

**POSTGRADUATE CERTIFICATE IN
CONTINUING PROFESSIONAL DEVELOPMENT:**

Cognitive Behavioural Therapy Skills

HANDBOOK

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Further information on being a student at UEA

The University produces a **Central Student Handbook**, accessed via the UEA Portal, which contains a wide range of information on being a student at UEA.

From the PORTAL <https://portal.uea.ac.uk/> click on the FACULTY tab, then from MY UEA GROUPS (right hand side), click on CENTRAL STUDENT HANDBOOK. From the left hand column click on TAUGHT STUDENTS, which will take you to a list of subjects you can access for further information. These include:

- *Regulations*
- *Marking criteria, marking policy & reassessment*
- *Examination Guidance*
- *Plagiarism and Collusion*
- *Submission of Work for Assessment*
- *Reassessment*
- *Requests for Concessions against Regulations (eg temporary withdrawal (intercalation); change of module enrolment; course transfer)*
- *Academic Advisors*
- *Programme Specifications*
- *Prizes and Scholarships*
- *Students with Disabilities*
- *Complaints and Appeals*
- *The Diploma Supplement*

Your attention is drawn in particular to the section on *Plagiarism and Collusion* which is subject taken very seriously by the University. You may find that your tutor will also remind you about plagiarism issues during your course, especially prior to undertaking assessed coursework.

Post-graduate Certificate in Continuing Professional Development:

Cognitive Behavioural Therapy Skills

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Cognitive Behavioural Therapy (CBT) aims to help people examine and challenge their thoughts and behaviour and have more control over the way they feel and the way they respond to situations. The CBT model is increasingly applied in a number of fields ranging from management and criminal justice to the health and caring professions.

The Certificate in CBT is designed to familiarise students with the theoretical model used in CBT and to help them develop CBT based skills and techniques which can be integrated in to their current role in counselling, health, social care, probation and allied professions. This course also provides a useful foundation for anyone wanting to go on to train as a CBT therapist through Diploma level practitioner training.

The practical nature of this Certificate should be emphasised; it aims to develop attitudes, self-awareness and skills built on a sound theoretical knowledge base.

Aims and Objectives

This course aims:

- To provide a comprehensive understanding of the theoretical foundations of the Cognitive Behavioural Approach
- To provide familiarity with the procedures used in a range of cognitive techniques and a conceptual understanding of their rationale
- To provide an understanding of the conditions necessary for a supportive and collaborative helping relationship
- To provide opportunities to practice and develop the use of CBT skills and techniques
- To provide a conceptual understanding of the use of behavioural experiments and their rationale
- To provide an in-depth understanding and comprehensive knowledge of the use of the Cognitive Behavioural approach in a variety of settings
- To provide an understanding of the origins, theoretical model, and application of Mindfulness-based Cognitive Therapy (MBCT) and Mindfulness-based Stress Reduction (MBSR) techniques
- To provide an understanding of the theoretical model and application of Motivational Interviewing
- To provide a foundation for further professional development and therapist training at Diploma level
- To develop students' ability to critically evaluate current research and to engage in research into their own practice
- To develop students abilities to pursue independent work-based and academic research
- To enable students to apply a critical analysis of the ethical and professional issues involved in their use of CBT skills
- To facilitate progression to further postgraduate study and professional development.

Learning Outcomes

By the end of the certificate course students will be able to:

- Show a comprehensive understanding of the theoretical foundations of the Cognitive Behavioural Approach
- Demonstrate the use of a range of techniques used in CBT and have a conceptual understanding of their rationale
- Demonstrate the ability to create a supportive and collaborative helping relationship
- Demonstrate a conceptual understanding of the use of behavioural experiments and their rationale
- Plan and critically evaluate a behavioural experiment
- Demonstrate an understanding of the ways in which the Cognitive Behavioural approach can be applied to their own work environment
- Reflect on and critically evaluate their own CBT skills practice
- Demonstrate an understanding of the origins, theoretical model, and application of Mindfulness-based Cognitive Therapy (MBCT) and Mindfulness-based Stress Reduction (MBSR) techniques
- Demonstrate an understanding of the theoretical model, and application of Motivational Interviewing
- Demonstrate an ability to pursue independent work-based and academic research.

Course Structure

The Certificate takes the form of a single 60 credit module.

Teaching and Learning Methods

Learning opportunities will be provided through a combination of teaching methods including:

- Tutor presentation
- Student presentations
- Discussion
- Guided experiential work in large and small groups
- Reading and private study
- Reflection on own experience of applying the model to self
- Keeping a learning journal
- Learning from listening to others' experiences
- Peer and tutor feedback

Video and audio resources, handouts and reading materials, will be provided to support student's learning. Participants will be required to keep a learning journal and demonstrate their knowledge of the key texts.

Coursework and Assessment

Students will be required to keep a learning journal, complete formative written and practical assignments including class presentations, contribute to class discussion, complete homework tasks and read a selection of books and articles to develop their understanding of the subject. Assessment tasks will include demonstrations of practical skills, presentations and written assignments. Students should be prepared to set aside 4-5 hours per week for private study.

A variety of assessment methods will be used including:

- A presentation of students' work with a client including a 15 minute recorded demonstration of an aspect of CBT skills practice followed by peer and tutor feedback and discussion. (3000 words equivalent)
- Two essays (2000 words each)
- Case study (2000 words)
- A research project investigating an aspect of students' own practice and professional work settings (3000 words).

Participants will need to allow 5-6 hours a week for private study during the course.

Course Content

There are three main areas of emphasis, which are interrelated so that sessions will often contain elements of each:

- **Theory and Professional Issues**
- **CBT based Helping Skills**
- **Personal Development and Reflection on Practice**

Theory and Professional Issues

Aims

To give students a good foundation in CBT theory, its application to various roles and contexts and the ethical and professional issues involved.

Content

An overview of the theoretical roots of Cognitive Behavioural theory

Identifying and differentiating between thoughts, feelings and behaviour and exploring their relationship to the maintenance of problems

Padesky's 'hot cross bun'

The relationship between behaviour and cognitions

Three levels of cognition: negative automatic thoughts, assumptions and rules and schemas

The role of formulation and conceptualisation

Collaborative empiricism

An understanding of the application of CBT skills in student's own work

An introduction to the origins, theoretical model, and application of Mindfulness-based Cognitive Therapy (MBCT) and Mindfulness-based Stress Reduction (MBSR) techniques.

Research based evidence for the uses of Mindfulness Based approaches for a variety of physical and emotional problems

CBT based helping skills

Aims

To develop students' ability to:

- Develop a supportive and collaborative helping relationship
- Structure CBT sessions
- Develop a formulation
- Use CBT techniques effectively
- Integrate CBT skills into their existing practice

Content

- Beginning and ending CBT sessions
- Integrating CBT skills into the students more usual way of working
- Structuring CBT sessions
- Developing and maintaining the collaborative relationship
- Developing cognitive empathy
- Explaining the CBT model to clients
- Problem listing and prioritising
- Goal setting
- Cost benefit analysis
- Setting homework
- Use of thought records
- Use of the downward arrow technique
- Socratic questioning and guided discovery
- Identifying and challenging cognitive distortions
- Identifying core beliefs and dysfunctional assumptions
- Developing and using longitudinal formulations
- Using CBT in working with people with depression, anxiety and low self esteem
- Action planning
- Activity scheduling
- Relaxation techniques
- CBT Model for panic attacks
- Collaborative planning of behavioural experiments
- Reviewing and evaluating behavioural experiments
- Relapse prevention
- Knowledge and application of the 'Cycle of Change' model
- Basic motivational interviewing skills

Personal Development and Reflection on Practice

Aims

To enable students to:

- Develop self-awareness including an awareness of their prejudices, boundaries and limitations
- Explore personal assumptions and beliefs
- Develop the skills of a reflective practitioner
- Identify and enhance interpersonal styles of communicating and relating

Content

Experiential groupwork
Giving and receiving feedback constructively
Keeping a reflective learning journal
Applying skills and theory to self
Using personal concerns as material for skills practice
Identifying strengths and areas for development
An introduction to the practice of mindfulness and an opportunity to explore and develop their use using an experiential learning approach.

Reading List

- Baker, R (2003) *Understanding Panic Attacks*, Lion Hudson
Beck, A (2003) *Cognitive Therapy of Personality Disorders (2nd ed)*, Guilford, New York
Beck, J. (1995) *Cognitive Therapy: Basics and Beyond*, Guilford Press, New York
Bennett-Levy et al. (2004) *Oxford Guide to Behavioural Experiments*, Oxford UP, Oxford
Blackburn, I & Twaddle, A. (1996) *Cognitive Therapy in Action*, Souvenir Press, London
Burns, D. (1999) *The Feeling Good Handbook*, Plume, New York
Butler, G & Hope, T.(1995) *Manage Your Mind*, OUP, Oxford
Butler, G. (1999) *Overcoming Social Anxiety*, Constable & Robinson, London
Curwen, B. et al. (2000) *Brief Cognitive Behavioural Therapy*, Sage, London
Davies, W. (2000) *Overcoming Anger and Irritability*, Robinson, London
Fennell, M. (1999) *Overcoming Low Self-esteem*, Constable & Robinson, London
France, R. & Robson, M. (1997) *Cognitive Behavioural Therapy in Primary Care*, Jessica Kingsley, London
Gilbert, P. (2000) *Overcoming Depression*, Constable & Robinson, London
Gilbert, P. (2005) *Compassion: Conceptualisations, research and use in Psychotherapy*, Routledge, London
Greenberger, D. & Padesky, C. (1995) *Clinician's Guide to Mind Over Mood*, Guilford Press, New York
Greenberger, D. & Padesky, C. (1996) *Mind over Mood*, Guilford Press, New York
Hayes, S. et al (2004) *Mindfulness and Acceptance*, Guilford, New York
Kennerley, H. (1997) *Overcoming Anxiety*, Constable & Robinson, London
Kennerley, H. (1997) *Overcoming Childhood Trauma*, Robinson, London
Laidlaw, K. (2003) *Cognitive Behavioural Therapy with Older People*, Wiley
Miller W and Rollnick S (2002) *Motivational Interviewing: Preparing People for Change* Guilford Press
Neenan, M. & Dryden, W. (2002) *Life Coaching: A Cognitive Behavioural Approach*, Brunner-Routledge, London
Scott, J. (2001) *Overcoming Mood Swings*, Robinson, London
Scott, M. et al. (1995) *Developing Cognitive Behavioural Counselling*, Sage, London
Segal Z. et al. (2001) *Mindfulness Based Cognitive Therapy for Depression*, Guilford, New York
Silove, D. (1997) *Overcoming Panic*, Constable & Robinson, London
Veale & Wilson (2005) *Overcoming Obsessive Compulsive Disorder*, Robinson, London

Wells, A. (1997) *Cognitive Therapy of Anxiety Disorders*, Wiley
Westbrook et al (2007) *An Introduction to Cognitive Behaviour Therapy*, Sage, London
Wills, F. & Sanders, D (1997) *Cognitive Therapy: Transforming the Image*, Sage, London
Young, J. et al (2003) *Schema Therapy: A Practitioner's Guide*, Guilford, New York

Useful Websites

www.babcp.com

www.cognitive-behavior-therapy.org

www.cognitivetherapy.com

www.feelinggood.com

www.padesky.com

Completion of the Certificate

To complete the award, students must:

1. Successfully complete all the required assignments
2. Attend at least 80% of the course.

Students will have the right to resubmit an assignment within a given time to allow for further study and practical work.

Presenting Written Work

Two copies of each piece of written work should be submitted. One will be returned to you, the other will be retained by Continuing Education.

Presentation

All work should ideally be submitted in typescript or word-processed form, double or one and a half spaced. Students who submit work in hand-written form will not be penalised. As a registered University student you are eligible to use the facilities of the Computing Centre at UEA, including the Help Desk service which can assist you and provide advice about word-processing packages and all forms of computer software and hardware.

Pagination

Completed work should have numbered pages with text on one side only. Page numbers should be placed at the bottom of each page. Illustrations, tables, graphs etc. should be properly integrated within the sequence of pagination if this is possible.

Title page

Each piece of coursework should carry the following information:

- Your student number
- The exact title of the essay/project
- The title of the award for which you are studying (Certificate in CBT Skills)
- The name of the Course Director
- The date submitted (day, month and year)

Assignment front sheet

You must print out a coversheet for each piece of work that you submit. Coversheets can be found in the 'Assessments and Awards' container on eVision. For further information please see your Student Handbook.

Academic Referencing Conventions

The purpose of the academic conventions set out below is to facilitate communication between you and your readers. Properly documented work makes it possible for your reader to follow your exposition and to verify your arguments and conclusions. There is no right or wrong way to employ academic conventions, though some methods are more widely used and recognised than others. We recommend you use the Harvard method.

The Harvard Method

This is what a paragraph would look like in your essay or report:

Research has shown that a person's attitude will affect how well they deal with a diagnosis of cancer. (Greenberger and Padesky 1996: 20).

Author(s), publishing date and page number are in brackets.

Bibliography:

This is organised alphabetically by surname of author(s):

Gilbert, P. (2000) *Overcoming Depression*, Constable & Robinson, London

Greenberger, D & Padesky, C. (1996) *Mind over Mood*, Guilford Press, New York

Where you have used an article from a journal:

Neenan, M & Palmer, S, 'A Cognitive Behavioural Approach to Tackling Stress' *Counselling* 9(4)

Where you have used a website:

When you use sources of information and ideas from the Internet in your studies, make sure you avoid plagiarising the work of others by following these simple rules:

When citing information in a Website you should include the following information:

Citation order:

- Title (underline or use italics)
- Full URL: http: // internet address
- Date visited [in square brackets]

For example:

Ethical Framework for Good Practice: British Association for Counselling and Psychotherapy

URL: <http://www.bacp.co.uk> [accessed June 2005]

URL (Uniform Resource Locator): The unique address used to locate pages, sites and other resources on the Internet. Given such an address, the reference can easily be located.

With most browsers, (*the software that enables your computer to use the internet*) the URL of the document you are viewing is given in a window at the top of the screen. Sometimes the URL may be too long to be completely visible in the window. In such cases, you can click on the address in the window to produce a cursor and use the cursor keys to move to the end of the address. Normally, if a web page is printed, the URL is provided at the bottom of the page along with the date. This is probably the most fail-safe method of finding the full URL address.

Study Skills and Academic Writing Guides

Sanders, P.	1998	<i>Step in to Study Counselling</i> A student's guide to learning counselling and tackling course assignments (2 nd Edition) PCCS Books, Ross on Wye
Buzan, T.	1988	<i>Use Your Head</i> , BBC Books, London
Cottrell, S.	2003	<i>The Study Skills Handbook</i> , Palgrave Macmillan Study Guides, Basingstoke
Northedge, A.	1990	<i>The Good Study Guide</i> , OUP, Milton Keynes
Peck, J. & Coyle, M.	1999	<i>The Student's Guide to Writing</i> , Palgrave Macmillan Study Guides, Basingstoke
Rose, J.	2001	<i>The Mature Student's Guide to Writing</i> , Palgrave Macmillan Study Guides, Basingstoke

Progression

Students who complete the Post-graduate Certificate in CBT Skills have a number of progression routes available to them. These include the Post-graduate Certificate in Continuing Professional Development: Counselling Skills also offered by Continuing Education.

Some students may wish to continue their studies to gain a Diploma in CBT. Your Course Director will be able to advise you on progression routes and opportunities. Additional guidance and advice can be sought from Martin Langsdon, Academic Director for Counselling Skills and Continuing Professional Development in Continuing Education. Telephone **01603 593011** or email m.langsdon@uea.ac.uk

Some Useful Reminders

Do

- Hand in TWO copies of your coursework.
- Ensure that your student number (not your name) is clearly printed on coursework.
- Submit your coursework with a completed and signed assignment front sheet attached.
- Ensure that you adhere to the word limits requested for each assignment.
- Contact your Course Director in advance if you think you may need an extension for submission of coursework.
- Inform us of any change of address, e mail address or telephone number. Telephone **01603 591614** or email: cce_efb.hub@uea.ac.uk
- Call the Continuing Education Office if you would like to discuss a matter that cannot be resolved by your tutor or Course Director. The Centre's Helpline is **01603 591614**

Don't

- Hand in coursework in bulky folders, lever arch files or in comb bound form (unless specifically requested to do so by your Course Director). Simply staple each piece of coursework in the top left corner.
- Let problems or concerns build up – discuss them with your Course Director at the earliest opportunity. Most problems can be overcome!
- Forget to submit TWO copies of coursework!

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