with personality disorders and / or dissociative presentations where clusters of problem schemata seem to work in tandem giving rise to particularly powerful, inflexible beliefs and extreme behaviours. Sometimes conflicting clusters are activated - such as we see in the dichotomous thinking and contradictory behaviours of the patient with BPD.

This workshop will help you formulate these puzzling presentations and help you learn how to share your conceptualisations with your patients in ways that are engaging rather than alarming or alienating. Indeed a thread of the whole workshop is maintaining engagement and motivation in patients with complex schema-driven presentations (and in therapists who are challenged by their patients!)

The workshop will draw on schema work developments of Beck, Padesky, Young and Arntz. You will learn how Young conceptualises “schema domains” and “schema modes” (collections of synchronised schemata) and how this differs from Beck’s schema model of “modes”, and you will learn how these understandings can be complementary in helping patients with complex presentations.

Attending this workshop will help you:

- Understand the similarities and differences in the schema based approaches of Beck and Young
- Conceptualize multiple schema-driven problems
- Recognise inflexible beliefs and extreme behaviours
- Understand the co-existence of contradictory beliefs and behaviours
- Decide where to start and how to get the most out of your CBT skills
- Develop and maintain an effective working alliance with patients with complex, schema-driven problems

Helen has much experience working with clients with complex problems and will be using clinical material to illustrate teaching points, and participants will be involved in discussion exercises and role play.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

EXPERIENTIAL SCHEMA TECHNIQUES: HISTORICAL ROLE-PLAY & IMAGERY RE-SCRIPTING

Lisa Palmer

18th November 2014

CBT is a 'here and now' therapy, but there are times when retrospective work can be pivotal in helping clients gain new perspectives. This workshop will introduce two useful strategies:

- Historical role-play which allows clients an experiential opportunity to address and revise unhelpful beliefs and assumptions.
- Imagery re-scripting which can be used to address problematic memories from childhood which impact on a clients experiences and beliefs in their current functioning

Both methods can have a powerful impact on clients and require careful planning and implementation to gain optimum effect.

This is an interactive workshop involving participants in discussions and small group exercises. Clinical illustration will be used throughout.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

EXPERIENTIAL SCHEMA TECHNIQUES: BODY IMAGE TRANSFORMATION

Helen Kennerley

19th November 2014 (am)

How often do your patients say “It’s not a thought or even an emotion – I just *feel* it.”

Some meanings are ‘hard-wired’, some evolve pre-verbally and some beliefs are so well established and entrenched that they have been transformed from something accessible to something more like an emotional “knee jerk”. In these instances, patients might simply *feel* something powerful and not be able to put it into words – or even pictures.

There is much written about visual image transformation but on occasion we need to help people transform bodily sensations. The therapist’s challenge is then twofold: creating a means of exploring meanings which do not map onto language and enabling patients to take charge of what seem like automatic emotional reactions.

This workshop will take you through a systematic approach to doing just this. You will learn how to:

- Identify relevant ‘felt sense’
- Understand its origin and conceptualise the experience
- Develop ‘visceral’ change-techniques that address somatic meaning

As relevant to simple relaxation work as it is to schema level therapy, body image transformation can make a significant contribution to your range of schema change skills.

Clinical material will be used to illustrate teaching points, and participants will be involved in discussion exercises and role play.

Level: Intermediate - Advanced

Cost: £65 (pm only), or £125 for both workshops on 17th June

Venue: McInnes Room, Warneford Hospital

SCHEMA MANAGEMENT FOR LIFE: RELAPSE MANAGEMENT

Helen Kennerley

19th November 2014 (pm)

Relapse management is an *essential* skill for all patients, but in particular those who are vulnerable to set-backs. No matter how excellent your schema work together, there will be times when your patient lapses or relapses – it’s natural. The skill of learning from set-backs can ensure they continue to make progress - the alternative is they get stuck or get worse.

It is not unusual for patients to adopt an “all or nothing” view of their progress and to label a set-back a “failure”; it is not unusual for those with histories of chronic difficulty to become hopeless at the first lapse. This is a time of vulnerability for the patient but an opportunity for therapists to help them have the experience of coping in the face of great difficulty – an experience that can form a foundation for long-term schema management.

Attending this half-day workshop will help you:

- Understand the reasons for setbacks and adopt a compassionate approach to conceptualisation
- Turn lapses into learning opportunities
- Use continua and problem solving strategies to combat hopelessness
- Apply this transdiagnostic approach to a wide range of clinical problems

Helen has much experience working with clients with complex problems and will be using clinical material to illustrate teaching points, and participants will be involved in discussion exercises and role play.

Level: Intermediate - Advanced

Cost: £65 (pm only), or £125 for both workshops on 17th June

Venue: McInnes Room, Warneford Hospital

TRAUMA SERIES: BLOCK 2

USING TRAUMA-FOCUSED CBT FOR PTSD FOLLOWING ADULT TRAUMA

These workshops are suitable for mental health professionals who work with PTSD and would like to enhance their skills and knowledge. The workshops will focus on PTSD following adult trauma, but the impact of earlier trauma on coping and overcoming adult trauma will be explored. Although each workshop can 'stand alone' (for those wishing to learn more about a specific aspect of working with PTSD), they are designed to be attended consecutively and attendees of last year's PTSD Series said they would recommend coming to all 4 days.

GETTING STARTED WITH PTSD: ASSESSMENT, FORMULATION AND INTEGRATING THEORY WITH PRACTICE

Martina Mueller

1st December 2014

This workshop provides clinicians with a solid conceptual grounding in effective cognitive-behavioural treatments of PTSD. Contemporary theories of PTSD and the role of memory processes in the maintenance of PTSD will be presented and, their implication for assessment, formulation and treatment will be explored.

Curriculum:

- Range of reactions, both normal and abnormal following exposure to traumatic events in adulthood
- Vulnerability factors for PTSD
- Theoretical basis underpinning trauma focused CBT
- Up to date evidence base for the treatment of PTSD
- Assessment components of PTSD in detail
- Treatment planning

Aims:

- To have a clear and useful framework for thinking about and conceptualizing PTSD
- To have a sufficient knowledge base to assess for suitability for treatment and plan an appropriate course of intervention.

Learning outcomes:

By the end of the workshop, students will be able to:

1. Conceptualise PTSD and co-morbid disorders using relevant, evidence based, and up to date theoretical models
2. Understand the relevance of
 - i) Vulnerability factors
 - ii) Pre-existing beliefs
 - iii) Interpersonal beliefs
 - iv) Social support networks
3. Be able to conduct a detailed and sensitive assessment of patients presenting with PTSD and co-morbid disorders

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

WORKING WITH TRAUMA MEMORIES: USING ENHANCED RELIVING AND OTHER NARRATIVE APPROACHES TO WORK WITH TRAUMA MEMORIES WITHIN THE CONTEXT OF ADULT PTSD

Martina Mueller & Lisa Palmer

2nd December 2014

This workshop offers clinicians an opportunity to learn in detail when and how to use reliving safely and sensitively to help process single and multiple trauma memories and update unhelpful meanings with a wide range of PTSD presentations.

Curriculum:

- Preparing the patient and therapist for reliving of trauma memories
- How and when to use reliving as part of treatment
- Common obstacles and how to overcome them
- Inserting updated information into the trauma memory
- Using narrative approaches in the treatment of multiple or prolonged trauma

Aims:

- To help therapist create and maintain a safe basis for reliving
- To help therapist develop skills and confidence in utilizing reliving effectively
- To develop and maintain a trusting therapeutic relationship

Learning outcomes:

At the end of the workshop students will be able to:

1. Identify and address patient reservations and fears concerning talking about and reliving and imagery work in preparation for trauma focused treatment
2. Use stimulus discrimination training creatively and well.
3. Prepare patients for reliving
4. Conduct reliving to
 - i) Contextualize the trauma memory
 - ii) Access traumatic hotspots and their associated meaning
5. Identify and manage common obstacles to reliving
6. Maintain and foster the therapeutic relationship
7. Manage therapist distress constructively

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

COGNITIVE THERAPY FOR PTSD: WORKING WITH UNHELPFUL APPRAISALS AND IMAGES

Martina Mueller & Lisa Palmer

3rd December 2014

This workshop helps clinicians to use cognitive therapy to change personal meanings of the trauma and its aftermath and describe strategies for identifying and working with negative appraisals common following trauma. The use of imagery and how to update the trauma memory is illustrated

Curriculum:

- Identifying unhelpful meaning
- Updating meaning for peri and post trauma appraisals using
 - Verbal strategies
 - Imagery re-scripting
- Working with pre-existing beliefs
- What to do when memories bleed into each other

Aims:

- To enable clinicians to accurately identify a wide range of unhelpful appraisals
- Using case formulations to guide how to interweave reliving with cognitive restructuring so the patient can drive the greatest benefit from the intervention.
- To develop skills in a range of interventions for examining unhelpful appraisals using verbal and imagery based cognitive restructuring

Learning outcomes:

By the end of the workshop students will be able to:

1. Identify key unhelpful appraisals that directly act to maintain PTSD and associated co-morbid disorders including:
 - a. Pre-existing appraisals
 - b. Peri-traumatic appraisals
 - c. Post traumatic appraisals
2. Use cognitive restructuring to test and update key unhelpful appraisals
3. Work with meaning leading to a range of emotional reactions including
4. Use imagery rescripting to
 - a. Update the trauma memory with new information derived from cognitive restructuring
 - b. Allow for the expression of trauma inhibited responses
 - c. Access and transform underlying unhelpful memories

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

WORKING WITH MULTIPLE AND CUMULATIVE TRAUMA AND CREATIVE USE OF EXPERIENTIAL LEARNING IN THE TREATMENT OF PTSD

Martina Mueller

4th December 2014

This interactive workshop will consider the role of potential complicating factors in the treatment of PTSD, including: persistent exposure to on-going stress and threat, prolonged, cumulative and multiple trauma exposure, the impact of childhood adversity.

It will further provide a practical guide on how to design, conduct and reflect on behavioural experiments and other forms of experiential learning to test safety behaviours, unhelpful appraisals made during and following trauma, heal grief and help re-claim life. Detailed consideration will be given to when and how a return to the trauma site might be therapeutically valuable and safe.

Curriculum:

- Consider the impact of multiple trauma
- Using narrative approaches in trauma focused CBT
- How to work with life defining memories from the past
- Designing effective experiential tasks and behavioural experiments
- Application in PTSD to work with
 - Post trauma coping styles and strategies
 - Peri-traumatic unhelpful appraisals
 - Pre-trauma pre-existing appraisals

Aims:

- Have a clear, useful framework for thinking about behavioural experiments
- Be able to design and implement effective behavioural experiments in the treatment of PTSD
- Know how to derive the greatest benefit from behavioural experiments

Learning outcomes:

By the end of the workshop students will be able to:

1. Design creative Behavioural Experiments in the treatment of PTSD and associated disorders for:
 - a. To test the utility of post trauma coping styles and strategies
 - b. To update peri-traumatic appraisals
 - c. To test pre-existing appraisals
2. Identify and work with motivational problems
3. Understand the interpersonal and ethical issues in the use of behavioural experiments and to manage these safely and creatively
4. Understand and manage common difficulties in the use of behavioural experiments

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

HOW TO BE AN INSPIRING TRAINER

Melanie Fennell

8th – 9th December 2014

Did you recently finish a CBT training course, and discover you were immediately expected to pass on what you learned to others? Has your training role suddenly expanded, so that you have to design and deliver sessions you have never taught before? Do you only feel secure as a trainer when everyone's attention is on your PowerPoint presentation rather than you? Are you an experienced trainer, feeling that you would value an opportunity to reflect and replenish your resources? Do you simply want to know how to train others more effectively?

Training others to deliver high quality CBT presents challenges, even for experienced clinicians. Training competencies have not yet been defined, and very few clinicians are themselves trained to train others. On the contrary, it is as if, once you know how to do CBT, you should also know how to train others to do it, and do so confidently and well. Now you can discover how to do just that – how to design training that will lead to lasting learning and long-term application in the real world of clinical practice.

This lively, highly interactive, practical introductory workshop, led by one of the UK's top CBT trainers, creatively integrates ideas from management development, adult education and learning theory. As a participant, you will learn how to:

- formulate clear, learner-centred objectives;
- create an engaging, interactive learning culture;
- design training so as to maximise learning and encourage vivid recall, and enable your trainees to transfer what they learn to their own place of work;
- widen your repertoire of training skills.

You will be able to apply what you learn to a training project of your own, to receive personal feedback on your work, and to experience a variety of learning methods for yourselves.

Feedback from previous participants:

"A fantastic experience and very supportive of my learning"

"Outstanding"

"I would recommend this without any hesitation"

"I have found this module invaluable and very relevant to my job role"

"I have learned a great deal"

Level: Intermediate – Advanced

Cost: £250 for 2 days

Venue: Ewert House, Summertown, Oxford

PUTTING DIALECTICAL BEHAVIOUR THERAPY(DBT) INTO (YOUR) PRACTICE

Fiona Kennedy

15th - 16th December 2014

A theoretical and practical two day course for those wanting to know more about DBT and how to incorporate it into their practice. The day combines an overview of DBT principles with case discussion and practical demonstration of treatment techniques.

What is DBT, who can use it and who is it for?

- DBT is a treatment package that was developed for BPD (Borderline Personality Disorder), and has been adapted for many other problems including substance misuse, suicidal teenagers, eating disorders and treatment resistant depression.
- DBT techniques can also be incorporated into your style of practice. Each technique is a powerful therapeutic tool.
- If you are not a therapist but come into contact with people with personality problems the day will give you new ways of working.

The days will cover:

An outline of DBT

- What is DBT?
- What does DBT have to do with Zen?
- How effective is DBT?
- The theoretical principles of DBT
- The stages and structure of DBT

Engaging Clients in Treatment

Especially useful for clients who are ambivalent towards change, DBT offers strategies to increase commitment to the therapeutic process, prevent drop outs, and maximise collaboration and effectiveness.

Building Acceptance, Alliance and Trust

How to start with a therapist stance of acceptance. How to guide clients towards accepting themselves and their problems.

- Mindfulness: living non-judgmentally in the present with your problems
- Validation: your behaviour makes sense in its context
- Dialectical approaches: we are all perfect and we all need to change

Participants will experience taster sessions of how to use mindfulness, validation and dialectical strategies to build acceptance, alliance and trust.

Further Reading:

Dialectical Behaviour Therapy in Clinical Practice: Applications across disorders and settings. By Linda Dimeff, L and Kelly Koerner, 2007, Guilford Press..... for the wider application of DBT.

Cognitive-Behavioral Treatment of Borderline Personality Disorder. By Marsha M Linehan 1993 Guilford Press

Skills Training Manual for Treating Borderline Personality Disorder . By Marsha M Linehan 1993
Guilford Press

Level: All levels (basic – advanced)

Cost: £250 (for 2 days)

Venue: McInnes Room, Warneford Hospital

EARLY 2015 PROGRAMME

Dates	Topic	Presenter	Price
7 – 8 Jan 26 – 27 Jan 18 – 19 Feb 10 – 11 Mar	Introduction to CBT Course (Series 1) Parts 1-4	OCTC staff	£950
14 – 15 Jan	Developing the CBT Service You Want: An Introduction to Service Development	Rachel Norris	£250
15 Jan	Collaborative Case Conceptualization: Three Principles and Steps for Individualizing Evidence-Based Treatments	Willem Kuyken	£125
29 Jan	Develop your Own Style and Become an Effective CBT Therapist in One Day	Simon Darnley	£125
23 – 26 Feb	<u>Trauma Series – Block 3:</u> Working with Adult Survivors of Childhood Trauma	See details listed below	
23 Feb	Working with Survivors of Childhood Trauma: Conceptualisation and Special Issues 1 - Developmental & Systemic Understandings	Helen Kennerley	£125
24 Feb	Working with Survivors of Childhood Trauma: Conceptualisation and Special Issues 2 -Formulation Guided Interventions	Helen Kennerley Alison Croft	£125
25 Feb	Managing Meaning by Managing Images	Helen Kennerley	£125
26 Feb	Joined-Up CBT for Survivors of Childhood Trauma: Oxford 18-session Programme for Individuals, Pairs and Groups	Helen Kennerley	£135
11 – 14 May	<u>Trauma Series – Block 4:</u> Working with Adults with Specialist Circumstances	See details listed below	
11 May	Treating PTSD in Survivors of Domestic Violence	Pippa Stallworthy	£125
12 May	Working with Refugees and Asylum Seekers with PTSD	Kerry Young	£125
13 May	An Introduction to Cognitive Therapy for Trauma and Psychosis	Craig Steele	£125
14 May	Beyond Fear: Understanding and Treating Military Trauma	Martina Mueller	£125

COLLABORATIVE CASE CONCEPTUALIZATION: THREE PRINCIPLES AND STEPS FOR INDIVIDUALIZING EVIDENCED-BASED TREATMENTS

Willem Kuyken

15th January 2015

Case conceptualization is at the heart of cognitive-behavioural therapy (CBT) because it is where evidence-based therapies and clients' unique presentations come together. When done well conceptualization empowers clients and increases CBT's effectiveness. Yet, most CBT therapists feel that there is a gap between their knowledge and practice and that this is an area of their practice they could develop. In this workshop you will learn an approach to case conceptualization that we call *Collaborative Case Conceptualization*. Our model incorporates three key principles: collaborative empiricism, incorporation of client strengths, and levels of conceptualization. Therapist and client work collaboratively to first describe and then explain the issues a client presents in therapy. Rather than simply look at client problems, our model incorporates client strengths to maximize the opportunities not only to relieve client distress but also to build client resilience. We also illustrate two levels of case conceptualization: descriptive and explanatory and illustrate how these are co-constructed with the client to help make sense of his or her presenting difficulties, and then are used to aid the selection of targeted treatment strategies that help create meaningful change. This workshop is based on ideas Willem Kuyken developed with his two collaborators Christine Padesky and Rob Dudley, described in their 2009 book *Collaborative Case Conceptualization*. In this workshop you will see demonstrations of this new model through DVD illustrations and have a chance to use the model in role plays.

Key learning objectives:

- Methods to help clients understand presenting issues using descriptive and explanatory models of conceptualization
- How to incorporate client strengths into each phase of conceptualization & build resilience
- The importance of working collaboratively and empirically to develop, test and refine conceptualizations.

This workshop is for therapists familiar with the basic CBT approach and who wish to develop their skills in individualised case conceptualization. Therapists have said of the model "when I started to implement the many strategies ... I immediately noticed that my therapy was much sharper and effective and the client was more actively involved in the process." Previous workshop delegates have said, "It was clear and concise;" "I loved it, very informative;" "Relaxed in approach;" "I really valued role-playing collaborative case conceptualization in smaller groups;" "Real synthesis of practice and research" and "Engaging."

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

DEVELOP YOUR OWN STYLE AND BECOME AN EFFECTIVE CBT THERAPIST IN ONE DAY

Simon Darnley

29th January 2015

What's the secret of comedy?

This workshop is different from many of the others on offer. It does not focus on one disorder, technique or application but rather on how; by reflecting on your own personal style you can become a more effective CBT therapist. We will examine how this can be developed and adapted in therapy, supervision and teaching. To some degree this is the “performance of CBT”. It is recognised in music that “it is possible to perform a piece of music with absolute technical mastery yet with no expressive skill whatsoever” (Sloboda, 2000). By analogy we suggest that for the best performance, or delivery of therapy, there needs to a melding of conceptual knowledge, technical skill, emotional attunement, self-reflection and being oneself. We will examine the expressive skills within the CBT therapy session that are likely to enhance engagement, motivation, compliance, and understanding of the patient or supervisee and highlight those that correlate with a possible corresponding improvement in outcome.

For the best outcomes the patient needs to feel and be part of the experience. It is feeling part of it and feeling the therapist totally understands and gets the patient and he/she is taking them on the CBT therapy journey in an engaging and safe way not just an observing audience member.

In this experiential workshop we will examine the available evidence for style and performance in therapy, as well other fields, and the link to therapist competencies. Clearly we will be ‘beyond the guidelines’, and will provide examples of various facets of style and performance including: the performance of metaphor, the use of humor, and guided discovery leading to ‘penny-drop’ moments. We also consider how we can all more clearly identify our own natural style, how it fits with our view of ourselves both as a therapist and more generally as a person, and how to use our individual strengths. We will provide some guidelines for examining our own qualities and how we may use them to enhance the therapy process.

We will end the workshop with implications for therapy, supervision and training. How understanding this process at the beginning of training may help trainees be easier on themselves; how therapy can be improved by regarding it as a metaphorical ‘performance’ and being yourself, rather than copying your supervisor or mentor; and how a supervisor will allow trainees to have their own style.

Come and be prepared to share, reflect and explore an area of your therapeutic skills that may have been previously sidelined. Oh, it's timing!

Prior reading and references can be found in the book “How to become a more effective CBT therapist: developing meta-competence in clinical practice” by Whittington & Grey, to be Published in December 2013

This workshop is open to all levels novice, intermediary, expert or master.

Level: All levels (basic – advanced)

Cost: £125

Venue: McInnes Room, Warneford Hospital

TRAUMA SERIES: BLOCK 3

WORKING WITH ADULT SURVIVORS OF CHILDHOOD TRAUMA

These workshops are suitable for clinicians working with adult survivors of childhood trauma and, together, address the major issues associated with providing therapy for this client group. Although each workshop can be taken on a 'stand alone' basis, they are intended to complement each other and provide a sound foundation for working with adult survivors of childhood trauma.

WORKING WITH SURVIVORS OF CHILDHOOD TRAUMA: CONCEPTUALISATION AND SPECIAL ISSUES 1 - DEVELOPMENTAL & SYSTEMIC UNDERSTANDINGS

Helen Kennerley

23rd February 2015

In order to fully understand our patients, we need to be able to appreciate just what perspectives a child develops during neglect and abuse. So many of our patients' beliefs and expectations will have been shaped during their sad childhood and many of these childhood perspectives will have been carried into adulthood. It is also during this time that our patients first martial their coping strategies – using the few skills and the scant knowledge that a child has in order to get through a very difficult life. These, often primitive, coping strategies are also frequently transported into adulthood – often very little changed even though they now tend to work against rather than for the patients. Strategies such as cutting, passive-aggression, clinginess and so on tend to create more difficulties than they resolve. We need to appreciate the child's perspective in order to formulate the adult's difficulties.

Often we see patients who dissociate and 'regress' in therapy or they get locked into childlike ways of viewing their world and interacting with it – they get stuck in 'developmental traps'. We need to understand these in order to develop meaningful case-conceptualisations to guide our work.

This workshop will:

- Give an overview of child development, emphasising child perspectives
- Use this to enhance compassionate developmental formulations of the adult
- Consider what the 'child' needs in order to feel safe, to feel hopeful, to feel understood
- Consider how standard CBT techniques and protocols can be made accessible to patients who are caught up in 'developmental traps'

Clinical material will be used throughout to illustrate teaching points.

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

WORKING WITH SURVIVORS OF CHILDHOOD TRAUMA: CONCEPTUALISATION AND SPECIAL ISSUES 2 – FORMULATION GUIDED INTERVENTIONS

Helen Kennerley & Alison Croft

24th February 2015

Formulating or conceptualizing the problems presented by survivors of childhood trauma can be challenging. How does the clinician incorporate repeated traumatic experiences? How do past and current systemic factors fit in? How do we understand multiple problem presentations?

This workshop will help clinicians develop skills in conceptualizing the often complex case presentations of survivors of childhood abuse in a meaningful way that will give a coherent rationale for therapy.

In addition it will highlight special issues which might well need to be considered. For example, working with resilient fundamental belief systems, helping people with challenging personality traits, limiting self-damaging behaviours, monitoring on-going abuse, and addressing fear of engagement in treatment.

This workshop will cover

- Assessing and formulating the problem(s) of survivors of childhood trauma
- Conceptualising multiple problems
- Addressing relevant systemic issues
- Managing interpersonal difficulties
- Clinical treatment implications, including common pitfalls in therapy

Clinical material will be used throughout to illustrate teaching points.

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

MANAGING MEANING BY MANAGING IMAGES

Helen Kennerley

25th February 2015

Childhood trauma-related images take many forms: fleeting or sustained, detailed or vague, predominantly visual or visceral, and there are many ways in which we can help patients manage them. This workshop will describe a range of ways in which intrusive images from childhood can be managed, ranging from psycho-education and using grounding techniques to cognitive and imaginal restructuring. It will draw on both neurological and psychological models of trauma and use these to illustrate the rationale for imagery-focused interventions.

This workshop will revise the neuropsychological rationale for imagery work and the formulation of problem images. Participants will then be encouraged to:

- Consider their rationale for employing different strategies: deciding when to use a particular strategy and with whom
- Reflect on the appropriate preparation for imagery work and motivating clients to engage
- Emphasise the role of visceral imagery work (transforming problem body images)
- Explore the management of images of dissociation

This is an interactive workshop involving participants in discussions and small group exercises.

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

JOINED-UP CBT FOR SURVIVORS OF CHILDHOOD TRAUMA: OXFORD 18-SESSION PROGRAMME FOR INDIVIDUALS, PAIRS AND GROUPS

Helen Kennerley

26th February 2015

Group Cognitive Behavioural Therapy is an established way of delivering CBT to clients presenting with similar problems at the same time. Survivors of childhood trauma can find group treatment particularly powerful in de-stigmatizing their experiences and in defusing their sense of isolation. However we need to think carefully about:

- Who will benefit from a group experience: how to select an appropriate membership
- How we adapt CBT to meet the needs of group members

This workshop will help you decide if group therapy is relevant for your clients and, if it is, how to help them get the most out of the experience. It will introduce an 18-session programme which has been developed in Oxford, for group use but which is also appropriate for use with individuals and pair therapy (two clients working together). The programme comprises:

- Formulating problems
- Creating safety: groundwork
- Dealing with blame, anger, speaking out
- Dealing with relationships
- Relapse management

This is an interactive workshop involving participants in discussions and small group exercises.

Level: Intermediate – Advanced

Cost: £135*

Venue: McInnes Room, Warneford Hospital

*The workshop price includes the OCTC Workbook: “Recovering from Childhood Abuse” (Kennerley, Whitehead, Butler and Norris 1998)

TRAUMA SERIES: BLOCK 4

WORKING WITH ADULTS WITH SPECIALIST CIRCUMSTANCES

These workshops are suitable for clinicians working with adult survivors of trauma that requires a specialist understanding of the specific trauma or circumstances in which the trauma occurs.

TREATING PTSD IN SURVIVORS OF DOMESTIC VIOLENCE

Pippa Stallworthy

11th May 2015

Although survivors of domestic violence have high rates of mental health problems (PTSD 64%, depression 48% and a suicide rate of 18%, Golding 1999) the treatment needs of this population have received relatively little attention by mental health services. PTSD in domestic violence survivors occurs in the context of a betrayal of trust and often chronic trauma. There may be issues of on-going risk to both women and children. Substance misuse is common. These issues can present challenges to services and clinicians. This workshop aims to build your skills and confidence in working with this population by highlighting the key practical and psychological issues to help you design and deliver safe and effective PTSD treatment.

This workshop will be particularly useful for those with some knowledge of the cognitive model of PTSD (Ehlers and Clark, 2000) and some experience of treating PTSD.

Dr. Pippa Stallworthy worked in a women's refuge before undertaking clinical training and has twelve years' experience of working with trauma survivors. She is the Clinical Lead for the Traumatic Stress Service in South West London and St George's Mental Health NHS Trust

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

WORKING WITH REFUGEES AND ASYLUM SEEKERS WITH PTSD

Kerry Young

12th May 2015

This workshop will aim to give participants a theoretical and practical framework for the cognitive-behavioural assessment and treatment of refugees and asylum seekers with PTSD. Topics covered will be:

- Epidemiological information
- The Asylum process and how best to assist your clients within it
- Working with interpreters
- Cultural modifications of CBT
- What to consider at assessment
- What theoretical framework to use for formulation
- Treatment planning

- How to do reliving and narrative treatments with people who have experienced multiple traumatic events
- Outcome research in this area
- How to address some of the cognitive themes common in this group e.g. mistrust, anger and shame

The workshop will involve formal presentations, case discussion, video role-play and group discussion.

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

AN INTRODUCTION TO COGNITIVE THERAPY FOR TRAUMA AND PSYCHOSIS

Craig Steele

13th May 2015

About the Workshop:

We have an understanding of CBT for trauma and of CBT for psychosis - but some patients with psychotic symptoms also have a history of past or recent trauma. Some patients with psychotic symptoms are traumatized by the symptoms themselves and their consequences. This complicates understanding their problems and helping them recover, but this introductory workshop will help you rise to that challenge.

The main emphasis of this workshop is the role of traumatic life events within the presentation of psychotic symptoms, and the implications for formulation and treatment. The presenter will draw on clinical trials, and the workshop will outline current theory and evidence based practice. Craig will bring together contemporary understandings of CBT for psychosis and CBT for trauma to create an integrated approach.

Workshop attendees will:

- be introduced to recent conceptualizations of trauma and psychosis and
- learn how to use this to inform their clinical practice

The workshop is aimed at those who have at least a basic knowledge of cognitive behaviour therapy, and who wish to develop their skills in using cognitive behavioural formulations as a basis for working with traumatised people diagnosed with a psychotic disorder.

The content will include some didactic sessions, discussing videos of role-plays, engaging in role-plays and other exercises.

Level: Intermediate – Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

BEYOND FEAR: UNDERSTANDING AND TREATING MILITARY TRAUMA

Martina Mueller

14th May 2015

The psychological injuries following deployment in conflict zones are diverse, often cumulative and extend beyond high threat to self. They include exposure to horrific losses, extreme human suffering and moral injury caused by witnessing or the perception of perpetration of immoral acts. These experiences occur in a context of military training and culture which will shape post-traumatic responses and coping styles. Reintegration post-deployment, whether as a soldier or re-entering civilian life, brings with it the need to renew a sense of safety, trust and connection to the civilian world. Therapists need to adapt evidence-based interventions to respond efficiently and effectively to these complex clinical demands efficiently and effectively.

The workshop will build therapists' confidence in safely addressing the specific needs of traumatized veterans and serving personnel including:

- How to work with cumulative trauma
- How to work with common cognitive themes including killing versus murder, participation v observation, responsibility, and mental contamination
- Adaptation to safety and the civilian world
- Traumatic grief and living with loss

The workshop will use a variety of teaching methods and clinical material will be used throughout to illustrate teaching points.

Level: Intermediate - Advanced

Cost: £125

Venue: McInnes Room, Warneford Hospital

BIOGRAPHIES OF WORKSHOP PRESENTERS

Don Baucom

Donald H. Baucom is Richard Simpson Distinguished Professor of Psychology at The University of North Carolina at Chapel Hill. Since he received his doctorate in clinical psychology in 1976 at the University of North Carolina, he has been actively involved in developing and evaluating couple-based interventions from a cognitive-behavioural perspective. His treatment research and clinical focus includes interventions for relationally distressed couples, employing couple-based interventions when one partner has individual psychological difficulties or a health problem, treating infidelity, enhancing the relationships of happy couples, and preparing couples for marriage. He has conducted more couple therapy intervention trials than any other active researcher. He currently is involved in treatment studies of couple-based interventions for anxiety disorders and for eating disorders, as well as a variety of health concerns. He also has provided training to therapists within the IAPT program to treat depression within a couple context. In addition to his research in the couple's area, he and Norman Epstein have published two widely used books on cognitive-behavioural couple therapy. He has won several teaching and mentoring awards, and he holds an Endowed Chair at the University of North Carolina. He directs the Couple Therapy Clinic at the University of North Carolina and has been an active clinician assisting couples for 38 years. He gives frequent couple therapy workshops to professionals around the world.

Gillian Butler

Gillian Butler has a wealth of experience as clinician, teacher, researcher and writer. For 10 years she was part of the Oxford research team developing cognitive-behavioural treatments for anxiety disorders. She now works with people with complex, long-standing problems, developing some fascinating new ideas about treatment. She is at the forefront of making cognitive therapy ideas available to the general public. In 2002, BABCP members voted her one of the most influential female cognitive therapists in Britain.

Trudie Chalder

Professor Trudie Chalder is the Director of the Chronic Fatigue Service at South London and the Maudsley NHS Trust and a Professor of Cognitive Behavioural Psychotherapy with the Department of Psychological Medicine, King's College London. She has been closely involved in work to develop and evaluate treatments for adolescents and adults with chronic fatigue syndrome, irritable bowel syndrome and uncontrolled diabetes. The studies with chronic fatigue syndrome have contributed to recommendations made in National Institute for Health and Clinical Excellence (NICE) guidelines. Trudie lectures nationally and internationally and has published widely in her field. Current research interests are focused on developing cognitive behavioural models and treatments for medically-unexplained symptoms and symptoms related to chronic disease.

David Clark

David M Clark is well known for his cognitive therapy research. With colleagues, he has developed new and highly effective forms of cognitive therapy for social anxiety disorder, panic disorder, and post-traumatic stress disorder. For all three conditions, the treatments are recommended by NICE as first choice interventions. David has also worked tirelessly to disseminate evidence-based psychological treatments to the general public. He is one of the original architects of the IAPT programme and has served as the National Clinical Advisor for the programme since its inception.

Sue Clohessy

Dr Sue Clohessy is a practicing cognitive therapist and Clinical Tutor and Supervisor Training lead on the Oxford Doctoral Course in Clinical Psychology. She has recently completed a doctorate exploring Supervisors' perspectives on the supervisory relationship.

Alison Croft

Alison Croft trained as a clinical psychologist in Oxford. She has many years' experience of working in various adult mental health teams from primary to tertiary care and has extensive experience of applying CBT with a wide range of clinical presentations. She has specialist interests in working with anxiety and survivors of childhood trauma. She currently works as a Consultant Clinical Psychologist within a CMHT and a CBT trainer and supervisor with OCTC. She has regularly taught and supervised on the Oxford Doctoral Training Course in Clinical Psychology. She jointly set up and runs a collaborative project between OCTC and the Oxford University Medical School, teaching CBT skills to clinical medical students. She has experience of delivering training and supervision to a wide range of health clinicians, from beginner to expert level, both in the UK and overseas. She has published several book chapters related to CBT practice.

Simon Darnley

Simon Darnley is a Principal Cognitive Behavioural Therapist and the Head of the Anxiety Disorders Residential Unit based at the Bethlem Royal Hospital. This is a National service that specialises in the treatment of severe anxiety disorders such as OCD. He has a background as a psychiatric nurse before training as a cognitive behavioural therapist in 1988. He developed services in various areas before becoming tutor in CBT at the Institute of Psychiatry. He has been involved in the treatment, training and supervision of people with Anxiety Disorders for over 20 years. He has researched and published in many anxiety disorders including irritable bowel syndrome and habit disorders.

Jonquil Drinkwater

Jonquil Drinkwater has retired as Consultant Clinical Psychologist and Lead CAMHS Psychologist in Oxfordshire. She has organised many conferences including the first major national conference on CBT for children and adolescents in Oxford in 2001. She developed the first specialist CBT service for children and adolescents, in Oxford. She set up the Child and Family Special Interest Group of the BABCP and was Chair of it for 5 years. She has taught both national and international CBT workshops. Together with Anne Stewart she has developed the short course on CBT with children and adolescents.

Colin Espie

Professor Colin Espie has been researching sleep and insomnia for over 30 years. He is a Professor in the Nuffield Department of Clinical Neurosciences at the University of Oxford, where he is a central figure in the newly established Sleep & Circadian Neuroscience Institute. He is Emeritus Professor of Clinical Psychology at the University of Glasgow, and holds or has held visiting or adjunct appointments at University of Rochester (NY), Université Laval, Quebec City, University of Rome La Sapienza, and University of Sydney. He has also been an NHS service head and Clinical Director in an NHS Trust. He is active in the European Sleep Research Society and World Sleep Federation and is Deputy Editor of the two leading journals in the field, *The Journal of Sleep Research* and *SLEEP*. He has published over 200 scientific papers and 5 books, and co-founded Sleepio (www.sleepio.com) to allow the widest population possible to benefit from his findings.

Melanie Fennell

Melanie Fennell is a clinical psychologist with extensive specialist experience in cognitive therapy practice, training and research. She was a pioneer of Cognitive Therapy in the UK and a founding member of the Oxford Cognitive Therapy Centre, where she developed and directed the Oxford

Diploma in Cognitive Therapy and the Oxford Diploma/MSc in Advanced Cognitive Therapy Studies. As a clinical researcher in the Oxford University Department of Psychiatry, she contributed to the development of evidence-based cognitive models and treatment protocols for depression and anxiety disorders. Since 2003, she has worked with Professor Mark Williams, developing Mindfulness-Based Cognitive Therapy (MBCT) for people suffering recurrent depression and suicidality.

As a clinician, Dr Fennell's particular interests are depression and low self-esteem. She is the author of "Overcoming Low Self-Esteem" (1999), "The Overcoming Low Self-Esteem Self-Help Course" (2006), "Boost Your Confidence" (2011) and "Overcoming Low Self-Esteem: Talks with Your Therapist" (audio download, 2012). As well as these popular works for the general public, she has written practical texts for clinicians on depression and low self-esteem. "Overcoming Low Self-Esteem" has become a classic of self-help literature, winning acclaim for its practical and user-friendly approach. It is now recommended on the National Health Service's self-help scheme known as "Books on Prescription".

In July 2002, at their 30th Anniversary Conference, Dr Fennell was voted "Most Influential Female UK Cognitive Therapist" by the membership of the British Association of Behavioural and Cognitive Psychotherapies (BABCP), and in 2013 the BABCP awarded her an Honorary Fellowship.

Mark Freeston

Professor Mark Freeston is the Director of Research and Training at the Newcastle Cognitive and Behavioural Therapy Centre and Professor of Clinical Psychology at Newcastle University where he is also Senior Research Tutor for the Doctorate in Clinical Psychology and Course Director for the NCBTC Postgraduate Diploma in Cognitive Therapy. His main research interests are in the field of Obsessive Compulsive Disorder and Generalized Anxiety Disorder and other disorders dominated by intrusive thoughts, worry and rumination. Together with colleagues, he has developed the 'Newcastle' model of supervision in CBT which is the most widely used model in the UK.

Ann Hackmann

Dr. Ann Hackmann is a clinical psychologist, who worked from 1985-2007 with David Clark and Anke Ehlers, in a research group developing cognitive therapy protocols for anxiety disorders. She worked as a therapist on a many RCTs. She worked from 2007-2010 with Mark Williams on MBCT, and collaborated with Chris Brewin on a study of imagery rescripting as a stand-alone treatment for depression. Her special research interest is in imagery and its relationship to memory, and with Emily Holmes she edited a special edition of *Memory* (2004) on this topic. She was an editor of the *Oxford Guide to Behavioural Experiments in Cognitive Therapy* (2004), and an author of *Cognitive Therapy of the Anxiety Disorders: Mastering Clinical Challenges* (2007) and the *Oxford Guide to imagery in cognitive therapy* (2011). She was voted one of the most influential female cognitive therapists in Britain by BABCP members.

Marie Johansson

Marie holds an MBCT Teacher/Co-ordinator post at the Oxford Mindfulness Centre, within the Oxford University Department of Psychiatry. She is the Senior Lead Teacher and co-ordinator of the 8-week MBCT programme for the Oxford Health NHS Foundation Trust as well as the MBCT courses for the general public. She is also a trainer of new MBCT teachers, both within the Trust and externally. She qualified as a Social Worker in 1979 and is an experienced Mental Health practitioner and trained Therapeutic Group Worker. She has been facilitating therapeutic groups, mainly using CBT and Mindfulness, for a number of years.

Fiona Kennedy

Dr Kennedy is an experienced DBT therapist, supervisor and trainer. Services designed and run by her were described as an example of good practice in the National Audit Office report 'Safer Patient Services' 2005 and received an award from BUPA for clinical excellence. She is a Consultant Clinical Psychologist, BABCP accredited practitioner, supervisor and trainer and was formerly a Director of Psychology within the NHS. She has published on DBT services and has a special interest in childhood trauma, recently editing a book with Helen Kennerley and David Pearson 'CBT Approaches to

Understanding and Treating Dissociation' (Routledge 2013). She also teaches DBT strategies and skills to Indian volunteers who mentor street children.

Helen Kennerley

Helen Kennerley is a Consultant Clinical Psychologist and a founder member of the Oxford Cognitive Therapy Centre, where she is the co-director of the PG Modules in Advanced Cognitive Therapy Studies and the MSc in Cognitive Behavioural Therapy. She also has the lead role in the OCTC clinic. She is an experienced clinician now specialising in childhood trauma, dissociative disorders, and self-injurious behaviours. She has made valuable contributions to the field of cognitive therapy through her popular workshops and her writings. Amongst other publications, she is the author of *Overcoming Childhood Trauma* and co-author of *An Introduction to Cognitive Behaviour Therapy*. In 2002, Helen was also voted one of the most influential female cognitive therapists in Britain by BABCP members.

Udo Kischka

Udo Kischka is a consultant in neurological rehabilitation at the Oxford Centre for Enablement. He is both a psychologist and a medical doctor. In both his clinical and his academic work he has combined his interests in psychology and neurology, which has led to the development of his workshops on the brain, emotion, memory and cognitive therapy. He has always been active in brain research, taking up research posts at Harvard, MIT and the University of Basel. He has published extensively. He is a visiting professor at Oxford Brookes University, the University of Hertfordshire and the University of Basel in Switzerland, and an honorary senior lecturer at the department of neurology at the University of Oxford.

Willem Kuyken

Willem Kuyken (Professor of Clinical Psychology) works as a researcher, trainer and clinician at the Mood Disorders Centre in Exeter. His research and clinical work specialise in CBT approaches to recurrent depression. A particular theme of his work is exploring how therapists develop, and share conceptualizations to enhance the effectiveness of therapy. After completing his PhD and clinical training he worked as a Postdoctoral Fellow at the Center for Cognitive Therapy, University of Pennsylvania for two years with Aaron T. Beck (1997-1999). Since 1999 he has worked in Exeter, England where he co-founded and co-directs the Mood Disorders Centre, a research, clinical and training center. He has published several key publications on case conceptualisation (Bieling & Kuyken, 2003; Kuyken, 2006; Kuyken et al., 2009) and the book Collaborative Case Conceptualization was described by Aaron T. Beck as “setting a gold standard for how to develop individualized case conceptualizations with our clients.”

Joy McGuire

Joy McGuire is a Psychiatric Nurse by profession with over 25 years working within the NHS in a variety of mental health clinical settings. For the last 18 years she has worked as a specialist CBT therapist, trainer and supervisor in the NHS. This includes working as a research therapist on clinical trials, led by Professor Paul Salkovskis at the Institute of Psychiatry, London, examining the effectiveness of CBT for OCD & Health Anxiety and leading a multi modal Psychological Therapies service on the Isle of Wight for several years. Joy has been accredited as a CBT therapist with the BABCP since 1998. She currently works as a CBT trainer, therapist and supervisor at OCTC. Her professional interests include supervision training and working with complex cases using a transdiagnostic, formulation driven approach to therapy. Joy also has a private clinical practice locally.

Richard Meiser-Stedman

Richard Meiser-Stedman studied for his PhD at the Institute of Psychiatry, where he was supervised by Professor William Yule and Dr Patrick Smith. His thesis focused on the course and correlates of PTSD in older children and adolescents exposed to single event traumas. Following on from this, he was awarded a Peggy Pollak Research Fellowship in Developmental Psychiatry to extend this research to

young children exposed to road traffic collisions. His Doctorate in Clinical Psychology, also undertaken at the Institute of Psychiatry, allowed him to conduct a three year follow up study of these preschoolers, and establish the long-term psychiatric sequelae of trauma exposure in early childhood. Dr Meiser-Stedman is currently an MRC Clinical Scientist Fellow at the MRC Cognition and Brain Sciences Unit in Cambridge, where he is continuing his long-term collaboration with Dr Tim Dalgleish. His current project, the ASPECTS study, is looking at whether PTSD in children and adolescents can be successfully treated using cognitive therapy in the early aftermath of a trauma. He is part of the team that is setting up a clinical trial looking at the treatment of PTSD in preschool children, and has been awarded an MRC Centenary Award Grant to conduct a pilot trial looking at the treatment of complex or multiple traumas in children and adolescents. Dr Meiser-Stedman is a Junior Research Fellow at Wolfson College, Cambridge.

Martina Mueller

Martina Mueller is a Consultant Clinical Psychologist who leads the trauma service for Oxford Health NHS Foundation Trust and she is the Course Director of the Postgraduate Certificate in CBT for Psychological Trauma. She is an experienced clinician who is widely respected for her innovative clinical work and now specializes in the assessment and treatment of PTSD and other complex reactions following adult trauma. She has worked on a European Union funded multi-centre research on innovative approaches to working with traumatized refugees and has a special interest in the treatment of multiple and prolonged trauma and horror-based flashbacks. Martina is one of the editors of the *Oxford Guide to Behavioural Experiments in Cognitive Therapy*, and is lead editor of the *Oxford Guide to Surviving as a CBT Therapist* published by OUP in 2010.

Rachel Norris

Rachel Norris, DPhil, is a Consultant Clinical Psychologist and was recently appointed as Head of Defence Clinical Psychology for the MOD. She has worked as a Clinical Psychologist in both the NHS and MOD, with a special interest in developing services to meet the needs of military personnel in the UK and overseas. She has been a practising cognitive therapist for 18 years and has a special interest in teaching and supervising cognitive behavioural therapy, particularly in the area of complex trauma.

Lisa Palmer

Lisa Palmer is a BABCP accredited Cognitive Behavioural Psychotherapist, working for Oxford Cognitive Therapy Centre. She has a background in Psychiatric nursing before qualifying as a CBT therapist in 1992. She has a particular interest in working with PTSD and has worked extensively with the Fire and Rescue service and other occupational groups such as police, armed forces and health service professionals. Other interests are in schema therapy, low self esteem, panic disorder and mindfulness. She has designed and taught on CBT courses for many years including IAPT High Intensity as well as supervising individually and in groups. She is an innovative practitioner and teacher and well known for inspiring others in the practice of CBT.

Sarah Rakovshik

Sarah Rakovshik is an experienced CBT practitioner and OCTC's Research Tutor. She has long been a keen researcher and holds a D.Phil. from Oxford University's Department of Psychiatry. Her research has focused on training methods and their effects on therapists' competence and patients' outcomes, and she is the author of a well-cited review and empirical studies on this topic.

Pippa Stallworthy

Dr Pippa Stallworthy is a Consultant Clinical Psychologist and Clinical Lead for the Traumatic Stress Service in South West London and St George's Mental Health NHS Trust. Previously she was a lecturer on the Royal Holloway Doctoral Course in Clinical Psychology. She has been specialising in PTSD for twelve years and has a special interest in working with survivors of multiple trauma, particularly

survivors of domestic violence. Other interests include PTSD following intensive care, Mindfulness and its potential uses in the treatment of PTSD.

Craig Steele

Craig Steel is a Senior Lecturer in Clinical Psychology at deputy director of the Charlie Waller Institute for Evidence Based Psychological Treatments, University of Reading, UK. He has been an active clinician and researcher for twenty years, specializing in CBT for schizophrenia. He has been involved in a number of clinical trials in the area, and is widely published. He is editor of 'CBT for Schizophrenia. Evidence-Based Interventions and Future Directions' published in 2013.

Anne Stewart

Anne Stewart is a Consultant Child and Adolescent Psychiatrist with Oxford Health NHS Foundation Trust and Honorary Senior Lecturer at the University of Oxford. She has considerable clinical and teaching experience in CBT including supervision and teaching on the PG Diploma in CBT Course. Her clinical and research interests are in CBT with eating disorders, anxiety, depression and self harm as well as family and developmental aspects of CBT and she has a number of publications in these areas.

Christina Surawy

Christina Surawy is an accredited CBT therapist with a special interest in teaching and training MBCT. She works with people suffering from Chronic Fatigue Syndrome (CFS), Cystic fibrosis and Medically Unexplained Symptoms and is employed by Oxford Health NHS Foundation Trust.. She also holds a University of Oxford post and is currently one of the tutors on the Master of Studies in Mindfulness-Based Cognitive Therapy, and is also involved in a research trial investigating MBCT for health anxiety, which includes disseminating this approach to others.

Timothy Sweeney

Tim Sweeney is a BABCP accredited cognitive behaviour psychotherapist and is also an experienced MBCT teacher who has worked as the IAPT MBCT Clinical Lead for the East Midlands. He is currently employed as the clinical lead for MBCT within Nottinghamshire Healthcare Trust. This post involves coordinating and delivering training in MBCT to IAPT and Secondary Care staff, who work with people experiencing a diverse range of health problems.

Polly Waite

Polly Waite is a Clinical Psychologist and BABCP-accredited therapist. She works at the School of Psychology and Clinical Language Sciences at the University of Reading, where she is an MRC Clinical Training Fellow. She is also an Honorary Clinical Psychologist in the Berkshire Child Anxiety Clinic, Berkshire Healthcare NHS Foundation Trust, a specialist service for the assessment and treatment of children and adolescents with anxiety disorders (see www.berkshirechild.anxiety.org.uk). She has worked as a therapist on a number of randomised controlled trials involving young people with OCD and anxiety disorders more generally. She co-edited and co-wrote 'CBT with Children, Adolescents and Families: Cognitive Behavioural Approaches and Interventions for Obsessive Compulsive Disorder' (2009). Her primary clinical and research interests are the role of parents in the development and maintenance of anxiety disorders, working with adolescents and developing treatments for anxiety in young people.

Jon Wheatley

Dr Jon Wheatley is Consultant Clinical Psychologist in the Affective Disorders Service at the Bethlem Royal and Maudsley Hospitals in London. The Affective Disorders service is based in the Mood, Anxiety and Personality Clinical Academic Group at Kings Health Partners/South London and Maudsley NHS Foundation Trust. Dr Wheatley is also an Honorary Research Associate at the Institute of Psychiatry, Kings College, University of London. He has worked as a Clinical Psychologist since 2000

and specialises in cognitive-behavioural therapy for mood disorders. He has previously conducted research into the development of innovative cognitive behavioural therapies for depression.

Kerry Young

Kerry Young is a Consultant Clinical Psychologist and Clinical Lead of the Forced Migration Trauma Service (London). This is an innovative service offering evidence-based cognitive-behavioural treatment to refugees and asylum seekers suffering from PTSD within a phased, multidisciplinary model of intervention. Kerry also works in Oxford University Department of Psychiatry within the Experimental Psychopathology and Cognitive Therapy Lab (EPACT). She has worked for 16 years in trauma and has written and lectured widely on how to treat simple and complex PTSD and how to work with traumatized asylum seekers and refugees.

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BOOKING INFORMATION

Levels of competence

Before booking a place on a workshop, please ensure that it is pitched at the appropriate level of competence for you. The guide to levels is as follows:

Basic

Basic workshops are for people from a variety of backgrounds, who have at least one year's clinical experience. Cognitive behavioural knowledge is not necessary for attendance at these workshops, though in practice, a number of attendees will have some skills in the area, and are refreshing/updating their knowledge.

Intermediate

Intermediate workshops are directed towards people who already have knowledge of CBT, and experience in using cognitive formulations and treatment methods – for instance, they are able to identify and test automatic thoughts, and design behavioural experiments. Most participants will be using CBT as part of their clinical practice, and may still be acquiring new CBT skills.

Advanced

Advanced courses are directed towards those professionals who use CBT routinely as part of their clinical practice. They have probably undertaken a significant number of training courses and/or workshops, and use a broad range of cognitive behavioural strategies to work with a range of presentations at varying levels of complexity.

Confidentiality

Workshops often contain clinical material. This is always anonymised as far as possible but delegates are none the less reminded to respect confidentiality.

Making reservations

Bookings can only be considered confirmed after we have received your online registration or application form *and payment* (or invoicing details, including an official purchase order and the relevant trust identification/provider code, where applicable). Please note that registration to workshops closes 7 days prior to the event date.

Cancellation & changes policy

If you cancel more than 14 days prior to your booked event, we will refund your fee minus a charge of 15% to cover our administration costs. We regret that cancellations 14 days or less before the booked event cannot be refunded.

If you wish to change your booking after confirmation we will do our best to accommodate you if you notify us 14 days prior to your booked event, and if there is space to do so. However there will be an administration charge of £15 per change.

Refreshments

The cost of the workshops includes hot drinks on arrival, mid-morning and mid-afternoon, but not usually lunch unless stated. However, all workshops at the Kings Centre do include lunch, so if you have any special dietary requirements please let us know on your application form.

Special needs

We welcome applications from diverse backgrounds. If you have any particular needs, please contact us prior to booking.

2014-15 WORKSHOP APPLICATION FORM

Please complete the following in BLOCK CAPITALS

Workshop Title: _____

Workshop Date: _____ Workshop Cost: £ _____

Name: _____

Profession: _____

Address: _____

Postcode: _____

Tel no.: _____ Fax no.: _____

E-mail: _____

N.B. No lunch is provided for workshops held at the Warneford Hospital.

For other venues, please confirm your dietary requirements:

vegetarian vegan dairy free wheat/gluten free other

Please enclose a cheque made payable to ***Oxford Health NHS Foundation Trust***, or provide invoicing details below and attach a copy of the official purchase order to this application form before sending to OCTC. Ensure supplier details on PO read: **Oxford Health NHS Foundation Trust, Chancellor Court, 4000 John Smith Drive, Oxford Business Park South, Oxford OX4 2GX** but send to OCTC address at foot of this application form.

We cannot secure your place without an official purchase order and the name of the person authorising this invoice.

Authorising person's name: _____

Full name of Trust / organisation: _____

Invoice address: _____

Postcode: _____

Tel no.: _____ Fax no.: _____

E-mail: _____

Please return this form to **OCTC, Warneford Hospital, OXFORD, OX3 7JX**

Tel 01865 738816; fax 01865 738817; e-mail octc@oxfordhealth.nhs.uk

'INTRODUCTION TO CBT' COURSES 2014-15 APPLICATION FORM

Please tick box(es) for course you want <i>(NB You can book workshops only within one Series)</i>	Price	SERIES 1 Jan-Mar 2014	SERIES 2 Apr-Jul 2014	SERIES 3 Sep-Nov 2014	SERIES 1 Jan-Mar 2015
Whole course: all 4 x 2-day workshops	£950				
<i>Or individual 2-day workshops as below (but see notes re taking Parts in the right order):</i>					
Part 1: Assessment and Formulation	£260				
Part 2: Basic Therapeutic Skills	£260				
Part 3: Working with Depression	£260				
Part 4: Working with Anxiety: Panic; Social anxiety; Health anxiety; OCD	£260				
<i>For Part 4 only, you can book individual days:</i>					
Part 4: Day 1 only – Panic; Social Anxiety	£130				
Part 4: Day 2 only – Health Anxiety; OCD	£130				

Please complete the following in BLOCK CAPITALS

Name: _____

Profession: _____

Address: _____

Postcode: _____

Tel no.: _____ Fax no.: _____

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Please enclose a cheque made payable to ***Oxford Health NHS Foundation Trust***, or provide invoicing details below **and attach a copy of the official purchase order to this application form** before sending to OCTC. Ensure supplier details on PO read: **Oxford Health NHS Foundation Trust, Chancellor Court, 4000 John Smith Drive, Oxford Business Park South, Oxford OX4 2GX** but send to OCTC address at foot of this application form.

We cannot secure your place without an official purchase order and the name of the person authorising this invoice.

Authorising person's name: _____

Full name of Trust/organisation: _____

Invoice address: _____

Postcode: _____

Tel no.: _____ Fax no.: _____

E-mail: _____

Please return this form to: **OCTC, Warneford Hospital, OXFORD, OX3 7JX**
Tel 01865 738816; fax 01865 738817; e-mail octc@oxfordhealth.nhs.uk



Collaborations between OCTC and the University of Oxford, leading to academic awards from the university



OCTC / University of Oxford courses

Postgraduate Diploma in CBT [Accredited at Level 1 by BABCP]

Course Director: Dr Sarah Rakovshik

With over 21 years' proven track record in CBT training, this course equips practitioners with the CBT skills necessary to work with disorders and problems at all levels of complexity. Open to all mental health professionals, it consists of 39 days of teaching over three terms (on Fridays), including weekly supervision groups. Graduates of this course can now progress to the new MSc in CBT (see details below).

Postgraduate Certificate in CBT for Psychological Trauma

Course Director: Martina Mueller

For people with some CBT training who have a particular interest in working with trauma. The impact of psychological trauma on brain function, memory and psychological development will be covered, as well as techniques for working effectively with developmental and adult trauma in a range of trauma populations. 16 days of teaching in 4 blocks over a year, with each block including a half-day of supervision groups. The next intake will be 2015-16 as this course now runs every other year.

Postgraduate Short-Courses in Advanced Cognitive Therapy Studies

Course Director: Dr Helen Kennerley

This specialist training for experienced practitioners includes cutting edge clinical updates; high impact training skills; creative supervision principles and practice; research skills for real world clinicians; and CBT service development. Each short-course can be taken for academic credit or can be attendance only.

MSc in CBT

Course Director: Dr Helen Kennerley

Interested in carrying out quality research? Want to contribute to the evidence base for CBT? The new MSc in Cognitive Behavioural Therapy offers graduates of either the Oxford Postgraduate Diploma in Cognitive Behavioural Therapy (CBT) or the Oxford Postgraduate Diploma in Advanced Cognitive Therapy Studies (ACTS) an opportunity to progress to an MSc in CBT. This one year, research-based award provides the foundation for carrying out research and publishing an academic paper.

More details and prospectuses are available on our website

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Web: www.octc.co.uk

SUPERVISION AND CONSULTATION SERVICES

Case supervision is an essential part of CBT practice and is a requirement of professional bodies (e.g. BABCP, BPS). OCTC can offer a range of supervision and consultation opportunities. We offer face to face supervision, telephone/ Skype supervision and group supervision. We offer supervision on both short and longer term bases and can provide one-off consultation and intense supervision of single training cases. We are sometimes able to travel to provide supervision, and we can generally accommodate the particular needs of those who want to take up supervision.

Supervision / consultation fees:

Individual supervision £90/hr

Pairs supervision £130/hr

Groups £180/hr for group of 3 supervisees

Group rates can be negotiated for more than 3 persons. Travel expenses are charged separately and travel time is £50/hour (if more than 30 minutes away from our base). Rating of therapy tapes charged at individual supervision rate (usually 2 hours / session).

For further information please go to www.octc.co.uk where you can complete and a supervision enquiry form to send to OCTC.

OCTC

*Inspiring excellence in CBT
training, therapy & research*

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