



Handbook

Cognitive Behavioural Therapy Theory

Distance Learning

Albert Ellis Module

"..People are disturbed not by things but by the views they take of them.."

Epictetus

Contents

Course information	3
Learning aims and outcomes	5
Learning activities	6
Recommended reading	7
Course assessments	9
Professional codes and guidelines	10
Reflective diary guidelines	12
Course evaluation	16

Course Information

Welcome to the Cognitive Behavioural Therapy (Theory) Course Distance Learning. The CCBT is a London based training college established to train adult learners, therapists, hypnotherapists and health-care professionals in the theory, practice, ethics and therapeutic applications of cognitive behavioural therapies.

It is our aim to impart knowledge, clinical and professional training to the highest standard. We encourage personal development as one of the significant factors to becoming an effective therapist. We train practitioners to work ethically and with integrity and to promote and advance cognitive behavioural therapies and their integration with other models of psychotherapy. Our goal is to produce confident and creative therapists who have the clinical skills and resources to work professionally and to make psychological health accessible and easy to apply.

Cognitive behaviour therapies are becoming more and more recognised by clinicians as being at the cutting edge of therapy due to the wealth of empirical research carried out on them. This effective and active-directed process is based on the philosophy that people are not "disturbed" by events, but by the view they hold about those events.

It aims to treat a variety of emotional, and psychosomatic conditions, as well as being a working philosophy on life and personal development. This process will train you to deal safely, confidently and effectively with the enormous variety of presenting symptoms – physical, emotional or psychological.

Student Handbook

Our Distance Learning Programme is to enable those students who are unable to access our practice based courses to access our training in Cognitive Behaviour Therapy.

A Certificate in Cognitive Behavior Therapy (Theory) Distance Learning Albert Ellis Module is awarded on completion of the course.

College of Cognitive Behavioural Therapies Ltd (CCBT)

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Learning Aims and Outcomes

Aims

Develop an understanding about CBT and the some of its basic principles.

Understand the REBT process and assessment

Learning Outcomes

Explain the REBT model and its process.

Develop basic skills in counselling and assessment.

Gather information to inform case formulation in REBT.

Reflect on your personal development by applying CBT.

Learning activities

Emphasis is placed on your personal development by applying the CBT theoretical skills to yourself. Your workbook is provided for your own use and include specific topic references for further reading / study.

Self assessment questions (SAQ) are provided for each related specific topic. You are expected to assess your own learning using these questions.

Tutorials

Tutorials are available if desired but are not mandatory. They can be arranged by contacting us at admin@cbttherapies.org.uk directly, these can be held in person or by Skype. The cost of individual tutorials is £110.

Reflection

Reflection is an important part of your development. You will be expected to write reflectively on your learning by means of a personal development journal that will be part of your final assessment and submitted when you have completed the course. A minimum of 500 words and a maximum of 1000 words for the reflective diary submission. There is a guide for reflective in this handbook.

Independent studies

Throughout the course you are encouraged to undertake independent study to include background and further reading to the course topics.

Recommended Reading

Dryden W (1995c) Brief Rational Emotive Behaviour Therapy John Wiley and Sons Ltd

Ellis A (1962) Reason and Emotion in Psychotherapy Lyle Stuart

Joseph, A, Chapman, M (2013) Visual CBT. Capstone

Joseph, A. (2009) Cognitive behaviour therapy: your route out of perfectionism, self sabotage and other everyday habits. Capstone

Extended reading - recommended texts

Dryden W (1995c) Brief Rational Emotive Behaviour Therapy John Wiley and Sons Ltd

Ellis A (1988) How to Stubbornly Refuse to Make Yourself Miserable About Anything - Yes, Anything! Lyle and Stuart

Irvine, WB. (2009) A Guide to the Good Life, The Ancient Art of Stoic Joy, Oxford Press.

Robertson, D. (2010) The Philosophy of Cognitive Behavioural Therapy (CBT), Stoic Philosophy as Rational and Cognitive Psychotherapy, Karnac, London.

Materials provided

Course Handbook

Course Workbook

Useful Internet sites

www.cbttherapies.org.uk

www.psychologynet.org

www.bacp.co.uk

www.babcp.org.uk

www.bps.org.uk

www.albertellisinstitute.com

Course Assessments

A student must complete and submit the following:

SAQ's at the end of your workbook

Personal Reflective Journal

Professional codes and guidelines

These are a valuable source of ethical information. Your first point of reference The **British Association for Counselling and Psychotherapy** (BACP) state 'counselling involves a deliberately undertaken contract with clearly agreed boundaries and commitment to privacy and confidentiality. It requires explicit and informed agreement'.

You can obtain a copy of the BACP Ethical framework for Counsellors. You can get a free copy on the Internet www.bacp.co.uk or purchase a copy by calling 01788 578 328.

Supervision – clinical

It is strongly advised that regular clinical supervision is undertaken if you are in practice. Regular and monthly clinical supervision assists the practitioner to learn from his experience and develop expertise, as well as ensuring provision of a good service to the client.

Supervision is a vital part of your professional development. There are two main types of supervision and most practicing therapists will combine the two. The first is Peer Group Supervision where you regularly meet with a mixed experience group of people who have trained in the same disciplines as yourself to discuss cases. The second is clinical supervision with a suitably experienced supervisor. It is essential that you have regular clinical supervision when you are seeing clients. It is advisable to have supervision a minimum of once every 6 weeks depending on your case load. Our tutors offer this by individual arrangement, please email us at admin@cbttherapies.org.uk.

Clinical practice

Working ethically means you only work to your current level of competency. If you are unsure of your own level of competency then please take this issue to clinical supervision.

Reflective Diary Guidelines

These guidelines acknowledge the difficulty students have in keeping a reflective diary. The guidelines are intended to help students get started, please note they are only guidelines and do not need strict adherence to if you already have a satisfactory method. **Your reflection must be typed.**

1. Use an A4 notebook and divide each page.
2. Use the model of structured reflection to help you reflect. The model was developed from analysis of the process of guiding reflection as a means to overcome the technical difficulty of reflection. The model of structured reflection is a comprehensive set of cue questions to aid reflection.
3. Write a description of the experience in the left hand column and the reflection on the experience in the right hand column. The logic of this advice is that it enables easier reference than writing the reflection as a continuation of the description.
4. Where possible write up the account of the experience the same day. This is to help recall of the event as it was. It is not necessary to use the model of structured reflection to structure the description.
5. Use actual dialogue from situations – this enables a more vivid picture of the experience to be captured and provides rich data for reflection and learning.

Student Handbook

6. It is natural to focus on experiences that are problematic in some way and cause concern. These are the type of experience that project themselves through habitual ways of thinking and practice. However, try and balance problematic experiences with satisfying experiences.

Ask yourself "What has been satisfying today?" and reflect on that. In this way you can perceive strengths as well as weaknesses in self and others.

7. Besides the focus on either problematic or satisfying experiences, try and challenge yourself to confront some that are taken for granted. Ask yourself "Why do I do that?"
8. Always endeavour to be open and honest with yourself. Find the authentic you in your writing. If not you are only deceiving yourself.

Model for Structured Reflection

Reflective learners consider, their motivation, their attitudes and ideas and any changes in these. They reflect on the skills needed for the different components of study and learning, and what if anything is blocking that learning and finally any gaps in knowledge and skills and how ways can be developed to fill these.

The following cues are offered to help students access, make sense of and learn through experience.

1. Description

- a) Write a description of the experience
- b) What are the key areas within this description that I need to pay attention to?

2. Reflection

- a) What was I trying to achieve?
- b) What were the consequences of my actions
 - For the patient
 - For myself
 - For the people I work with (if relevant)
- c) How do I feel about this experience when it was happening?
- d) How did the patient feel about it?
- e) How do I know how the patient felt about it?

Student Handbook

3. Influencing factors

- a) What internal factors influenced my decision making and actions?
- b) What external factors influenced my decision making and actions?
- c) What sources of knowledge did or should have influenced my decision making and actions?

4. Alternative Strategies

- a) Could I have dealt better with the situation?
- b) What other choices did I have?
- c) What would be the consequences of these choices?

5. Learning

- a) How can I make sense of this experience in light of past experience and future practice?
- b) How do I now feel about this experience?
- c) Have I taken effective action to support myself and others as a result of this experience?
- d) How has this experience changed my ways of knowing in practice?
- e) How did my actions match my beliefs?
- f) What factors were influencing me?
- g) How did I feel in this situation?

Course Evaluation

An evaluation form is part of your study pack and we appreciate your feedback.

In preparation for this, it is hope that you will reflect on the strengths and weaknesses of the course in advance of the session. The feedback from the course evaluation forms will enable us to maintain standards, improve the student experience and continue to develop the learning experience.

The course team will review the evaluation as part of the continuing development of the learning experience, evaluating and assuring quality of content, teaching methods and outcomes related to student needs.