



*DEPARTMENT OF CLINICAL, EDUCATIONAL &
HEALTH PSYCHOLOGY*

**Postgraduate Certificate / Diploma / MSc
in Cognitive Behaviour Therapy and
other Outcomes-Based Interventions with
Children and Young People**

Course Brochure 2008

*Innovative new courses tailored to the needs
of experienced practitioners working with
children and young people*

Entry Date: September 2008

An invitation to join the Postgraduate Certificate/Diploma/MSc in Cognitive Behaviour Therapy (CBT) and other Outcomes- Based Interventions with Children and Young People

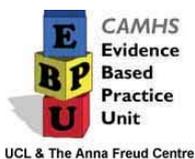
These ground-breaking new UCL courses have been designed for all professionals working in children's services, including social care, education and health.



They provide training for individuals in outcomes-based interventions, to promote psychological wellbeing in children and young people. Participants will gain knowledge and understanding of cognitive behavioural approaches, their strengths and limitations and how they can be adapted to work with young people, drawing on systemic and other approaches. In the future, additional evidence-

based approaches will be included to reflect a full range of effective interventions.

These courses have been generated through a unique and exciting collaboration between psychologists from different backgrounds, from the new Department of Clinical, Educational & Health Psychology at UCL. This is part of a joint initiative between the Educational Psychology Group and the CAMHS Evidence-Based Practice Unit (EBPU) in collaboration with Islington PCT. The CAMHS EBPU is based across UCL and the Anna Freud Centre. Staff on the course bring a wealth of experience of working with children and young people within a range of settings and agencies.



The programme of study offers course members:

- **Regular taught sessions from leading practitioners in the field.**
- **A framework that supports integration of new learning with practice in course participants' work settings**
- **Regular supervision 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**
- **Ongoing flexibility regarding length of study, with 3 possible qualification outcomes, allowing course members to balance professional and academic needs**

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 is a high level policy priority of both the Department of Health (DH) and the Department for Children, Schools & Families (DCSF). Cognitive Behaviour Therapy (CBT) has been identified as one of the most 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. Standard 9 of the National Service Framework for Children, Young People and Maternity Services has articulated a vision and identified markers of good practice relating to training, supervision and evaluation of practice and outcomes that will direct the future development of services. 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.

The postgraduate courses in CBT and other Outcomes-Based Interventions with Children and Young People were developed following widespread consultation within UCL and with key stakeholder groups.



Aims

The courses aim to provide participants with the knowledge and theoretical understanding of CBT and other effective, evaluated interventions for children and young people experiencing a range of difficulties with social and emotional aspects of their development. We aim to provide participants with opportunities to develop competence in the use of CBT, whilst also gaining a real understanding of both the strengths and limitations of this approach, and how it might best be adapted in working with children, young people, their parents/carers and staff who work with them in schools. 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. The courses will facilitate a forum for developing and sharing creative and flexible practice with colleagues from a range of professional backgrounds.

Our vision is to develop practitioners who have the knowledge and skills to:

- Devise interventions with children and young people experiencing a range of difficulties in social and emotional aspects of their development, leading to improved psychological well-being.
- Deliver child-focused, systemic cognitive-behavioural interventions, evaluating outcomes as a routine aspect of practice.
- Review and evaluate the evidence-base and use it to inform practice



Course Content

Teaching is provided through a mixture of lectures, workshops, seminars and group supervision. The series of courses offer an opportunity for flexible study, tailored to individual needs. There are three levels of qualification available – the Certificate, Diploma or MSc, and these are detailed below.

1) Postgraduate Certificate in Cognitive Behaviour Therapy and other Outcomes-Based Interventions with Children and Young People

There are three modules that need to be taken during the first year of academic study:

1. Understanding and working with cognitions, emotions and behaviours – foundation level.
2. Understanding and working with cognitions, emotions and behaviours – adopting a multi-systemic perspective.

3. Developing an evaluative and outcomes-based approach.

2) Postgraduate Diploma in Cognitive Behaviour Therapy and other Outcomes-Based Interventions with Children and Young People

The diploma course will build on the skills learnt during the certificate-level modules, and develop them further in relation to work with particular groups of children and young people. It comprises six modules in total, taken over two years of academic study. These include Modules 1-3 required for the Certificate plus the following modules, taken during the second year:

4. Advanced skills in working with children and young people with anxiety and depression
5. Adapting skills in working with children and young people with learning and social communication difficulties
6. Adapting skills in working with children and young people experiencing relationship/attachment difficulties (e.g. looked after children) and anti-social behaviour

All modules are compulsory and each one is a pre-requisite for subsequent modules.

3) MSc in Cognitive Behaviour Therapy and other Outcomes-Based Interventions with Children and Young People

It is possible to undertake an MSc during the third year of study. In order to be awarded the MSc in Cognitive Behaviour Therapy and other Outcomes-Based Interventions with Children and Young People, candidates must have passed the postgraduate Certificate, completed and passed the diploma-level modules and submitted a thesis which has achieved a pass.

Which level of course should I go for?

All candidates should initially enrol for the Postgraduate Certificate. Having completed the three modules required for the Certificate, course participants can make a decision to:

- a. Terminate their studies at that point
- b. Enrol to take the further 3 modules required for the Diploma (1 Year)
- c. Enrol to undertake the further 3 modules and complete the research thesis required for the Masters (2 Years).

Assessed Components

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

Written assessment:

One written assessment of 2,000-3,000 words will be required per module. The nature of the assessment will vary according to the teaching aims of the module. For certain modules, they will include evidence-based case reports, which outline and critically evaluate an intervention implemented with a young person using the skills learnt on the course. For other modules, there will be an opportunity to produce assignments addressing the theory and research underpinning practice.

Oral assessment:

Course participants will be required to submit an audio or video taped session with the child or adolescent to whom they are delivering a CBT intervention. They will also have to submit accompanying documentation, including an outline of the case conceptualisation, to provide the context to the session, the aims of the session, and other related materials e.g. drawings/questionnaires/rating scales used in the session. Tutors will assess the tape using an adapted Cognitive Therapy Scale.

Students will be interviewed at the end of the module by a course assessor to check the authenticity of their submission and the quality of their case conceptualisation. A proportion of students will have a viva voce examination with the external examiner.

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.



Attendance

Attendance at the Anna Freud Centre for the taught elements of the course involves 12 scheduled days per year (4 per term). 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 (see overleaf).

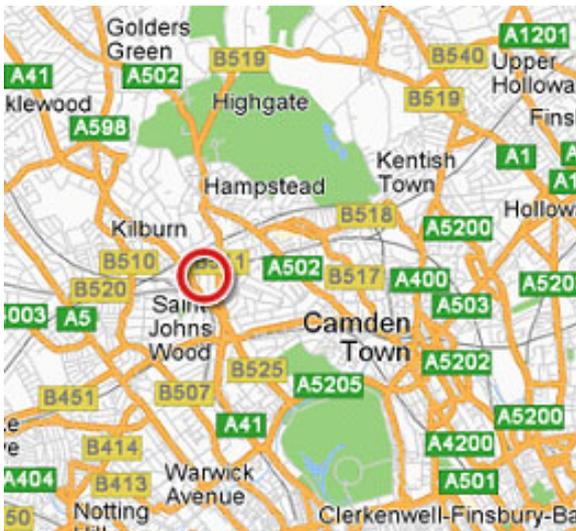
E-learning

Course members are supported off campus by a convenient and socially facilitative web-based e-learning programme, Moodle. Harnessing UCL's e-learning design and implementation expertise, this popular secure online environment will allow participants to download course notes and articles, engage in video conferencing with supervisors, use discussion boards to communicate with course/tutor groups and seek/share information and ideas. It is easily accessed from anywhere via the world wide web.

Course location - The Anna Freud Centre



Teaching sessions will take place at The Anna Freud Centre, located in the midst of tree lined-streets in Hampstead, north London. The venue combines the traditional and the modern, with state-of-the-art facilities including newly-built training rooms, library and IT facilities.

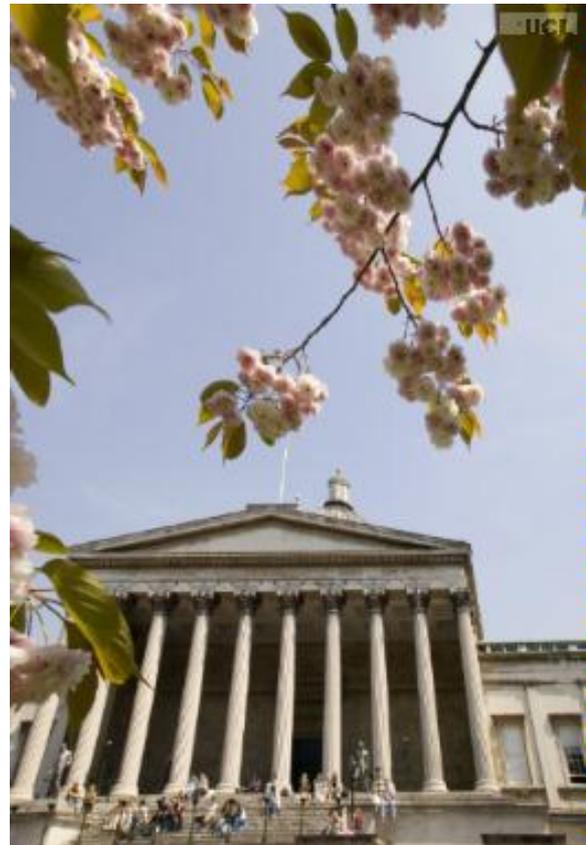


Transport links are excellent. Finchley Road underground station (Jubilee and Metropolitan Lines) is 5 minutes' walk, meaning that central London and many of London's major train stations can be reached in under 30 minutes. Road links are also good – bus routes are numerous, and on-street car parking is available.

Graduate Study at UCL

University College London (UCL) is one of the foremost teaching and research institutions in the United Kingdom. It was founded in 1826 to provide higher education for all who could benefit from it, regardless of religion, race or class, and is both the longest established and largest of the various colleges and institutes that make up the University of London.

UCL has a proud record of 'firsts'. It was the first university in the country to admit women; it was also the first university to accept students of all religions. The first psychological laboratory in the country was established at UCL in 1897, giving the department a special place in the history of British psychology. In 1901 the BPS was founded at a meeting held at UCL. Today, psychology at UCL has an international reputation for excellence. It is one of only two psychology departments offering professional training in educational psychology to have achieved the highest possible rating (5*) in the last Research Assessment Exercise.



Collaborating Institutions

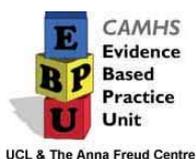
Department of Clinical, Educational & Health Psychology



UCL has a long standing reputation for innovation and quality in professional training. The Educational Psychology Department was the first of its kind in the UK. It was established in 1946 when it introduced the first professional training programme of its kind in Britain.

UCL prides itself on maintaining strengths across the whole range of applied psychology: clinical and health psychology as well as educational psychology. From 1st January 2008, a new dynamic research and teaching unit was created at UCL; the Research Department of Clinical, Educational & Health Psychology. This strong academic group is committed to research in clinical, social and developmental areas of psychology and the development of professional psychology. The series of postgraduate courses in CBT and other Outcomes-Based Interventions for Children and Young People are another innovative development at UCL; a collaborative venture between clinical and educational psychologists working across institutional and departmental boundaries.

Child & Adolescent Mental Health Services Evidence-Based Practice Unit



CAMHS EBPU is part of both University College London's newly formed Research Department of Clinical, Educational & Health Psychology, and also the Anna Freud Centre (where the unit staff are based and where the course will be held).

In working with those trying to help alleviate emotional or psychological distress in children and young people, a core aim of the unit is to encourage practice that incorporates an appropriate awareness of the complexities involved in using evidence and outcome data to inform practice.

The Anna Freud Centre



The Anna Freud Centre is a children's charity with a longstanding and multifaceted 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.

As a Centre of Practice, its innovative clinical services offer treatment for distressed children and support and advice for parents. As a Centre of Learning it is dedicated to understanding children's emotional development through training mental health professionals, conducting pioneering research and advising practitioners, universities and governments around the world.

Islington PCT



Islington Child and Adolescent Mental Health Services (CAMHS) provides a comprehensive mental health service for young people under the age of 18 years in the Borough of Islington. The service has a staff team of around 100 clinicians of which approximately 25 are Clinical Psychologists. The service has a high reputation for the development of highly accessible services to a deprived inner city population and received the Guardian National Award for Best Mental Health Service in 2004. The service has also consistently had high ratings from annual performance reviews and other inspections.

The service has long standing links with UCL. A number of the Clinical Psychologists were trained at the UCL Clinical Psychology Training Doctorate and many of the current staff team contribute to teaching for that course. Staff in the service have extensive experience in the application of cognitive-behavioural interventions and other therapeutic models for very diverse and severe psychological needs in a wide range of agencies and settings.

Programme Team



Vicki Curry

**(Clinical Psychologist,
Islington PCT)**

Since completing her clinical psychology training at UCL in 1996, Vicki has worked for Islington PCT with children, young people and families in a variety of settings. She currently works on a project offering an intensive community-based intervention to families of adolescents who have offended or are at risk of offending, and have violent and/or aggressive behaviour. Prior to that, Vicki worked as a clinical psychologist in an inpatient adolescent unit with young people aged 13–18 and their families, and also in a variety of community settings, including a Tier 3 Child and Family Consultation Service and a social services Leaving Care Team, and an inner city secondary school.

Vicki did a One-year Diploma 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. As part of her current job she has responsibility for co-ordinating and developing the use of CBT in the child and adolescent mental health service of Islington PCT. Vicki has been involved in providing training and supervision in CBT with children for professionals from a range of agencies, including clinical psychologists, educational psychologists, teachers, doctors, nurses, social workers and occupational therapists. She has been centrally involved in the development of this aspect of the curriculum within the Educational Psychology Group at UCL.



Sandra Dunsmuir

**(Co-Director, Doctorate
in Educational and Child
Psychology, UCL)**

Sandra completed her educational psychology training at UCL in 1986 and has had extensive experience working as a psychologist and teacher in five different local authorities in the south-east of England. Sandra has been involved with the training of educational psychologists at UCL since 1990, first as an Academic and Professional Tutor and since 2006, as Co-Director of the Doctorate in Educational and Child Psychology.

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. The evaluation of outcomes is a central aspect of this process and she has been collaborating with colleagues at the University of Manchester in developing research and practice protocols for this purpose. Sandra has also developed a major course module on CBT with children and adolescents for the initial training doctorate for educational psychologists at UCL, in conjunction with Vicki Curry. Supervision is seen as a crucial and integral part of professional training and Sandra, Vicki and colleagues are defining processes, evolving procedures and adapting tools to support and evaluate this.



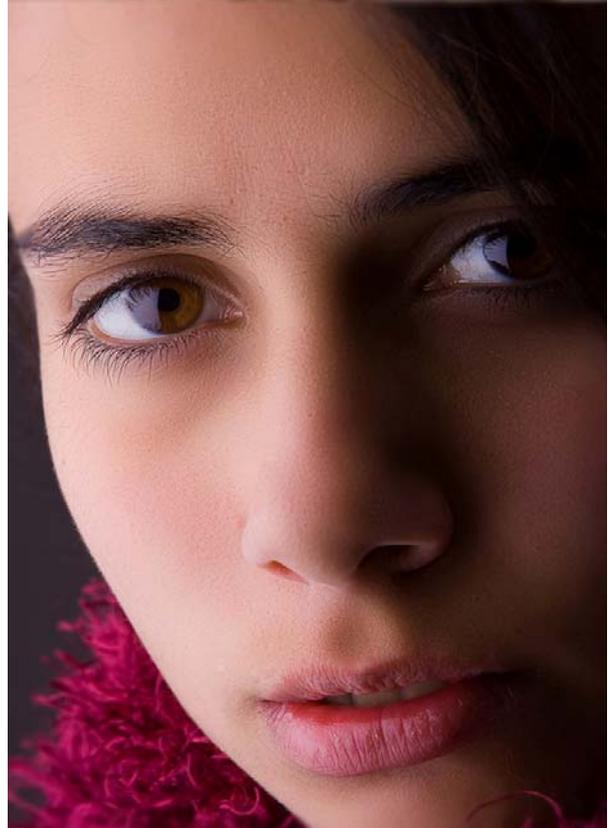
Miranda Wolpert

(Director, CAMHS Evidence-Based Practice Unit and CAMHS Outcome Research Consortium)

Miranda is a consultant Clinical Psychologist and Director of the CAMHS Evidence Based Practice Unit as well as Chair and Director of the CAMHS Outcome Research Consortium (CORC). This latter collaboration is a learning consortium made up of child mental health service providers across the UK and Norway. It has agreed a common protocol for outcome evaluation and is developing new measures and approaches to try to best evaluate outcomes for children and families. Miranda also currently acts as specialist advisor on child mental health to the Care Services Improvement Partnership in the UK.

After graduating as a clinical psychologist in 1992, Miranda worked for many years in Child and Adolescent Mental Health multidisciplinary teams, and led the child psychology input to the CAMHS in Bedfordshire and Luton NHS Partnership Trust. Miranda has also worked as an independent psychologist in school and has experience of both supervising and training a range of professionals (she also currently co-directs the Outcomes-Based Leadership course for CAMHS senior managers).

Miranda's commitment to developing appropriate evidence-informed and outcomes-based practice has led her to collaborate with colleagues in developing resources to help professionals and others to understand the evidence base, learn how different models of working may be integrated and evaluate the impact of their work.



Applying to the course

Fees and Funding

Fees for the 2008 intake are:

| | |
|--------------|-------|
| Certificate: | £2400 |
| Diploma: | £4800 |
| MSc: | £6500 |

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. This report is open to the applicant.

Application and Selection

At UCL we welcome applications irrespective of age, disability, gender, race, religion or sexual orientation. The building in which the programme is located offers wheelchair access and applications from people with disabilities will be welcomed.

We aim to make the selection process as transparent as possible. All application forms and accompanying references will therefore be rated on the following criteria:

- 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.

How to Apply

Candidates should apply using the secure UCL Graduate Online Application system. A link and further information on the application process can be found at:

www.ucl.ac.uk/cehp/cbtobi.html

As the programme begins in September, applicants should complete and return their application including their personal support statement before **9th May 2008**. Interviews will be held on **10th June 2008**.

Course Contact details

For application queries or further information, please contact **Jonathan Bureau**, tel: **020 7443 2218**, email: ebpu@annafreud.org

Postal address & venue of course:

CAMHS EBPU,
University College London & Anna Freud
Centre,
21 Maresfield Gardens,
London NW3 5SD



Promoting Psychological Wellbeing ☺

Disclaimer: The information contained in this booklet is correct at the time of going to press, but no guarantee can be given that it will not be amended before the commencement of, or during, the degree programmes to which it refers