

# Course Guide

# Cognitive Behavioural Therapy for Children and Young People



## Our Vision

Is to develop practitioners who have the knowledge and skills to devise cognitive behavioural based interventions with children and young people. This is for children experiencing a range of difficulties in social and emotional aspects of their development, and leads to improved psychological well-being.

A core component of the course is video practice which is discussed in small practice tutor groups during each teaching day throughout the three years. Participants will gain a knowledge and understanding of CBT with children and their parents and its strengths and limitations through this process which enables students to systematically develop a comprehensive competency in CBT with children.

This course has been generated through a creative collaboration between different agencies and professions: practitioner psychologists (educational and clinical), academic, voluntary sector and NHS agencies (Department of Clinical, Educational & Health Psychology at UCL, The Anna Freud Centre and the Islington Child and Adolescent Mental Health Service (CAMHS), along with other NHS CAMHS services.

The course takes a highly respectful stance to other types of therapy with children and will emphasise when other methods may be more effective for particular types of problems. It also aims to consider the important interface of CBT with other methods and therapies and encourages reflection about the value of psychotherapeutic and systemic ideas in contributing to effective practice. Crucially, participants are encouraged to take an outcomes-based approach in ascertaining the interventions most appropriate to promote psychological wellbeing. We also aim to develop participants' skills in evaluating the impact of their own work in order to be able to reflect on and modify practice in future.

## Key Aspects

- A framework that supports integration of new learning with practice in course participants' work settings
- Regular tuition of course participants' work with children, families and schools by experienced practitioners, to ensure proper support and practice
- A forum for developing and sharing creative and flexible practice using CBT with children and young people
- An experience that is both intellectually stimulating and practically useful for work with children and young people in the context of a range of children's services.

**“I think the course has been excellent – comprehensively covering theory, research and practical strategies. The case consultation groups are small, consistent and very helpful in developing practice and the lecturers are very approachable, friendly and encouraging.”**

**Former Certificate student**

## Course Structure

<p>Certificate</p> <ol style="list-style-type: none"><li>1. Introduction to CBT in context</li><li>2. Assessment and engagement in context</li><li>3. Basic skills (developing understanding)</li><li>4. Basic skills (methods of change)</li></ol>	<p>At the end of this year you can choose to graduate with a Certificate or complete the next 4 modules and convert to a Diploma.</p>
<p>Diploma</p> <ol style="list-style-type: none"><li>5. Introduction to disorder specific approaches</li><li>6. Disorder specific approaches (2)</li><li>7. Complex problems</li><li>8. CBT in context</li></ol>	<p>The diploma course will build on the skills learnt during the certificate-level modules, and develop them further in relation to working with particular groups of children and young people.</p>
<p>MSc</p> <p>The MSc during the third year of study has two main components: completing a dissertation and continuing with practice tutor groups.</p>	<p>Please note: All students must start with the Certificate year in order to build the credits required for proceeding onto the Diploma and MSc</p>

### Principles and Core Values

The need to train more front line professionals in evidence-based approaches to enhance children's mental health and psychological well-being has been an aspiration of government policy for many years. CBT has been identified as one of the evidence-based interventions available currently and is a priority area for increased training provision.

The National Institute for Clinical Excellence (NICE) guidelines on depression, anxiety, obsessive-compulsive disorder and post-traumatic stress disorder all recommend CBT as a key treatment of choice. In addition, eminent government advisors have recommended that there should be growth in delivery of CBT to a range of service users, and this has generated interest in delivery of cognitive behavioural interventions within children's services amongst both front line practitioners and their managers.

However, it is increasingly recognised that CBT needs extension, development and adaptation for its application in work with children and young people. UCL is uniquely placed to develop such a course since it includes academics and practitioners regarded as national leads in relation to child mental health and well-being, as well as those with expertise in CBT. These courses are unique in providing an outcomes-based context for the use and adaptation of CBT to work with children, as well as ensuring that participants have the knowledge and ability to develop their work in the light of the emerging evidence-base in the future.

### University College London

The Department of Clinical, Educational and Health Psychology, to which this course is affiliated, belongs to the Division of Psychology and Language Sciences within the Faculty of Life Sciences. The current Head of Division is Professor David Shanks. The Department of Clinical, Educational and Health Psychology is headed by Professor Peter Fonagy. General information about the Department, can be found on the departmental website: <http://www.ucl.ac.uk/cehp/>.

### Anna Freud Centre

The Anna Freud Centre began life as the Hampstead War Nurseries. After the Second World War, Anna Freud's nurseries became the Hampstead Child Therapy Training Course and Clinic, offering free psychoanalysis for disturbed children and establishing the world's first full-time training course in child psychotherapy in 1947. Activities expanded to include a special nursery for blind children and pioneering research work. Anna Freud died in 1982, aged 86, and two years later the clinic was renamed the Anna Freud Centre in her honour. Today, Anna Freud Centre is a children's charity with a longstanding and multi-faceted commitment to the emotional well-being of children. The Centre has a two-fold purpose - as a centre of practice and as a centre of learning. Teaching sessions for the CBT courses will take place at Anna Freud Centre, which combines the traditional and the modern, with state-of-the-art facilities including newly-built training rooms and a library.

### Attendance

Attendance for the taught elements of the course involves 12 scheduled days per year. The course takes place on Tuesdays. In addition to attending on the timetabled dates, participants will need to commit additional time for private reading, undertaking direct delivery of interventions with individual children, writing up case-work and assignments and engaging in a web-based discussion forum .

### Assessment

Each module will be assessed with a combination of written and oral assessments:

#### Written assessment:

Each module has a written component made up of either case reports, case formulations, or essays.

#### Oral assessment:

Each module has an oral assessment. Digital video recordings of a child, adolescent or parent will be required for some modules. Others will be assessed by vivas of students presenting case formulations or reports.

#### Other forms of Assessment:

Additionally, formative evaluation and feedback will be used, particularly the process of self-evaluation. This aims to encourage habitual self-evaluation and reflection on practice which is an essential basis both for immediate learning and for continuing professional development.



### Course Team

Peter Fuggle  
Clinical Director, Islington CAMHS

Since completing his clinical psychology training in 1984, Peter has always worked in clinical psychology services for children. In 1995, Peter took up his current leadership post in Islington CAMHS and has subsequently combined clinical practice with wider service development and management roles. He was responsible for initiating the introduction of CAMHS work in schools in Islington and for exploring innovative ways of delivering services for hard to reach young people and their families. At present, he provides consultation to a joint agency project which is targeted at young people at risk of entering local authority care.

Sandra Dunsmuir  
Co Director, Doctorate in Educational and Child Psychology, UCL

Sandra has extensive experience working as an educational psychologist and has been involved with the training of educational psychologists at UCL since 1990. Sandra's interest in the delivery of effective interventions to improve the psychological well-being of children and young people led to her seeking professional development in the use of CBT and related approaches. She has embedded this within her practice and continues to work on a regular basis with children, their families, and teachers in delivering a



range of interventions in school and community settings.

Vicki Curry  
Clinical Psychologist, Islington PCT

Vicki currently works in an Adolescent Outreach Team. Since completing her clinical psychology training, Vicki has worked for Islington PCT with children, young people and families in a variety of settings. Vicki trained in Cognitive Therapy in Oxford in 1999, and although she uses a variety of models in her work, has formed a particular interest in applying cognitive behaviour therapy in child and family settings. She has been involved in providing training and supervision in CBT with children for professionals from a range of agencies.

### Entry Requirements

- Degree in relevant subject (e.g. Psychology) and/or professional qualification in relevant subject (e.g. teaching, social work)
- Experience of work with children in education, health or social care settings.
- A work context that enables participants to fulfil the course requirements (including time to attend the course and undertake case work and undertake CBT with children)
- Two references, one from a line manager, confirming the statements and evidence supplied by the applicant.



### Application Deadline

3rd June 2011

### Interview Date

21st June 2011

### How to Apply

All candidates should apply using the secure UCL Graduate Online Application system. Please visit: <http://www.ucl.ac.uk/prospective-students/graduate-study/index/graduate-study/application-admission> Students are also advised to print out and send a second copy to Roz Ayres at the Anna Freud Centre, 21 Maresfield Gardens, London, NW3 5SU to ensure that it arrives by the 3rd June. At UCL we welcome applications irrespective of age, disability, gender, race, religion or sexual orientation.

### Fees

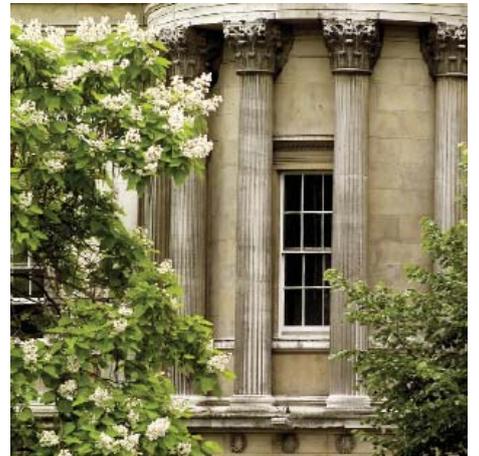
2011-12 £2,910 per year. College composition fees cover all elements of College and University registration, tuition, supervision and evaluation. Interested applicants are strongly encouraged to seek support from their employer (including support with payment of programme fees). Where an applicant's employer contributes financial support an annual report on the applicant's progress will be made to the employer if requested.

### Contact Us

For application queries or further information, please contact: Suzi Bell  
020 7443 2236  
[suzanne.bell@annafreud.org](mailto:suzanne.bell@annafreud.org)

**"I enjoyed learning about each disorder in a detailed way. It was a very practical and useful way to learn how to deal with future clients. I also enjoyed the demonstrations by facilitators of skills which relate directly to theory. The course has been a real, grounded and stimulating experience."**

**Former Diploma Student**



### Contact Details

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UCL in collaboration with  
Anna Freud Centre

**Anna Freud**  **Centre**  
Caring for young minds