



Association for Cognitive Analytic Therapy

The Association for Cognitive Analytic Therapy is pleased to host the

19th National ACAT Conference 2012

Workshops and Plenary Presentations

Thursday 5th July

Opening Plenary Session | Main Lecture Theatre | 17.15 – 18.45

Chaired by Steve Potter, Ruth Carson and Cheryl Delisser

What is the key to your way of doing and using CAT and what challenges does it bring?

Following welcomes and opening of the conference, the following people will give a short account of their response:

Jason Hepple, Caroline Dower, Ruth Carson, Cheryl Delisser, Katri Kanninen, Annie Nehmad and Steve Potter

This will be supplemented by a few short video accounts from CAT people. Participants will then form small groups and map out their response to the question and we will share these and put them on the walls of the lecture theatre. The session will continue with a plenary discussion of what are the keys to our combined ways of doing and using CAT and the challenges these bring. We hope this will set our course and agenda for the conference. It will also be a lively and engaging way of bringing people together at the start of the conference.

This session will be led by the conference organisers: Ruth Carson, Cheryl Delisser and Steve Potter

Friday 6th July

Plenary Session | Main Lecture Theatre | 09.00 – 10.30

Chaired by Steve Potter and Ruth Carson

1. Laura Sutton and Michelle Hamill

'Connecting, splitting and attending - dialogues with later life'

Biographies:

Laura Sutton, Consultant Clinical Psychologist: Laura has a long held interest in CAT in later life, at all levels, equally in her work with clients in the NHS directly and in terms of supervision and training; to theoretical developments especially in ways of attending relationally and dialogically, and to wider applications of the model, individually and systemically and also as a tool for emotional containment for people amidst organisational changes, pressures and overload.

Michelle Hamill, Deputy Head of Clinical Psychology to Older Adults. Michelle's interest in using CAT to attend to the developmental tasks and challenges of later life began during her clinical psychology training, in particular how CAT offers a coherent way of linking past and present by finding shared meaning across generational and cultural boundaries. Michelle is interested in using CAT directly with clients and indirectly through consultation and supervision, teaching and research to highlight that regardless of age, growth and development are possible when confronted with difficult states in later life.

Abstract:

Michelle and Laura will start by outlining some of the key aspects they have discovered in working with, and thinking about, CAT in relation to later life, with individuals, couples, organisations and systems. They will then move into a dialogue between them illustrating clients' presentations within a reciprocal mindfulness, inviting the audience to reflect too. Towards the end of the session, Michelle and Laura will return to the themes, to position current developments of CAT theory and practice in later life in international context.

Our aim is that participants will feel they can join in the development of CAT in later life, whatever their area, become better informed about late life contexts and the opportunities and challenges, as well as snags facing us as we age, and the difficulties of engaging with systems and working in fraught organisations. We hope that participants will see how CAT helps us to negotiate our ways through the difficulties of advocating for ourselves and for later life in the current NHS and other organisations' pressures.

2. Nick Barnes

'A Game of Two Halves - CAT in the World of Football'

Biography: Nick Barnes is a child and adolescent Psychiatrist who has worked in the London Borough of Haringey for the last 12 years. His work is predominantly based in the Tottenham community with an outreach team that specialises in working with young people with severe mental health needs such as psychosis, OCD, depression or suicidal behaviour. Over these 12 years it has become increasingly apparent to Nick that there many young people who are failing to be reached by statutory services. It is out of this awareness that Nick tries to find more meaningful ways of trying to engage young people, especially those often referred to as "hard to reach". As a result you are as likely to find Nick working in a youth centre or with detached youth services as you are a hospital or a clinic. It is this wish to reach out to young people and their families who feel marginalised or stigmatised by current mental health services that encouraged the development of his project "A Game of Two Halves".

Abstract:

"A Game of Two Halves" is a developing CAT –informed, therapeutic programme which aims to take radical departure from more the formalised therapeutic encounter and environment and place it directly and deliberately in the world of football. The key task behind this programme is to deliver a therapeutic programme to groups of adolescents who might normally, never wish to engage in anything "therapeutic" – certainly not something that deals with "emotions".

Working with adolescents who are at risk of exclusion from secondary education because of their behaviour, this project has set out to offer a 12 week programme of activity aimed at addressing emotional literacy. It aims to help generate an awareness and insight to the impact of their emotions on their subsequent behaviour. The project builds links between secondary schools within the borough of Haringey and the Tottenham Hotspurs Foundation and is led by Adolescent Psychiatrist, Dr Nick Barnes. The whole programme is delivered through the language and activity of football. Each session involves a team talk, training session, a brief game and a team de-brief. The team talk is delivered by Nick Barnes and is a group intervention aimed at developing a sense of a "working team" amongst the players. They reflect on their "idealised" (Premiership) clubs – on times of joy and times of despair, on times of success or failure. Their teams can be idealised, their favourite player can be admired, and yet, within a short space of time, there is space to recognise that they can just as easily be denigrated or dismissed. Think of the views of David Beckham after the World Cup against Argentina (1998), and then think of him as the "role model" today. The use of a club like Tottenham Hotspurs allows for an exaggeration of these roles – dismissing or dismissive, idolised or denigrated. The concept of reciprocal roles can be developed within the team, but kept well within the language of football. This emerging awareness can then be taken onto the pitch – in both the training session and in the match. Football is about working on, developing and implementing skills, and so is therapy – with reformulation there comes recognition, and from this comes revision.

The "3 Rs" of Cognitive Analytic Therapy. Skills can be about ball control or dribbling, passing or positioning. At the same time CAT can be about learning skills, developing an awareness of a need for skills, and then implementing those skills to keep you on the field of play. Or, alternatively, to keep you in school. The football coaching was delivered by a Tottenham Hotspurs coach who had an understanding of the aims and objectives of the project. He would use the sessions to work on specific drills and skills, always aware of what had been discussed in the Team talk previously. Any difficulties that may arise on the pitch, and there were many, can then be dealt with accordingly. Sometimes players needed timeout or sending off, but always the opportunity exists for the player to be able to gain some insight as to what has happened. The chance to move on from "*it's not fair ref*". But by delivering this programme through football, we are enabling young people to access support that they might otherwise never consider engaging in. We are developing "therapy" to reach them, rather than they needing to reach therapy. But more than that, we are delivering the work in a place in which they are going to be receptive and available to listen.

The Vygotskyian concept of the Zone of Proximal Development (the gap between what a child is able to do alone and what he could do with the provision from a more competent other – teacher, parent, peer), which has been incorporated into CAT thinking, encourages the therapist to work within the ZPD. By taking this work into the young person's world, which has meaning to them at this stage in their life, one is allowing the work to occur within the ZPD, within a framework of support that has meaning for the young person. This project aims to reach young people who are unlikely to ever engage in therapeutic work. It is not offering them CAT, but it is CAT-informed. It starts from a place where these young people would never even see the reason as to why they might need support around their emotional well-being or their behaviour. By being able to offer them insight and understanding to their behaviour, the aim is to empower them to make different choices in their futures. Choices that enable them to have alternative paths available to them other than exclusion and potential social disengagement. "A Game of Two Halves" is a start at working specifically with those at greatest risk of social isolation and exclusion. The task is to keep the ball rolling

Friday 6th July

Friday Morning Workshops | 11.00 – 12.30

Workshop Session 1a | Chaired by Jessie Emilion | Room: Weston 2

Mark Evans and Paddy Crossling (45 mins)

'CAT and Bipolar Disorder: Reaching for the Stars'

reporting on the CATBID Research Project

Biographies:

Mark Evans is a consultant medical psychotherapist based at Gaskell House in Manchester. He is an executive member of Catalyse and is a supervisor and trainer on the CAT North course. His research interests are in CAT and bipolar as well as training in psychotherapy through Balint groups and supervision groups.

Paddy Crossling is an adult psychotherapist based at Gaskell House in Manchester. She is a CAT supervisor and is also a trained systemic and DBT therapist. Her interests are in using systemic approaches and DBT skills within a CAT framework.

Abstract: We will think about the experience of working in CAT with bipolar patients: how the model is challenged and stretched, how it is helpful, how it falls short. The presenters will draw on case examples and experiences from delivering CAT in a small, ongoing RCT. We will consider together how to reach patients who become psychotic, how to keep the tools alive in adversity and what CAT can offer over and above CBT.

And

Workshop Session 1b | Chaired by Jessie Emilion | Room: Weston 2

Kim Dent Brown (45 mins)

'Applying CAT to Chronic Fatigue Syndrome'

Biography: Dr Kim Dent-Brown is a CAT practitioner working in the Department of Psychological Medicine in Humber NHS Trust. He is a Dramatherapist by background and his PhD was a validation of the Six-Part Story method in the context of personality disorder. He also works part-time in the Centre for Psychological Services Research at the University of Sheffield, where among other things he has worked on an independent evaluation of the IAPT demonstration sites and also on community mental health services for armed forces veterans.

Abstract: Description of clinical work with individuals and groups, with case examples, examples of SDR's (group and individual), some data on outcome measures (CORE and 2 others) with pre-post data. Discussion of how CAT can address a condition that straddles the physical and psychological domains, adaptations made to the method, examples RRP's and procedures which seem to typify the condition. I would like to set up a modest research project to evaluate CAT group intervention for CFS and will discuss this as well.

Workshop Session 2a | Chaired by Lawrence Welch | Room: Conference 4/4a

Clive Turpin (45 mins)

'Combining CAT and PIT in a very brief therapy for people who self-harm'

Biography: I work part-time in a North Manchester Psychotherapy Service offering individual and group CAT. Additionally I work in a Self-Harm Team providing very brief therapy for people that self-harm. I am a CAT Practitioner and approaching the end of the CAT Psychotherapy training. I have an interest in very brief therapy and bringing therapeutic approaches to front line services.

Abstract: Developing active ways of working with people that self-harm and adapting the models for a very brief therapy

and

Workshop Session 2b | Chaired by Lawrence Welch | Room: Conference 4/4a

Jessica Osborne (45 mins)

'Perceived Impact of the SDR on the Therapeutic Relationship'

Abstract: The SDR is one of the unique components of CAT but its contribution to the therapy is not yet well understood and it can also be confusing for new therapists to use. In my research I (JO) investigated both clients' and therapists' experience of the SDR in CAT, using a qualitative methodology. Seven participants, comprising four clients and three CAT therapists (1 psychiatrist, 1 clinical psychologist and 1 social worker), were interviewed in a secondary care psychotherapy department, using semi-structured interview protocols. The clients had a range of difficulties including depression and bipolar disorder, with three diagnosed with personality disorder traits.

The qualitative approach used was Interpretative Phenomenological Analysis (IPA) which is designed to help to understand the individual's lived experience and how they make sense of those experiences. Six master themes emerged that represented how the SDR had impacted on the clients' and therapists' journeys through therapy: 'Increases understanding', 'Facilitates conversations', 'Collaboration', 'Facilitates change', 'Impact of the SDR beyond therapy', and 'Doing it right'. The analysis revealed many similarities

between the clients' and therapists' accounts. I will outline the themes and discuss how they help us to understand the impact of the diagram on the therapeutic relationship and successful outcomes for clients. In addition to individualised diagrams clients discussed their experience of the universal diagram, commonly shared in the CAT department where the research took place.

The findings of this study have several implications for clinical practice with CAT. Firstly, this study highlights the numerous different ways the diagram can be used both within the therapy and beyond it to maximise change and help to integrate different aspects of one's personality. The change process is maximised when therapists work collaboratively. The diagram also enables clients to distance themselves from their difficulties which allowed them to gain a new perspective.

Participants will be asked to think, in small groups, about the six themes and how they relate to their own use of CAT diagrams. They will be asked to suggest changes that they could make to their own practice and support that ACAT could provide to aid the use of the diagrams.

OUTCOMES

- 1) Participants will gain an increased understanding of the importance of the SDR to CAT and how the benefits of the diagram can be maximised in therapy.
- 2) Participants will leave with an idea of how they might change their own practice to make the best use of diagrams.
- 3) Participants will suggest how ACAT could support therapists in the use of diagrams, for example through increased training and online examples and access.

Workshop Session 3 | Chaired by Caroline Dower | Room: Boardroom Level 6

Elaine Martin and Steve Potter (1.5 hours)

'Talking About Difference: nationality, identity, culture and attachment. What does it mean to belong and be different and how does it show up in mental health and psychotherapy? Can CAT tools help?'

Biographies:

Elaine is a counselling psychologist working in primary care in the health service in Ireland. She is interested in bringing psychotherapeutic concepts and tools to the general public, to improve mental health and relational intelligence.

Steve is a psychotherapist and is mainly interested in teaching mapping as the heart of a much wider range of uses of CAT beyond the consulting room. He teaches CAT skills to inpatient teams. Together they have run a number of workshops looking at the experience of the formation of national identity and how this differs by generation, gender, geography and general social history.

Abstract: In recent years we have conducted workshops using CAT methods to explore the impact of social difference, nationality and culture on identity. We have worked with distinctive national groups, sharing maps of common experiences as members of these groups. We have explored difference born of generation, migration and history. Making and sharing maps between groups has been a powerful experience. Groups have written letters to their traditional rival, coloniser or enemy nation. They have written letters to forbidden or dreamed of parts of themselves, to their national myth for example.

This workshop will provide an immediate experience of using this approach with your own experience of nationality. It may be a rich experience in itself but it will also extend participants' use of and expertise in the CAT reformulation tools of mapping and writing. It will provide participants with ways of thinking about the interplay between ourselves, our need to belong and our national identity. It will develop ideas about how to use this more in clinical practice.

Workshop Session 4 | Chaired by Liz McCormick | Room: Conference 3

Sophie Rushbrook and Nicola Coulter (1.5 hours)

'Playing with fire: using playful techniques to manage hostility in the therapeutic relationship'

Biographies:

Sophie Rushbrook is a Clinical Psychologist and **Nicola Coulter** is an Occupational Therapist working at the Intensive Psychological Therapies Service (IPTs), a Beacon service in Poole, Dorset. The service provides CAT and Dialectical Behaviour Therapy (DBT) to people with personality disorders. IPTs is a University Department of Mental Health, linked to Bournemouth University part of Dorset HealthCare University NHS Foundation Trust.

Abstract: We would like to share our ideas and engage in a discussion about using play within Cognitive Analytic Therapy (CAT). We will look at the implications of using play within the therapeutic relationship; how it might enable us to be in the room with our clients in a manner that enhances the therapeutic bond, developing it more quickly to a deeper, more trusting and meaningful level. Play is an effective therapeutic tool borne out of an ability to practice in a radically genuine manner.

We will discuss how to invite our clients to play, different styles and strategies of play, how it is tailored to the individual client, define two levels of play extrapolated from our clinical experience as well as explore cautionary notes to using play in therapy.

We have been using play in our therapy for many years and our practice is continuously evolving. Play in therapy is not a new concept, yet the ideas seem fresh and contemporary. Our greatest successes with clients are with those we have genuine caring relationships with and the flavour of therapy has invariably focused on being present to the emotional pain, giving ourselves over to the therapy and having some fun on the way. When we tell our clients that it was a privilege and a pleasure to have worked with them, it is a genuine statement of fact.

In recent months, we have engaged in discussions about our experiences when a playful style is difficult to access. It occurred to us that there is often hostility around at these times. This led us to talk more about utilising playful strategies to embrace hostility in the room

to inform and enrich the therapeutic process rather than derail it. We would like to share our ideas about using these strategies as well as inviting a discussion with participants.

Workshop Session 5a | Chaired by Ruth Carson | Room: Syndicate C/D

Robyn Vesey (45 mins)

'CAT Formulation of the way service context and market principles alter relationships in health care settings'

Biography: Robyn Vesey is a clinical psychologist, and CAT practitioner, finding an affinity and encouragement in CAT's relational understandings. She works in Colchester, North East Essex within an adult community mental health team in the NHS. In studying management and organisational dynamics at Essex University she is exploring the group processes that make up work environments. She is keen to develop understandings of, and active participation in, the structures and systems that organise our work in therapeutic settings.

Abstract: Our work, whether one to one therapy or other mental health services, occurs in relationships. These relationships - and the themes and patterns within them - can be formulated using CAT. Inevitably the context of the service in which we work impacts upon the relationships we form. For example the potentially withholding experience of waiting on a waiting list, and the potentially demanding experience of completing an outcome questionnaire or the psychotherapy file. Recent changes in the configuration of the NHS are changing the context within which mental health services operate. This workshop aims to explore the impact of service context upon our working relationships, both with clients and with colleagues, through guided conversations in pairs or small groups. Particular attention will be paid to the service-level change taking place within the NHS. Participants will be invited to reflect upon their own context in discussing the impact of context upon their work. It is hoped that the workshop will develop an understanding of the complexities of context and its impact upon our working relationships. It is also hoped that the workshop will offer space to think about how we might influence the contexts of which we are part.

And

Workshop Session 5b | Chaired by Ruth Carson | Room: Syndicate C/D

Xenia Goddard (45 mins)

'CAT as a research tool for reviewing the concept of the psychological contract at work'

Biography: Xenia has a B.A. (Hons) in Human Communication and Psychology, and M.Ed. in Educational Psychology from the University of Manchester. She is also a qualified counsellor and has been working part-time in that capacity since 2001. Xenia recently obtained her PhD in Organisational Psychology from the University of Manchester where she researched the psychological contract at work using Cognitive Analytic Therapy. Xenia first came across Cognitive Analytic Therapy while working as a trainee counselor at the University of Manchester counselling service. She finds the approach very fascinating especially its usefulness and applicability to work organisations. According to Xenia "CAT provides a very user-friendly and practical approach to better understand the complexities of organisational life". She currently teaches Behavioral Sciences at St. Matthew's University.

Abstract: The psychological contract has been deemed as a powerful explanatory framework (e.g. Shore & Tetrick, 1994) for understanding the links between the employee and the organisation, as well as the attitudes and behaviors of employees (e.g. Robinson, 1996). A review of the literature however, reveals that within the most dominant conceptualization of psychological contracts many aspects have been underdeveloped or overlooked, resulting in the failure to capture the complex nature of the employment relationship (e.g. Guest, 1998; Guest & Conway 2004; Meckler, Drake & Levinson 2003; Conway & Briner, 2005). This calls for a more relational way of thinking about the psychological contract, one which is able to capture the multiple layers within it. This involves taking into consideration the broader social and cultural context in which the psychological contract is operating and how this impinges upon individual level dynamics and hence the psychological contract.

The aim of the research is to assess whether CAT provides a useful framework to better capture the complexity of the psychological contract and offer a more detailed understanding of what influences the psychological contract. Within a single organisational setting, the unit of analysis was the individual and the relationship held by the individual with the employer.

Method:

Data about patterns of interactions between the employee and employer were gathered using in-depth interviews based on a Cognitive Analytic Therapy (CAT)-informed process. Key CAT concepts and tools such as reciprocal role procedures, procedural sequences and sequential diagrammatic reformulations were used. Seventy-five interviews from five departments (Terminal Services, Cabin Crew, Pilots, Customer Care, and Engineering) of an airline company were conducted. Data obtained from these interviews were analysed based on a CAT framework to elicit the core relational dyads and their resulting coping procedures between employees and the organisation.

Contribution:

Data indicated that adopting CAT indeed enables a better understanding of what influences the psychological contract. By applying a Cognitive Analytic approach to understanding the psychological contract it highlights that the processes involved in the psychological contract are shown to be embedded in broader relationships based on social and cultural contexts indicating that the psychological contract is more multidirectional, and multi-dimensional than currently defined. Furthermore, through the use of the SDR the psychological contract can be captured and become more tangible and hence easier to manage.

Workshop Session 6a | Chaired by Jackie Withers | Room: Syndicate E/F

Kate Freshwater and Jenny Marshall (45 mins)

'When the Ward is the Client. The development of an overarching relational framework in a medium and low secure hospital: reflections on what CAT has to offer'

Biographies:

Kate Freshwater: (CAT Lead for Tees Esk and Wear Valley NHS Trust, Consultant Clinical Psychologist)

Jenny Marshall: (Trainee CAT Practitioner, Clinical Psychologist)

Abstract: The workshop is based on a service proposal for the development of an overarching relationship framework based on the CAT model within a medium and low secure hospital. The proposal highlights four tiers of staff development and learning ranging from a basic two day introduction, to a five day skills certificate, practitioner training and supervisor training. In particular the focus of this workshop is on the two day training which has been introduced on a ward by ward basis, although it is hoped that this would be the first of a series of workshops as the service development evolves. Quantitative and Qualitative analysis of the outcomes of the training will be presented, as well as reflections of the challenges and benefits of this initiative.

Learning Outcomes:

- To highlight the benefits and challenges of the use of a CAT model within a forensic service
- To consider how CAT can be adapted for use with teams, with a focus on day to day interactions rather than individual therapy
- To consider organisational issues in the development of an overarching framework based on the CAT model.

And

Workshop Session 6b | Chaired by Jackie Withers | Room: Syndicate E/F

Jamie Kirkland (45 mins)

'Applying CAT in assessment and consultation of a serious sexual and violent offender who is managed through Multi Agency Public Protection Arrangements (MAPPA)'

Biography: I am a clinical psychologist with a background in learning disability services, though I now work in a forensic medium secure unit. I spent several years in CAT supervision before qualifying as a CAT practitioner from the Manchester course in 2009. I am increasingly interested in applying CAT contextually and with creatively using CAT with staff teams.

Abstract: The aim will be to present a case I have recently worked on for the Sex Offender Service covering Lothian and Borders in Scotland. This is a unique service offering assessment and consultation to Police and Criminal Justice Social work in the management of offenders subject to multi agency public protection arrangements (MAPPA). This case involved an offender about to be released with an extensive sexual and violent offending history. Our assessment utilised CAT in order to formulate him and inform risk. I would like to describe this process, how it was received in the risk management and MAPPA meetings and the recommendations and restrictions they made partly as a result of our assessment.

Learning Outcome:

Sharing methods of applying CAT to assessment and consultation when working in partnership with the Police and Criminal Justice Social Work. For me it has been a lesson in how applicable CAT can be to informing risk assessment and management.

Workshop Session 7 | Chaired by Clare Tanner | Room: Weston Theatre

Frank Margison (1.5 hours)

'Tracking change in psychotherapy: working with clients who are going off track'

Biography: Frank Margison is a medical consultant psychiatrist in psychotherapy working in Gaskell Psychotherapy Centre and also in MMU and University of Manchester Student Counselling Departments. As well as being a CAT Psychotherapist he co-developed PI therapy and was one of the group who developed the CORE measurement system. His interest as a teacher is in transferring research findings into actual practice!

Workshop Summary:

The brief presentation will cover what is known about *tracking change*: how we do it, impact on therapy, why it helps.

Using CORE, OQ45 or any other tracker (whether self-scored or using a computerised system)

Recent updates on the benefits of identifying "outliers" and focusing on them in supervision.

Drawing on the work of Mike Lambert and colleagues in the US, the session will cover some of the practical strategies we can use when we have a client going "off track". In brief we can assess for problems in four key areas: Therapeutic Alliance, Motivation, Life Events, Social Support.

We then discuss some strategies for each area of difficulty, noting that most therapists do "more complex" when they should "go back to basics"! We cover these basics in the form of a simple check list that is in the form of suggestions rather than prescriptions.

The workshop will involve small group discussion of imaginary cases using this structure to reflect on how a CAT therapy is progressing and identifying blocks.

Learning outcomes: participants will have an update on ways of tracking change in CAT and gain skills to approach "off track" clients in a systematic and collaborative way drawing on research findings

Note: this workshop is repeated in the workshop sessions on Saturday afternoon

Friday, 6th July

Plenary Session | Main Lecture Theatre | Friday 13.30 – 15.00

Chaired by Lawrence Welch

1. Prof Sue Clarke (30 mins)

'Curiosity supports the CAT: An RCT of Cognitive Analytic Therapy and Treatment as Usual with Personality Disordered Participants'

Biography: Professor Sue Clarke is the Foundation Chair in Metal Health at Bournemouth University's University Department of Mental Health. She is also a Consultant Clinical Psychologist, working in Dorset HealthCare University NHS Foundation Trust. For the past 15 years, she has led the Intensive Psychological Therapies Service (IPTS), a specialist NHS Beacon service for people with a personality disorder (PD). For some years, she had her own Cognitive Analytic Therapy (CAT) practice and has also trained in both Dialectical Behaviour Therapy (DBT) and Acceptance and Commitment Therapy (ACT). She has a long-standing interest in training therapists in specialist PD interventions, and has facilitated trainings based on CAT, DBT and ACT protocols. Her PD research interests cover both treatment process and treatment outcome.

Abstract: This presentation will introduce the theoretical and empirical rationale for using Cognitive Analytic Therapy (CAT) with a broad range of individuals with a personality disorder. It will then present the Dorset Effectiveness Study, a randomised control trial in which 99 participants with a personality disorder (PD) were randomly assigned to either 24 sessions of CAT or Treatment as Usual (TAU). The results are presented in form of both group comparisons, and clinically significant change and amongst individual participants. A preliminary analysis of process is also described, together with the results of an uncontrolled 18-month follow-up. Taken together, these data showed that, compared to TAU, CAT produced more favourable outcomes than TAU in participants with a broad range of PD diagnoses. For CAT participants, but not TAU participants, changes in outcome were associated with changes in personality fragmentation. Extended follow-up of CAT participants provided preliminary evidence for the sustainability of the benefits achieved

2. Glenys Parry (30 mins)

'The Sheffield Personality Disorders (SPeDi) trial: preliminary results'

Biography: Glenys Parry is Professor of Psychological Services Research at the University of Sheffield and a founder member of ACAT. Her interests include using CAT to help people with borderline personality disorder, conducting and supporting CAT research and CAT-coaching for overwhelmed managers in public sector organisations.

Abstract: This is the first opportunity to share results from a pilot trial comparing CBT and CAT with 'standard care' for people with borderline personality disorder. Participants will learn about the practicalities of mounting a randomised controlled trial in an NHS mental health trust, discover whether or not CAT showed any evidence of effectiveness, and hear the patients' and the mental health professionals' feedback from a qualitative study.

3. Angela Carradice and Dawn Bennett (30 mins)

'Beyond the Psychotherapist's Chair: Consultancy, Contextual Reformulation and CAT's vision for psychologically informed case management'

Biographies:

Dawn is Consultant Clinical Psychologist in Lancashire Care NHS Foundation Trust working within teams in community and in-patient services. She has run CAT skills courses for generic mental health workers and uses CAT to enhance psychologically informed care. She has conducted research in therapist skill and competency in working with complex clients. She has been involved in the ACAT North course and trainer/supervisor since the early 1990s and is the ACAT liaison for the SHU courses.

Angela is a Consultant Clinical Psychologist working in Sheffield Health and Social Care Trust in both community and inpatient services. Her work has been influenced by systemic thinking and organisational psychology and her passion is to work as an integrated team member using CAT to meet the needs of the context in which she works. This has involved developing ways of using CAT indirectly, as well as providing individual CAT therapy and refinements (5 session CAT) for service users.

Abstract: The applicability of using CAT to make sense of the context within which we help clients is not new. Mary Dunn's pioneering work in adult mental health settings in Hull in the 1990's was innovative. Many others, notably Ian Kerr followed with findings that teams could be helped to provide relationally informed psychological care. In the early days, there were similar applications in medical settings: formulating diabetes (Jackie Fosbury), asthma and the functioning of a surgical team (Sue Walsh) and frequent attenders in primary care (Debby Pickvance and Glenys Parry) and many more. Now it is commonplace in all specialities for CATs to offer such consultation – forensic, learning disability, older adult work in a range of settings. Dawn and Angela have delivered CPD workshops in the last few years and aim to present an outline of some of these ways of working, offering a framework in terms of levels of intervention and remind us that we are merely drawing on the same skills from the psychotherapist's chair. We see the value of CAT in this field, as described by Ian Kerr – as a vision for Mental Health services and not a new technique.

Friday 6th July

Friday Afternoon Workshops | 15.30 – 17.00

Workshop Session 1 | Chaired by Virginia West | Room: Weston 2
Henrietta Batchelor (1.5 hours)

1. 'Using CAT to help couples in conflicted relationships'

Biography: Henrietta Batchelor is a Cognitive Analytic Psychotherapist and Sexual and Relationship Psychotherapist. She has worked in RELATE and later in an NHS Couples and Psychosexual Service. Most recently she has worked in a Clinical Health Psychology Department working with pregnant and postnatal women with mental health problems and has a private practice in Newcastle upon Tyne. Her work history reflects her on going interests in working with couples including those with sexual difficulties, and also with women with perinatal mental health difficulties

Abstract: Long lasting adult relationships are associated with good mental and physical wellbeing. One in three relationships breaks up, often shortly after children are born or later when they leave home. Yet few NHS adult MH services have a dedicated relationship service.

Relationship attachment styles are a useful way of understanding couples dynamics (Clulow 2005). Cognitive Analytic Therapy develops this concept to provide a user friendly way of understanding unconscious attraction or chemistry between couples and also what goes wrong in relationships. CAT with couples has other advantages: CAT tools such as shared reformulation letters, shared SDRs, and the Observing Eye introduce the idea of a joint problem without labelling or blaming. The concept of the CAT 'snag' is particularly useful in containing the fears of increasing intimacy as couples progress through therapy. Key to work with couples, however, is containing the strong dynamics of three person relationships

Reference: Clulow, C. (2005) *Adult Attachment and Couple Psychotherapy: the secure base in practice and research*. Brunner Routledge, Sussex

It is hoped that participants will gain:

- An understanding of couple dynamics expressed in CAT terms.
- The basis of 'chemistry' between couples and how this can go wrong
- The advantages and limitations of using CAT with couples
- Some practical skills in working with couples
- Raise the profile of couple work in the CAT world

Workshop Session 2a | Chaired by Frank Margison | Room: Conference 4/4a
Ruth Carson and Uma Patel (45 mins)

'An integrative and generalisable group therapy programme using teaching and the mini therapy model and a relational group work approach'

Biographies: Ruth Carson (consultant lead psychotherapist) and Uma Patel (clinical psychologist) both work in a busy outpatient department in Liverpool and also offer psychological interventions within a health psychology setting. They are both CAT practitioners.

Abstract: To date they have run 12 CAT groups and within this workshop they are introducing a novel group therapy program in which the emphasis is on helping the client to become their own therapist. The group therapy programme offers 16 sessions that include actively teaching their clients CAT, providing an individual mini-therapy session in which a 'story board' narrative and lifemap are created. Clients then join again in a group format where group processes and the life map and narrative provide an essential scaffolding aiding recognition and revision of their presenting difficulties. This workshop will offer participants an opportunity to hear more about how the group runs and through video and audio clips offer a client's perspective of the process.

And

Workshop Session 2b | Chaired by Frank Margison | Room: Conference 4/4a
Nick Barnes (45 mins)

'A Game of Two Halves'

Biography: Nick Barnes is a child and adolescent Psychiatrist who has worked in the London borough of Haringey for the last 12 years. His work is predominantly based in the Tottenham community with an outreach team that specialises in working with young people with severe mental health needs such as psychosis, OCD, depression or suicidal behaviour. Over these 12 years it has become increasingly apparent to Nick that there many young people who are failing to be reached by statutory services. It is out of this awareness that Nick sort to find more meaningful ways of trying to engage young people, especially those often referred to as "hard to reach". As a result you are as likely to find Nick working in a youth centre or with detached youth services as you are a hospital or a clinic. It is this wish to reach out to young people and their families who feel marginalised or stigmatised by current mental health services that encouraged the development of his project "A game of 2 halves".

Abstract:

A Game of Two Halves" is a developing CAT –informed, therapeutic programme which aims to take radical departure from more the formalized therapeutic encounter and environment and place it directly and deliberately in the world of football. The key task behind this programme is to deliver a therapeutic programme to groups of adolescents who might normally, never wish to engage in anything "therapeutic" – certainly not something that deals with "emotions".

Working with adolescents who are at risk of exclusion from secondary education because of their behaviour, this project has set out to offer a 12 week programme of activity aimed at addressing emotional literacy. It aims to help generate an awareness and insight to the impact of their emotions on their subsequent behaviour. The project builds links between secondary schools within the borough of Haringey and the Tottenham Hotspurs Foundation and is led by Adolescent Psychiatrist, Dr Nick Barnes. The whole programme is delivered through the language and activity of football. Each session involves a team talk, training session, a brief game and a team debrief. The team talk is delivered by Nick Barnes and is a group intervention aimed at developing a sense of a "working team" amongst the players. They reflect on their "idealised" (Premiership) clubs – on times of joy and times of despair, on times of success or failure. Their teams can be idealised, their favourite player can be admired, and yet, within a short space of time, there is space to recognise that they can just as easily be denigrated or dismissed. Think of the views of David Beckham after the World Cup against Argentina (1998), and then think of him as the "role model" today. The use of a club like Tottenham Hotspurs allows for an exaggeration of these roles – dismissing or dismissive, idolised or denigrated. The concept of reciprocal roles can be developed within the team, but kept well within the language of football. This emerging awareness can then be taken onto the pitch – in both the training session and in the match. Football is about working on, developing and implementing skills, and so is therapy – with reformulation there comes recognition, and from this comes revision. The "3 Rs" of Cognitive Analytic Therapy. Skills can be about ball control or dribbling, passing or positioning. At the same time CAT can be about learning skills, developing an awareness of a need for skills, and then implementing those skills to keep you on the field of play. Or, alternatively, to keep you in school. The football coaching was delivered by a Tottenham Hotspurs coach who had an understanding of the aims and objectives of the project. He would use the sessions to work on specific drills and skills, always aware of what had been discussed in the Team talk previously. Any difficulties that may arise on the pitch, and there were many, can then be dealt with accordingly. Sometimes players needed timeout or sending off, but always the opportunity exists for the player to be able to gain some insight as to what has happened. The chance to move on from "it's not fair ref". But by delivering this programme through football, we are enabling young people to access support that they might otherwise never consider engaging in. We are developing "therapy" to reach them, rather than they needing to reach therapy. But more than that, we are delivering the work in a place in which they are going to be receptive and available to listen.

The Vygotskian concept of the Zone of Proximal Development (the gap between what a child is able to do alone and what he could do with the provision from a more competent other – teacher, parent, peer), which has been incorporated into CAT thinking, encourages the therapist to work within the ZPD. By taking this work into the young person's world, which has meaning to them at this stage in their life, one is allowing the work to occur within the ZPD, within a framework of support that has meaning for the young person. This project aims to reach young people who are unlikely to ever engage in therapeutic work. It is not offering them CAT, but it is CAT-informed. It starts from a place where these young people would never even see the reason as to why they might need support around their emotional well-being or their behaviour. By being able to offer them insight and understanding to their behaviour, the aim is to empower them to make different choices in their futures. Choices that enable them to have alternative paths available to them other than exclusion and potential social disengagement. "A Game of Two Halves" is a start at working specifically with those at greatest risk of social isolation and exclusion. The task is to keep the ball rolling

Workshop Session 3 | Chaired by Vicki Richer | Room: Syndicate C/D**Kim Dent Brown (1.5 hours)****'Six Part Story workshop in using this popular method'**

Biography: Dr Kim Dent-Brown is a CAT practitioner working in the Department of Psychological Medicine in Humber NHS Trust. He is a Dramatherapist by background and his PhD was a validation of the Six-Part Story method in the context of personality disorder. He also works part-time in the Centre for Psychological Services Research at the University of Sheffield, where among other things he has worked on an independent evaluation of the IAPT demonstration sites and also on community mental health services for armed forces veterans.

Abstract: Brief experiential introduction to the 6PSM and how it can help to suggest procedures and RRs as part of the assessment process. Some clinical data on patients with Borderline Personality Disorder used as an example. By the end of the session everyone should have experienced telling and hearing a 6-part story, and would have extensive handouts to take away and refer to.

Workshop Session 4a | Chaired by Kate Freshwater | Room: Syndicate E/F**Lawrence Welch (45 mins)****'How can our understanding of the cellular level of reciprocal roles help to build a productive dialogue amongst those willing to challenge the dominant economic and political forces'**

Biography: Lawrence Welch is a Consultant Psychotherapist in the Northumbria Healthcare Trust's Psychological Therapies Service. He first trained in CAT in the late 1980's, is a Founder member of ACAT and a trainer and supervisor in Catalyse (formerly ACAT North). He completed a PhD on the reliability and validity of reformulations and the process of writing them in 2010. He has had an active interest

in socialist politics since leaving South Africa in 1969 and, from the early 70's, has been a supporter of a socialist group now known as Worker's Liberty.

Abstract: This session will aim to help participants to extend their awareness of reciprocal roles at the cellular, personal level and identify links between this immediate, personal experience and the wider political messages of power and control. A consideration of the current undemocratic privatisation of the NHS will be used to provide an illustration of how the workforce can be easily trapped within a compliant, unthinking, resigned position in relation to commands from above. A key mechanism within this is the use of double meanings where concepts such as 'patient choice' are used which have one meaning to the public and professionals and an entirely different meaning at the higher order political and economic level. Building an effective challenge is no easy task but an element that is one of the hardest to establish is meaningful, creative dialogue between those who are prepared to believe in and fight for a different world. While CAT lacks a coherent and coordinated political position, it could make an important contribution through the cellular concept of reciprocal roles in order to understand better the complexity of dialogue in building a powerful shared thinking and solidarity in confronting those who hold power.

And

Workshop Session 4b | Chaired by Kate Freshwater | Room: Syndicate E/F

Beth Greenhill, Rebecca Swarbrick and Amanda Roberts (45 mins)

'Do you want to be on the front page of The Sun? Using CAT to understand organisational enactments in response to Human Rights, the Care Quality Commission and Safeguarding'

Biographies:

Amanda Roberts is a Trainee Clinical Psychologist at The University of Liverpool. She has worked as a researcher in prisons and secure settings and for the national Human Rights in Healthcare Project. Amanda has a background in voluntary sector disability rights advocacy, a strong commitment to service user and carer involvement and to understanding how providers and recipients of services can work collaboratively to improve public services in general. Amanda's clinical interests include working with people labelled with learning disabilities and personality disorders within the context of the Recovery Model. Amanda's thesis/current research focuses on understanding how the culture of organisations can facilitate or impede the effectiveness of therapy with clients. Amanda has an increasing interest in CAT in general and particularly in applying CAT contextually as a framework for understanding multi-level systemic/organisational challenges.

Dr Beth Greenhill is a Clinical Psychologist working with adults with learning disabilities at Rebuild Clinical Business Unit, Mersey Care NHS Trust and a Senior University Clinical Tutor in the Department of Clinical Psychology at the University of Liverpool. Beth's interests include the application of human rights based approaches in healthcare, particularly in the areas of clinical risk decision making and organisational culture. Beth is project lead for the 'Human Rights in Healthcare Project' within Mersey Care's Learning Disability Services. Clinically, Beth works therapeutically within a Cognitive Analytic Therapy framework, offering direct therapy and 'relationally informed' systemic support to service users.

Abstract: 'Winterbourne View' and scandals in health care provision for older adults have simultaneously galvanised and paralysed responses to human rights abuses of people with disabilities and those in later life. The proposed workshop will use CAT to relationally explore enactments at individual and systems levels to human rights legislation, service reviews by the Care Quality Commission (CQC) and safeguarding referrals.

The facilitators will reflect back to the workshop constructions of their own team's experiences of cultural change using CAT tools: sketching out SDR's and outlining dominant reciprocal roles and enactments. Within one service, these reflections centre around understanding emotional resistance to proactively introduced human rights approaches to care. In another service, the focus is on understanding team and organisational responses to CQC service reviews; where 'naming and shaming' often hide the alternative responses of nurturing and developing. Practitioners will be invited to re-formulate philosophies of service change and responses to them within their own sphere. Broader social responses to 'human rights', austerity and the context of the economic crisis will also be discussed.

The workshop is likely to be of particular interest to practitioners working with older adults or with people with learning disabilities.

The workshop will aim to promote a dialogic understanding of systemic and individual emotional and relational barriers to working with organisational change in response to policy and the law.

Workshop Session 5 | Chaired by Dee Affleck | Room: Weston Theatre

Jason Hepple (1.5 hours)

'Relationships in Microcosm in CAT'

Biography: Consultant Psychiatrist in Psychological Therapies, Somerset Partnership NHS Foundation Trust. CAT Psychotherapist and Supervisor. Chair of ACAT.

Abstract: It is an ancient idea dating, back to the days of Plato, that the same patterns are found at all levels of organisation of the cosmos - from the level of the universe (the macrocosm) to the smallest component of it - the microcosm, literally 'little world'. The Universe in a drop of rain or as William Blake put it: 'To see a world in a grain of sand'.

We are confident in CAT that our experience of the client in the form of enactment in the therapy relationship (a microcosm) will always tell us something about the way the client is and is experienced by others in their wider world (a macrocosm).

Following on from my workshops and talks on enactment in CAT I have been amazed that in our explorations of the enactments encountered by therapists in work with their clients, we have often been able to unpack layer upon layer of understanding from a single incident or experience within the therapy relationship. By tracing back the awareness of an enactment to its earliest appearance in the therapy relationship (this could be an emotional response, a thought, an image, a 'voice' or a behaviour) we have sometimes been able to access deeper or disavowed reciprocal roles that had been neglected or overlooked in the therapy in favour of more acceptable but secondary or defensive roles and procedures, that had become the agreed focus of the CAT tools.

The workshop will focus on discussing and experimenting with ideas on how to develop this technique as a powerful supervision tool in CAT.

Please note: this workshop is repeated on Saturday morning

Workshop Session 6a | Chaired by Robert Watson | Room: Conference 3

Ella Knight (45 mins)

'The Owl that becomes the 'I' - An exploration of the observing self in CAT using projected play (working with small objects)'

Biography: Ella is a Senior Dramatherapist and CAT Practitioner who has worked within the NHS for the past eleven years. She currently works in adult mental health for Kent and Medway NHS Trust.

Ella has worked extensively within community based projects covering many client groups and within an NHS Psychiatric secure unit for five years as a Dramatherapist before she did her CAT training. She is about to complete the IRRAPT training. She also works for the Priory hospital and has specialized in working with people with eating disorders.

Ella has a keen interest in sharing and exploring the process of bringing together her work within the Arts Therapies and CAT.

Abstract: This will be an experiential hands-on session where participants will have the opportunity to explore the therapeutic relationship through the 'Play area'. The observing self will be a focus for the workshop.

Donald Woods Winnicott (7 April 1896–28 January 1971) thought that playing was the key to well-being. By "playing," he meant not only the ways that children of all ages play, but also the way adults "play" through making art, or engaging in sports, hobbies, humour, meaningful conversation, et cetera. At any age, he saw play as crucial to the development of authentic selfhood, because when people play they feel real, spontaneous and alive, and keenly interested in what they're doing. He thought that insight in psychoanalysis was helpful when it came to the patient as a playful experience of creative, genuine discovery. Winnicott believed that it was only in playing that people are entirely their true selves, so it followed that for psychoanalysis to be effective, it needed to serve as a mode of playing. http://en.wikipedia.org/wiki/Donald_Winnicott

And

Workshop Session 6b | Chaired by Robert Watson | Room: Conference 3

Susie Black

Using CAT as a tool for consultation and indirect working

Biography: Susie Black is a Clinical Psychologist and CAT practitioner working in independent practice in South Wales. Susie has previously worked within the NHS including a post in which she ran one site of a field trial for the treatment of personality disorder and another post in which she set up a CAT-informed psychology service to two acute mental health inpatient wards. Within the inpatient setting, CAT was used to inform a mixed method model of service, which combined consultancy, training, and direct clinical work to make the most use out of the limited resources available. CAT was used particularly as a tool for understanding the dynamics of the ward environment, and then using this understanding to work with the challenges for staff, posed by those who are acutely unwell and / or in crisis. Susie is current secretary of the South Wales CAT Special Interest Group and member of the Catalyse Projects Forum where she is leading on computer based CAT delivery.

Abstract: There are considerable potential gains of using CAT as a facilitative tool in many settings. In an inpatient service models such as CAT can influence the ward environment, facilitate staff development, and anecdotal evidence suggests that increased staff understanding and new ways of relating based on CAT might impact on staff sickness and optimism. Many of these potential benefits can apply in other settings too, such as work / office environments or other places where teams need to work together. The workshop will focus on ways of using CAT to facilitate consultancy and as an indirect method of working with teams using inpatient mental health settings as one example. Susie will bring case examples, and will offer a structured framework to enable and those attending the workshop to share experiences and ideas about using a consultancy/indirect model of working and of using CAT as an intervention with teams or other systems. We will focus on the positives and challenges of using CAT as a tool for facilitating understanding. Participants can use the workshop to think about their own arena of work and how they might use CAT in this way around them, what the barriers might be to this, and how they might work towards overcoming them. Susie will offer support, guidance, feedback, comments as needed.

Workshop Session 7a | Chaired by Laura Sutton | Room: Boardroom Level 6

Sonia Mangwana (45 mins)

'When Empathy is not Enough. Teaching relational awareness to cancer staff'

Biography: Sonia Mangwana is a Liaison Psychiatrist from Manchester, working in a regional cancer centre, providing psychological care of the patients there using CAT, and staff trainings using relational mapping skills from CAT. She has developed her training skills in CAT

primarily through joint working with Steve Potter, teaching relational mapping skills to mental health staff, psychologists, psychiatrists in training, and non-mental health nursing staff. She is one of the founding members of PhysCAT, a new ACAT Special Interest Group for those using CAT in physical health-care settings. She is currently training for supervisor accreditation.

Abstract for Presentation: Teaching mapping skills to non-CATs - the experience of delivering a CAT-informed relational skills training to non mental health staff. This is a report on a successful CAT-based training intervention for non-therapists (cancer nurses, and allied health professionals), with discussion of the teaching devices used and demonstration if the group would like. These training techniques will be of interest not only to those similarly delivering trainings to non-therapist staff groups, but also to those delivering team trainings in mental health.

Please note this workshop is repeated on Saturday at 11.00

And

Workshop Session 7b | Chaired by Laura Sutton | Room: Boardroom Level 6

Aileen Garrihy (45 mins)

'How dream exploration within a CAT framework can enhance understanding and integration of difficult emotional experiences'

Biography: I am a CAT psychotherapist working in the public health service in north Dublin. I also work on a sessional basis in a treatment centre for people with eating disorders. My particular area of interest is working with people with eating disorders in a relational way where the objective is to access the client in their very cut off and lonely but safe place. This is done by modelling compassion and warmth while respecting the clients need for distance. When emotion and cognition don't seem to connect as is often the case with these clients, other ways of accessing cut off or dissociated aspects of the self is often necessary. Dream exploration allows an 'as if' quality to self disclosure which allows the client the safety of withdrawal should the client feel this is necessary so that dissociated experiences and emotions can be considered in a way that is safe for the client. This is also useful when working with those that have been extremely traumatised, that are reluctant to speak about their experiences for fear of possible repercussions and/or of being overwhelmed by the experience. Dream exploration also provides a safe way of addressing transference and counter-transference issues as they arise in therapy that may otherwise be too difficult to voice. It also helps to identify RRP's in a way that doesn't feel threatening to the client. The integration of dissociated experiences and emotions help client and therapist to develop a narrative of the client's experiences together.

Abstract: Participants will hear how dream exploration is compatible with the CAT model; I will consider 4 areas for exploration and illustrate these with relevant case material. These areas of exploration are;

1. The potential for dreams to act as 'jointly elaborated interpsychological signs' between client and therapist.
2. Dreams as enactments of reciprocal role procedures.
3. How dream exploration facilitates the processing of transferences and counter-transferences in therapy.
4. How dream exploration aids the re-integration of dissociated aspects of the self.

The workshop will be an interactive one that will encourage discussion between participants about their attitudes to dream exploration with the hope that therapists may feel more comfortable incorporating this useful tool into their therapeutic interventions.

Please note this workshop is repeated on Saturday at 11.00

Saturday, 7th July

Plenary Session | Main Lecture Theatre | 09.00 – 10.30

Chaired by Inigo Tolosa and Cheryl Delisser

Katri Kanninen (45 mins)

'Looking at Early Interaction from a CAT Perspective'

implications of different kinds of early interactions on CAT psychotherapy

Biography: Psychologist (PhD), CAT psychotherapist and trainer from Finland who works privately and as a clinical lecturer in university of Åbo Akademi

Abstract: My idea is to discuss how different ways of early interaction shape the formation of personality and its structure. What needs to happen in a "good-enough-interaction"? And what happens in a child when this level is not reached? I will show several video examples of different types of interaction between parents and children. I attempt to elucidate how the quality of interaction affects the children: what are the reciprocal roles and procedures internalised and how and what happens in this process. I will give pragmatic examples of using DSA method in analysing the interactions. The implications for e.g., goal setting and form of CAT psychotherapy will be discussed.

Alison Jenaway (45 mins)

'Change your Parenting for the Better'

Biography: Consultant Psychiatrist in Psychotherapy using CAT with adults with physical health problems in a liaison psychiatry team and also working with adolescents with emerging personality problems and their parents in a Child and Adolescent Mental Health Service. Also a CAT supervisor and Vice-Chair of ACAT

Description: Some early ideas about how to use a template developmental CAT model to encourage parents of disturbed adolescents to reflect on their own early life experience and the roles that they are engaging in with their children. A little theory and several case examples.

Saturday, 7th July

Saturday Morning Workshops | 11.00 – 12.30

Workshop Session 1a | Chaired by Uma Patel | Room: Conference 1

Frances Pennycook and Lorna Boyd (45 mins)

'Running closed CAT approach groups on an in-patient eating disorder unit'

Biography: Both practitioners work in CAT work in private hospitals, corporate occupational health and private practice settings. Both work across general psychiatry, Frances having key interests in adolescent psychiatry and eating disorders, whilst Lorna has key interests in addictions and eating disorders.

Abstract: Participants will gain insights into setting up CAT groups in an Eating Disorder Setting, additionally the same group format is applicable in other general psychiatry settings. For those already involved in group work there will be opportunity to share experience.

And

Workshop Session 1b | Chaired by Uma Patel | Room: Conference 1

Vicki Richer (45 mins)

'Using CAT Reformulation Letters with Adolescents'

Biography: I am a CAT practitioner and a Clinical Psychologist. I have worked both in child and adult outpatient services and I am currently working at the Phoenix Centre. This is a highly specialist eating disorder unit for young people aged between 12- 18.

Abstract: This workshop will explore the unique opportunities in using reformulation letters with Adolescents. It will address many of the concerns held by professionals when writing to young people. We will also consider how letters can be used as a therapeutic tool that can be shared with their family and wider team and the dilemmas this raises.

Workshop Session 2a | Chaired by Kim Dent Brown | Room: Boardroom Level 6

Sonia Mangwana (45 mins)

'When Empathy is not Enough. Teaching relational awareness to cancer staff'

Biography: Sonia Mangwana is a Liaison Psychiatrist from Manchester, working in a regional cancer centre, providing psychological care of the patients there using CAT, and staff trainings using relational mapping skills from CAT. She has developed her training skills in CAT primarily through joint working with Steve Potter, teaching relational mapping skills to mental health staff, psychologists, psychiatrists in training, and non-mental health nursing staff. She is one of the founding members of PhysCAT, a new ACAT Special Interest Group for those using CAT in physical health-care settings. She is currently training for supervisor accreditation.

Abstract: Teaching mapping skills to non-CATs - the experience of delivering a CAT-informed relational skills training to non mental health staff. This is a report on a successful CAT-based training intervention for non-therapists (cancer nurses, and allied health professionals), with discussion of the teaching devices used and demonstration if the group would like. These training techniques will be of interest not only to those similarly delivering trainings to non-therapist staff groups, but also to those delivering team trainings in mental health.

Please note this workshop is also running at 15.30 on Friday

And

Workshop Session 2b | Chaired by Kim Dent Brown | Room: Boardroom Level 6

Aileen Garrihy (45 mins)

'How dream exploration within a CAT framework can enhance understanding and integration of difficult emotional experiences'

Biography: I am a CAT psychotherapist working in the public health service in north Dublin. I also work on a sessional basis in a treatment centre for people with eating disorders. My particular area of interest is working with people with eating disorders in a

relational way where the objective is to access the client in their very cut off and lonely but safe place. This is done by modelling compassion and warmth while respecting the clients need for distance. When emotion and cognition don't seem to connect as is often the case with these clients, other ways of accessing cut off or dissociated aspects of the self is often necessary. Dream exploration allows an 'as if' quality to self disclosure which allows the client the safety of withdrawal should the client feel this is necessary so that dissociated experiences and emotions can be considered in a way that is safe for the client. This is also useful when working with those that have been extremely traumatised, that are reluctant to speak about their experiences for fear of possible repercussions and/or of being overwhelmed by the experience. Dream exploration also provides a safe way of addressing transference and counter-transference issues as they arise in therapy that may otherwise be too difficult to voice. It also helps to identify RRP's in a way that doesn't feel threatening to the client. The integration of dissociated experiences and emotions help client and therapist to develop a narrative of the client's experiences together.

Abstract: Participants will hear how dream exploration is compatible with the CAT model; I will consider 4 areas for exploration and illustrate these with relevant case material. These areas of exploration are;

5. The potential for dreams to act as 'jointly elaborated interpsychological signs' between client and therapist.
6. Dreams as enactments of reciprocal role procedures.
7. How dream exploration facilitates the processing of transferences and counter-transferences in therapy.
8. How dream exploration aids the re-integration of dissociated aspects of the self.

The workshop will be an interactive one that will encourage discussion between participants about their attitudes to dream exploration with the hope that therapists may feel more comfortable incorporating this useful tool into their therapeutic interventions.

Please note this workshop is also running at 15.30 on Friday

Workshop Session 3 | Chaired by Jane Stephens | Room: Conference 5

Cheryl Delisser and Clive Turpin (1.5hrs)

'Why are there so many group CAT adaptations and is this helpful? Clinical illustration of one adaptation of group CAT practised in Manchester'

Biographies:

Cheryl works in a NHS Psychotherapy Service in North Manchester providing individual and group CAT to adults with a range of complex mental health difficulties. She is a CAT Psychotherapist and is currently undertaking CAT Supervisor training. She has a keen interest in group therapy and is enthused by the idea of helping people in both clinical and non-clinical settings enhance their relational understanding.

Clive also works as an Adult Psychotherapist in North Manchester offering individual and group CAT. Additionally he works in a Self-Harm Team providing very brief therapy for people that self-harm. He is a CAT Practitioner and is approaching the end of the CAT Psychotherapy training. He has an interest in very brief therapy and bringing therapeutic approaches to front line services.

Abstract: Workshop participants will have the opportunity to develop an understanding of the way in which the model of individual CAT has been adapted in order to offer a 30 session heterogeneous CAT group in Manchester. Some clinical material from one group will be shared in order to highlight the effectiveness of the chosen adaptations. Information about the many other adaptations of group CAT will be shared (both published and unpublished versions), following which participants will be encouraged to discuss the pros and cons of the multiple adaptations. Ultimately the question of whether a clearer model of group CAT is necessary will be debated.

Workshop Session 4 | Chaired by Tim Sheard | Room: Conference 4/4a

Caroline Dower (1.5 hours)

'Bodies in Dialogue: Integrating movement into CAT therapy'

Biography: **Caroline Dower** is an Integrative Psychotherapist and CAT Practitioner. She works in private practice and in the NHS as a psychotherapist, supervisor and trainer and undertakes independent organisational consulting projects, and is a member of the Catalyse network. She has a particular interest in embodiment, and the integration of body psychotherapy models into mainstream relational psychotherapy.

Abstract: At the heart of CAT lie the identification, elaboration and revision of relational procedures. We expect these patterns will be enacted in the therapy room and we use words as our main therapeutic tool. I would like to turn our attention to the embodied enactment in the therapy room, and look at how body movement patterns express our relational history and the present relational moment. How can we draw upon this creatively to enrich our reformulations and to find embodied 'exits'? It is a challenge to translate our embodied experience into our verbal CAT form. I will describe how I integrate this approach and we will play with the ideas a little, drawing upon your own client experiences.

Participants will receive an introduction to developmental theory from a movement perspective, and see video footage that brings this theory to life. They will hear excerpts of therapeutic work that draws on this theory, and begin to apply the approach to one of their own clients. I hope that this offers participants another lens through which to experience themselves and their clients in dialogue with each other.

Workshop Session 5a | Chaired by Alison Jenaway | Room: Conference 2

Sue Yabsley (45 mins)

'Ah ha moments in Family Therapy – and Grandma came too!

Biography: I am historically analytically trained and have been practicing for about 20 years; I have just completed the ACAT IRRAPT psychotherapy course, and am a Trustee for ACAT.

I work two days per week as a CAT therapist for the Somerset NHS psychotherapy department working with adults with severe and enduring mental health; within this post I also provide CAT therapy for CHAMS young people. I have a private practice which includes two psychiatrists, one adult and one child and adolescent; two psychologists, one adult and one child and adolescent and 7 psychotherapists providing a full range of therapeutic interventions including systemic family work. We have a risk assessment CPN who supports a capacity for wider range interventions in private practice.

I have a particular interest in generational trauma and 'hand-me-down' reciprocal role patterns of relating and understanding, both self and other. How the original trauma or experience becomes a lost voice leaving future generations with deeply imbedded core beliefs which can be unhelpfully enacted, therefore 'educating' the next generation, and so on.

Abstract: I would like to share a moment in a family therapy which was both deeply humbling and at the same time totally absorbing and fascinating. I will present my patient 'Molly' (not her real name) who was 11 years old at the point of referral into my private practice, and how the work developed and unfolded. I feel this case demonstrates the pain of the forebears and how historic trauma is played out unknowingly by subsequent generations; by working systemically a child's voice can be found and then heard which in turn releases the voices of the wider family.

This workshop will be a presentation of case material and an opportunity for us to reflect on our own work, experiences and understanding of the 'waterfall' of individual experience and how it cascades down through generations.

And

Workshop Session 5b | Chaired by Alison Jenaway | Room: Conference 2

Debbra Mortlock (45 mins)

'Bringing CAT into the family'

Biography: Debbra currently works for the Children's Division of the Cambridge and Peterborough NHS Foundation Trust and is based in The Croft Child and Family Unit. The Croft is an inpatient unit for children up to 12. Children are admitted with at least one of their parents. Debbra works as a clinical psychologist and has been qualified since 2002. Debbra completed CAT Practitioner Training with the Oxford tem beginning in 2004 and has worked in a CAMH setting since 2002.

Abstract: The session aims to give participants ideas on how to introduce CAT into a service that relies on other well established therapeutic approaches. The presenter will discuss their experiences of using CAT in CAMHS and introducing it into an inpatient unit in which children stay residentially with their parents. Service issues and specific case examples will form part of the focus during the workshop

Workshop Session 6a | Chaired by Debby Pickvance | Room: Weston 2

Robert Watson (45 mins)

'Do you see any other men who do this...? Buying Sex: Reflections upon working with Men who visit Sex Workers and the idea of Sex Addiction - a CAT informed approach'

Biography: I am a Chartered Clinical Psychologist and qualified in 2001 from University College London. I am also an Accredited Cognitive-Analytic (CAT) Therapist and have a special interest in using CAT to help people overcome problems with Sex Addiction. I have worked for the National Health Service in both Sexual Health/HIV and Adult Mental Health Services. In these areas I have worked as a therapist, supervisor, manager and team leader. I currently work in private practice.

Abstract: There is often an assumption that buying sex signals inadequacy and in the literature there is considerable diversity in the reasons given by men who paid for sex. Men who buy sex and present to services are a fraction of the broader population of men who buy sex and are unrepresentative in that they, at some level, perceive it as problematic. They have few obvious places to bring their concerns. I discuss clinical experiences of working with heterosexual men who bought sex and accessed psychology services at a central London Sexual Health Clinic. I outline common factors that led men to seek advice at our clinic and argue that buying sex needs to be understood in the context of relationships with others and the self. Moreover, this is important when it comes to understanding cases where buying sex has been termed a "sex addiction", a concept that I do not feel is helpful. I apply a Cognitive Analytic Therapy framework to illustrate how relational understandings offer alternative insights to sex addiction that are more clinically relevant and useful.

And

Workshop Session 6b | Chaired by Debby Pickvance | Room: Weston 2

Steve Kellett (45 mins)

'Working with Morbid Jealousy using CAT; key skills in formulating and intervening'

Biography: Steve Kellett is CAT therapist who works in Sheffield. He works in the local trust in the focussed depression team and is an IAPT Programme Director.

Abstract: The workshop on working with morbidly jealous patients will focus on teaching a helpful assessment structure that is sensitive to risk issues and to consider the typical reciprocal roles and associated problem procedures that are present for this client group. The workshop will use anonymised client material to help participants think about how to work using a CAT framework. The workshop will be interactive and experiential.

Workshop Session 7 | Chaired by Jackie Baker | Room: Weston Theatre

Jason Hepple (1.5 hours)

'Relationships in Microcosm in CAT'

Biography: Consultant Psychiatrist in Psychological Therapies, Somerset Partnership NHS Foundation Trust. CAT Psychotherapist and Supervisor. Chair of ACAT.

Abstract: It is an ancient idea dating, back to the days of Plato, that the same patterns are found at all levels of organisation of the cosmos - from the level of the universe (the macrocosm) to the smallest component of it - the microcosm, literally 'little world'. The Universe in a drop of rain or as William Blake put it: 'To see a world in a grain of sand'.

We are confident in CAT that our experience of the client in the form of enactment in the therapy relationship (a microcosm) will always tell us something about the way the client is and is experienced by others in their wider world (a macrocosm).

Following on from my workshops and talks on enactment in CAT I have been amazed that in our explorations of the enactments encountered by therapists in work with their clients, we have often been able to unpack layer upon layer of understanding from a single incident or experience within the therapy relationship. By tracing back the awareness of an enactment to its earliest appearance in the therapy relationship (this could be an emotional response, a thought, an image, a 'voice' or a behaviour) we have sometimes been able to access deeper or disavowed reciprocal roles that had been neglected or overlooked in the therapy in favour of more acceptable but secondary or defensive roles and procedures, that had become the agreed focus of the CAT tools.

The workshop will focus on discussing and experimenting with ideas on how to develop this technique as a powerful supervision tool in CAT.

Please note: this workshop is a repeat of Workshop 5 on Friday afternoon

Saturday, 7th July

Saturday Afternoon Workshops | 13.30 – 15.00

Workshop Session 1a | Chaired by Jamie Kirkland | Room: Conference 2

Stella Compton-Dickinson (45 minutes)

'Integrating CAT and Music Therapy: A patient preference trial'

Biography: Stella Compton Dickinson: Principal Investigator: Research Lead Arts Therapies, Rampton High Secure Hospital

Abstract: An ethically approved, controlled, feasibility mixed methods study into the clinical effectiveness of group cognitive analytic music therapy (g-camt) with men in a high secure treatment setting. The rationale, method, implementation and results.

And

Workshop Session 1b | Chaired by Jamie Kirkland | Room: Conference 2

Lindsay Jones and Lizzy Ferguson (45 mins)

'Cognitive Analytic Therapy (CAT) and Service User Involvement'

Biographies: Lizzy Ferguson, Involvement Development Worker, The Retreat, York;

Dr. Lindsay Jones, Consultant Clinical Psychologist, Garrow House High Support Service for Women, York.

Background:

This workshop aims to describe the therapeutic model used at Garrow House, a High Support Service for Women leaving secure care in York. The therapeutic model draws on CAT to provide a relational framework to inform the work of the whole staff team. We will discuss how the therapeutic model can be used alongside the ethos of service user involvement and recovery principles by considering how they relate at individual therapy, staff team, and the organisational level. Participants in the workshop will have the opportunity to debate and discuss some of the issues that arise, share experiences and explore implications for their own practice.

Learning Objectives:

- To gain an understanding of service user involvement.
- To explore the importance and benefits of a service user involvement framework for CAT.
- To think about how we might flexibly apply CAT practice to be more congruent with service user involvement principles at individual therapy, staff team and organisational levels.
- To reflect on and discuss how to improve service user involvement in our own services and CAT practice.

Workshop Session 2 | Chaired by Katri Kanninen | Room: Boardroom Level 6

Stephen Clarke and Paula Barnes (1.5 hrs)

'No Sex Please.....We're CAT Therapists'

Biographies: Both presenters are current IRRAPT trainees and both practice in the NHS.

Paula Barnes is a Psychological Therapist at TEVV NHS FT, CAT Practitioner and trained Psychosexual Therapist

Steve Clarke is a Psychological Therapist at NTW NHS FT, CAT Practitioner, Supervisor and Trainer

Abstract: Participants will have the opportunity to –

- Consider how to get 'sex' onto the 'map' and into the dialogue.
- Consider what may inhibit us engaging with our patients in this aspect of their lives.
- Have a chance to think about forms of the 'erotic nature of expression within the therapeutic space'.

Workshop Session 3a | Chaired by Cheryl Delisser | Room: Conference 4/4a

Kate Reilly (45 mins)

'Practitioners experience of their mandatory CAT Personal Therapy: an interpretative phenomenological analysis'

Biography: I am a third year Doctorate in Clinical Psychology student at Teesside University.

Abstract: The Association for Cognitive Analytic Therapy (ACAT) currently mandates that training CAT practitioners undertake a 16 session CAT therapy as a part of their training. However evidence for the role of personal therapy for developing practitioner competence and improved client outcome is minimal. Atkinson (2006) advocates an exploration of the contribution of personal therapy to personal and professional development to avoid personal therapy becoming arbitrary or perfunctory. This study aims to explore the lived experience of this mandatory personal therapy for 8 CAT practitioners and the effect this has had on their practice. An interpretative phenomenological analysis of semi-structured interviews with the participants will reveal the meaning and significance ascribed to PT in this training programme. The results will be relevant to CAT practitioners and those involved in training them in understanding the benefits and costs of PT and what it adds to developing competency.

And

Workshop Session 3b | Chaired by Cheryl Delisser | Room: Conference 4/4a

Jay Dudley, Clive Turpin and Dupe Adu-White (45 mins)

'In celebration of IRRAPT – the journey towards becoming a CAT Psychotherapist'

Biographies:

Jay Dudley: CAT Service Lead – Somerset CAT Service. Practitioner, Supervisor, Trainer. I am currently completing CAT psychotherapy training. Interests – the 'space between' self and other and ways of 'reaching across' to connect and construct joint and different meanings through sign mediation, dialogue, and 'being-with'. I am interested in how the use of movement within the concept of ZPD can help to span inner/outer and past/present/future relationships and environments. How taking up a different position encompassing compassion/ empathy needs concepts of witnessing and value judgement to bring about self-reflection/change. I am interested in Object Relations influence on CAT, and Leiman, William Stiles and relational/dialogic thinkers.

Clive Turpin: I work part-time in a North Manchester Psychotherapy Service offering individual and group CAT. Additionally I work in a Self-Harm Team providing very brief therapy for people that self-harm. I am a CAT Practitioner and approaching the end of the CAT Psychotherapy training. I have an interest in very brief therapy and bringing therapeutic approaches to front line services.

Dupe Adu White: I work as a Team Therapist and Cognitive Analytic Therapist for the Oxfordshire Complex Needs Service. This is a personality disorder service offering group therapy. I use CAT as facilitated engagement into the group therapy programme and some of the CAT tools in groups. I am currently doing my advanced CAT psychotherapy training and as part of this I work once a week as an Honorary Psychotherapist at St Thomas' Hospital in London. I am interested in ethnicity and CAT, the use of creativity in CAT and making CAT more integrated into the mainstream service.

Abstract: An appreciation of the journey through the course and some understanding of the challenges of such an undertaking. How our experiences of the course have affected our development as psychotherapists. How we have come to understand and appreciate the value and importance of the use of self in becoming a psychotherapist. We hope to convey a sense of the richness of our experience through sharing what we have gained. We will explore the challenges to self through thinking about the impact of sameness and difference, and will attempt to convey something of the way all the shifting rhythms, patterns, recurring and new themes ebb and flow to create an environment in which you can safely-enough continue to 'bump into yourself'. The value in building relationships with those sharing the journey will be touched on and the implications of moving towards more responsibility as experienced therapists in the community of ACAT: in short – the scary but life-affirming, playful maturation process!!

Workshop Session 4 | Chaired by Jason Hepple | Room: Weston Theatre

Frank Margison (1.5 hours)

'Tracking change in psychotherapy: working with clients who are going off track'

Biography: Frank Margison is a medical consultant psychiatrist in psychotherapy working in Gaskell Psychotherapy Centre and also in MMU and University of Manchester Student Counselling Departments. As well as being a CAT Psychotherapist he co-developed PI therapy and was one of the group who developed the CORE measurement system. His interest as a teacher is in transferring research findings into actual practice!

Workshop Summary:

The brief presentation will cover what is known about *tracking change*: how we do it, impact on therapy, why it helps.

Using CORE, OQ45 or any other tracker (whether self-scored or using a computerised system)

Recent updates on the benefits of identifying "outliers" and focusing on them in supervision.

Drawing on the work of Mike Lambert and colleagues in the US, the session will cover some of the practical strategies we can use when we have a client going "off track". In brief we can assess for problems in four key areas: Therapeutic alliance, Motivation, Life events, Social Support.

We then discuss some strategies for each area of difficulty, noting that most therapists do "more complex" when they should "go back to basics"! We cover these basics in the form of a simple check list that is in the form of suggestions rather than prescriptions.

The workshop will involve small group discussion of imaginary cases using this structure to reflect on how a CAT therapy is progressing and identifying blocks.

Learning outcomes: participants will have an update on ways of tracking change in CAT and gain skills to approach "off track" clients in a systematic and collaborative way drawing on research findings

Please note this workshop is also running on Friday morning at 11.00

Workshop Session 5 | Chaired by Karen Appleby | Room: Conference 5

Rhona Brown and Kath Sykes (1.5 hrs)

'Diagrams, Difference, Culture & Identity: A skills-based workshop to explore mapping'

Biographies:

Kath Sykes Principal Adult Psychotherapist, Cat Practitioner and Supervisor

My name is Kath Sykes, and I work as a Principal Adult Psychotherapist within Manchester Mental Health and Social Care Trust in a Psychotherapy Department. My original training is as a psychodynamic psychotherapist, before becoming a Cat practitioner and Supervisor. I have been involved in working to make our service more accessible to people from different backgrounds, and to help us to provide therapies which are more culturally sensitive.

Rhona Brown, Clinical Psychologist & CAT Practitioner

I work for Manchester Mental Health & Social Care Trust, into a complex primary care psychology service in Central Manchester. I have been involved in several projects over the years aiming to enhance our responsiveness to diverse communities within the city. I am interested in using CAT approaches to help understand and articulate social and cultural influences upon identity and distress.

Abstract: Welcome to Manchester! This experiential workshop offers an opportunity for participants to explore what influences and shapes our differing experiences of identity through a sense of self and a sense of place (using Manchester as an example). We will consider how cultural familiarity/unfamiliarity, identity and difference might impact upon the therapeutic relationship using two clinical vignettes; and will experiment with skills in mapping experience relating to identity and difference within the CAT model. We will make use of participants' experience of self and place, and will not aim to cover theory or ideas.

Workshop Session 6 | Chaired by Sue Yabsley | Room: Conference 1

Hilary Brown and Julie Lloyd (1.5 hrs)

'How can CAT help us to understand and assess mental capacity?'

Biographies:

Julie Lloyd is a clinical psychologist who has worked in the NHS with vulnerable adults for 30 years. She is also a CAT practitioner and a co-editor of Reformulation.

Hilary Brown is Professor of Social Care at Canterbury Christ Church University and a CAT psychotherapist working primarily in a service for people with learning disabilities. She is also a supervisor and has a small private practice in the south east.

Abstract: CAT's relational understanding poses some challenges to the cognitive model of decision making that sits at the heart of the Mental Capacity Act 2005. Drawing on recent research, this presentation will suggest that other factors may be at work and that difficult reciprocal roles and shifting self- states may cut across a person's decision making and ability to keep themselves safe. Dilemmas, traps and snags are often re-enacted through decision making when people see themselves as only choosing between polarised options, or set up vicious cycles, avoidant strategies or strategies that undermine their best interests through their decision-making. But CAT also offers a model of collaborative working and of recruiting healthy self-states to make sense of complexity and this way of working may provide a way forward when "thinking straight" has been put in jeopardy.

Learning Outcome

This workshop will present a framework for thinking about what makes cases complex in terms of decision-making and risk assessment. Using case examples we will try to use our understanding of patterns of action, reaction and reciprocation to unpack and unlock some complex situations. At the end of the workshop, participants will be able to use CAT concepts to the Mental Capacity Act and in other complex capacity assessments.

Workshop Session 7 | Chaired by Ruth Carson | Room: Weston 2

Steve Potter

'Map the Moment and Get to the Heart of the CAT Model'

Biography: Steve Potter has been extensively training and supervising CAT to a wide variety of groups in recent years and is keen to promote the richness of the basic principles and methods of the model for doing psychotherapy but also for developing relational intelligence.

Abstract: In this workshop we will practice making CAT diagrams of clinical moments following a video example. The activity of mapping the moment, in combination with speed supervision, will show how CAT often works best when mapping and writing are combined. We will look at the central importance of crafting a reciprocal role procedure out of two ends of a reciprocal role to make link within and between roles. The idea of role orchestration will be added to the familiar ideas of role reciprocation and role procedures as something that has arisen from the emphasis on mapping the moment. By combining the skills of mapping, writing, talking and 'sharing of self', client and therapist (mapper and mappee) are working simultaneously through several modes of relating and this shows how change takes place in CAT.

Saturday, 7th July

Plenary Session | Main Lecture Theatre | 15.30 – 17.00

Chaired by Jason Hepple

Challenges and Opportunities for CAT

For the final session of the conference we want to focus upon the vitality and versatility of the CAT approach and the challenges and opportunities that lay ahead. Four speakers will focus on CAT research, individual work, group work and innovations in CAT theory and methods.

Speaker 1

Steve Kellett

'An overview of the CAT evidence base drawing upon a recent survey of research into CAT'

Biography: Steve Kellett is CAT therapist who works in Sheffield. He works in the local trust in the focussed depression team and is an IAPT Programme Director.

Abstract: Purpose. Despite the popularity of CAT, the evidence-base is acknowledged as limited in comparison with some other psychotherapies. No review has been previously undertaken to evaluate the nascent evidence-base to guide and stimulate future research.

Methods: A search of PsychInfo, Medline, CINAHL and Cochrane databases from 1960 to 2011 was conducted to identify studies reporting outcomes of Cognitive Analytic Therapy. An existing validated checklist was used to assess the quality of CAT outcome papers included in the review.

Results: A total of 21 papers met inclusion criteria, spread across a range of diagnoses; a third of papers report outcomes for Borderline Personality Disorder. The CAT evidence-base appears disparate across diagnostic conditions and is characterised by often small-scale, uncontrolled studies based in routine practice. A mean effect size of 0.81 across nine available studies was found from a forest plot analysis indicating promising effectiveness.

Conclusions: There is a lack of evidence testing the effectiveness of CAT with common mental health difficulties. Further efficacy and effectiveness studies across all mental health diagnoses are required to develop a coherent, robust and relevant CAT evidence-base.

Speaker 2

Glenys Parry

'Reflections upon the variety of clinical applications of CAT work with individuals - identifying some highlights, themes and pointers to the future'

Biography: Glenys Parry is Professor of Psychological Services Research at the University of Sheffield and a founder member of ACAT. Her interests include using CAT to help people with borderline personality disorder, conducting and supporting CAT research and CAT-coaching for overwhelmed managers in public sector organisations.

Abstract: Taking the publication of Tony Ryle's 1990 book as a starting point, two decades of CAT development have seen it applied to a wide range of different mental health problems with individuals. Glenys Parry's overview of these developments will explore the facets of the model that make it so flexible, highlight CAT's achievements in therapy with individuals, give a critical appraisal of the strengths and weaknesses of this approach, suggest potential for future development and take a strategic approach to the way forward for individual work in CAT in the current socio-political context.

Speaker 3

Ruth Carson

'Highlights in the development of CAT in groups using mini therapy, CAT teaching and CAT group work in combination'

Biography: Ruth Carson (Consultant Lead Psychotherapist) heads a busy NHS outpatient department in Liverpool and also heads the psychological therapy service within a health psychology setting. She is a CAT practitioner, clinical supervisor and trainer. Ruth has a special interest in working with complex cases and has worked in a number of different mental health settings. She offers both individual and group CAT sessions. Ruth has also provided mini therapy sessions to health professionals and has helped staff within an MDT, including staff within an inpatient setting and nursing home to understand a 'difficult to help client' by teaching a relational awareness and introducing the concepts of mapping and using written narrative to reformulation the clients difficulties.

Abstract: In recent years, within Liverpool, we have pioneered a distinctive approach to group work based exclusively on CAT's collaborative way of actively using the conceptual tools of mapping and writing to develop a compassionate and therapeutic attitude to self. We have run twelve groups using an initial phase of teaching CAT skills directly to patients, then providing an extended two and a half hour reformulatory experience of co creating a life map and a therapy map that is then shared and used within a group therapy setting. Within the group the maps are used as a tool to help recognise and review incidents that occur as the group develops. At the end of the group we make active use of the ending by sharing a group review letter that incorporates both common group feedback and individual feedback for each group member. Clients also share personal goodbye letters addressed to the group.

Attendance has been remarkable in contrast to a prior series of CBT groups. Although our focus has been on a mixture of eating disorders and weight management (health psychology group) presentations, it is our belief that this approach has a value for any service wanting to develop a group work programme as a cost effective and equally deep and applicable intervention for people with enduring psychological and symptomatic problems.

With promising health outcome measures, well above average attendance and positive patient feedback it is our intention to look at feasibility of carrying out a randomised control trial to test the usefulness of this novel approach to CAT in a group setting.

Speaker 4

Steve Potter

'Hands, Heads and Hearts: a new way of doing CAT'

Biography: Steve Potter has been teaching CAT to a wide variety of groups in recent years. He is based in Manchester and is interested in taking a cognitive analytic understanding to new groups beyond the therapy room

Abstract: Teaching CAT methods has led me to use Mapping the Moment as a way of bringing the idea of the reciprocation and orchestration of roles, interpersonal and self-management procedures alive both in the here and now as well as in the client's life story and life history. In particular Mapping the Moment fits with ideas from neuroscience about engaging left and right brain and questions about the mechanisms of change in CAT. This short presentation will show how the use of hands to map and track words that carry emotional meaning and memory side by side with a client engages something new about the use of the CAT model.