

UEA Doctorate in Clinical Psychology

COGNITIVE BEHAVIOUR THERAPY 1 (CBT 1)

Module Leads: Dr. Gemma Ridel and Dr. Imogen Rushworth
2019 Cohort

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Aims and Learning Objectives of Module

This module will begin by covering the fundamental clinical competencies of CBT. The aims of the module are for trainees to develop an understanding of the theoretical basis for CBT, skills in conducting CBT assessments, constructing CBT formulations and applying CBT techniques and interventions. They will understand the application of CBT to specific psychological disorders/problems. Within these problem specific teaching sessions, there will be a focus on a particular skill or competency (e.g. guided discovery; behavioural experiments). They will develop the ability to evaluate outcome of CBT work. There will be specific focus on CBT with adults and CBT with older people, reflecting the placement structure in year 1.

The teaching will progressively build trainees' knowledge and understanding of CBT theory and practice. By the end of the module trainees will be introduced to advances in the theory, models and practice of CBT.

Assessment:

To achieve this, the objectives of the module are to provide teaching on:

- Appropriate assessment methods and techniques within CBT.
- Understanding theory and evidence base relating to these CBT assessment techniques.

Formulation

To achieve this, the objectives of the module are to provide teaching on:

- Understanding the theory and evidence base for CBT models of formulation.
- Skills in collaboratively developing CBT formulations using the outcomes of assessment, drawing on theory, research, and specific CBT models.
- Skills in using knowledge of biology, development, social, cultural, and neuropsychological processes across the lifespan to facilitate adaptation of specific CBT formulations to individuals, groups, families, organisations, and communities.
- Skills in collaboratively using CBT formulations to guide specific and appropriate management plans including the setting of timescales within the CBT model.
- Skills in developing a formulation through a shared understanding in a way that is accessible and helps the client better understand their experience.

Intervention

The objectives of the module are to provide teaching on:

- Understanding specific CBT techniques and processes as applied when working with a range of individuals in distress.
- Understanding the theory, professional guidelines, and evidence base in relation to CBT techniques.
- Understanding how to select CBT techniques collaboratively to meet the needs of an individual, groups or communities

- Conducting CBT in a way that promotes recovery of personal and social functioning as informed by service user values and goals.

Evaluation and Outcome Monitoring

The objectives of the module are to provide teaching on:

- Reviewing the ongoing effectiveness of CBT through monitoring of processes and outcomes, across multiple dimensions of functioning, in relation to recovery, values and goals and as informed by service user feedback as well as clinical indicators so that formulations and intervention can be modified/revised accordingly (Professional Responsibility)
- Building critical evaluation skills in relation to the evidence base and practice in CBT (Reflective Practice).

- Recognising when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to the clients and carers.

NB: We aim to deliver the CBT modules in line with the Roth and Pilling Competency framework

<http://www.ucl.ac.uk/clinical-psychology/competency-maps/cbt-map>

and the BABCP core curriculum

<http://www.babcp.com/files/Accreditation/Course/Appendix-6-BABCP-Core-Curriculum.pdf>

Where this module fits in:



The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the HCPC (2015) standards:

2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practice in a non-discriminatory manner
8. Be able to communicate effectively
9. Be able to work appropriately with others
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice

The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the BPS Competencies:

1. Generalizable meta-competencies
2. Psychological Assessment
3. Psychological Formulation
4. Psychological Intervention
5. Evaluation
6. Research
7. Personal and professional skills and values
8. Communication and teaching

CBT1 TEACHING SESSIONS

HOURS ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3	Basics of CBT	<p>Assessment, Formulation, Intervention & Evaluation</p> <p>Trainees will learn about the theoretical concepts, evidence base, and evaluation of CBT through:</p> <ul style="list-style-type: none"> • Introduction to the theoretical principles & practices of CBT • Introduction to the evidence base for CBT • CBT Agenda setting and structuring sessions • Goal Setting and Tracking Outcomes • Plan and review practice assignments (homework) • Ending and relapse planning • Awareness of CTSR
3	Introduction to Behaviour Therapy and Introduction to Applied Relaxation	<ul style="list-style-type: none"> • Revision of learning theory: Classical and operant conditioning; social learning theory • Introduction to behaviour therapy, with the example of Functional Analysis: A,B,Cs • Applied Relaxation <ul style="list-style-type: none"> ○ Engagement ○ Intervention
3	<p>Beckian Approach for Depression and working with cognitions.</p> <p>Key skill: Guided Discovery</p>	<ul style="list-style-type: none"> • CBT Formulation (case conceptualisation) for Major Depressive Disorder • Key characteristics of CBT – levels of Cognition • Using thought records • Detect, examine and reality test automatic thoughts/ images • Elicit key cognitions/ images • Guided discovery and Socratic questioning • Identify and help modify assumptions, attitudes and rules
3	Working at Core Belief Level	<p>Ability to identify and help client modify core beliefs</p> <ul style="list-style-type: none"> • Identifying beliefs <ul style="list-style-type: none"> ○ Downward arrow

		<ul style="list-style-type: none"> ○ How to present core beliefs to the client ● Modifying beliefs <ul style="list-style-type: none"> ○ Using standard techniques (e.g. Behavioural experiments, Socratic questioning) ○ Additional techniques (e.g. core belief worksheet, restructuring early memories)
3	<p>CBT for Specific Phobias.</p> <p>Key skill: Goal Setting</p>	<ul style="list-style-type: none"> ● Craske ● Assessment ● Goal setting ● Intervention <ul style="list-style-type: none"> ○ Cognitive restructuring ○ Exposure ○ Blood and injury phobia and applied tension
6	<p>CBT for Panic: Theory, presentation, assessment and intervention.</p> <p>Key skill: Behavioural Experiments</p>	<p>Assessment, Formulation, Intervention, and Evaluation</p> <p><i>Trainees will learn about the theoretical concepts and CBT approach to panic through teaching on:</i></p> <ul style="list-style-type: none"> ● <i>Understanding diagnostic features of panic disorder</i> ● <i>CBT model of panic disorder (Clark, 1986)</i> ● <i>Assessment and Measures (including panic diaries and mood diaries)</i> ● <i>Safety seeking behaviours</i> ● <i>Misinterpretation of sensations and hypervigilance</i> ● <i>Cognitive Interventions – identifying and re-evaluating unhelpful thoughts, strategies for working with unhelpful thoughts</i> ● <i>Exposure and behavioural experiments</i> ● <i>Formulate client presentations of panic</i> ● <i>Relapse prevention</i>
6	<p>Behavioural Activation as applied to Depression and</p>	<p>Assessment, Formulation, Intervention, and Evaluation</p> <p>Trainees will learn about the theoretical concepts and CBT approach to depression through teaching on:</p>

	Activity Monitoring and Scheduling.	<ul style="list-style-type: none"> • Behavioural Activation (Martel, Addis & Jacobson model) • Activity Monitoring and Scheduling
3	CBT for Generalised Anxiety Disorder. Key skill: Worry records.	Assessment, Formulation, Intervention, and Evaluation Trainees will learn about the theoretical concepts and CBT approach to GAD through teaching on: <ul style="list-style-type: none"> - The diagnostic features of GAD - Assessment & Measures (including worry records) - CBT model of GAD (Wells, 1995) - Intervention strategies for GAD (including advantages-disadvantages analysis, behavioural experiments, modifying beliefs about worry) Self-directed learning reference to other CBT models – Dugas and Borkovec
6	CBT with Older People	<ul style="list-style-type: none"> • Fundamentals of CBT with older people • The evidence base of CBT for late life depression and anxiety • How CBT approaches are different when working with Older People • Age-Appropriate CBT with older people
1	BABCP accreditation information	Awareness of BABCP accreditation and Q&A
3	Psychosis: CBT interventions	Trainees will learn about the theoretical concepts and CBT approach to Psychosis through teaching on: <ul style="list-style-type: none"> • The evidence base for psychological interventions in psychosis and key research studies informing theoretical developments • Psychological models to formulate case examples at different stages of the psychosis continuum • Specific engagement skills relevant to psychosis and the theoretical rationale for these • Psychological interventions for people with psychosis
3	Introduction to Mindfulness	Intervention and Evaluation Trainees will learn about the Mindfulness techniques within CBT through teaching on : <ul style="list-style-type: none"> • The concept of mindfulness and how it can be applied in our clinical work. • The obstacles to using mindfulness with clients (and to practising it ourselves). • When mindfulness approaches and techniques may be indicated (and contraindicated). • Broader uses of Mindfulness with health and education

3	CBT for Bipolar	<ul style="list-style-type: none"> • The bipolar spectrum • Management and treatment of bipolar disorder • Lam et al. (2010) <ul style="list-style-type: none"> ○ Psychoeducation using diathesis-stress model ○ CBT skills ○ Routine and sleep ○ Long-term vulnerabilities
6	CBT for Obsessive Compulsive Disorder. Key skill: Exposure	Assessment, Formulation, Intervention, and Evaluation Trainees will learn about the theoretical concepts and CBT approach to OCD through teaching on : <ul style="list-style-type: none"> - The diagnostic features of OCD - Assessment & Measures - CBT models of OCD (Salkovskis, Stekatee/ Kozac & Foa models) - Intervention strategies for OCD - Exposure (in vivo and imaginal) - Response Prevention - Relapse Prevention
6	CBT for Social Anxiety Disorder. Key skill: Working with Safety Behaviours	Assessment, Formulation, Intervention, and Evaluation Trainees will learn about the theoretical concepts and CBT approach to social anxiety through teaching on : <ul style="list-style-type: none"> - Assessment and Measures - Psychological models and theories - Clarke & Wells models of Social Phobia – reference to Heimberg model - Overview of treatment - Attention training - Imagery rescripting - Identifying, understanding and working with safety behaviours

6	<p>CBT for Post-Traumatic Stress Disorder.</p> <p>Key skill: Reliving and Imagery</p>	<p>Assessment, Formulation, Intervention, and Evaluation</p> <p>Trainees will learn about the theoretical concepts and CBT approach to PTSD through teaching on :</p> <ul style="list-style-type: none"> - The diagnostic features of PTSD - Assessment & Measures - CBT models of trauma (including Ehlers & Clark’s model) – reference other models – Resick model, Foa/ Rothbaum model - Intervention strategies for PTSD (including imaginal reliving and updating hotspots)
6	<p>CBT for Eating Disorders – Key skill: homework setting</p>	<ul style="list-style-type: none"> - To present the key characteristics and symptoms associated with a range of eating disorder presentations - To introduce assessment tools and NICE guidelines - To consider theoretical approaches and evidence based practice to work with this presentation - CBT for eating disorders - Using homework in CBT - To consider eating disorders across the lifespan

References:

General Texts

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(Generic CBT competencies are available from:

<http://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/cognitive-and-behavioural-therapy>)

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