

Course Information Sheet for entry in 2023-24: PGDip in Cognitive Behavioural Therapy



About the course

The Postgraduate Diploma in Cognitive Behavioural Therapy builds on credits obtained in the Postgraduate Certificate. Applicants to this award must therefore have already completed, or currently be completing, the PGCert in Cognitive Behavioural Therapy or the PGCert in Enhanced Cognitive Behavioural Therapy at the University of Oxford/Oxford Cognitive Therapy Centre. The Postgraduate Certificate will be subsumed by the Postgraduate Diploma.

This course is designed to help you achieve certain aims. By the end of the course, students should be able to:

- appreciate how theory, research and clinical practice inform each other in cognitive behavioural therapy, contributing to its continued development;
- establish and practise a repertoire of enhanced cognitive behavioural skills;
- develop the ability to apply these skills with specialist patient groups and problem areas encountered in their own places of work;
- establish and maintain warm, respectful, collaborative relationships, and develop the ability to understand and manage difficulties in the alliance (including the student's contribution) using a cognitive conceptual framework; and
- through consultation, identify and resolve difficulties in practice, whether arising from theoretical, practical, interpersonal, personal or ethical problems.

There are currently five pathways for this course representing different specialisms: Children and Adolescents, CBT for comorbid, chronic and systemic difficulties (formerly Complex Presentations), Psychological Trauma and Personality Development, Psychosis and Bipolar, and Supervision and Training. You will choose one specialist pathway, which you will follow for the duration of your course.

If you have already completed one of these specialist pathways while undertaking the PGCert in Enhanced Cognitive Behavioural Therapy you will need to choose a different specialism for this course.

The duration of each specialist pathway will vary, from five to eleven months.

Students will be expected to have access to treatment settings with regular clinical and CBT supervision where cognitive behavioural therapy skills can be practised and refined on a regular basis.

Course structure

The course structure will vary according to the specialist pathway chosen. Reading, completion of written assignments and presentations will be undertaken in addition to the teaching days. Many students find it effective to set aside at least six to seven hours a week for private study.

1. Children and Adolescents

Designed to equip clinicians for work with children, adolescents and their families, this pathway offers specialist supervision and teaching that covers general principles of adapting CBT for children, young people and families, including developmental, systemic and ethical/professional issues. The course will take a transdiagnostic focus, with some teaching on relevant topics shared with students on the CBT for comorbid, chronic and systemic difficulties pathway.

Students are expected to carry out CBT with at least three suitable patients during the course and will receive two hours of small group supervision on a bi-weekly basis.

The course begins with a two-day induction block and then attendance is required for two days bi-weekly, for training workshops. The duration of this course is five months and it runs from March to July.

Please note, the teaching of the Children and Adolescents pathway overlaps with that of the CBT for comorbid, chronic and systemic difficulties pathway and students will share some of the study days. However, students are either registered for the C&A pathway or the CCSD pathway, this is not a combined award. Due to the overlap in course content, students cannot progress from the C&A course to the CCSD course to achieve a PG Diploma (and vice versa), nor can a student combine C&A and CCSD courses as part of the Clinical MSc pathway.

2. CBT for comorbid, chronic and systemic difficulties (formerly Complex Presentations)

This specialism seeks to enable students to add to their existing knowledge of cognitive behavioural therapy, models, concepts and interventions specific to working with clinical presentations which are characterised by issues associated with comorbidity and/or chronicity of emotional disorders or where systematic factors play a role in maintaining current problems. There is an emphasis on developing CBT knowledge and skills in delivering formulation driven CBT interventions, this includes using CBT when working with chronic and recurrent depression, generalised anxiety disorder, post-traumatic stress disorder, developmental trauma, harmful behaviours, personality disorder, psychosis and bi-polar disorder and adapting CBT to work with neurodiversity. The course aims to enable students to establish and practise a repertoire of cognitive behavioural skills for use with comorbid, chronic and systemic problems. Some teaching on relevant topics is shared with students on the Children and Adolescent pathway.

During the course students are expected to carry out CBT with at least three suitable patients presenting with problems impacted by chronicity, comorbidity or systemic factors and will receive, on a bi-weekly basis, two hours of small group CBT clinical supervision facilitated by an experienced CBT therapist.

The course begins with a two-day induction block and then attendance is required for two days bi-weekly, for training workshops. The duration of this course is five months and it runs from March to July.

Please note, the teaching of the CBT for comorbid, chronic and systemic difficulties pathway overlaps with that of the Children and Adolescents pathway and students will share some of the study days. However, students are either registered for the CCSD pathway or the C&A pathway, this is not a combined award. Due to the overlap in course content, students cannot progress from the CCSD course to the C&A course to achieve a PG Diploma (and vice versa), nor can a student combine CCSD and C&A courses as part of the Clinical MSc pathway.

3. Psychological Trauma and Personality Development

This innovative programme offers comprehensive, specialist training in CBT with a strong grounding in current psychological and CBT theories and research. It is designed to offer an in-depth understanding of the range of difficulties experienced by those who have suffered adversity and psychological trauma, alongside an in-depth understanding of the development of personality traits. The course highlights the CBT principles, theory and research that can guide optimal treatment delivery to people struggling with the legacy of trauma and/or with personality issues.

Twenty-one days of training and supervision are spread over an academic year, between September and July. A five-day foundation block in September (a combination of taught material and self-directed study), is followed by four intensive four-day teaching blocks. There are four summative assignments spread out over the period of training. Over the duration of the course, students are normally expected to engage in CBT with at least one patient with a trauma history and at least one patient with personality issues. Students are also expected to complete therapy with at least one patient over the duration of the course, although we encourage students to complete CBT with more than one patient before the end of this training. Therapy with patients must demonstrate the specialist CBT skills and knowledge relevant to working with patients who have experienced psychological trauma and/or struggle with personality issues. Supervision from specialists is offered within each block and between training blocks (10 supervision sessions in total).

One training day in each block is open to a wider clinical audience. This enables course participants to interact and share with a broader group of specialist practitioners.

4. Psychosis and Bipolar

This specialism seeks to enable students to develop a sound understanding of cognitive behavioural models of psychosis and the related evidence base; competence in engaging, assessing and developing collaborative formulations with individuals with psychotic and bipolar presentations; and competence to deliver high quality, individualised, evidence-based interventions in accordance with NICE guidance and the competence framework for work with people with psychosis and bipolar disorder (Roth & Pilling 2013), and the Health Education England national curriculum for CBT for severe mental health presentations.

The course comprises teaching over three terms. Five days in September, four days teaching in October, then one day per fortnight (Thurs) during November and December, followed by a two-day teaching block in January and one full day per fortnight (Thurs) from February to June. Non-teaching Thursdays will be used for small-group supervision and self-directed study throughout the year.

5. Supervision and Training

This specialism aims to prepare students to teach and to supervise CBT. The emphasis is on acquiring, practising and communicating specialised dissemination skills, within an explicit theoretical framework. The course also prepares students for dissemination in a range of settings (eg individual and group supervision, small and large group training).

The course is informed by established and contemporary theory and research concerning learning principles and the practice of high-quality CBT. The content of the course is highly experiential with opportunities to engage in supervision and training practice during training sessions and to obtain live feedback on practice and performance.

Students are normally expected to carry out CBT supervision in at least three supervision settings or formats over the course and to present at least one training event in that time. There are three summative assessments over the period of training.

The course comprises 18 days, presented in five teaching blocks over a period of ten months beginning in October and finishing in July. It begins with a four-day induction, followed by further three-day or four-day blocks. Formal teaching comprises full or half-day workshops and a half-day Practice of Supervision (PoS) session is regularly integrated into the course. Six of the training days are open to a wider professional audience. This enables course participants to interact and share with a broader group of specialist practitioners.

Supervision

The allocation of graduate supervision for this course is the responsibility of the Oxford Cognitive Therapy Centre and this role will usually be performed by the Course Director. Small group supervision takes place regularly in each of the specialism courses.

It is not always possible to accommodate the preferences of incoming graduate students to work with a particular member of staff. A supervisor may be found outside the Oxford Cognitive Therapy Centre.

Assessment

Summative assessment requirements vary according to the specialism chosen.

1. Children and Adolescents

- Two clinical recordings
- Two case reports

2. CBT for comorbid, chronic and systemic difficulties

- Two clinical recordings
- Two case reports

3. Psychological Trauma and Personality Development

- One assignment demonstrating knowledge of CBT theory
- One clinical recording
- One clinical assessment report
- One case report

4. Psychosis and Bipolar

- A research presentation based on the theoretical content
- One clinical recording
- One case report
- One case presentation

5. Supervision and Training

- One assignment demonstrating knowledge of supervision and training theory
- One video recording of supervisory practice and supervision critique
- One training report

Changes to courses

The University will seek to deliver this course in accordance with the description set out above. However, there may be situations in which it is desirable or necessary for the University to make changes in course provision, either before or after registration. These may include significant changes made necessary by a pandemic (including Covid-19), epidemic or local health emergency. For further information, please see the University's Terms and Conditions (<http://www.graduate.ox.ac.uk/terms>) and our page on changes to courses (<http://www.graduate.ox.ac.uk/coursechanges>).

Expected length of course

	Part Time Only
Expected length [†]	5 to 11 months (see note)

Costs

Annual fees for entry in 2023-24

Fee status	Annual Course fees
Home	£5,190
Overseas	£5,190

Information about course fees

Course fees are payable each year, for the duration of your fee liability (your fee liability is the length of time for which you are required to pay course fees). For courses lasting longer than one year, please be aware that fees will usually increase annually. Information about how much fees and other costs may increase is set out in the University's Terms and Conditions (<http://www.graduate.ox.ac.uk/terms>).

Course fees cover your teaching as well as other academic services and facilities provided to support your studies. Unless specified in the additional cost information (below), course fees do not cover your accommodation, residential costs or other living costs. They also don't cover any additional costs and charges that are outlined in the additional cost information.

Additional cost information

This course has residential sessions in Oxford. You will need to meet your travel and accommodation costs in attending these sessions. Further, as part of your course requirements, you may need to choose a dissertation, a project or a thesis topic. Depending on your choice of topic and the research required to complete it, you may incur additional expenses, such as travel expenses, research expenses, and field trips. You will need to meet these additional costs, although you may be able to apply for small grants from your department and/or college to help you cover some of these expenses.

Living costs

In addition to your course fees, you will need to ensure that you have adequate funds to support your living costs for the duration of your course.

If you are studying part-time your living costs may vary depending on your personal circumstances but you must still ensure that you will have sufficient funding to meet these costs for the duration of your course.

The likely living costs for 2023-24 are published below. These costs are based on a single, full-time graduate student, with no dependants, living in Oxford. We provide the cost per month so you can multiply up by the number of months you expect to live in Oxford.

Likely living costs for one month

	Lower range	Upper range
Food	£300	£470
Accommodation	£715	£860
Personal items	£180	£305
Social activities	£40	£90
Study costs	£35	£80
Other	£20	£35
Total	£1,290	£1,840

Likely living costs for nine months

	Lower range	Upper range
Food	£2,700	£4,230
Accommodation	£6,435	£7,740
Personal items	£1,620	£2,745
Social activities	£360	£810
Study costs	£315	£720
Other	£180	£315
Total	£11,610	£16,560

Likely living costs for twelve months

	Lower range	Upper range
Food	£3,600	£5,640
Accommodation	£8,580	£10,320
Personal items	£2,160	£3,660
Social activities	£480	£1,080
Study costs	£420	£960
Other	£240	£420
Total	£15,480	£22,080

When planning your finances for any future years of study at Oxford beyond 2023-24, it is suggested that you allow for potential increases in living expenses of 5% or more each year – although this rate may vary significantly depending on how the national economic situation develops.

More information about how these figures have been calculated is available at www.graduate.ox.ac.uk/livingcosts.

Document accessibility

If you require an accessible version of the document please contact Graduate Admissions and Recruitment by email (graduate.admissions@admin.ox.ac.uk) or via the online form (<http://www.graduate.ox.ac.uk/ask>).