

Norfolk and Suffolk Foundation Trust (NSFT)

2018-19 Practitioner training in Cognitive Analytic Therapy

Accredited by the

ASSOCIATION FOR COGNITIVE ANALYTIC THERAPY (ACAT)

COURSE HANDBOOK

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1. Introduction to CAT Practitioner Training

- 1.1. CAT Practitioner Training aims to develop trainees' theoretical understanding of CAT together with the ability to use CAT skills within clinical work. Practitioner training is designed to be relevant to the needs of a diverse range of people working within the NHS and caring professions who wish to establish CAT as one of their core skills.
- 1.2. CAT Practitioner Training is also the first two years of academic and clinical training which contributes towards the four year CAT training to become a UKCP registered CAT Psychotherapist. On completion of Practitioner Training, trainees are eligible to apply for the CAT Psychotherapy Training (a further two years or more).
- 1.3. The CAT Practitioner Training aims to provide trainees with a diversity of CAT experience reflecting the richness of the CAT learning community. Through a structured, collaborative process the training hopes to facilitate the individuality, autonomy and capacity to learn and develop in each trainee whilst also recognising that the learning journey may be different for each individual. In this way the course seeks to embody the CAT principles in the way that the course is run, whilst also sustaining and recognising the tension between this collaborative approach and the requirement to meet deadlines, teach core theory and skills and adhere to a general structure to the course. This involves the active participation of both trainees and trainers in sustaining the tension between these different processes.
- 1.4. CAT training is conducted with an awareness of the importance of respect for difference in society, whether in terms of race, culture, gender, sexual orientation, age, class, disability, religion or politics. All trainees will be expected to hold this respect within the learning environment as well as with their fellow trainees, trainers, supervisors and patients.
- 1.5. The philosophy and values of this course emphasises the collaborative activity that CAT embodies. The course structure, content and process aims to engender a community of CAT trainees who can learn, experiment and play together, learning from each other as well as from the course staff. This will involve diverse experiences such as some didactic teaching, reading, seminars, experiential work focussing on personal exploration and development and experiential work focussing on CAT skills and their clinical application. The course will also offer opportunities for reflection about the training experience and process through a reflective group that meets at the end of each training day.

2. Essential Information about the course

- 2.1. The 2018-19 NSFT/ ACAT Practitioner training is based at the Hellesdon Hospital in Norwich and will run between January 2018 and December 2019. It is open to NSFT employees and external candidates.
- 2.2. Up to 16 trainees will commence year one in 2018 and up to 8 additional year two trainees will join year two in 2019. Graduates of foundation courses recognised by ACAT as equivalent to year one of Practitioner training can apply to join the second year to complete their training.

- 2.3. Supervision placements will be provided at no extra cost to NSFT employees joining the training within their work role. The organisers will endeavour to offer placements close to where trainees work or live but they may ultimately be in either Norfolk or Suffolk.
- 2.4. The cost of supervision is not included in the course fee for external candidates who will need to arrange weekly clinical supervision with a currently ACAT accredited supervisor independently.

3. Learning Outcomes for NSFT CAT Practitioner Training

- 3.1. Successful study on the course will equip graduates of the course with a range of CAT skills, including assessment skills, therapeutic skills using the CAT model and its tools, and the ability to flexibly apply CAT to a range of clients/patients, to their various presenting difficulties, and to the wider context within which they are seen. The course aims to provide trainees with a broad understanding of the theoretical and therapeutic contributions and challenges provided by other therapeutic approaches, and with a growing ability to engage in communication and debate of these issues. Trainees will be taught basic tenets and value of evidence-based practice, evaluation/audit and research literacy.
- 3.2. Trainees will be given an opportunity within a collaborative framework to develop their capacity for self-reflection as an individual and a therapist, which should contribute to an increased ability to handle uncertainty and conflict. This will include an enhanced understanding of personal motivations and 'procedures' that may draw trainees as an individual to therapeutic work, and the impact this and possible personal limitations could have on the therapeutic relationship.
- 3.3. By the end of the course, we expect trainees to have developed a sound professional sense of themselves as a CAT therapist. This will include the demonstration of a collaborative stance and of an ability to operate within a person's 'zone of proximal development', of self-reflective practice and the maintaining of a critical faculty. It will also involve being able to take personal responsibility for the ethical practice of CAT, for the practical and sustainable management of a CAT workload and for individual Continuing Professional Development.

These outcomes are formally listed and summarised in Appendix 1.

4. Admission Criteria

- 4.1. NSFT CAT Practitioner Training is focused upon recruiting NHS and other healthcare professionals to the course.
- 4.2. Applicants will generally be expected to be a member of a healthcare profession and to have had prior experience and/or training in counselling skills. Applicants will also be expected to be currently working within a clinical setting.
- 4.3. Applicants without a health-care profession may be considered if they can demonstrate evidence of equivalent experience through a mixture of the following elements: attendance at a CAT introductory weekend or

introductory lecture course, supervised clinical experience, theoretical teaching gained from other counselling / psychotherapy training courses, experience of working within a mental health setting, experience of personal psychotherapy.

- 4.4. The course is relevant to individuals who wish to use the Practitioner Training as a basis from which to apply for further training as a CAT Psychotherapist and registration as a CAT Psychotherapist with the United Kingdom Council for Psychotherapy (UKCP). This involves further selection procedures and two additional years of training on completion of the Practitioner Training.

5. Applications

- 5.1. Applications are by application form, C.V. and references. Successful applicants will be interviewed jointly by two interviewers.

6. Course duration and dates

- 6.1. The theoretical and experiential aspects of the training will take place between January 2018 and December 2019.
- 6.2. Clinical work will be a minimum of 2 years duration. Trainees are expected to be in clinical practice for the entire duration of the course. **In most cases clinical work may continue beyond two years in order to meet course requirements.**
- 6.3. Trainees attend weekly clinical supervision groups with an Accredited CAT Supervisor for the entire duration of the course until their clinical work is completed. This may take longer than two years.

7. Overview of Training Syllabus

The course provides a cohesive package of academic study, with interdependent components of clinical experience, formal and experiential learning. These components are structured within eight modules over two years to maximise the opportunity to link theory to practice in a subject specific context. We are retaining the module structure as developed for previous Sheffield Hallam University courses and used in later CAT East intakes. The eight modules are as follows, with 1-4 covered in year 1 and 5-8 in year 2.

1. CAT and its Theoretical Integration I: CAT's Model of the Self and Mental Health
2. CAT Principles of Practice I: Core Concepts, Skills, Activities and Tools
3. The Therapeutic Relationship I: Alliance, Transference/Counter-transference.
4. Professional development: Boundaries, Roles, Limits and Endings.
5. CAT and its Theoretical Integration II: Implications for CAT Theory & Practice
6. The CAT model of Complex Presentations
7. CAT Principles of Practice II: Integrating Techniques and Relational therapy; Specialist Applications
8. The Therapeutic Relationship II: Professional & Personal Development.

Curriculum Overview

Within the modular structure noted above, the teaching days over the eight modules/two years will focus on:

- CAT Principles of Practice
- CAT's model of the self and mental health
- Skills, activities & tools
- Contributing and contrasting theories
- Use of self
- Wider CAT applications
- Evidence based practice
- Competencies in CAT

8. Structure of Training Days

- 8.1. Training days will consist of a combination of preliminary reading, lecture presentations, small groups, experiential learning and case discussions. They will be led by the course trainers and specialist guest trainers. Course evaluation and feedback enable the continual review of the formal aspects of the course.
- 8.2. The training days will take place at the Marriott Centre, Hellesdon Hospital, Norwich. Each day will commence at 9.30 am with registration and conclude at 5.00 pm, with a break for lunch, morning and afternoon tea and coffee. Lunch is available from a canteen located in the hospital. A programme for each training day will be circulated prior to each day.
- 8.3. A full list of training dates and subjects is given as Appendix 2.

9. Seminars

- 9.1. The aim of the seminar groups is to support and extend the work of the training days and hold the continuity of the course content.
- 9.2. There is a 90-minute seminar at the end of each training day. Seminars will consist of small groups of trainees meeting with a seminar leader, who will facilitate a mixture of problem-based learning, self-reflection, discussion, experiential work and guided reading. As the course progresses the content of the seminars will move from structured to semi-structured format in recognition of the trainees' capacity to increasingly take more responsibility for directing their own learning process. When appropriate, choice of content will be offered and some seminars will be peer-led.
- 9.3. The seminar groups will be located at the Marriott Centre at Hellesdon Hospital at times to be arranged. The Course Director will meet regularly with the seminar leaders to plan and support the work of the seminars.

10. Tutorials

- 10.1. Tutorials are one-to-one, face-to-face meetings with a tutor for an hour and like the seminars they are a compulsory and essential element of the course.
- 10.2. Tutorials aim at helping each trainee identify, plan, foster and modify their personal learning process and deal with any problems that may arise.

They also enable each trainee to focus, evaluate and refocus upon the changing content of each module.

- 10.3. Each trainee will meet with their individual tutor once each term.
- 10.4. It is recognised that at times additional tutorials may become necessary on top of those within the course budget. These may be sought by individual trainees with their tutor through a private arrangement negotiated separately and in addition to course requirements.
- 10.5. The Course Director will maintain contact with the tutors to support them in their role and keep them in touch with the development of the course.
- 10.6. The roles of the tutor and seminar leaders should normally remain distinct and be held by different people for each trainee.

11. Work Mentor

- 11.1. Within institutions such as the NHS the current political, managerial and economic environment is not always supportive of further training initiatives. It is therefore suggested that individual trainees may like to seek a personal mentor within their own work setting who may or may not be familiar with CAT, who could offer some personal support and advocacy within their work setting. This would be an informal optional role to be set up by each trainee themselves and would not be a paid role from the course budget.

12. Role of Course External Moderator

- 12.1. The course's external moderator is an ACAT member with experience in training, usually based in another region. They are responsible for marking a selection of cases and assignments to assess the standard of work and the training. They are also responsible for 3rd marking when there is a substantial difference of opinion between two course markers. They will aim to visit the course once in the lifetime of a cohort to observe teaching and to receive feedback from trainees and other staff connected with the course. The course's external moderator can be approached at any stage by a trainee. They provide a report to the Training Committee on the effectiveness of the course and feedback on the moderation of assignments.

13. Course Reading

- 13.1. At the beginning of each term trainees will be given a list of reading appropriate to each term. This will include required reading to be discussed at the seminar groups and the training days, and associated background reading for personal interest. Trainees are responsible for ensuring they have sufficient time to read and digest the papers on the reading list during each term.

14. Supervised Clinical Work

- 14.1. Trainees are expected to take up clinical placements as soon as possible in September and should begin working with patients at the latest by the beginning of the course. All trainees will be expected to be on placement within an NHS setting for the duration of the course.

- 14.2. Supervision will be weekly for one and a half hours in groups, usually of three trainees, with an Accredited CAT Supervisor. Supervision needs to be a minimum of half an hour, for two cases, for each individual trainee. There will be a minimum of 40 supervision groups a year and trainees are expected to attend regularly.
- 14.3. Trainees are required to be in supervision until the completion of their clinical work. This will normally be a minimum of two years and may take longer.
- 14.4. The cost of supervision is **not** included in the fees for the course (see 'Essential information about the Course' - Section 2). CAT supervision is normally free in exchange for a clinical placement within an NHS Trust where CAT is established. It is normal practice that trainees who take up a clinical placement take on patients from within the Trust where they are being supervised.
- 14.5. Trainees will be expected to complete 8 full CAT therapies working with people with a range of different problems. Clinical including work should include a diversity of individuals and problems reflecting social, cultural, racial and sexual diversity as well as age and psychopathology. For some trainees working in specialist settings an additional placement may be required to ensure that for a minimum of two cases from the overall 8 are not from the trainees speciality. This is to ensure diversity of experience. This is discussed and at the discretion of the Course Director. Two cases are normally carried concurrently.
- 14.6. Cases will normally be completed to the point where goodbye letters are exchanged. Exceptions to this ACAT Examination Board recommendation must be agreed with the supervisor and course director. Only one drop out case from the overall 8 could be considered in this situation. It would also require the submission of a covering discussion statement of support to ACAT Exam Board from trainee, supervisor and course director.
- 14.7. Trainees will be required to complete a minimum of 8 supervised cases, and insofar as it possible, trainees will be encouraged to accumulate a broad clinical experience in terms of pathology, gender, age, ethnicity, socio-economic groups. Trainees will develop skills to practice 16 session CAT, but should also gain experience in variations of the time limit of 8 sessions and 24 sessions. The recommendation for accreditation is six 16 session cases, one 24 session case and one 8 session CAT, excluding follow-up sessions. All of the cases should include all three CAT Tools: Reformulation Letter, Sequential Diagrammatic Reformulation and the Goodbye Letter. The minimum clinical hours needed to complete Practitioner Training would be 128 hours, excluding follow-up sessions. Note the Clinical experience should also include some taped therapies, which will be linked to supervision and course assignments.
- 14.8. Trainees are required to complete a clinical supervision appraisal form at six-monthly intervals throughout the two years of the course. This is completed through collaborative discussion and review with your clinical supervisor retaining responsibility for the final comments that are sent to the Course Director.
- 14.9. The deadline for the submission of the clinical appraisals to the Course Administrator is 30th June and 30th December of each year. If clinical supervision extends beyond the end of the course clinical appraisals will continue to be required every six months. Whilst in theory it is possible to

complete the clinical requirements of this course within two years, most trainees find that it takes longer than this due to drop outs, holidays and other unforeseen circumstances. In most cases trainees continue supervised clinical work after the conclusion of the two taught years. Trainees may find this takes a further year.

15. Indemnity/Professional Malpractice Insurance

- 15.1. All trainees are strongly encouraged to take out personal indemnity insurance. In some Trusts this is a condition of being offered a placement.

16. Accreditation of Prior Learning

- 16.1. Where the trainee has already completed a full CAT therapy with a patient whilst being supervised weekly by an Accredited CAT Supervisor they may apply to accredit this experience as prior learning. This will have to be discussed and agreed with the course director in collaboration with the supervisor to identify what the trainee has learnt from this case. The maximum number of cases that can be accredited as prior learning is two. Trainees following this route will need to write up each case and submit it together with a statement signed by the supervisor of the case, which are then presented to ACAT Training Committee and Exam Board. Further details of this process are available from the Course Director.

17. Personal Psychotherapy

- 17.1. Personal psychotherapy is recognised as an essential part of the process of self-development necessary to becoming a CAT practitioner. Each trainee will undertake a minimum of a 16 -24 session weekly CAT which commences and ends during the course. **Unless there are exceptional circumstances this must be set up in the first year and concluded by the end of the training.**
- 17.2. Any further arrangements for ongoing CAT need to be set up at follow-up. This enables trainees to personally experience working within the time limited framework of CAT.
- 17.3. If a trainee is already in ongoing psychotherapy it will be necessary to negotiate a break from this in order to take up a personal experience of CAT. Normally it is not possible to attend two forms of psychotherapy simultaneously as this detracts from the experience of time-limited CAT. It is recognised that trainees need to consult with their existing psychotherapist about this course requirement and that in some cases the psychotherapist concerned may not wish for this to occur. The trainee will then be left with the choice of whether to take up the CAT training or to continue in their ongoing psychotherapy. This is a difficult choice and the decision of the applicant will be respected at all times. Normally if this situation appears likely then negotiations begin from the interviewing process onwards.
- 17.4. Trainees are required to seek personal therapists who are Accredited CAT Practitioners or CAT Psychotherapists. Trainees are required to set this up within the first year, especially if they have had no prior experience of

personal psychotherapy. It is the trainee's personal responsibility to set up arrangements for their personal CAT therapy. A list of CAT therapists practicing privately can be found on the ACAT website.

- 17.5. The cost of personal therapy is **not** included in the fees for the course.
- 17.6. Trainees are also encouraged to seek additional experience of personal psychotherapy in relation to their needs during the course. However, this additional experience is not a course requirement.
- 17.7. The confidentiality of the personal therapy is respected at all times and no communication occurs between course trainers and your personal CAT therapist. The only requirement is that you submit the personal therapy completion form signed by your CAT therapist (which confirms your attendance to the Course Director).
- 17.8. **It is a course requirement that the role of the Personal Training Therapist remains distinct from other training roles. Tutors, Seminar Leaders, Lead Trainers and Clinical Supervisors may not become Personal Training Therapists for the same individual.**

18. Written Assignments

- 18.1. One case study and one theory essay a year. The word limit for the first theory paper is 2,500 - 3,000 words and for the remaining three pieces of work 4,000 words. The deadlines for submission for these two pieces of work in the first year are 10th July 2018 and 11th Dec 2018 and in the second year 30th Apr 2019 and 17th Sept 2019.
- 18.2. Markers will allocate a grade to each piece of work using a mark which will be either a distinction, merit, pass, borderline/refer or fail standard. Please refer to the written assignment handbook for specific guidelines. Assignments are marked by two markers to a standard marking scheme with representative samples submitted to the ACAT External Moderator. If a difference of opinion occurs between the two markers, there will be a discussion between the two markers concerned to see if a consensus can be reached. If agreement cannot be reached then the assignment will be sent to the course External Moderator whose decision will be final.
- 18.3. Trainees are expected to meet these assignment deadlines. In extenuating circumstances an application for an extension can be submitted in writing to the Course Director at least two weeks before the course assignment deadline. Please refer to the written assignment handbook for more information/extenuating circumstances form.
- 18.4. Trainees need to ensure they allow sufficient time for private study throughout the duration of the course.

19. Attendance and Personal Commitment

- 19.1. Training in CAT can be an active, demanding process and trainees often go through a period of personal change during the course. It is important to be aware and open to this process and to ensure there is enough reflective space within the week to digest these experiences. It is important that trainees commit to attending all aspects of the course. Each trainee offers a unique contribution to the learning of the group as a whole and this is missed in the case of non-attendance. In addition to this **it is a formal requirement of the ACAT Exam Board that all trainees attend a**

minimum of 85% of study days, seminars and tutorials. Where this requirement is not met trainees put at risk their place on the course unless there are strong extenuating circumstances. There are formal procedures in place to argue extenuating circumstances but acceptance of these circumstances by ACAT cannot be assured.

20. Assessment

20.1. Successful completion of the course will comprise of:

- 20.1.1. Regular attendance and participation. 85% attendance of all aspects of the course is the minimum requirement
- 20.1.2. Satisfactory completion and passing of two case studies and two written papers.
- 20.1.3. Satisfactory reports from Trainers, Supervisors, Tutors and Seminar Leaders.
- 20.1.4. Completion of personal therapy.

21. Ethical Practice

21.1. Trainees will become Trainee members of ACAT and will be expected to follow ACAT's Code of Practice and Ethics for Members and (if necessary) the ACAT Appeals Procedure and Complaints Procedure. Trainers and supervisors will be expected to work within ACAT's Code of Practice and Ethics for Members, Trainers and Supervisors, Appeals Procedure and Complaints Procedure. These Codes of Practice can be accessed via the ACAT website www.acat.me.uk by following the link for Official ACAT Documents on the home page.

22. Codes of Practice and Procedure for Complaints

22.1. The CAT practitioner course will adhere to ACAT's Codes of Practice for Trainers, Supervisors and Practitioners, copies of which are available from the ACAT website. In the hopefully unlikely event of conflict or complaint, you are advised to raise the issue as early and directly as possible with the person concerned and at the level at which the problem is occurring. This is in line with the collaborative approach of CAT. If it is not possible to resolve the difficulty at this level, you should take it up with another member of the course staff or request advice about who best to approach, in order to seek a resolution. The Course Director can be approached at any of these stages in an informal capacity where further clarity is needed. If the problem or your cause for complaint persists, you and/or the involved course contributor need to raise it in an official manner with the Course Director, who will deal with the issue at the level they deem most appropriate. If you are still unhappy with the outcome, you can make a complaint to the course External Moderator through the ACAT Training Committee. The Moderator will report their findings to the ACAT Training Committee, where a decision will be made. In the final instance an approach can be made to the Chair of ACAT Training Committee. It is anticipated that issues addressed above may include issues related to supervision, teaching, conduct of staff and overall administration of the course. Complaints about marking should be raised initially with the Course Director who will raise this with the ACAT External Moderator and

subsequently may refer this to the Chair of the ACAT Exam Board, if the issue is not resolved satisfactorily. Each individual involved also has a personal obligation to consider his/her own potential contribution to the emergence and exacerbation of any conflict, which can then be addressed in personal therapy or within group process time as part of the training days. If appropriate, an external facilitator can be found to lead a group, to enable freer expression on matters that may involve the Course Core Trainers Group.

22.2. Complaints regarding conduct of training therapist

The contract for personal therapy is normally with the therapist and as such they are bound by ACAT's code of practice. Should the trainee have any complaints in this regard they should be directed to the ethics committee via the ACAT administrator.

23. Award

- 23.1. Following successful completion of the course trainees will be entitled to practice CAT within their core profession and become an Accredited CAT Practitioner and a full member of the Association for Cognitive Analytic Therapy.

24. Concerns about Progress through the Training

- 24.1. Wherever possible you are encouraged to informally discuss any concerns regarding your involvement in the training with your supervisor, tutor, seminar leader or trainers. If concerns are raised by trainers or supervisors about your participation in the course, or your clinical work, these will firstly be discussed with you by the person concerned, and if necessary the Course Director will be informed but only after you are made aware that this has become necessary. Every effort will be made by the course team to address the concerns and a plan will be formed in consultation with you. When necessary this may involve a formal learning agreement being drawn up and signed. However, if concerns persist, you may be given a verbal warning followed by a written warning, both of which will clearly identify the source of the concern, how this can be addressed and in what time frame. Failure to address the issues identified or within the time frame will result in your place on the course being withdrawn. Please refer to ACAT's appeal procedure for further information.

Course fees in relation to the course elements already attended would not be refunded. A refund of a proportion of the fees may be offered drawing on the guidelines in the refund policy regarding fees paid and length of time of course remaining.

25. Costs

- 25.1. The course fee is £3000 per annum. This includes the cost of the training days, seminars, tutorials, marking and ACAT's yearly registration. It does **not** include the cost of personal psychotherapy and supervision.
- 25.2. As the course is run in conjunction with NSFT, a reduction of £1500 will be given to NSFT employees who are granted study leave to attend. If NSFT employees attend outside their employment the external rates will apply.

- 25.3. The Course Director reserves the right to increase the fees in the second year, although the intention is that they remain the same as year one and will only increase due to unforeseen circumstances.
- 25.4. Trainees are individually responsible for ensuring their fees are paid. If they are funded by an organisation, trainees should therefore ensure that they have the resources to independently meet the fees should their funding be unfortunately withdrawn.
- 25.5. In addition, trainees will be individually responsible for continuing to pay the annual ACAT Training fee after completion of the two taught years of the course and until accreditation has been achieved.

26. Staffing

- 26.1. The Core Trainers for the course will be Jane Cawdron (Course Director) and Conrad Barnard (Deputy Director). In addition a variety of trainers will be involved in all aspects of the course in the roles of Visiting Lecturers, Tutors, Clinical Supervisors, Markers and External Moderator.

27. Further Training

- 27.1. On successful completion of the course trainees can apply for the Inter-Regional ACAT Psychotherapy Training. This is a further two or more years of further study and clinical experience which enables qualification as a UKCP Accredited Psychotherapist. Further information about this opportunity for further training is available from the ACAT website and will be discussed further during the course.

28. National ACAT Representation

- 28.1. ACAT provides two places for trainees on ACAT invited to elect a trainee representative. Each representative liaises with the other course representatives in order to ensure an effective voice on the Council. The running of the courses is structured to be responsive to trainees. If anyone is interested in this role, please approach your Course Director for details.

Appendix 1: NSFT /ACAT Practitioner Training 2018-2019 – Learning Outcomes

Knowledge and understanding of CAT	Taught	Practiced	Assessed
1. Understand and critically evaluate / discuss the theories contributing to or contrasting with CAT.	y		y
2. Demonstrate an understanding of CAT theory and concepts and their practical application	y	y	y
3. Describe, analyse and demonstrate a thoughtful application of CAT Core Competencies	y	y	y
4. Demonstrate a capacity to reflect in depth on the role of the therapeutic relationship / alliance and on transference / countertransference in CAT		y	y
5. Examine and discuss the importance of boundaries and endings in CAT	y	y	y
6. Critically explore the role of interpersonal and social factors in psychological development	y	y	y
7. Describe and critically evaluate specialist applications of CAT, esp. within own field	y	y	y
8. Grasp the basic tenets of evidence-based practice and evaluation/audit, including how to read and critically evaluate academic papers	y		y
Professional/Therapeutic skills			
9. Demonstrate an increasing level of general therapeutic competencies		y	y
10. Demonstrate an increasing level of CAT-specific competencies		y	y
11. Demonstrate an increasing level of general and CAT-specific competencies for working with complex presentations		y	y
Self-reflection			
12. Awareness of own 'procedures' and their potential impact on therapeutic work, through personal therapy and supervised clinical work		y	y
13. Evaluation of own performance		y	y
14. Clarification of personal values and aims		y	y

Key Learning skills			
15. Learn both independently and co-operatively		y	y
16. Ability to find and organise information	y	y	y
17. Use a wide range of academic and analytical skills (research, discussion, review)	y	y	y
18. Identify/evaluate personal learning strategies		y	
Communication skills			
19. Use appropriate language and form when writing and speaking about therapy	y	y	y
20. Present CAT / therapeutic ideas to different audiences, e.g. on the course, within core profession / MDT, to managers		y	y
21. Listen actively		y	y
Assessment skills			
22. Undertake psychotherapeutic assessments at introductory level, both generic and for CAT		y	y
23. Assess the systemic impact on teams of patients with complex difficulties, and formulate these in CAT terms	y	y	
24. Assess appropriateness and timing of interventions within the practice of CAT	y	y	y

Appendix 2: Training dates and subjects

Year one		
	Date	Title
1.	16 TH Jan 2018	Introduction to the course and to each other
2.	13 th Feb 2018	CAT as a focused and relational model
3.	13 th Mar 2018	Reformulation – prose and diagrammatic
4.	24 th Apr 2018	Unmanageable feelings and unmet need
5.	22 nd May 2018	Reciprocal roles, enactments, alliance and use of self
6.	19 th Jun 2018	Developing the Observing Eye: Facilitating recognition and revision
7.	10 th July 2018	Time-limited therapy and endings
8.	18 th Sept 2018	The dialogical self in CAT (1)
9.	2 nd Oct 2018	Interpersonal Development in CAT
10.	6 th Nov 2018	Evidence-based practice
11.	11 th Dec 2018	Working with difference and review of year one
Year two		
12.	15 th Jan 2019	CAT and Object Relations Theories:
13.	12 th Feb 2019	New developments in CAT
14.	12 th Mar 2019	Borderline personality disorder: working with emotional extremes
15.	30 th Apr 2019	CAT and Narcissism
16.	21 st May 2019	CAT adolescents and group work
17.	18 th Jun 2019	CAT and other models
18.	9 th Jul 2019	Older adults and our Older selves
19.	17 th Sept 2019	The dialogical self in CAT (2)
20.	8 th Oct 2019	Applications, skills, Tba
21.	12 th Nov 2019	The professional relationship and ethical issues
22.	3 rd Dec 2019	Ending the course and continuing development as a CAT therapist