Department of Psychosocial Studies

BSc in Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy

Course Handbook
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Introduction
The BSc in Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy comprises four additional modules for those students who have successfully completed the Foundation degree in Psychodynamic Counselling and Cognitive Behaviour Therapy. It constitutes a top-up to the Foundation degree and converts it into an honours degree.

The duration of the BSc top-up is one year and one term and comprises four additional modules:

- The first of these, which takes place in the summer term following the ending of the Foundation degree, continues the dual track training in both short-term psychodynamic counselling and CBT.
- The remaining three modules take place concurrently over one year.
- This is a non-clinical training.

1 Overview of the course and modular structure

**Term 1: Continuation of dual track training in Short-term Psychodynamic Counselling and CBT**
30 Credits at Level 6: Mentalization and Transdiagnostic Processes

**Terms 2 and 3: Further study of psychodynamic theory and method**
30 Credits at Level 6: Psychodynamic Method and Group Processes
30 Credits at Level 6: Clinical Issues and Group Processes

**Term 4: Dissertation: bringing together learning from Foundation Degree and first three modules of BSc top up**
30 Credits at Level 6: Dissertation

**2:1 Term 1 Module 1**

**Module 1 - Mentalization and Transdiagnostic Processes**

**Theoretical Seminars: Psychodynamic**

This module consists of 10 lectures/seminars in short-term psychodynamic counselling and will provide an introduction to Dynamic Interpersonal Therapy (DIT) as well as the principles of Mentalization based therapy and how these can be specifically applied to short-term psychodynamic counselling. There will be a focus on comparing the techniques of DIT with other methods and techniques of brief dynamic therapy. The seminars will build upon the theoretical and conceptual framework relating to short-term psychodynamic counselling that will have been studied on the Foundation degree and there will be opportunities to compare and contrast methods of establishing and maintaining a dynamic focus and working with termination.
Theoretical Seminars: CBT
The theoretical seminars in cognitive behaviour therapy will focus on complex-case conceptualisation skills and cognitive processes that occur in multiple presentations and diagnoses. The seminars will build and develop conceptualisation skills gained in the previous years but will extend to include conceptualisation skills for clients presenting with more than one presenting problem or where there are no existing evidence based protocols to guide treatment interventions.

Assessment for Module 1:
Short-term Psychodynamic Counselling assignment
Students will be asked to write an essay of 3,000 words comparing and contrasting the Interpersonal Affective Focus (IPAF) as a method of establishing and working with a focus in Dynamic Interpersonal Therapy (DIT) with alternative methods of generating a dynamic focus in short-term psychodynamic counselling.

CBT Transdiagnostic assignment
Students will be provided with a case example and asked to submit an essay of 3,000 words demonstrating an individualised case conceptualisation and proposed treatment plan for the client described. Students will be expected to create a case conceptualisation that:
- Considers the client's presenting problems
- Explains the factors that are maintaining the client's problems
- Demonstrates a knowledge of trans-diagnostic processes
The discussion needs to make reference to how CBT theory, research and the client have informed the conceptualization and proposed treatment. The focus of the discussion is how the conceptualisation would guide treatment, how the interventions you propose might create change and how theory supports this.

Work and Case Discussion Groups
Students continue to participate in weekly Work Discussion Groups in Short-term Psychodynamic Counselling where they bring clinical material from their placement for discussion. The aim of these groups is to help the student apply theory and clinical concepts to practice and to consider some of the clinical issues involved in the particular case under discussion. Their focus is learning, not supervision. Clinical responsibility for the clinical work always remains with the placement supervisor.

2:2 Terms 2-4 Modules 2-4
Module 2 · Psychodynamic Method and Group Processes
This module consists of 10 lectures/seminars, and 10 experiential groups. The lectures/seminars will identify and explore the main components of the psychodynamic method. We will start by looking at Freud’s original conception of the psychodynamic method, and then trace the major developments since his death. The main focus will be on elucidating the concepts of transference and interpretation, as the cornerstones of the psychodynamic method.
More detailed descriptions of the syllabus, together with the reading list, will be available on Moodle.

In the experiential group students will draw on their learning on the Foundation Degree about group and organizational processes, to investigate further the structure and dynamics of the experiential group as a temporary organization.

**Assessment for Module 2:**
This consists of a theory essay and a piece of self-reflective writing.

The **Theory** essay will be on an aspect of the theoretical syllabus. It will consist of a maximum of 2,000 words. It will count for 100% of the final assessment on this module.

The title and date of submission will be posted on Moodle.

The **Self-reflective** essay will consist of a personal account of your learning in the experiential group. It will consist of a maximum of 1,000 words. It will be written as a professional communication, and will be posted on Moodle, as a resource on self-reflective learning for all the students on the course. This essay is a **zero-weighted course requirement**, which means that it does not count towards the final mark students receive. However, submission of a ‘reasonable attempt’ at the essay is a requirement (i.e. the essay would have got at least 30% if it were marked [the usual pass mark is 40%]).

Submission date for this essay will be posted on Moodle.

**2:3 Terms 2-4 Modules 2-4**

**Module 3 - Clinical Issues and Group Processes**
This module consists of 10 lectures/seminars, and 10 experiential groups.

The lectures/seminars will look at psychodynamic diagnosis and explore a psychodynamic understanding of some of the main states of mind and clinical issues encountered in clinical practice. More detailed descriptions of the syllabus, together with the reading list, will be available on Moodle.

In the experiential group students will draw on their learning on the Foundation Degree about group and organizational processes, to investigate further the structure and dynamics of the experiential group as a temporary organization.

**Assessment for Module 3:**
This consists of a theory essay and a piece of self-reflective writing.

The **Theory** essay will be on an aspect of the theoretical syllabus. It will consist of a maximum of 2,000 words. It will count for 100% of the final assessment on this module.

The title and date of submission will be posted on Moodle.

The **Self-reflective** essay will consist of a personal account of your learning in the experiential group, with particular reference to the experience and negotiation of identity and difference. It will consist of a maximum of 1,000 words. It will be written as a professional communication, and will be posted on Moodle, as a resource on self-reflective learning for all the students on the course. This essay is a **zero-weighted course requirement**, which means that it does not count towards the final mark students receive. However, submission of a ‘reasonable attempt’ at the essay is a requirement (i.e. the essay would have got at least 30% if it were marked [the usual pass mark is 40%]).

Submission date for this essay will be posted on Moodle.
Module 4 - Dissertation
This module gives you an opportunity to write an extended essay bringing together your learning over the Foundation Degree and BSc top up as a whole. The emphasis in this module is on self-directed learning, in order to study for and write the essay. In order to help students in this task a number of small group seminars will be offered to students throughout the academic year. Details and dates of these small group tutorials will be posted on Moodle.

Assessment for Module 4
This consists of an extended essay of a maximum of 5,000 words. The title of this essay is as follows: “Based on your learning on the Foundation Degree and BSc top up, how would you describe your theoretical orientation now? (making reference to philosophy and rationale that inform your clinical approach and drawing on relevant clinical examples)?” Submission date for this dissertation will be posted on Moodle.

3 Student-Staff Exchange
At the beginning of the year students are asked to select two representatives. (You may also wish to select a third member to stand in, in the event of absence.) These representatives will meet with the staff team once a term on behalf of the student group to raise specific issues and reflect in general on the course as a whole. The student representatives should take responsibility for how they conduct their role and consider how they consult with their group and represent them effectively.

3:1 Studying, preparation and the course assignments
You will note from the form of the teaching day that the learning process of this course depends on the active participation of all the students. It is therefore important to do the reading in good time prior to seminars and be well prepared if you are presenting in any session. Making sure that you have set aside specific study time and have a suitable place to study is, of course, important. As the course proceeds, the demands it makes on your time will increase steadily and keeping up your reading around the subject as well as within the reading list will greatly improve your understanding.
3:2 The Marking System

Your essays are double blind marked by two of your tutors.

*Word count.* Students are expected to adhere to the word limit. If a student exceeds the word limit, they may be liable to a penalty of up to 5%.

In writing your assignments you need to attend to the following basic general criteria.

- Write and use language clearly
- Plan your assignment so that it has a coherent structure, including an introduction a middle section where you make your points and a conclusion
- Show that you have an understanding of the way in which concepts can be linked and understood
- Provide a clear logical line of argument for the points that you make
- Illustrate your argument with evidence such as from your clinical or observational experience which supports the point you are making
- Ensure that you answer the question and that you focus upon the task that you are set in the title of the assignment
- Demonstrate that you have gained an understanding of the concepts that you have studied in seminars and lectures that relate to the task of the assignment.
- Avoid repeating arguments or points
- Try to provide some critical evaluation of the concepts or ideas that you employ
- Ensure that you fully reference all sources in the text as well as including them in a separate reference section at the end of your assignment (see section 1:8 for guidance on referencing)
- The following section gives more detailed guidance relating to the marking scheme and how it relates to the qualities that are demonstrated in your written assignment.

What the marks mean:

All marks are given in percentage:

- 40% Pass
- 60% - 69% Merit
- 70% and above Distinction

Each piece of work will be marked using the following categories:

A. planning and structure
B. clarity of language and expression
C. ability to describe and understand relevant theory
D. ability to use theory to develop and pursue an argument (think critically, sustain a point of view)
Fail:
A partial and superficial answer to the task with limited material relevant to the question.
Reliant on a minimal range of reading and poor attention to detail.
Lack of planning, inadequate structure.
Unclear or inaccurate use of language.
Repetitious consisting of a string of weak assertions or opinions which may not be related to each other.
Failure to answer the question.
Relevant theory is absent or inaccurately described or poorly understood with no or inadequate links to practice.
Insufficient evidence of understanding of psychodynamic counselling and/or cognitive behaviour therapy (Module 1) or Psychodynamic Counselling (Modules 2-4).

Pass:
Task examined in a systematic way.
Sufficient planning and with an adequate structure.
Clarity of language.
Showing a good enough understanding of relevant theoretical debates but may be descriptive or generalized.
Reliant upon material presented in class and some extra relevant information.
Sources generally well cited.
Showing an ability to link theory to practice.
Demonstrating evidence of understanding psychodynamic counselling and/or cognitive behaviour therapy (Module 1) or Psychodynamic Counselling (Modules 2-4).

Merit:
A complete examination of the task.
Well planned and structured.
Clear and careful use of language.
Accurate, clear and thoughtful description of theory showing a developed ability to understand the key concepts and their links with each other.
A well-informed and broad knowledge of the relevant literature, demonstrating evidence of background reading beyond material covered in seminars that is brought in to support arguments.
Sources well cited and correctly referenced.
Practice is described in a theoretically informed and insightful way.
Showing a sound and well-grounded level of understanding of short-term psychodynamic counselling and/or cognitive behaviour therapy (Module 1) or Psychodynamic Counselling (Modules 2-4).
An argument or point of view is developed and coherently pursued and well buttressed, with evidence and illustrations showing an ability to think in a consistent and critical and evaluative way.
Distinction:
as for Merit, but in addition:
Task examined to a very high standard, totally focused on the question.
Evidence of original thinking and/or a level of understanding and analysis showing
depth, penetration and sophistication as well as breadth.

Marks are determined by the Board of Examiners. Any mark given to students by tutors
prior to the Board of Examiners meeting is provisional, and subject to revision.

3:3 Preparing for Theory and Observation Seminars

You will be asked to prepare and present a number of Theoretical Seminars and
Observation Seminars each term. Below are some general comments. Individual tutors
may vary in their own expectations for the seminars and you should make sure that you
are clear about your individual tutor’s requirements.

Theory Seminars
You should read through the paper that you are presenting several times. Make a series
of notes outlining what you consider to be the key ideas. Identify those aspects of the
paper that you find difficult or don’t understand. Remember that the purpose of the
seminar is for you to clarify these aspects. From this starting point you can write your
brief presentation (no more than ten minutes worth). In this presentation try to outline
your understanding and give some thoughts and views of your own which you think
help to elucidate the paper. (It is important that your presentation contains your own
ideas and is not merely a regurgitation of the paper.) In addition you should raise those
aspects that you find difficult or disagree with. Your presentation provides the starting
point for the group discussion.

Observation Seminars
In presenting for the observation seminar you are aiming to provide raw material which
the group will use to explore psychodynamic processes. At different stages of the
course you will observe different situations such as public social situations, formal
meetings or counselling sessions. Your record should be written in sufficient detail to
bring the situation to life. Try to describe the situation as clearly and directly as possible.
In addition you should include an observation of your own feelings and
responses to the situation as accurately as possible. Your presentation should take from
ten to twenty minutes to present and you should provide copies for each member of
your group. Later in the course you will present material with clients and these should
include both background and a section of a session reproduced verbatim.
3:4 Using your tutorial

Each student is assigned a personal tutor for the duration of the year. You should have one designated meeting with your tutor each term. You may need to have additional tutorials in which case these can be arranged with your tutor. Building a working relationship with your tutor is important. Your tutor is there to keep a critical and supportive eye on you and your development on the course. It is very important that, should you find yourself in difficulties during the course, you inform your tutor. In any case keeping your tutor in contact with your feelings about your general progress helps you both make fair evaluations of your development and understanding. The progress of your personal development and its relation to issues with regard to your personal therapy are part of this process. Alongside the informal aspect of your tutor’s support, the tutorial is the place where your formal progress under the student review is discussed.

3:5 Group Tutorial: Integrating learning on the Foundation Degree & Module 1 with learning in Modules 2-4

In each term of the year in which modules 2-4 are taught, students will have an opportunity to meet with the Course co-ordinator for year 3 of the Foundation Degree in a group tutorial.

The purpose of these group tutorials is to provide the students with an opportunity to reflect upon the own individual process of integrating the learning on these modules with their earlier learning on dual-track training in both modalities on the Foundation degree and the first module of the BSc Top-up.

Students will have an opportunity to discuss and reflect upon their experience of addressing this process of integration, how they negotiate this process on the course itself, and what kinds of conversations may assist them in this process.

3:6 Attendance on the course: requirements

Students should note that the course has an attendance requirement of 90% which means in effect not more than one absence per term or three per academic year.

Levels of attendance on both the course and on training placements will be factors that will be considered as part of the evaluation of the student review (see section 3:7 on student review) and in determining whether the student passes or fails the student review.
Students may be required to attend training placements during the vacation periods and any holidays need to be arranged with the agreement of their placement supervisors.

3:7 Personal Therapy

It is a requirement that you continue in your personal therapy during Module 1 when you will be continuing in your placements in both modalities and participating in Work and Case Discussion Groups in which you will be presenting clinical material.

It is also strongly recommended that you continue your personal therapy during Modules 2-4. It is expected that students will continue in their personal therapy where they are working clinically either in on-going placements or working as honorary counsellors.

Those students who wish to apply to progress to the MSc in Psychodynamic Counselling and Psychotherapy will be required to continue with their personal therapy. If you are considering the option of progressing to the MSc you will need to take account of this requirement in deciding whether to continue your personal therapy.

Personal understanding and a capacity for self-reflection are essential components in the development of your ability and skill as a counsellor, and also to your development as a professional. Although there are opportunities to develop these capacities on the course – particularly in the experiential groups and the group relations conferences – students may benefit from a setting in which their individual needs, difficulties and pathology can be explored and understood.

3:8 The Student Review

Although the BSc is not a professional qualification, it does provide the foundation of knowledge and skill for the qualified student to begin their counselling career, and is a further step towards individual accreditation with the BACP. Consequently the assessment process needs to reflect not only each student’s academic progress but also their clinical and professional development, as well as their personal development in the context of the course. This is the function of the student review, which focuses on the student’s growing ability to develop a professional identity as a psychodynamic counsellor.

The Student Review is also designed to help each student gain an overall picture of their progress on the course and the degree of integration between its different components. So another function of the student review is to assess the student’s development as a reflective practitioner, as demonstrated in particular in their capacity to learn on the
course. The Student Review takes into account the student’s learning and development in all aspects of the course, including placement (if applicable) and will take account of reports written by the student and placement supervisor (if applicable).

Around the middle of the year in which modules 2-4 run concurrently the student’s tutor will conduct a “mid-year review” of progress on the course. Prior to the mid-term tutorial students are asked to write a self assessment for consideration with their tutor. For this reason students may find it helpful to keep a journal about their thoughts, feelings and how they see their progress while on the course. In the mid-year review the student will receive verbal feedback on his/her progress and development to date, and will have an opportunity to discuss what measures, if any, might be needed in order to reach the required standard. In the case of a student who, in the view of the staff, is at some risk of not passing, this feedback will be given in written form.

At the end of each year the tutor will write up a formal Student Review document, which will incorporate aspects of the mid-year review as well as the student’s response to it and the capacity to learn from it. This formal document is submitted to the Board of Examiners as part of the end of year assessment.

The Student Review is an assessed element of the course, which is marked as a Pass or Fail. No percentage mark is given for the Student Review. It must be passed for the student to gain the award of BSc.

3:9 Student Review Document

Student Review

The Student Review is an assessment of the level of the student’s development as a professional practitioner, taking account of feedback from the tutorial team and placement supervisor. The Student Review document is submitted to the Board of Examiners at the end of the academic year, and a copy given to the student. The criteria listed below spell out those attributes/competencies/attitudes etc. which are expected to have been attained by a student by the end of the BSc. They indicate the standard of professional development which is expected of a student by the end of the course. The Student Review is a more general assessment than one based solely on clinical learning objectives, as it focuses on the student’s progress in academic, clinical and personal learning and the integration between these elements. Normally the student is expected to have met each of these criteria. However it can happen that failure to meet one or more of these criteria may not in itself result in the student failing the Student Review, for example if the degree of failure is judged to be slight and if the Review reveals particular strengths in meeting other criteria.
By the end of the BSc course the student is expected to have:

1. Demonstrated a capacity to learn, as shown by the student having:
   a) attended at least 90% of the course
   b) undertaken sufficient private preparation and study to manage the course requirements
   c) demonstrated competence in generic professional skills, including literacy, information technology, administrative skills, self-management skills, communication and inter-personal skills

2. Demonstrated the acquisition of generic capacities and competencies as a basis for therapeutic practice
   a) demonstrated a sufficient knowledge and understanding of mental health problems
   b) demonstrated sufficient knowledge of the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy, and an awareness of its importance in clinical practice
   c) demonstrated an awareness of issues of difference and equality
   d) demonstrated a capacity, based on his/her college work so far, to make use of supervision on placement
   e) demonstrated the capacity to reflect upon their own emotional experience which will enable him/her to engage a client in therapeutic work
   f) demonstrated the capacity to reflect upon their own emotional experience which will enable them to deal with the emotional content of a counselling session
   g) demonstrated an understanding of the importance of a therapeutic frame and boundaries and his/her capacity to establish and manage them
   h) demonstrated an understanding of the importance of the professional network of relationships in which therapeutic work operates, and a capacity to manage these effectively
   i) demonstrated sufficient capacity for self-awareness and self-reflection, using reflective tools such as the competency framework (see Appendix 8)
   j) demonstrated an awareness of and capacity to manage the potential power imbalance in the therapeutic relationship
   k) developed enough of an analytic attitude and knowledge of the basic principles and rationale of analytic work
   l) demonstrated observational skills and a capacity to reflect objectively upon their own subjective experience

3. Professional Development as a practitioner of Short-term Psychodynamic Counselling (term 1)
   a) Demonstrate an ability to formulate and work with a Dynamic Focus drawing from a range of models including Dynamic Interpersonal Therapy.
   b) Demonstrate an ability to apply the principles of mentalization to the clinical practice of short-term psychodynamic counselling
4. Professional Development as a practitioner of CBT (term 1)
   a) Demonstrate an ability to collaboratively create idiosyncratic case conceptualisation and apply this to clinical practice.
   b) Demonstrate an ability to apply knowledge of transdiagnostic cognitive processes to clinical practice.
   c) Demonstrate an ability to collaboratively create case conceptualisation/formulation for clients with complex presentations and to use this to guide treatment interventions.

5. Professional development as a psychodynamic counsellor (for students who have continued a clinical placement during modules 2-4)
   Supervisors are requested to comment on the student’s development on their placement.

6. Review of the year
   An assessment of the student’s contribution and performance to seminars and groups over the year, bearing in mind:
   a) the student’s progress across academic, professional and personal development, and the degree of integration between the three areas
   b) the student’s capacity to learn from the assessment process in general and the Student Review process in particular
   c) particular areas of strength and weakness

3:10 Post-course practice

The award of BSc in Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy is intended as a substantial contribution to the student’s accreditation with the British Association of Counselling and Psychotherapy, and is not intended as a free-standing award which would in itself render students eligible to practice in agencies, medical settings or other specialist settings, or in independent practice.

3:11 Student-staff exchange

At the beginning of the year students are asked to select two representatives. (You may also wish to select a third member to stand in, in the event of absence.) These representatives will meet with the staff team once a term on behalf of the student group to raise specific issues and reflect in general on the course as a whole. The student representatives should take responsibility for how they conduct their role and consider how they consult with their group and represent them effectively.

There will also be two annual meetings of students reps from all three years of the MSc in Psychodynamic counselling and Psychotherapy (includes students studying on the
BSc Top up in Short-term Psychodynamic counselling and CBT) with the course director and senior staff on the course.

Matters arising from the student-staff exchange committee are brought to the course committee which is attended by all staff involved in the course.

4.1 Summary of Learning Objectives

By the end of Module 1 students should:
1. Have gained an introductory overview of the principle techniques of dynamic interpersonal therapy.
2. Have developed a capacity to compare the techniques of DIT with other methods and techniques of brief dynamic therapy.
3. Have gained an understanding of the key principles of mentalization and how these can be applied to short-term psychodynamic counselling.
4. Have developed their knowledge of trans-diagnostic cognitive processes.
5. Have developed a capacity to collaboratively create idiosyncratic case conceptualisation.
6. Have developed a capacity to create a case conceptualisation/formulation for clients with multiple diagnosis and/or complex presentations.
7. Have developed a capacity to use a complex case conceptualisation to guide treatment interventions.

By the end of Module 2 students should:
1. Have further developed their understanding of the basic elements of the psychodynamic method, with particular emphasis on making interpretations and working with and in the transference.
2. Have gained an understanding of how the psychodynamic method took shape in Freud's writings and practice, and how it has subsequently developed.
3. Have gained further understanding of how group and social processes affect, shape and interact with individual experience, through participation in the experiential group.
4. Have further developed their capacity for self-awareness and emotional sensibility.

By the end of Module 3 students should:
1. Be able to make a psychodynamic diagnosis
2. Have gained an understanding of the main dynamics and clinical approaches in the psychodynamic model for anxiety, depression and borderline and narcissistic states of mind (building on work already done in the Foundation Degree)
3. Have gained an understanding of the main dynamics and clinical approaches with some frequently encountered states of mind/clinical issues
4. Have gained further understanding of the dynamics, processes and emerging structures of the experiential group as a newly created temporary institution
5. Have further developed their capacity for self-awareness and emotional sensibility
6. Have gained an understanding of how psychosocial categories of identity and difference (race, gender etc.) are experienced and negotiated in the experiential group

By the end of Module 4 students should:
1. Have developed the capacity to bring together in a personal and coherent way the two therapeutic modalities of psychodynamic counselling and cognitive behaviour therapy.
2. Be able to give a coherent and professional account of the philosophy (values, ethical beliefs and guiding assumptions) that underpins and informs their clinical approach.
3. Be able to give a coherent and professional account of the rationale (theory that informs practice, i.e. "what you do why you do it") that underpins and informs their clinical approach.

4:2 The award of BSc in Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy

The final pieces of assessed work are submitted by mid-July of year 2. The internal examiners will write a student review report, which, together with the written work, will be made available to the Board of Examiners. It is the Board of Examiners which determines the final mark. The Board meets before the end of the calendar year, normally at the end of November or the beginning of December.

Once the Board of Examiners has met, the results will be passed on to the Registry, who will have to approve these results. The Registry will then notify each candidate in writing of their mark for each part of the assessment for modules 2-4, and for the BSc as a whole. (Students should note that if they have not paid their course or other college fees in full they will not be eligible to be examined until these debts are cleared.)

Course tutors are not allowed to inform students of their marks before this official notification from the Registry. Notification from the Registry may take several weeks. It must be understood that such an informal communication must not be taken as having any official status.

Students who have passed the course may ask for feedback from their personal tutor on their assessed work. This feedback will consist of a digest of the written comments of the internal markers, and will normally be or in a short email. Students who have not passed the course will automatically be offered a feedback tutorial with their personal tutor, together with the senior tutor if appropriate.

All students who have gained the award of BSc will be invited to a graduation ceremony, which usually takes place in the following March.
4:3 How marks are awarded at the Board of Examiners meetings

The marks for each assessed element in the course are determined at the annual Board of Examiners meeting. Further details of the procedure of the examiners board meeting can be found in the College Procedures for the examination of Undergraduate Awards. [http://www.bbk.ac.uk/mybirkbeck/services/rules/exam-boards.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/exam-boards.pdf)

Each of the four modules of the course will count equally towards the final mark and grade for the BSc in Short-term psychodynamic Counselling & CBT. All the assessed elements must be passed in order for the student to be eligible for the award of BSc.

The Student Review is graded as either Pass or Fail. It is not assigned a percentage mark.

In the determination of the final mark for the BSc, where the student has passed all five assessed elements of the BSc top-up modules, the marks will be aggregated with the marks of all modules taken at level 5 on the Foundation degree to one percentage mark. Each of the 4 modules on the BSc Top up is taken at level 6 and in the process of aggregating the overall mark for the BSc the mark of each level 6 module counts as double the mark of each Level 5 module taken on the Foundation degree. This aggregated percentage mark will then be put into a category: 40% - 59% is a Pass, 60% - 69% is a Merit, and 70% and above is a Distinction.

The above criteria are used by the Board of Examiners as guidelines. In all cases the Board of Examiners will use its discretion, based on all the available evidence, to arrive at the final category of award for each student.

5:1 Non-submissions

A student will be deemed to have attempted a module if they have registered for that module and not submitted any written notification indicating withdrawal from the module or programme by the relevant published deadlines.

If a student attempts a module but does not submit any work for the appropriate assessment as outlined in the course handbook and published guidelines for that module, and does not have an application for mitigating circumstances accepted by the Examination Board (see sections 5.3/5.4), they will be deemed to have failed the module and to have used up one attempt at the assessment for that module. A result of zero will be recorded for that module.

5:2 Failures, re-assessments and re-takes

Where one module is failed, the Board of Examiners may at its discretion allow either a re-assessment or re-take of the failed module. Re-assessment means the student can re-submit the failed element, in a time frame determined by the Board of Examiners. This may mean the student can re-submit a failed element in Module 1 before the start of the
next year. An opportunity for re-assessment is given when the degree of failure is not too severe (at least 30%). In cases of more severe failure, and where two or more assessed units are failed the student will normally have to re-take the year. In terms 2-4, if one assessed unit is failed, the student must successfully re-submit that unit before the BSc can be awarded.

Re-assessments may take the same format as the original assessment of the element in question, or may take an alternative format at the discretion of the Board of Examiners.

Where a student fails a module, only the failed element may be reassessed.

For each assignment in each module two reassessment attempts are permitted.

The Board of Examiners will only be able to confirm the reassessment requirements for any module once the full profile of marks for the individual module is known. Following the meeting of the Board of Examiners, the Chair shall inform students in writing of the modules in which they require reassessment.

5:3 Late submissions and mitigating circumstances

Any piece of assessment that is submitted late, and for which no application for mitigating circumstances has been accepted, will be given two marks: a penalty mark which is the pass mark (i.e. 40%) and the “real” mark that would have been awarded if the work had not been late. Both marks are given to the student on the feedback form. If the work is not of a pass standard a single mark is given.

If you submit late work which you wish to be considered for assessment you will need to submit a claim for mitigating circumstances (see below). If your claim is not submitted or accepted than the penalty mark will stand.

Where an assessment has not been submitted and no application for consideration of mitigating circumstances has been made within the time period of 7 days after submission date, a mark of zero will be awarded.

5:4 Mitigating Circumstances: Policy, Procedures and Guidance

The following is a summary of the college’s policies which can be found at:

http://www.birkbeck.ac.uk/mybirkbeck/services/rules
http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf

Mitigating circumstances are defined by the College as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. The purpose of the mitigating circumstances regulations is to enable the College to take into account circumstances that have prevented the student from demonstrating their
achievement (rather than their potential). The College policy applies to specific circumstances that affect assessment only. It does not apply to long term medical conditions or other conditions – in such situations the student needs to apply for allowance under the College’s special examination arrangements procedures (advice can be obtained from the Disability Office).

A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:

a) late or non-submission of coursework

b) poor performance in assessment.

For a claim to be accepted a student must produce independent documentary evidence to show that the circumstances:

a) have detrimentally affected their performance/submission/attendance in assessment, or will do so

b) were unforeseen

c) were out of their control and could not have been prevented

d) relate directly to the timing of the assessment affected

5:5 Submitting a Mitigating Circumstances Claim

This form is available at [http://www.bbk.ac.uk/mybirkbeck/services/forms/mitigating_circumstances.pdf/view?searchterm=mitigating](http://www.bbk.ac.uk/mybirkbeck/services/forms/mitigating_circumstances.pdf/view?searchterm=mitigating)

The claim form makes clear that independent written evidence is normally required.

Students are encouraged to submit their claim for mitigating circumstances in advance and at the earliest opportunity. The final deadline for submission of a claim is no later than 7 days after the submission deadline.

The Mitigating Circumstances claim and associated evidence will be considered by a panel which will report to the next Board of Examiners Meeting. The Board will make one of the following decisions for each claim:

- Accept: the claim is accepted as affecting that item of assessment
- Allow late: no penalty will be applied in respect of late submission
- Reject: the claim is not accepted for that item of assessment

Where the mitigating circumstances panel has accepted a claim, the relevant Board should use its discretion to judge how these circumstances will be taken into consideration. Possible decisions could include a decision that the student:

(a) should be given another assessment opportunity which shall not count as an additional attempt at the assessment (known as a reassessment without penalty). Alternatively, the board may feel that the circumstances and evidence warrant a retake without penalty of the module.

(b) should not be penalised for late submission of coursework and allow the student their true mark for the element in question (i.e. the penalty for unauthorized late submission of a mark no higher than 40% in Year 1 and 50% in Years 2/3 is withdrawn, and the assessment marked at its "true" value).

Individual marks will almost never be changed in the light of mitigating circumstances. Assessment is designed to test achievement rather than potential.

Students may appeal against a decision of the Board of Examiners on the basis that there were mitigating circumstances that the student was unable or, for valid reasons, unwilling to submit to the Board of Examiners by the deadline.

Examples of what counts as mitigating circumstances are included in the mitigating circumstances policy
http://www.bbk.ac.uk/mybirkbeck/services/rules/mitcircspol.pdf

5.6 Deferrals

A student who fails to attend or submit one of all elements of assessment for reasons judged to be valid by the Board of Examiners may be allowed to be assessed as if for the first time. This is known as a “deferral”. Any request for deferral must be submitted via email to the Course Director as soon as possible before the submission date. Deferrals will only be granted for the same reasons as mitigating circumstances for late submissions. But in addition a student may apply for a deferral where they are unable to fulfil the criteria for submitting an assessed element, e.g. they have not yet started their clinical placement, or have not sufficient clinical hours to attempt a piece of clinical writing, or to give their placement supervisor sufficient evidence on which to write a placement report. Deferrals are normally granted until the next submission date. A deferral does not normally count towards the two attempts allowed for any individual element of assessment.
5:7 Break in Study

Students are normally allowed to suspend studies for a maximum of two years in total during their programme of studies. That may be for one period of two years or for non-consecutive shorter periods that add up to a total of two years or less.

Any break-in-studies would normally be for a minimum of one year. A student may also request a break-in-study during the course of the year, but will then normally have to repeat the year. A student may undertake a re-assessment of a failed assessment element during their Break in Study.

Any request for a break-in-study should firstly be discussed with the Course Director and then submit the application electronically via your My Birkbeck Profile. Students are not normally liable for fees while on an approved break-in-studies. If you have attended for part of a term you will normally be liable for the fees due in that term.

Students who have been granted a deferment and wish to have additional tutorial support, or who are on a break-in-study and wish to have some tutorial involvement over the year, can normally choose to enrol and pay a “writing up fee”, which entitles them to tutorials, or to register rather than enrol, and pay separately for library/computer use and exam fee. In the latter case, students should directly approach the Library and ITS so as to use their services. If registered rather than enrolled students are not entitled to any formal tutorial input. However students may wish to informally approach a staff member to make their own arrangements for additional help over the period of the deferment or break-in-study.

5:8 Withdrawing from the course

Any student who withdraws from the Course must submit their application electronically via their My Birkbeck Profile.

5:9 Birkbeck policies on assessment offences, termination of registration for non-payment of fees, or on academic grounds

Copies of these policies can be found at http://www.birkbeck.ac.uk/mybirkbeck/services/rules

Students found to have committed an offence are subject to a range of penalties that may be imposed by the College, up to and including exclusion from all further examinations of, and termination of registration at, the College. The procedures for investigating suspected assessment offences including the penalties that may be awarded are detailed in “College Policy on Assessment Offences”.

Academic grounds, other than failure in an examination, for consideration of termination of registration of a student include the following: unsatisfactory academic
progress, unsatisfactory attendance at prescribed lectures, seminars, classes, practical 
sessions, or other prescribed academic activities, failure to complete or submit required 
written work by due dates or to satisfactory standards, failure to attend for prescribed 
tests or examinations, failure to comply with examination requirements or regulations.

5:10 Birkbeck policy on complaints

The College policy on complaints and disputes can be found at, which also has links to College policy on appeals, harassment, and student union code of conduct. 
http://www.bbk.ac.uk/mybirkbeck/services/rules/Student%20Dispute%20Resolution%20Policy%20Procedure.pdf/at_download/file

5:11 Birkbeck Policy on appeals against Exam Board decisions

The College policy can be found at:

http://www.bbk.ac.uk/mybirkbeck/services/rules/AppealsAgainstExamBoardDecisions.pdf

6.1 Appendix 1: Help with essay writing

Learning and skills support, including help with English language, is available here 
http://www.bbk.ac.uk/mybirkbeck/services/facilities/support

The content of the essay must of course be your own. Marks may be deducted for poor 
English and presentation. Tutors will do their best to give you clear feedback to help 
you improve as the course proceeds.

General guidelines for presentation and referencing are set out in 6:2 Appendix 2. Be 
sure when you write your essay to reference it consistently and correctly. If you are in 
doubt about your method look at the way references are presented in any of the 
professional journals.
6.2 Appendix 2: Guidelines for presentation of coursework

Preliminary pages

Title Page - This must include course and essay titles, student number, and submission date, for example:

BSc in Short-term Psychodynamic Counselling and Cognitive Behaviour Therapy

Module title

Student number

Essay/Project/Dissertation title

Submission date

Word count

Preface - An optional section only used when you wish to make acknowledgements and/or indicate special abbreviations and usages.

Contents - A list of the chapter headings and their page numbers. If, as in a longer piece of work, there are several preliminary pages, they should be numbered with small Roman numerals (i, ii, iii, iv, v etc.)

Presentation

Coursework must be submitted electronically on Moodle via Turnitin and must be presented using the conventional standard of double spacing with numbered pages.

Main Text

The text of the essay should have numbered consecutive pages throughout. If the text is in sections (groups of chapters), insert a titled page between each section.

Make sure that you use a consistent typographical system for headings and sub-sections; and a consistent indenting or attention device, but beware of over-complicating your layout.

Tables and diagrams must be clearly labelled and explained. They should appear immediately after they are referred to in the text and should be noted there (e.g. see Table 1).
Appendices

Use an appendix if you have material which is supplementary rather than essential to the main text and argument. Separate this material according to type in different numbered appendices if necessary. Such sections should have a title, be numbered with Roman numerals like the preliminary pages, and should be listed on the contents page.

Referencing

You should use the following system for referencing. You will find it best to note and type out in full your referencing as you write your paper. This will save time and effort later on. Key information and examples are shown in bold type below for emphasis.

In the text

Identify all references to books, articles and other sources at a suitable point in the main text by the author's last name, year of publication, and page numbers if appropriate, separated by commas within parentheses.

If the author's name is in the text use the year only in parenthesis e.g. Smith (1998).

If the author's name is not in the text, include both the author's name and year of publication thus: (Jones, 1980) or with pagination (Brown, 1978, 44-45).

With dual authorship use both names: (Easton and West, 1967).

For more than two authors use “et al.” (Easton et al, 1984).

If there is more than one reference to the same author distinguish them with the use of letters: (West, 1983a).

A series of references can be shown within parentheses separated by semi-colons: (Brown, 1986; West 1983; MacArthur 1979).

Quotations in the text should be within single inverted commas.

A quotation within a quotation has double inverted commas.

If longer than two or three sentences, a quotation should be indented without inverted commas.

Quotations should include the page number on which the quotation appears in the book or journal. This should be referenced in the text alongside of the name of the author and the date of publication in parenthesis. A colon should separate the date and the page number. e.g.
‘Clients must be able to trust their therapists to respect their confidentiality’ (Howard, 2010:39)

The format of references

Every reference in the text should appear in a reference list at the end of your paper, listed alphabetically by author and year of publication as shown in the examples below which are fictional.

Note the order of the reference as follows:

Surname, Forename(s)/initial(s), Date in parenthesis. Title of paper in quotes. Title of Book or Journal in italic (if a journal, then show the volume and edition number). Place of publication. Name of publisher: page numbers.


Electronic references

Electronic sources include online journals websites or webpages, web or e-mail based discussion groups and newsletters.

Online journals

Always add the date the Journal was retrieved to the main reference, e.g.Freud, Sigmund (1910) The Origin and Development of Psychoanalysis in American Journal of Psychology, 21, 181-218. Retrieved 1 July 2008 from http://psychclassics.yorku.ca/Freud/Origin/index.htm:

Websites/ Webpages Always add the date the site was accessed e.g http://psychclassics.yorku.ca/Freud/Origin/index.htm: accessed on 1 July 2008

Paraphrasing in your essays: An Important Point
In addition to referencing quotations, if you summarize an author’s ideas then you should refer to that author in the text and provide a reference at the end of your assignment, as set out above.

See 6.3 Appendix 3 on Plagiarism for further guidance.

6.3 Appendix 3: Plagiarism

In preparing your coursework you will use a number of different sources: course materials, books, papers, and possible conversations with other students and staff. All of these are necessary for the preparation of your work. However it is essential that you always acknowledge your sources, supplying a full reference to authorship (name and year and including page numbers) and full details of your source, so they can be checked. The marker of your piece of work requires evidence of your understanding and effort. Unacknowledged copying of text and/or ideas is called plagiarism, and you must not do it.

Birkbeck’s summary statement on plagiarism is as follows:

You are reminded that all work submitted as part of the requirements for an examination of the University of London or Birkbeck College must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism – that is, the presentation of another person’s thoughts or words as though they were your own – must be avoided, with particular care in coursework and essays and reports written in your own time. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks, and a full reference to that source must be provided in the proper form. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person’s ideas or judgements, you must refer to that person in your text, and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating. You should therefore consult your tutor or programme director if you are in any doubt about what is permissible.

Plagiarism is regarded as a serious disciplinary matter. Any case of plagiarism detected will be recorded in the offending student’s file and will be reported to the Examinations Office. Work found to contain plagiarism will be failed, and in the case of subsequent offences the penalty may involve failure of the whole course. Students must, at the request of the College, submit their work to any College-approved plagiarism detection service.

A student who knowingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is committing an assessment offence.

It is accepted that not all cases of plagiarism are committed intentionally, and that it is not appropriate to invoke the formal processes within this policy for all cases where
work submitted for assessment meets the College definition of plagiarism. Where, in the judgement of the marker, a student has committed a minor act of plagiarism for which the formal processes are not appropriate, a marker may:

- Reduce the mark for the element of assessment relative to the scale of the offence;
- Award a mark of zero for the element of assessment in question;
- Issue an informal warning. Records of informal warnings should be kept to inform decisions as to whether to consider allegations of plagiarism under the formal processes of this Policy; any allegation of plagiarism against a student who has already received an informal warning should be dealt with under the formal provisions of this Policy.

Any appeal against a decision must be submitted in writing within 10 days of notification of any decision.

For more information please consult the College’s policy on assessment offences [http://www.bbk.ac.uk/reg/regs/assmtoff/](http://www.bbk.ac.uk/reg/regs/assmtoff/)

### 6.4 Appendix 4: Support for your learning

#### Study Skills:
Some study skills support will be offered as part of your class. Workshops run by Birkbeck’s Centre for Learning and Professional Development (CLPD) are at [http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=SSK](http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=SSK)

#### Personal support:
Birkbeck subscribes to the Gower Street Practice, a health centre located at 20 Gower Street, just around the corner from the Malet Street main building. Students living in central London can register with the doctors for full NHS general practitioner services, but other students can also benefit from the facilities. Consultations are free and completely confidential. In addition to normal GP services, the Gower Street Practice offers psychotherapy and cognitive behaviour therapy, and is experienced in helping students. Call the health centre on 020 7636 7628 for further information or visit their website at [http://www.gowerstreetpractice.org.uk/](http://www.gowerstreetpractice.org.uk/)

There is also a free Counselling Service run by the Birkbeck Student Union, and the Union has an advice centre – a drop-in service offering general advice and referrals.

#### Students’ Union
As a BSc degree student you are automatically a member of the Birkbeck Students’ Union. For further details of our support services and activities please visit our website [www.bbk.ac.uk/su](http://www.bbk.ac.uk/su). Should you wish to contact the Students’ Union Office directly you
can telephone on 0207 631 6335 or alternatively send an e-mail to info@bcsu.bbk.ac.uk

6.5 Appendix 5: Moodle learning environment

Moodle Virtual Learning Environment is a college resource which it is important for you to learn how to use.

Moodle will give you access to core parts of the course reading. Your tutors will often use Moodle to make announcements or send you information about the course. The course team will also use Moodle to let you know about journals and websites which can be found on Moodle to support your learning on our course. You will also find a copy of the Course Handbook.

You may also use Moodle to share with your fellow students any information, articles, links etc which are directly relevant to the course. If you wish to do so but are unsure of the relevance of the information, please consult your tutor. On enrolment you are automatically given access to your course on Moodle. Our shared Bloomsbury Moodle site is located at http://moodle.bbk.ac.uk/ Birkbeck users can log in with their normal IT Services username and password.

You can access Moodle from a computer in the Birkbeck Library or from any other computer, providing you have set up your IT Services user name and password. For some resources which are on websites where the Library is a subscriber, you also have to follow these instructions:
Go to http://www.bbk.ac.uk/lib/elib and scroll down to the section on Accessing the eLibrary from outside the College - follow the instructions given there about how to get the "Institutional Athens Cookie" onto you computer to allow easy access to the subscriber websites. BUT if for whatever reason the cookie does not work then you can always log in each time via the following link: http://tyto.ccs.bbk.ac.uk/laagateway.cgi?w=mail3

6.6 Appendix 6: Books, book lists and library

You should receive a list of the seminar readings that you will study. These may refer to particular books or books of papers. Where the papers are from journals a number of copies will be made available to you through the short loan collection in the library. You may wish to organise a system in your group in order to share the responsibility of finding the papers and photocopying them. Photocopied articles and chapters are identified by a running number in the catalogue. Listed books should be available in the library although it may be wise to purchase some of the main texts, for instance some of
the available psychoanalytic dictionaries. You should find these recommendations on the reading list.

**Birkbeck College Library Facilities:** [http://www.bbk.ac.uk/lib/](http://www.bbk.ac.uk/lib/)

### 6:7 Appendix 7: Students with disabilities

Full information on disability support and contact details can be found at: [http://www.bbk.ac.uk/mybirkbeck/services/facilities/disability](http://www.bbk.ac.uk/mybirkbeck/services/facilities/disability)

### 6:8 Appendix 8: Student Review Information – CBT Supervision

**Trainee:**

**Supervisor/Working Case Discussion Group Leader:**

**Date of presentation:**

The purpose of the supervision review is for the supervisor/working case discussion group facilitator to reflect on the student's progress in developing competencies in Cognitive Behavioural Therapy as outlined in the Student Handbook and the Roth and Pilling Framework. This is an opportunity to get feedback and the results will contribute to the Student Review. You will be able to reflect on what is going well, and on targets for further development.

The key competencies in CBT have been divided into five sections on assessment; structuring sessions; formulation skills, specific CBT techniques and interventions; and the therapeutic relationship. Each section includes a range of different skills to review and will provide a guide for the student’s continued development.

The form requires the supervisor to give a global rating for each of the five competencies using the Cognitive Rating Scale below. This is the same scale used in assessing therapy tapes.

It is the responsibility of the student to ensure that they have demonstrated the competency in supervision/case discussion and through the typed up transcript of the session. It might be helpful to ask the student to bring a copy of the form to each supervision/discussion group so that it can be completed in the session thereby avoiding any unnecessary paperwork and form filling outside of the supervision session.
The full list of competencies using the Roth and Pilling framework can be found at:
http://www.ucl.ac.uk/clinical-psychology/CORE/competence_frameworks.htm

### Competence level Examples

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<tr>
<th>Level</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Incompetent</td>
<td>absence of feature, or highly inappropriate performance</td>
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<td>Novice</td>
<td>Inappropriate performance, with major problems evident</td>
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<td>Advanced beginner</td>
<td>evidence of competence, but numerous problems and lack of consistency</td>
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<td>Competent</td>
<td>competent, but some problems and/or inconsistencies</td>
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<td>Proficient</td>
<td>good features, but minor problems and/or inconsistencies</td>
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<tr>
<td>Expert</td>
<td>very good features, minimal problems and/or inconsistencies</td>
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<td></td>
<td>excellent performance, or very good even in the face of patient difficulties</td>
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<tr>
<th>Area of Competency</th>
<th>Rating 0-6</th>
<th>Strengths</th>
<th>Targets for development</th>
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<tbody>
<tr>
<td>1) Structuring sessions</td>
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<td>- Agenda setting</td>
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<td>- Keeping to a structure in sessions</td>
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<td>- Pacing &amp; use of time</td>
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<td>2) Assessment</td>
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<td>- Ability to conduct a focused CBT assessment</td>
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<td>- elicit relevant developmental history</td>
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<td>Area of Competency</td>
<td>Rating</td>
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<td><strong>3) Specific Techniques</strong></td>
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<td>• Guided discovery</td>
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<td>• Automatic thoughts</td>
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<td>• Dysfunctional assumptions</td>
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<td>• Core beliefs</td>
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<td>• Behavioural Experiments</td>
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<td>• Imagery techniques</td>
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<td>• Safety Behaviours</td>
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<td>• Exposure techniques</td>
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<td>• Activity Scheduling</td>
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<td>• <strong>Metacompetencies</strong></td>
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<td>• Adapting interventions to the client</td>
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<td>• Selecting most appropriate interventions</td>
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<td>• Timing of interventions</td>
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<td><strong>4) Formulation skills</strong></td>
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<td>• Disorder specific formulations</td>
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<td>• Use of developmental information</td>
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<td>• Transdiagnostic formulations</td>
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<td>• Communicating formulations</td>
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<td>• <strong>Metacompetencies</strong></td>
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<td>• Drawing on and integrating a range of theoretical ideas</td>
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<td>• Choosing the most relevant model</td>
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<td><strong>5) Therapeutic Relationship</strong></td>
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<td>• Fostering therapeutic alliance</td>
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<td>• Collaboration</td>
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<td>• Ability to manage the emotional content of sessions – to elevate expression of emotion where relevant, or to manage heightened emotions</td>
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<td>• Ability to grasp the subtleties of the client's perspective</td>
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<td>• Capacity to manage obstacles to therapy, e.g.</td>
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<td>Area of Competency</td>
<td>Rating 0-6</td>
<td>Strengths</td>
<td>Targets for development</td>
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<td>alliance rupture and repair</td>
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<tr>
<td>• Awareness of own reactions and beliefs about self as a therapist</td>
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**General Comments of Supervisor on the trainee’s progress and functioning within supervision:**