**University College London Doctorate in Clinical Psychology**

**British Association of Behavioural and Cognitive Psychotherapy (BABCP)**

**Information for trainees about the**

**BABCP-accredited Level 2 CBT Pathway**

**All the materials and resources referred to in this document can be downloaded from the webpage for the CBT pathway:**

[**www.ucl.ac.uk/dclinpsy/babcp**](http://www.ucl.ac.uk/dclinpsy/babcp)

All trainees on the UCL programme receive a thorough training in CBT, and this is recognised by the fact that they are usually eligible to apply for accreditation with the BABCP after they qualify from the course (via the individual accreditation route). However, the BABCP has approved a specific ‘pathway’ of CBT training through the programme, and trainees who follow this will have completed the minimum training standards required for accreditation as a practitioner on qualification. This section sets out the required experiences and the procedures the programme uses for monitoring and evaluation of this pathway.

The CBT training offered to all trainees at UCL is comprehensive. This document identifies the *additional* requirements associated with the BABCP-accredited CBT pathway.

**ACADEMIC TEACHING REQUIREMENTS**

**BABCP requirements:** Trainees need to have at least 200 hours of CBT-related academic teaching, usually delivered by BABCP-accredited CBT practitioners (or, where this is not the case, monitored by an accredited practitioner). About half of this teaching should be skills development. In addition, they need a further 250 hours of timetabled self-directed CBT teaching (comprising, for example, self-study/following up course teaching/ preparation of case reports and essays/informal practice with colleagues/preparation for clinical work).

**How this is met and monitored:** The timetable includes more than 200 hours of face-to-face teaching, so full attendance at the relevant lectures automatically meets this criterion (the programme takes responsibility for ensuring that this teaching is delivered and monitored by the appropriate personnel). The 250 hours of CBT-related study is accumulated through the study time allocated on placement and timetabled study days (as well as the self-directed study inherent to a Doctoral course). No additional CBT-related study time is required nor scheduled for trainees pursuing the BABCP pathway.

Because the BABCP sets these hours as a minimum requirement, absence from CBT-related lectures needs to be monitored and there needs to be some compensation for any shortfall. The programme issues a CBT Teaching Log which is a record of the sessions that contribute to the CBT hours (detailing session content, duration and the identity of the lecturer), and trainees on the CBT pathway must log their attendance against this record.

If attendance falls below 200 hours the time will need to be made up through a remedial plan agreed with the trainee’s course tutor (for example, by attending a missed lecture when it is next scheduled).

**REQUIRED CLINICAL EXPERIENCE**

1. **Clinical hours and number of cases seen**

**BABCP requirements:** Trainees on the CBT pathway need to accumulate a minimum number of clinical hours gaining experience of CBT, with a subset of their CBT cases considered as ‘exemplars’ for evaluation purposes. The specific requirements are:

1. across training, trainees need to have gained a minimum of 200 hours of CBT clinical practice, and this must be appropriately supervised by a BABCP-accredited CBT practitioner (supervisors do NOT need to be a BABCP-accredited *supervisor*, just a BABCP-accredited CBT *practitioner*)
2. trainees need to present written information on eight ‘exemplar’ CBT training cases: each will have been offered an adequate trial of treatment according to an evidence-based CBT model, with appropriate supervision provided by a BABCP-accredited CBT practitioner therapist. These cases will have been formally assessed as reaching a satisfactory standard.

At least three of these eight cases must be ‘closely supervised’, which is defined by the BABCP as cases that are:

* 1. observed and formally monitored using audio, video or live practice; and
	2. a complete mid-therapy session is assessed as being at a passing standard of competence (based on formal rating using the CTS-R or the UCL CBT competence scale).

The ‘closely supervised’ cases must cover a range of presentations including at least two anxiety disorders **OR** one anxiety disorder and one trauma and stressor-related disorder, **as well as** one mood disorder. The interventions used must be based on core CBT evidence-based protocols or formulation-driven CBT treatment. Trainees must receive at least five hours of supervision for each of the ‘closely monitored’ cases.

The eight cases do not need to come from the same placement – they can come from any placement, so long as the focus is on applying a CBT intervention and the supervisor is a BABCP-accredited CBT practitioner. Typically, however, these cases will be completed during a trainee’s first year of training.

1. **Content of placements**

**BABCP requirements:** The content of placements supervised by a BABCP-accredited CBT practitioner needs to be monitored to assure that it/they cover the appropriate range of competences and meet the required number of hours of supervised clinical practice.

**How this is met and monitored:** There are four interlinked areas that need to be recorded:

1. details of the eight exemplar cases put forward as part of the accreditation process
2. the overall number of CBT clinical practice hours
3. the range of CBT competences acquired over the course of training, and
4. the summative assessments of clinical sessions.

The documents that need to be completed are:

1. **UCL BABCP Portfolio**
2. **Monitoring tool for identifying the specific CBT content of placements:** This tool is based on the UCL CBT competence framework. Both supervisor and trainee complete this collaboratively to indicate the range of competences being developed, and to identify any areas where more input is required.

It is completed:

1. ahead of the Mid-Placement Review, at which point any areas for development can be identified and an action plan agreed for the second half of the placement
2. as part of the End of Placement Review, when it is signed by both supervisor and trainee and then uploaded as a separate document by the trainee to the trainee record (EFTS)
3. **Summative assessments of clinical sessions:** Direct observationusing structured observation tools should be a regular feature of supervision in CBT. However, a more specific BABCP requirement is that at least three of the eight exemplar cases need to have beenformallyrated summatively using the CTS-R or the UCL CBT rating scale (both of which can be accessed from [www.ucl.ac.uk/dclinpsy/babcp](http://www.ucl.ac.uk/dclinpsy/babcp)), with the choice of tool depending on the supervisor’s preference and expertise. Both tools set a minimum score required to indicate basic competence in CBT; all three sessions need to be scored above this minimum.

**Academic Submissions**

**a) Reports of clinical work**

**BABCP requirement:** Four CBT treatments need to be written up in detail as clinical case studies.

**How this is met and monitored:** All traineessubmit case reports routinelyas part of the requirements of the DClinPsy. Some of these can be used to meet BABCP requirements – their structure, content and evaluation meet the BABCP clinical case study criteria. In practice, the first two standard DClinPsy case reports (Case Report 1 and Case Report 2) will count towards two of the four required reports. The additional two reports will be oral presentations of clinical work done during Year 1; these will be presented in the Autumn term of Year 2 following the completion of Placements 1 and 2. Further information about the additional case presentations can be found on the BABCP Pathway webpage.

The clinical work in these case reports must have been supervised by a BABCP-accredited CBT practitioner.

BABCP recommend that the four case studies cover at least three different presentations and/or treatment protocols. Refer to the UCL DClinPsy Training Handbook for specific guidance on the process for writing up and submitted clinical case reports.

**b) Demonstrating theoretical understanding of CBT**

**BABCP requirements:** Traineesneed to be able to demonstrate an understanding of theoretical aspects of cognitive and/or behavioural psychotherapy and its application.

**How this is met and monitored:** For BABCP purposes there are two primary evaluations:

* 1. Sufficient discussion of the background theoretical literature underpinning the clinical interventions detailed in the two written case reports (Case Reports 1 and 2)
	2. Examination Paper 1, which includes a specific section on CBT which, along with the rest of the paper, needs to be passed

**Marking criteria for submissions written specifically for the CBT pathway**

Written case studies will be marked using the same marking criteria as for the case reports submitted under the DClinPsy regulations (as set out in Section 25 of the Training Handbook (Pass; Pass conditional on minor corrections; Referred for stipulated revisions; Referred for major revision or Fail)). Case presentations will be marked based on similar criteria but will result in either a Pass or Fail grade.

**Passing and Failing the CBT Pathway**

Although not included as part of the programme regulations for the DClinPsy, progression on the pathway will be reported to and monitored by the Examination Board, and the Board will inform the BABCP when trainees have successfully completed and passed all the submission requirements described above.

At the end of Year 3, trainees on the CBT pathway will need to submit the following:

* UCL BABCP Portfolio, including documentation relating to the formal rating of clinical competence (CTS-R or UCL CBT Scale) and the completed Teaching Log with any remedial plans documented.
* Monitoring tool for identifying the CBT content of placements
* A record of CBT pathway case reports and presentations (case reports and case presentations will already have been submitted and marked).

All elements of the BABCP criteria need to be passed in order for the trainee to be deemed to have successfully completed the CBT pathway.