**POSTGRADUATE CERTIFICATE IN ENHANCED COGNITIVE BEHAVIOURAL THERAPY (Psychological Trauma & Personality Development) 2025-26**

This innovative programme is designed to offer in depth training, consultation, and supervision in Cognitive Behavioural Therapy for traumatised populations, and those with personality issues. The course is aimed at a broad range of CBT practitioners working for the National Health Service, and other Governmental and Non-Governmental Organisations both within and outside the UK. **Participants are expected to already have a good foundation training in CBT.** The course offers comprehensive tuition with a strong grounding in current theories and research and takes advantage of the high levels of knowledge and clinical expertise available among practitioners of CBT in Oxford. The design, organisation, training, and supervision are by BABCP accredited/accreditable therapists and/or supervisors and trainers, who have extensive experience in the practice of CBT and in related training and research.

**COURSE STRUCTURE**

21 days of training are spread over an academic year in beginning with the Michaelmas Induction followed by intensive 4-day teaching blocks which can be attended in person or online (hybrid workshops). Students are expected to complete specialist-level CBT with at least 3 patients over the duration of the course.

Dates for the terms 2025-26 are:

03-06 November 2025

12-15 January 2026

09-12 March 2026

11-14 May 2026

06-09 July 2026

# COURSE CONTENT

### Michaelmas Induction: Foundation for students of highly specialist CBT

The Michaelmas Induction comprises 5-days of teaching, video viewing and supervision, beginning in September. The final sessions of the Michaelmas Induction will take place in October, November, and December. The Michaelmas Induction ensure students have:

1) core knowledge of the fundamental principles of theory, research and practice when working with people who present with complex problems.

2) up to date transdiagnostic knowledge and skills for working with complexity including engagement, assessment and formulation skills, and an understanding of the key concepts of memory, schema, and imagery work.

Students are encouraged to attend in person on the first two days of Michaelmas Induction. This enables you to meet fellow students face-to-face. Thereafter, the Michaelmas Induction sessions will be online.

**Block One: Psychological trauma & personality development: Trans- and pan-diagnostic aspects and interventions**

This four-day block will focus on the wide-ranging biological and psychological consequences of childhood and adult trauma, personality development and the principles of working with a range of post-traumatic reactions. It is designed to enable therapists to create a stable and safe basis for therapy and to develop skills and confidence in working with a range of traumatised patients and patients with difficulties in self-expression and/ or interpersonal difficulties.

**Block Two: Trauma focused CBT for Post-Traumatic Stress Disorder (PTSD) and Complex Post-Traumatic Stress Disorder (C-PTSD)**

Students are expected to be familiar with the cognitive behavioural understanding and treatment of PTSD following adult trauma. This block builds on that understanding by addressing more complex presentations of PTSD, including C-PTSD, and explores the impact of multiple traumatic events. It offers clinicians an opportunity to explore in detail when and how to use reliving safely and sensitively, how to interweave a wide range of strategies (verbal, experiential and imagery-based) to transform personal meanings of trauma and its aftermath, as well as address unhelpful coping styles across a range of PTSD and C-PTSD presentations.

**Block Three: Developmental Trauma and Personality Development**

This four-day block will help clinicians develop skills in conceptualising the neuro-psycho – social issues following developmental trauma and neglect. Teaching will consider how CBT can help people to understand and manage disturbances in attachment, identity, self-regulation, and interpersonal communication. A range of interventions are introduced to further enhance working with problem images, dissociative difficulties and schema-driven issues including therapeutic ruptures.

**Block Four: Real world applications**

This four-day block considers the impact of the sequelae of trauma and personality development on real-life experiences. Teaching considers how we best support functioning in the wider world of a person’s domestic, occupational, and institutional life, conceptualising systemic strengths and needs. This block also introduces the OCTC 18-session programme for survivors of developmental trauma.

One day in each of the four blocks is normally made available to a wider audience as publicly bookable workshops via the Oxford Cognitive Therapy Centre. All participants are required to have an appropriate level of competence to participate fully, and the opening of these workshops permits course students to integrate with a broader professional group.

**Each block (1-4) comprises three and a half days teaching and half a day of small group supervision.** The training aims to equip clinicians with population-specific skills in assessing, conceptualising and conducting, age-, culture-, ability- and context-appropriate treatments.

# SUPERVISION

### Small group (3-students) supervision

Students will receive 10 supervision sessions led by a highly expert practitioner associated with our course. Each session lasts 2 hours and the first meeting is in November. The times of supervision sessions are arranged with individual supervisors and the supervisors change in May 2026 so that students have an opportunity to work with different peers and different supervisors. Students are normally expected to present 3-5 patients over the course of supervision. We would expect that students complete treatment with a minimum of three patients. We also expect that students have secured a field supervisor for the duration of the course.

# LOCATION

The Michaelmas Induction face-to-face sessions are held at Ewert House in Summertown, Oxford. Thereafter, the open sessions within each teaching block (normally Day1) will be online via Zoom, with the remainder being in hybrid format from Ewert House. Supervision sessions are initially online but can be negotiated with individual supervisors with regard to timing, place and supervision medium. Clinical practice is carried out at the student’s normal place of work.

**STUDENT TESTIMONIALS**

*“The instructors and instruction were excellent. I felt as if I received the best in the business.”*

*“Excellent presentations – clear concise, understandable.”*

*“Superb teaching.”*

*“Really good role modelling.”*

*“Wonderful resources/handouts.”*