

**CERTIFICATE IN
CONTINUING EDUCATION:**

**Cognitive Behavioural Therapy
Skills**

HANDBOOK

Continuing Education
Learning & Teaching
Services Hub
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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.

CERTIFICATE IN CONTINUING EDUCATION:

Cognitive Behavioural Therapy Skills

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Aims and Objectives

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. This course gives participants:

- A clear understanding of the theoretical model informing the Cognitive Behavioural Approach
- Familiarity with a range of techniques used in CBT and their rationale
- An understanding of the conditions necessary for a supportive and collaborative helping relationship
- Opportunities to practice and develop the use of CBT skills and techniques
- An understanding of the use of behavioural experiments
- An understanding of the use of the Cognitive Behavioural approach in a variety of settings
- A useful foundation for professional therapist training at Diploma level

The practical nature of the course should be emphasised; its aim is to develop attitudes, self-awareness and skills built on a sound theoretical knowledge base.

Learning Outcomes

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

- Give a clear explanation of the CBT model
- Demonstrate the use of a range of techniques used in CBT
- Explain the rationale behind the techniques they have used
- Demonstrate the ability to create a supportive and collaborative helping relationship
- Demonstrate an understanding of the use of behavioural experiments
- Plan and evaluate a behavioural experiment
- Explain the application of the Cognitive Behavioural approach to their own work environment
- Reflect on and critically evaluate their CBT skills practice

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 into their current role in counselling, health, social care, probation and allied professions. This course provides a useful foundation for anyone wanting to go on to train as a CBT therapist at Diploma level.

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:

- Class presentations of an audio taped demonstration of CBT skills practice followed by peer and tutor feedback and discussion.
- Three theory essays (2000 words each)
- Self assessment (2000 words)

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

Course Content: the Core Modules

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:

- Successfully complete all the required assignments
- 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.

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 (i.e. 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/ethical_framework/ [accessed June 2010]

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 Certificate in Continuing Education: CBT Skills have a number of progression routes available to them. These include the Certificate in 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 your coursework.
- Submit your coursework with a completed and signed assignment front sheet attached.
- Ensure that you adhere to the word limits imposed 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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