

CBT Stage 3

Competencies for effective practice of CBT

Covered in Overview	Covered in Detail	Delegate capable of practising		
<p>GENERIC THERAPEUTIC COMPETENCES</p> <ul style="list-style-type: none"> Knowledge and understanding of mental health problems Knowledge of, and ability to operate within professional and ethical guidelines Knowledge of a model of therapy, and the ability to understand and employ the model in practice Ability to engage a client Ability to foster and maintain a good therapeutic alliance, and to grasp the client's perspective and 'world view' Ability to deal with emotional content of sessions Ability to manage endings Ability to undertake generic assessment (relevant history and identifying suitability for intervention) Ability to make use of supervision 	<p>BASIC CBT COMPETENCES</p> <ul style="list-style-type: none"> Knowledge of basic principals of CBT and rationale for treatment Knowledge of common cognitive biases relevant to CBT Knowledge of the role of safety seeking behaviours Ability to explain and demonstrate rationale for CBT to client Ability to agree goals for the intervention Ability to structure sessions Sharing responsibility for session structure and content Ability to adhere to an agreed agenda Ability to plan and review practice assignments Using summaries and feedback to structure the session Ability to use measures and self monitoring to guide therapy and to monitor the outcome Ability to devise a maintenance cycle and use this to set targets Problem solving Ability to end therapy in a planned manner, and to plan for long-term maintenance of gains after treatment 	<p>SPECIFIC BEHAVIOURAL AND COGNITIVE THERAPY</p> <ul style="list-style-type: none"> Exposure techniques Applied relaxation and applied tension Activity monitoring and scheduling Guided discovery and Socratic questioning Ability to use thought records Ability to identify and work with safety behaviours Ability to detect, examine and help client modify assumptions, attitudes and rules Ability to elicit key cognitions/images Ability to identify and help client modify assumptions, attitudes and rules Ability to identify and help client modify core beliefs Ability to employ imagery techniques Ability to plan and conduct behavioural experiments Ability to develop formulation and use this to develop treatment plan/case conceptualisation Ability to understand client's inner world and response to therapy 	<p>PROBLEM SPECIFIC COMPETENCES</p> <ul style="list-style-type: none"> Specific phobias Social phobia - Heimberg Social phobia - Clark Panic disorder (with or without agoraphobia) - Clark Panic disorder (with or without agoraphobia) - Barlow OCD - Steketee OCD - Kozak GAD - Borkovec GAD - Dugas/Ladouceur GAD - Zinbarg/Craske/Barlow PTSD - Foa & Rothbaum PTSD - Resick PTSD - Ehlers Depression - High intensity interventions: Cognitive therapy - Beck Behavioural activation - Jacobson Depression - Low intensity interventions: Behavioural activation Guided CBT self help 	<p>METACOMPETENCES</p> <ul style="list-style-type: none"> Generic metacompetences Capacity to use clinical judgement when implementing treatment models Capacity to adapt interventions in response to client feedback Capacity to use and respond to humour CBT specific metacompetences Capacity to implement CBT in a manner consonant with its underlying philosophy Capacity to formulate and to apply CBT models to the individual client Capacity to select and apply most appropriate BT & CBT method Capacity to structure sessions and maintain appropriate pacing Capacity to manage obstacles to CBT therapy

Course equivalency with Stepped Care Model of Health Care Delivery

