



## **CBT course outline and objectives**

The course is half time for one academic year and involves three block weeks of teaching plus optional monthly audio-conferences, and supervised practice in their workplace. Students are required to complete three written case histories with CBT conceptualisations and treatment plans, along with recordings of them working with the client on whom the case history is based. This is assessed using the Cognitive Therapy Scale (Revised). Students meet regularly with their supervisors, who are clinical psychologists based in their workplace.

The course is an introduction to CBT, intended to teach the basic theory and strategies to a basic level of competence, i.e. able to work, under supervision by a clinical psychologist, with easier to treat anxiety disorders, and depression, with some knowledge of working with people with psychosis and alcohol and drug problems. The teaching covers:

- Assessment, conceptualisation and treatment of depression; This includes the use of the five part model, and a range of strategies such as socratic questioning, activity scheduling, thought records, behavioural experiments, problem solving, assertiveness training and relaxation training.
- Assessment, conceptualisation and treatment of anxiety disorders.(Panic disorder with & without agoraphobia, Generalised Anxiety Disorder and Social Anxiety Disorder).
- Applications of CBT in a bicultural context.
- Assessment, conceptualisation and treatment of substance use disorders.This includes Motivational interviewing as well as a cognitive behavioural approach to substance use disorders.
- Assessment, conceptualisation and treatment of psychotic disorders. This includes engagement strategies, coping strategy enhancement, medication adherence and an overview of working with delusions

**Course objectives for students:**

- To develop a coherent psychological framework to underpin the application of CBT
- To provide a historical context for CBT, including models of learning and cognitive psychology
- To explain and practice the range of methods of assessment used in CBT
- To explain and practice the range of intervention strategies used in CBT
- To explain, differentiate, and practice formulation and CBT conceptualisation
- To develop and practice the core therapeutic skills of CBT through feedback from role plays and videos
- To teach the CBT models, assessment and interventions for depression, GAD, social phobia, panic disorder and agoraphobia, substance abuse and psychosis
- To model the CBT collaborative, structured process in the course of the teaching
- To be responsive to student feedback on teaching
- To facilitate supportive group environment to maximise participation and learning
- To provide appropriate teaching regarding bicultural considerations in assessing, conceptualising and treating clients
- To provide examples of CBT in action through videos and lecturer role plays
- To give specific, detailed & constructive feedback on assignments
- To use a variety of teaching methods
- To provide relevant supplementary reading materials
- To ensure that all students have regular, effective supervision by a clinical psychologist
- To maintain regular supportive contact with supervisors