



## Course Information Sheet for entry in 2020-21

### PGCert in Enhanced Cognitive Behavioural Therapy

#### About the course

This course aims to equip practitioners with the enhanced CBT skills necessary to implement evidence-based treatment across a wide range of clinical presentations, and to disseminate these treatments as trainers and supervisors to other practitioners.

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
- through consultation, identify and resolve difficulties in practice, whether arising from theoretical, practical, interpersonal, personal or ethical problems.

There are four pathways for this course representing different specialisms: Children and Adolescents, Complex Presentations, Psychological Trauma, and Psychosis and Bipolar.

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 and completion of written assignments 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.

Some of the teaching days on this course may be made available to a wider audience as publicly bookable workshops via the Oxford Cognitive Therapy Centre. All participants will be expected to have an appropriate level of competence to participate fully.

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#### 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, as well as training on working with common disorders with young people and families. Some teaching sessions on relevant topics such as developmental trauma are shared with students on the Complex Presentations pathway.

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

The course begins with a four-day induction block and then bi-weekly training workshops on Thursdays and Fridays.

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#### Complex Presentations

This specialism seeks to enable students to add to their existing knowledge of cognitive behavioural therapy, models, concepts and methods specific to more complex mental health problems (eg psychosis, complex trauma), and to models employed in the treatment of personality disorder, severe mental illness and cases with a high degree of comorbidity, and to establish and practise a repertoire of cognitive behavioural skills for use with complex presentations.

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

The course begins with a two-day induction block and then bi-weekly training workshops on Thursdays and Fridays.

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### **Psychological Trauma**

This innovative programme is designed to offer in-depth training and supervision in Cognitive Behavioural Therapy for traumatised populations, with a strong grounding in current theories and the up-to-date evidence base.

Sixteen days of training are spread over an academic year in intensive four day teaching blocks and students are expected to complete trauma-focused CBT with at least two patients over the duration of the course.

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### **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).

The course comprises teaching over three terms. Term one starts with a four-day teaching block in October and is followed by one full-day per fortnight (Thursdays) during November and the beginning of December. The second two terms starts with a two-day teaching block in January followed by one full-day per fortnight (Thursday) from February to June.

Students are normally expected to carry out CBT supervision in at least three supervision settings over the course and to present at least one training event.

The course comprises 18 days, presented in five teaching blocks. It begins with a four-day induction, followed by further three-day or four-day blocks. Formal teaching comprises full or half-day workshops as a half-day Practice of Supervision (PoS) session is regularly integrated into the course.

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### **Course assessment**

Summative assessment requirements vary according to the specialism chosen.

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#### **Children and Adolescents**

- Two clinical recordings;
  - Two case reports of not more than 4000 words.
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#### **Complex Presentations**

- Two clinical recordings;
  - Two case reports of not more than 4000 words.
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#### **Psychological Trauma**

- One assignment of not more than 2,000 words demonstrating knowledge of CBT theory;
- One clinical recording;
- One clinical assessment report of not more than 2,000 words;

- One case report of not more than 6,000 words.
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## Psychosis and Bipolar

- A research presentation of up to 20 minutes duration based on the theoretical content;
- One clinical recording;
- One case report of not more than 6,000 words;
- One case presentation of up to 15 minutes duration.

## Supervision

The allocation of graduate supervision for this course is the responsibility of the Oxford Cognitive Therapy Centre and 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.

## 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. For further information, please see the University's Terms and Conditions.

## Expected length of course

<b>Mode of study</b>	Part Time Only
<b>Expected length</b>	Up to 1 year

## Costs

### Annual fees for entry in 2020-21

Fee status	Annual Course fees
Home/EU (including Islands)	£4,265
Overseas	£4,265

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.

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 2020-21 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 1 month		Likely living costs for 9 months		Likely living costs for 12 months	
	Lower range	Upper range	Lower range	Upper range	Lower range	Upper range
<b>Food</b>	£270	£385	£2,430	£3,465	£3,240	£4,620
<b>Accommodation</b>	£630	£760	£5,670	£6,840	£7,560	£9,120
<b>Personal items</b>	£130	£245	£1,170	£2,205	£1,560	£2,940
<b>Social activities</b>	£45	£110	£405	£990	£540	£1,320
<b>Study costs</b>	£40	£95	£360	£855	£480	£1,140
<b>Other</b>	£20	£55	£180	£495	£240	£660
<b>Total</b>	£1,135	£1,650	£10,215	£14,850	£13,620	£19,800

When planning your finances for any future years of study at Oxford beyond 2020-21, you should allow for an estimated increase in living expenses of 3% each year.

More information about how these figures have been calculated is available at [www.graduate.ox.ac.uk/livingcosts](http://www.graduate.ox.ac.uk/livingcosts).