

UEA Doctorate in Clinical Psychology

# COGNITIVE BEHAVIOUR THERAPY 2 (CBT 2)

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2018 Cohort

**Module:** COGNITIVE BEHAVIOUR THERAPY 2  
**Module Lead:** Dr. Gemma Ridel

### **Aims and Learning Objectives of the Module**

This module will build on from CBT 1 to develop trainees' knowledge and skills in CBT theory and practice. There will be a specific focus on CBT for children and parents, and CBT for people with learning disabilities, reflecting the placement structure in year 2.

By the end of the module trainees will be introduced to advances in the theory, models and practice of CBT, including third wave approaches such as Acceptance and Commitment therapy and Compassion focused therapy.

#### **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:**

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
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
11. Be able to reflect on and review practice
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
7. Personal and professional skills and values
8. Communication and teaching
9. Organisational and systemic influence and leadership

## CBT2 TEACHING SESSIONS

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3 hours	CBT for people with learning disabilities	<p><b>Formulation, Intervention, and Evaluation</b></p> <p>Trainees will learn about the application of CBT to work with people with learning disabilities through teaching on :</p> <ul style="list-style-type: none"> <li>- Evidence base</li> <li>- Why and when to use CBT with this population</li> <li>- Considerations &amp; Adaptations for this client group</li> <li>- Specific models</li> </ul>
3 hours	CBT with children	<p><b>Assessment, Formulation, Intervention, and Evaluation:</b></p> <p>Trainees will learn about the application of CBT to work with children through teaching on :</p> <ul style="list-style-type: none"> <li>- Evidence base for CBT for CYP</li> <li>- Adapting for developmental needs, ability level, being creative</li> <li>- Skills practice: adapting for developmental needs and/or planning creative treatment plans</li> </ul>
3 hours	CBT with parents	<p><b>Assessment, Formulation, Intervention, and Evaluation:</b></p> <p>Trainees will develop and advance CBT techniques through teaching and practice on working with parents in the application of CBT. This will include teaching on:</p> <ul style="list-style-type: none"> <li>- Evidence base for CBT with Parents</li> <li>- Systemic CBT Family interventions</li> </ul>
6 hours	Introduction to Acceptance and commitment therapy	<ul style="list-style-type: none"> <li>- Summarise the behaviour theories underlying Acceptance and Commitment Therapy (ACT)</li> <li>- Discuss the evidence based for ACT for different types of mental health conditions</li> <li>- Explain psychological suffering using six components of the psychological inflexibility mode</li> <li>- Use one or two mindfulness and defusion exercises to increase the clients' present moment awareness and acceptance</li> <li>- Use an exercise to identify the clients' core values and committed actions</li> </ul>

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3 hours	Supervision and consultation using a CBT model	<p><b>Intervention and Evaluation</b></p> <p>Trainees will develop and advance CBT techniques through teaching and practice on the use of CBT within supervision and consultation. This will include teaching on:</p> <ul style="list-style-type: none"> <li>- The cognitive model as used in supervision and consultation</li> <li>- The difference between supervision and consultation in a clinical setting</li> <li>- Practice of the Socratic approach to helping others practice (pairs exercise)</li> <li>- Freeston model</li> <li>- Dilemmas</li> </ul>
1 hour	BABCP accreditation info	<p><b>Refresher and Q&amp;A on BABCP accreditation</b></p>
6 hours	CBT for Low Self Esteem	<p><b>Assessment, Formulation, Intervention, and Evaluation</b></p> <p>Trainees will develop and advance CBT skills through teaching on advanced trans-diagnostic models of CBT, including:</p> <ul style="list-style-type: none"> <li>- Characteristics of low self-esteem</li> <li>- Assessment and Measures</li> <li>- CBT model of self-esteem (Fennell, 1997)</li> <li>- Intervention strategies for low self-esteem (including positive qualities surveys, positive data logs, continuum techniques), with reference to how to tackle deeper levels of cognition (including historical review of core beliefs, bi-directional continua, prejudice model)</li> <li>- Skills practice: continuum technique</li> </ul>
6 hours	CBT for health anxiety	<ul style="list-style-type: none"> <li>- Phenomenology</li> <li>- Review cognitive behavioural model and treatment (Furer/ Salkovskis)</li> <li>- Misinterpretation of symptoms</li> <li>- Checking, reassurance seeking, avoidance</li> <li>- Exposure skills (interoceptive and imaginal)</li> </ul>

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6 hours	Compassion focussed therapy	<ul style="list-style-type: none"> <li>- Understanding the philosophical underpinnings of CFT including the evolutionary brain</li> <li>- Our three basic emotional regulation systems and the three circles model</li> <li>- Familiarity with formulating in a CFT way</li> <li>- Learn clinical skills which work in the affiliative soothing system; including compassion focused imagery and different 'flows' of compassion</li> <li>- Explore how the fears, blocks and resistances to compassion can be an important part of working in a CFT perspective</li> <li>- Understanding concept of multiple selves, with clinically related skills of chair work.</li> <li>- Utilise compassion focusing in a variety of common therapeutic interventions</li> </ul>
3 hours	Therapist drift and transdiagnostic approaches to CBT	<ul style="list-style-type: none"> <li>- What is therapist drift?</li> <li>- How to deal with our therapy interfering behaviours?</li> <li>- How do we approach transdiagnostic models in the context of an evidence-based culture?</li> </ul>

## References:

- Creswell, C, Parkinson, M., Thirlwall, K. & Willetts, L. (2016). *Parent-Led CBT for Child Anxiety: Helping Parents Help Their Kids*. Guilford Press
- Friedberg, R.D. & McClure, J.M. (2015). *Clinical Practice of Cognitive Therapy with Children and Adolescents: The Nuts and Bolts*. New York, NY: Guilford Press.
- Fuggle, P, Dunsmuir, S., & Curry, V. (2012). *CBT with Children, Young People and Families*. London, UK: Sage
- Graham, P. and Reynolds, S. (2013). *Cognitive Behaviour Therapy for Children and Families*. Cambridge University Press.
- Kendall, P (2011). *Child and Adolescent Therapy: Cognitive Behavioural Procedures*. New York, NY: Guilford Press.
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- Stallard, P. (2002). *Think Good-Feel Good: A Cognitive Behaviour Therapy Workbook for Children and Young People*. Chichester, England: John Wiley & Sons.
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- Stenfert Kroese, B., Dagnan, D. & Loumidis, K. (Eds.) (1997). *Cognitive-Behaviour Therapy for People with Learning Disabilities*. London, UK: Routledge.
- Taylor, J. L., Lindsay, W. R., Hastings, R. P., Hatton, C. (Eds.) (2013). *Psychological therapies for adults with intellectual disabilities*. Chichester, England: John Wiley & Sons.