Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Department of Psychiatry

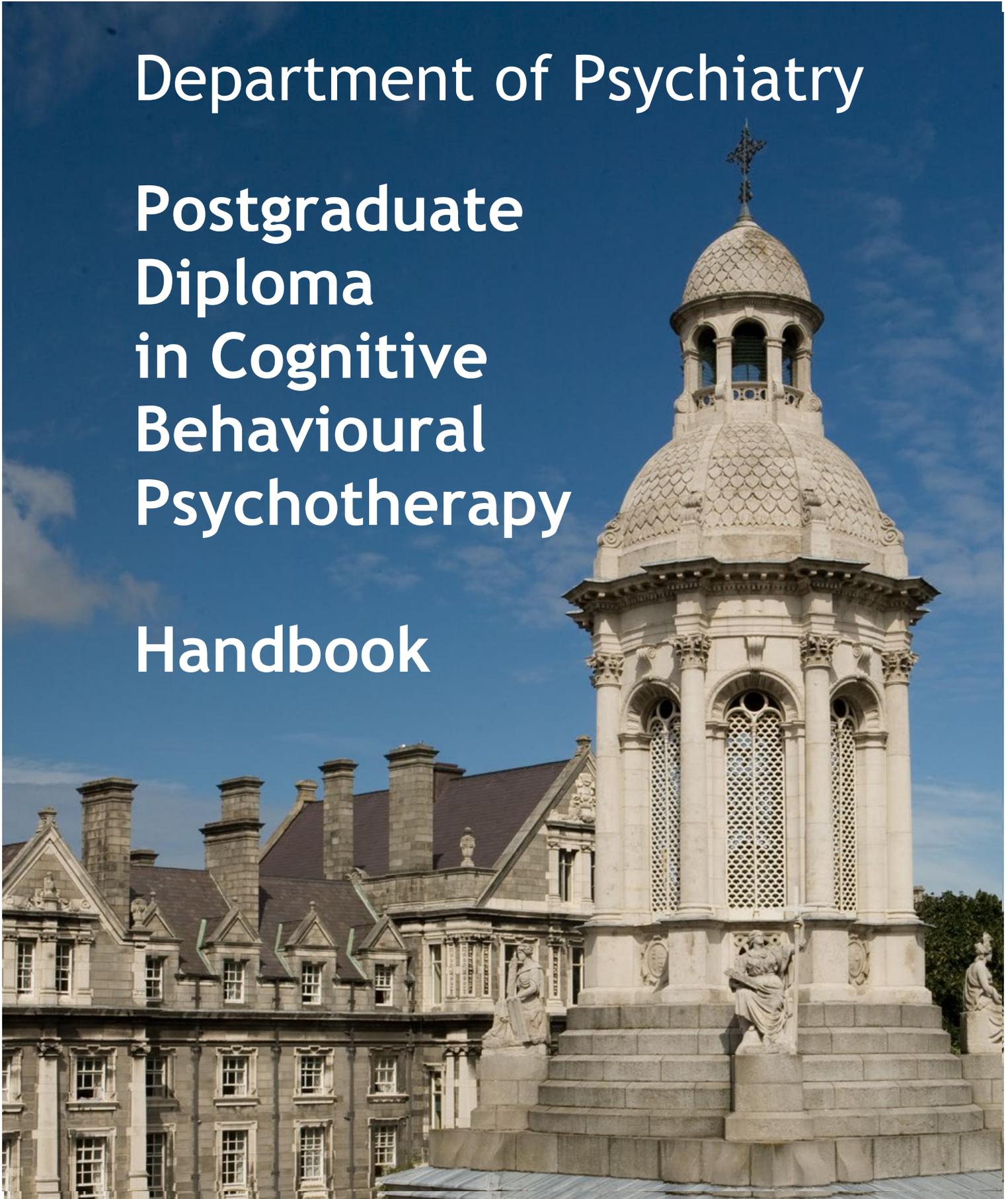# Postgraduate Diploma in Cognitive Behavioural Psychotherapy

Handbook

Table of Contents

Information contained in handbooks will be consistent with the information set out in the College Calendar and Academic Policies approved by Board and Council. In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme handbooks, the provisions of the General Regulations for that Academic Year will prevail.

Alternate versions of this handbook can be made available on request from the course administrator. Contact details for the course administrator are available in the Course Staff and Contact Details section of this handbook.

Disclaimer

*This course handbook is a working document and reasonable care has been exercised in its preparation. Please note that changes may also apply when the College Calendar is finalised by the University, or as determined by the Dean of Graduate Studies and Director of Postgraduate Teaching & Learning. No liability is accepted for any financial or other loss or inconvenience incurred due to errors or omissions in the information contained herein, or due to any changes that may apply to the course or document.

Course Welcome

Welcome to the Trinity College Dublin Postgraduate Diploma Course in Cognitive Behavioural Psychotherapy.

This handbook is designed as a resource for you and contains most of the information that you will need regarding the course, including details of the programme and the modules you will be following, assessment and evaluation, facilities available to you, welfare, and other services. At postgraduate level, students are expected to take responsibility for their studies, so it is important that you familiarise yourselves with the contents of this handbook.

Students may differ regarding their pre-existing experience and familiarity with cognitive behavioural psychotherapy. Whatever their level of knowledge, it is a common experience for students to feel 'deskilled' at different stages of the course. Likewise, students commonly feel pressurised or overwhelmed at times by the competing demands of a postgraduate course and their already busy lives. Sharing concerns with each other will help you to appreciate how common they are and find support in coping with them. Equally, you are welcome to discuss any concerns with the Course Director or Course staff if you would like to do so.

Whilst we would endeavour to deal with issues as promptly as possible, all course staff work on a part-time basis, and this means that you must allow at least a week for queries to be dealt with. Please note that many of the workshops are given by external facilitators and their other commitments may necessitate some changes in the timetable. We will endeavour to give you notice of these changes and it is important to check your emails on a regular basis to keep up to date with any necessary changes.

It is inevitable that there will be some frustrations for students over the course of the academic year but respectful behaviour and communication towards all course staff and fellow students are an absolute requirement on the course.

This course presents you with an opportunity to extend the knowledge and expertise you already possess through a process of active engagement in your own learning. We hope that it will be a stimulating and satisfying experience for each student and we welcome your feedback on all aspects of the course. This is your course we want to make it as good as it can be for you.

Dr Brian Fitzmaurice
Course Director

COVID19 Related Changes

Course Delivery

In light of the current Covid-19 situation, please note that details on course delivery, timelines, placements and assessments may be subject to change.

Important information on COVID-19 restrictions and modes of teaching and learning

In order to offer taught programmes in line with government health and safety advice, teaching and learning in Semester 1 up to reading week for your programme will follow a blended model that combines online and in-person elements to be attended on campus. This blended model will include offering online lectures for larger class groupings, as well as in-person or online classes for smaller groups. The differing modes of teaching and learning for particular modules are determined by your home School. Information on the modes of teaching and learning during the second part of Semester 1 and in Semester 2 will be available closer to the time.

Registered students are expected to be available to attend in-person teaching activities. Any request not to attend in person for exceptional reasons (such as travel restrictions or underlying health conditions) will be considered on a case-by-case basis by the relevant Head of School in consultation with College Health and there is no guarantee that these requests can be facilitated. It will depend on whether the programme learning outcomes and modes of assessment can be met through remote attendance.

For those students not currently in Ireland or planning to undertake travel before the start of term, if they are returning from a country that requires mandatory hotel quarantining or self-quarantining/isolating on arrival in Ireland, they are expected to allow for the period of restricted movement after arrival and prior to commencement of their studies, and therefore should factor this into their travel plans.

We would ask all students to adhere to the safety protocols when on campus for in-person teaching activities or student club and society events, i.e., mask wearing, hand washing, cough etiquette and to maintain social distancing. Please do not congregate outside lecture or tutorial rooms after your classes; we would ask you to exit the building immediately after your event has finished. When term starts on 13 September (or 27 September for first years), students will be permitted on campus for any in-person events that they are involved in. Access to campus will be via a valid student ID card.

Frequent Updates

Students are responsible to keeping updated with any changes in situation regarding Covid-19 restrictions. For frequent updates please refer to the college website and the following handles and twitter feeds:
- https://www.tcd.ie/about/coronavirus/
- https://twitter.com/tcddublin
- Provost's or College's Twitter account: e.g., @TrinityMed1, @LindaDoyle, @tcddublin

Your Course Director

Students should contact the course staff if they have any COVID related queries specific to their courses. The Course Director, Course Co-Ordinator, Module Co-Ordinator, Executive Officer and Staff can be contacted.

Feeling Unwell

All students to adhere to current national guidelines. If you feel unwell and have any symptoms, there is a need to immediately self-isolate. In such a case, please also immediately email your Course Director, Course Co-Ordinator and Executive Officer.

Aims of the Course

The course aims to provide a post-qualification training in the theory and practice of evidence-based cognitive psychotherapy, as applied to a range of common mental health problems. Competence is developed through a combination of weekly lectures and workshops, clinical supervision, self-practice / self-reflection tutorials and written assignments. Assessment is based on the submission of case studies and theoretical reviews, oral presentations, and the standardised rating of recorded therapy sessions.

The following are the specific aims of the postgraduate diploma year:

- To provide a sound knowledge of the theory and practice of cognitive behavioural psychotherapy.
- To present specific adaptations of the cognitive model for a variety of clinical disorders and related research on outcome and efficacy.
- To develop confidence in assessing patient suitability for cognitive psychotherapy.
- To develop cognitive case conceptualisations.
- To devise and implement individual treatment programmes and to evaluate their success.
- To develop the ability to convey clearly the central concepts of cognitive psychotherapy and to communicate basic treatment skills.
- To critically evaluate the current status of different treatment approaches within cognitive psychotherapy.
- To cultivate an attitude of enquiry as to how the model may need to be adapted to cater to the unique circumstances of each individual patient.

The course on its own does not aim to train you to the level of accreditation as a CBT therapist. However, by the end of the diploma course you should be competent to assess and treat acute Axis I emotional disorders and be acquainted with the concepts and methods of schema-focused cognitive psychotherapy which is more appropriate to complex, long-term, and recurrent disorders. We expect that you will develop sufficient knowledge, confidence, and skill to be able to relax into cognitive psychotherapy and carry it out comfortably with your own personal style. You may not have reached this point by the end of the course, but you should have established a solid basis for further development and with further supervised case work and training you will be firmly on the path to accreditation. Students can orientate themselves to a comprehensive list of CBT competencies considered necessary for effective practice at www.ucl.ac.uk/CORE.

Course Outline

This course is designed as a one-year part-time Postgraduate Diploma in Cognitive Behavioural Psychotherapy. It is run under the auspices of the School of Medicine and hosted within the Faculty of Health Sciences, TCD. The Postgraduate Diploma awards are conferred by the University of Dublin, Trinity College.

The PG Diploma course is run on a part-time basis and the course teaching will mainly be based at the Trinity Centre for Health Sciences. Outside of the first teaching week the class meets on Fridays from 9.30am to 4:30pm. As necessary, some additional teaching days may be required to supplement this structure. Should this become necessary, students will be notified at the beginning of each semester regarding supplementary teaching days.

The timetable for each semester of the course may be accessed by registered students in the online virtual learning environment called Blackboard.

The Course is divided into 8 modules, which are delivered over 2 semesters

Semester 1
1. Basic Theory in Psychotherapy and the Cognitive Model
2. Introduction to Cognitive Behavioural Model
3. Adapting the CBT Model (taught over two semesters and assessed in semester 2)
4. Reflective Practice & CBT– Understanding the Individual

Semester 2
5. Cognitive Behavioural Model – Anxiety Disorders and Depression (taught over two semesters and assessed in semester 2)
6. Cognitive Behavioural Model for more Complex Disorders
7. Patients with Challenging Clinical Contexts
8. CBT Self Practice / Self Reflection Groups

Semester 1

The first semester will focus on the development of basic cognitive psychotherapy skills and concepts, broadly applicable to a range of patients and problem areas. This will include the acquisition of such generic skills such as establishing collaborative alliances, agenda setting, structuring sessions, goal setting, generating homework, identifying and re-appraising negative automatic thoughts and dysfunctional assumptions, developing a generic cognitive conceptualisation, and working with process issues in psychotherapy. Students will be expected to understand the distinction between a generic CBT model and disorder specific models of CBT and how the CBT model has been adapted in line with research evidence.

Semester 2

In the second semester disorder-specific models are introduced and the generic skills and concepts learned in the first semester are refined and modified when they are applied to specific disorders such as depression, panic disorder, obsessive compulsive disorder, and post-traumatic stress disorder. We will also address specific issues that may arise in treating more complex cases, and work on developing individualised cognitive conceptualisations. We will also address the application of cognitive therapy in the context of the multi-disciplinary team.

Course Content

The content of the course comprises 60 ECTS (1 ECTS = 25 student effort hours) and is broken into 8 separate modules:

Module	ECTS
1. Basic Theory in Psychotherapy and the Cognitive Model	10
2. Introduction to Cognitive Behavioural Model	10
3. Adapting the CBT Model	5
4. Reflective Practice & CBT– Understanding the Individual	5
5. Cognitive Behavioural Model–Anxiety Disorders and Depression	10
6. Cognitive Behavioural Model for more Complex Disorders	5
7. Patients with Challenging Clinical Contexts	10
8. CBT Self Practice / Self Reflection Groups	5

Explanation of ECTS Weighting

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments, and examinations.

ECTS credits are awarded to a student only upon successful completion of the course year. Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Module 1: Basic Theory in Psychotherapy and the Cognitive Model

Module Co-ordinator – Dr Brian Fitzmaurice

(10 ECTS)

Learning Objectives:

Enhancement of Psychotherapy Knowledge, Skills, and Attitudes

- Understand the principles of psychotherapeutic practice
- Understand the Cognitive and Behavioural basis of emotional disorders
- Understand the structure and purpose of a Cognitive Behavioural Therapy session
- Build and maintain a therapeutic alliance through collaboration and feedback

Module 1 takes place in Semester 1. The focus of this module is to allow the student and his/her supervisor to set a baseline for the student's skills and supervisory needs. This allows for the development of a working supervisory relationship before the student begins to engage in CBT practice. A supervisory contract is formed, and the student is expected to start individual CBT with a small number of training cases under close supervision. The student will not see more complex cases until there is agreement with the supervisor that this is appropriate.

Assessment - Module 1

1 Case Study (2,000 words +/-10%) weighted at 30% of the marks
1 CTS-R rating of Therapy session weighted at 30% of the marks
Supervisor's Report weighted at 40% of the marks

Module 2: Introduction to the Cognitive Behavioural Model

Module Co-ordinator – Dr Brian Fitzmaurice

(10 ECTS)

Learning Objectives:

Enhancement of Psychotherapy Knowledge, Skills, and Attitudes

- Assess the scope of presenting difficulties and define specific therapeutic goals with the patient
- Develop individual cases formulations and understand their purpose and limitations
- Apply and describe cognitive and behavioural interventions in a clinically sensitive manner
- Appraise the limitations of CBT's evidence base

The module should afford students the opportunity to start to engage with presentations that may benefit from the use of CBT and to explore the different aspects of CBT that may bring about change and benefit.

Assessment - Module 2

1 Essay (3,000 words)

Module 3: Adapting the CBT Model

Module Co-ordinator – Dr Brian Fitzmaurice

(5 ECTS)

Learning Objectives:

Enhancement of Psychotherapy Knowledge, Skills, and Attitudes

- Critical evaluation of the Principles of Psychotherapeutic practice
- Development and presentation of individual case formulations from a range of different CBT models and patients
- Evaluation of factors inhibiting progress within the patient, the therapy model and the patient's external environment
- Capacity to select and apply the most appropriate CBT methods

The Module affords students the opportunity to immerse themselves in the literature and research associated with specific presentations or across several specific disorders.

Assessment - Module 3

1 Short Essay (1000 words)

Module 4: Reflective Practice & CBT – Understanding the individual

(5 ECTS)

Module Co-ordinator - Ms Fionnula MacLiam

Learning Objectives:
- Critical understanding of CBT model when applied to own experiences
- Critical analysis of the evidence and application of reflective models in CBT
- Demonstration of the application of reflective practice in CBT practice

This module compliments the clinical modules 1, 2, and 3. It allows the student to make the most of their theoretical understanding of CBT and clinical experience, by developing a critical understanding of the role of reflective practice. Students will critically review models of reflective practice and its application in CBT training.

Assessment - Module 4

Reflective Essay on theory and practice of Self Reflection in CBT
(Word Limit 2000 words +/-10%)

Module 5: Cognitive Behavioural Model – Anxiety Disorders and Depression

(10 ECTS)

Module Co-ordinator – Dr Craig Chigwedere

Learning Objectives:
- Describe and explain adaptations of cognitive model to specific mood and anxiety disorders

- Apply a wider range of interventions to meet individual patient needs
- Recognise and encourage resilience and creativity in clients through self-help assignments
- Recognise when to terminate therapy sessions and prepare patients for possible lapses in their recovery.

This module is designed to give students experience of a broad range of CBT models that might be used in individual or group treatments of patients. This module is aimed at developing a richer understanding of how CBT has evolved and is applied to provide robust treatment models for a wide range of psychological problems. Students are expected to understand and critique each of these models and understand how they might be applied in clinical practice.

Assessment - Module 5

Clinical Evaluation of Recorded Therapy Session

Module 6: Cognitive Behavioural Model for more Complex Disorders

(5 ECTS)

Module Co-ordinator – Dr Craig Chigwedere

Specific Learning Objectives:
- Recognise, explain, and choose adaptations of Cognitive Model to more complex disorders and cases
- Discuss the use of underlying schema in CBT
- Appraise the limitations of CBT's evidence base

Assessment - Module 6

Clinical Case Study 2,500 words +/- 10%

Module 7: Patients with Challenging Clinical Contexts

(10 ECTS)

Module Co-ordinator – Dr Craig Chigwedere

Whilst Cognitive Behavioural Psychotherapy has a strong evidence base across many psychiatric disorders there is considerable variation in the degree of research evidence underpinning its effectiveness and what components of disorder specific models are supported by empirical findings. Applying the CBT model in different contexts requires the clinician to adapt their practice to the challenges of each patient's specific context.

Specific Learning Objectives:
- Explain the use of CBT model in more challenging clinical contexts
- Adapt the CBT model to different developmental stages
- Recognise that delivery of CBT is often determined by context of individuals

Assessment – Module 7

Clinical Evaluation of Recorded Therapy Session

Module 8 – Self Practice / Self Reflection Groups

(5 ECTS)

Module Co-ordinator – Dr Craig Chigwedere

Specific Learning Objectives:
- Discuss the Application of CBT principles to their own life and experiences
- Critical reflection upon own "Self" Schema and "Self as Therapist" Schema
- Demonstration of recognition and resolution of problems arising in Supervision
- Critical evaluation of the role of the therapist / supervisor in a healthcare organisation
- Discuss the use of CBT in Groups and Multidisciplinary Teams
- Relate their Personal Reflection and describe their own learning from Course, Supervision, and psychotherapy cases.

Self-Practice / Self-Reflection tutorials are tutor led small group exercises which do not focus on patient process but instead focus on the therapist and how their own views / attitudes are constructed in a cognitive behavioural framework. They are a formalised way of applying CBT techniques to oneself both on own, within a group or with a co-therapist. They are followed by written reflections by the trainee on the implications of their experiences for themselves, their clients and cognitive theory.

Assessment - Module 8

Oral Reflective Presentation

Summary of PG Diploma Course Assessments and Marking Schedule

Module 1	**Basic Theory in Psychotherapy and the Cognitive Model**	**(100%)**
	1 Clinical Case Study	(30%)
	1 Clinical Evaluation of Recorded Therapy Session	(30%)
	Supervisor's Report	(40%)
Module 2	**Introduction to the Cognitive Behavioural Model**	**(100%**
	1 Essay	(100%)
Module 3	**Adapting the CBT Model**	**(100%)**
	1 Short Essay	(100%)
Module 4	**Reflective Practice & CBT – Understanding the individual**	**(100%)**
	1 Reflective Essay	(100%)
Module 5*	**CBT Model – Anxiety Disorders & Depression**	**(100%)**
	1 Clinical Evaluation of Recorded Therapy Session	(100%)
Module 6	**CBT Model for More Complex Disorders**	**(100%)**
	1 Clinical Case Study	(100%)
Module 7*	**Patients with Challenging Clinical Contexts**	**(100%)**
	1 Clinical Evaluation of Recorded Therapy Session	(100%)
Module 8	**CBT Self Practice / Self Reflection Groups**	**(100%)**
	Oral Reflective Presentation	(100%)

*These sections must be passed - no compensation allowed

Students must attend at least 75% of lectures, tutorials, and supervision sessions per semester to fulfil criteria for the award of the PG Diploma.

Students must complete 50 supervised clinical hours over the 2 semesters with patients and shall have completed treatment of a minimum of 5 cases by the end of the course. Students will be expected to undertake regular audiotaped/videotaped clinical work using the principles of cognitive psychotherapy. The recordings must be brought into supervision sessions regularly and a minimum of two recordings must be submitted to their supervisor each semester.

Students are required to complete all written assignments by the end of each semester. Failure to do so will be reviewed by the course director and may result in the student not being allowed to progress to the next semester of the course until they are satisfactorily completed. A score of more than 50% must be achieved on all written assignments. It is possible to compensate for a mark between 40% and 50% on one written assignment

if a score of at least 60% has been achieved in one other written assignment. Students who fail the written assignments will meet with the Course Director at the earliest opportunity and may be assigned an academic supervisor to support those making improvements in their submitted written assignments. This supplementary academic supervision will take place outside of the normal course timetable and will be arranged by the Course Director.

Throughout the course, clinical performance will be evaluated using the CTS-R. Ideally students should demonstrate an improvement in scores or ability to work with increasingly complex presentations, carrying out cognitive behavioural psychotherapy with both competency and proficiency. Failure to reach this standard will mean that a PG Diploma cannot be awarded. It is not possible to use high scores in written assignments to compensate for inadequate clinical performance.

Award of PG Diploma and Class of PG Diploma

For the completion of the PG Diploma, students must pass each module with a mark of at least 50%.

For the award of Postgraduate Diploma with Distinction the student must achieve an average mark of 70% or more across all modules.

The Irish governmental body, Quality and Qualifications Ireland, maintains a National Framework of Qualifications (NFQ). The purpose of the NFQ is to describe a system of levels for relating different awards to one another. A Postgraduate Diploma is a level 9 award under the NFQ.

Teaching Methods

Lectures/Workshops

The academic year starts with an introductory week. Thereafter, lectures/ workshops will be held weekly each Friday as per your course timetable. Students will attend teaching sessions on the theory and practice of cognitive psychotherapy in relation to a variety of different problem areas and disorders.

The teaching day runs from 9.30 am until 4.30 pm. Full attendance is recommended, and **a minimum 75% attendance is mandatory at all workshops including SP/SR sessions and Case Presentations.**

The venue for lectures / workshops is generally in the Trinity Centre for Health Sciences, unless otherwise stated. Students will be made aware of any changes to indicated venues as soon as the course staff are able to do so.

Self-Practice/ Self-Reflection Tutorials

Self-Practice/Self-Reflection (SP/SR) tutorials are held at regular intervals. Attendance at these SP/SR sessions is important because it counts towards your SP/SR module mark and self-practice hours. Students are required to keep a Reflective Diary to help with the writing up of the reflective essay.

Supervision

Supervision requirements

• Students will receive a minimum of 20 hours supervision over the course of the year.
• Students are expected to undertake 50 hours of clinical work with patients during the year.
• Students are required to see a minimum of 5 cases*, each for 5 – 16 sessions.
• Students must be able to demonstrate that they have used at least 3 disorder-specific models (e.g., depression, panic, OCD, social anxiety disorder, PTSD, low self-esteem, etc.) with different patients.
• Recordings of therapy sessions (audio or video) should be routinely brought to supervision.
• Students are required to keep a log of clients seen in their Clinical Practice Logbook and supervisors must sign that they can verify that these cases have been seen.
• Students can access an electronic editable copy of the logbook in module PR7202 on Blackboard.
• Students must upload scanned copies of five cases from their Clinical Practice Logbook to module PR7205 Blackboard by the submission date on your timetable to verify that they have met course requirements and to demonstrate that they can keep accurate records of their CBT practice.
• Students should keep a record of their supervisor reports in case that they need to submit copies of these documents after the course as part of the CBT therapist accreditation process.

*Please note: to be considered a 'case' rather than an 'assessment', the patient must be seen for at least 5 sessions.

Monitoring progress in supervision

The Cognitive Therapy Scale – Revised (CTS-R) encompasses the skills you are expected to acquire over the course of the year and can be used as a guide to good practice and as a means of self-monitoring therapy recordings.

Each semester during your clinical placement your supervisor will use the CTS-R to rate at least one of your therapy recordings. The CTS-R rating will be accompanied by a brief report pinpointing your strengths and weaknesses and suggesting goals for the following term.

- **Getting most benefit from the session rests jointly with the supervisor and supervisee.**
- **Ask yourself at the end of the session "what have I learned today?"**
- **Role play in supervision is an excellent learning tool. We strongly encourage its use.**
- **Give your supervisor feedback on what you find helpful or unhelpful.**
- **Practice cognitive therapy skills with as broad a range of suitable patients as possible.**
- **Please ensure that your recording equipment is satisfactory. Use a good quality machine with an external microphone if necessary.**
- **Ideally you should make 2 copies of recordings of each session, one for you and one for the patient to take away.**
- **Make time to listen regularly to your own recordings and monitor your skills development using the Cognitive Therapy Scale – Revised (See Forms for use by PG Diploma students document which will be located on Blackboard in your Basic Theory in Psychotherapy and the Cognitive Model module).**

Feedback

At the end of each semester, you will be invited to provide feedback on supervision. What have you learned? How far have you progressed towards your objectives? What did you find helpful? What would you have preferred more of or less of? What could have been done differently? This form is available in your Forms for use by PG Diploma students' document, which will be located on Blackboard in your Basic Theory in Psychotherapy and the Cognitive Model module.

This supervision feedback form must be uploaded to the submission folder called Feedback on Supervision in your Learning Space on Blackboard. You will receive an electronic receipt once you have successfully submitted the form. Further information on using Blackboard can be found in the E-Learning section of the handbook.

At the end of each semester, your supervisor will submit a report of your progress to the course director.

If there are any aspects of supervision you are not happy with, please do not wait until to say so. Please first address any problems with your supervisor directly. If matters cannot be resolved in this way, you and/or your supervisor should approach the Course Director. If the Course Director is the supervisor concerned, another member of the Course Management Committee may be approached. Contact details may be found for the course coordinators in the Course Staff listing at the end of the handbook.

Absences

There may be occasional gaps in supervision because of annual leave /illness /other commitments. If such gaps exceed 6 weeks for any reason, please inform the Course Director in order that an alternative arrangement can be made.

Audio/Video recording

The use of audio/video recordings of therapy sessions in supervision has been found to be of tremendous help in CBT training. Recordings are routinely brought to supervision and used as a focus for discussion. In addition, recordings are used to assess your progress, both informally for guidance, and as part of your formal assessment.

The technical requirements for these recordings are as follows:

- The only media accepted are CDs and DVDs.
- Video submitted should be playable on a standard DVD player and using good quality media.
- Voice recorders: These units are widely available. You should ensure that you can transfer files to a computer with the model you purchase. You can also get accessories to improve recordings, such as standalone microphones /conference microphones.
- Digital audio files are the preferred method of recordings for the course as there is a reduced risk of patient identification if any recording equipment, CD/DVD, laptops, USB keys are mislaid, lost or stolen.
- Discs must be labelled using a CD/DVD specific pen. The actual surface of the disc must contain this information and not just the cover that you submit with the recording.

Recordings contain confidential patient information. Students and supervisors must ensure recordings are stored securely at all times. It is essential to password protect any devices/computers storing recordings. It is the student's and supervisor's professional responsibility to prevent and report any breach of confidentiality in line with your organisation's data protection policy and in writing to the course director. Each student and supervisor will be expected to sign and return a declaration to the course that they have destroyed/deleted all recordings of clinical interviews/assessments/CBT sessions on all discs, devices etc. for each academic year.

Students must upload the signed declaration to the folder called **Declaration of Destruction of Clinical** material which can be found in your Learning Space on Blackboard. This folder will be located in module PR7205 on Blackboard. You will receive an electronic receipt once you have successfully submitted the form. Further information on using Blackboard can be found in the E-Learning section of the handbook.

Assignments and Evaluation

Necessarily, your performance will be evaluated over the two semesters. It is important, however, that awareness of assessment should not be at the expense of your creativity, or your willingness to express your own ideas openly and to experiment with new ways of thinking and working. The course is an opportunity for you to learn and develop in a classroom atmosphere of openness and inquiry. Details of all assignment deadlines can be found on your timetable.

Guidelines for Assignments

Submitting Recordings for Assessment

Please pay careful attention to the following guidelines. These are being given to ensure that your confidential recording can be assessed and that you are taking responsibility for the secure storage and transmission of your therapy sessions. Failure to submit recordings in this manner and in a timely manner will result in the submission being returned and a late penalty being applied to the assignment.

- Listen to your recording before submission to ensure that each CD/DVD is audible and plays in a normal cd-player rather than just on your computer. Test all CD/DVDs in several computers/CD players before submission
- Label recordings clearly with your **student number**, session number and date submitted using a DVD/CD specific pen i.e., write on the disc and not on the cover of the CD or DVD box. If you're submitting three recordings, then you will submit three discs.
- Complete a self-rating of the therapy session using the student CTS-R rating scoresheet (see your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module) and submit this with each copy of the recording. If you are submitting three recordings, then you will submit three self-ratings.
- Complete and submit a 'Recording Submission Sheet' (see your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module see your forms document) to accompany each copy of the recording. If you are submitting three recordings, then you will submit three recording submission sheets.
- Staple together a copy of your CTS-R rating sheet and Recording Submission Sheet and place one copy of your recording inside a covering such as a Polly pocket or a small envelope. Repeat this process for the number of copies that you are required to submit. If you're using an envelope your student number and recording details

- should be clearly visible on the outside of each envelope or cover used.
- Students may submit recordings by using registered post to arrive before or on the deadline specified on your timetable.
- When using registered post, the outer envelope must be strong and closed securely keeping in mind that otherwise the sharp corners on discs could cause the envelope to break during transit and the confidentiality of your submission would be compromised. It is the student's responsibility to ensure assignments arrive safely and without compromise of patient confidentiality.
- It is best to submit recordings from the 5th session onwards as earlier assessment sessions typically don't score at a level on the CTS-R that reflects therapists' full range of skills
- Recordings are marked out of 72 using CTS-R.

Submitting Case Studies and Essays for Assessment

Students are required to submit case studies and essays using Blackboard by 5pm on the relevant submission date. The essays and case studies will need to be uploaded by the student as either a Word Document or PDF. There will be an assignments folder created in each module two weeks from when you are due to submit. You should upload the assignment to the folder which has the name of the assessment that you are submitting. There will be instructions available within this folder detailing how to submit each assignment. You will receive an electronic receipt once you have successfully submitted the form. Further information on using Blackboard can be found in the E-Learning section of the handbook.

We cannot accept documents that have not been saved as a Word Document or a PDF so please ensure if you are using Pages on an Apple computer that you save your assignment correctly. If you are using Pages there is an option to save the file so that it is compatible with Windows computers. Select File, choose export to and then pick Word from the drop-down menu. Students are fully responsible for submission of their assessments via Blackboard and are advised to give adequate time to complete the online assessment submission procedure correctly. Where a student submits an incorrect version of their work via Blackboard, they will be permitted to upload again to the same folder. However, a penalty for late submission will apply if subsequent uploads are not completed by the deadline.

It is your responsibility to learn how to accurately submit your coursework via Blackboard. We will not accept submissions via email, post, or hand delivery. Further information is available in the E-Learning section of the handbook on how to access Blackboard for the first time and who to contact with your IT queries. Additional guidance is available under the Student Help tab on Blackboard.

Students should use the following 12-point Sans Serif accessible fonts: examples include Arial, Calibri, Century Gothic, Tahoma, and Verdana. Assignments should all be double-spaced to facilitate review and edit of your own documents, and this also facilitates markers reading your assignments. A cover page must be included with each assignment. The cover page must include your student number, the word count, a plagiarism declaration, and either the title of the essay or the semester in which the case study is being submitted e.g., Semester 1 Case Study. Your name should not appear on any written assignments. Before submission you should check that your submission meets the requirements outlined on the essay or case study checklists which are outlined in the next pages of the handbook. **It is essential that students upload their submission in one file that includes the cover page, contents page, body of the assignment, and the references.**

Students should not use the TCD crest on the front of their assignments. This is a proprietary trademark which belongs to TCD and therefore it is not appropriate for students to take the crest from published documents or webpages for personal use.

Unless otherwise indicated, all graphics, logos and commercial markings are registered trademarks. You may not use, copy, reproduce, republish, upload, post, transmit, distribute, or modify any Trademarks in any way, including in advertising or publicity pertaining to or distribution of materials, without prior written consent.

Case Studies

Case Study 1 may reflect therapy in the early stages. Case Study 2 should reflect a completed course of therapy. The same case may be used for both Case Study 1 and 2.

The case study should follow this format:
- Contents page
- Introduction
- Presenting problem
- Conceptualisation
- Course of therapy
- Outcome
- Discussion

The cover page should include the following information:
- Full title of case study
- Semester
- Word count
  2,000 +/- 10% (Case Study 1)
  2,500 +/- 10% (Case Study 1)

- Student number
- Plagiarism declaration (do not include your name)

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

More detailed guidelines are outlined on the marking sheet included in your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module.

Essays

The cover page should include the following information:
- Full title of the essay
- Word count
- Student number
- Plagiarism declaration (do not include your name)

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

- Word count
  3,000 +/- 10% (Long Essay)
  1,000 +/- 10% (Short Essay)

More detailed guidelines are outlined on the marking sheet included in your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module.

Writing an Essay Plan

The purpose of submitting your essay plan is to demonstrate that you have selected an essay title and begun to research your topic for the long essay. Feedback given on the essay plan and literature review will help to reshape and develop your final essay. Failure to submit an essay plan according to instructions will mean that tutor feedback will not be provided, and a late penalty will apply to the long essay score.

This essay plan should typically include an outline of the structure of your final essay e.g., introduction, recent evidence, limitations in evidence, models and theory, clinical relevance, future directions, discussion,

conclusions. It should also include a preliminary list of references. An essay plan should typically be approximately 1,000 words. There are examples available on Blackboard in the Coursework examples folder as above.

Writing the Long and Short Essay

These assignments look for the student to demonstrate knowledge and understanding of the subject areas within the essay titles. It is expected that the essays will demonstrate an appreciation of investigative research in CBT, critique of this literature and analysis of the findings and their implications for CBT practice.

A good essay will show evidence of understanding and awareness of core CBT concepts and will bring together appropriate themes or concepts in a way that accurately addresses the essay title. An essay must be structured in a logical manner and ideally broken into sections that should build the argument towards the final conclusions or discussion section. Typically, the introduction should also signpost the approach that will be taken to addressing the essay title.

Generally, short paragraphs which make one or two points are recommended. It is important that students try to communicate their knowledge and opinions with clarity and in a manner that is readily understood by the reader. The use of clinical examples or appropriate quotations may help highlight the points being made.

As students write their essay they should regularly consider:

- Am I accurately addressing the essay title?
- Am I using the most relevant literature?
- Can I illustrate my arguments with appropriate examples or quotations?
- Have I read the Guide to using the Harvard Referencing System located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module?

In terms of presentation, students should familiarize themselves with spellcheck and grammar check options within word processing packages and should follow the guidelines on fonts / formatting in the Submitting Written Assignments section in this handbook.

We encourage students to seek feedback on a draft of their essay and they may wish to ask a colleague or their supervisor to do so. It is important to give this source of feedback sufficient time to read your work and for you to be able to integrate any advice given.

There are a number of examples of Final Long Essays available on Blackboard. These are located in in your module Basic Theory in Psychotherapy and the Cognitive Model module under the Coursework

Examples folder. It is advisable for students to read through these before they start to plan or write up their Final Essay.

Reflective Essay

This assignment looks for students to reflect and write about their personal experiences throughout the course. It might include three major domains: The Personal Self, Self as Learner and Self as Therapist. The following themes might be helpful to consider when writing this assignment:

a) Self-awareness: reflecting on self as a person
b) Attitudes: the (usually pre-existing) 'personal- self' knowledge, attitudes, skills, motivation and personal attributes, many of which may have been established prior to becoming a therapist
c) Interpersonal skills: the "normal", non-therapist self, which continues to be present in "normal" situations (e.g., family and friends)
d) Personal knowledge and experience: related to personal history, which is independent of, and may pre-date therapist-specific knowledge and skills

Through your training and professional development, you develop a set of therapy-specific skills (procedural) and knowledge (declarative), which become part of the 'therapist-self'

They include:
e) Interpersonal declarative knowledge and/or skills. Subtypes:
* Therapist attitude/stance/motivation/assumptions and beliefs: e.g., beliefs about clients (e.g., depressed) and about own therapeutic capacity; burnout; self-care; states affecting attitude e.g., exhaustion
* Interpersonal perceptual skills: capacity to 'attune', 'be present', 'be mindful'
* Interpersonal relational skills: active therapist communications that foster and maintain the therapeutic relationship, e.g., expressions of warmth, understanding, respect, genuineness, empathy, compassion both verbally and non-verbally. Examples may include nodding, eye contact, accurately summarizing, and reflecting, and repairing therapeutic ruptures.
f) Conceptual knowledge and/or skills: being able to conceptualize problems or strengths in CBT terms

These themes are provided as a prompt, but students reflections can be broader and should be expressed in their own way and not constrained by a need to use technical language / themes or concepts.

More detailed guidelines are outlined on the marking sheet in your forms document and guidelines for markers located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module.

Oral Presentations

Class Case Presentation

Class case presentations are an important part of the course and student development. They link your practice, supervision, and declarative learning, allowing your peers and course leaders to critique your work. You will be expected to make at least one case presentation during the course. PowerPoint presentations, overheads or a flipchart may be used. It is the student's responsibility to have their materials ready and with them to give the presentation at the allocated time and on the allocated day. The schedule of presentations will be available in your Learning Space in Blackboard.

Case presentations are formative assessments and do not contribute to your final course mark but are there to help you to structure your case studies with the help of the Course leaders. Each presentation should be prepared in advance and ideally should be based on a question you would like help with.

The presentation should last 15 minutes and is followed by a 15-minute discussion. To use the time well, you will need to be discriminating in your choice of information to include, give greater detail on, gloss over or leave out. It is important that you give a concise, clear, and complete picture of your patient. It may be helpful to consider what you want your audience to be paying attention to (e.g., a 'presentation question', area of uncertainty or interest etc, which informed your choice of patient for presentation).

This is a suggested outline to help you prepare your class case presentation:

Introduce the client
• Client's name (anonymised)
• Age
• Marital and employment status
• Presenting problem/diagnosis and duration of the problem

Clarify presenting problem (i.e., the maintenance cycle cross-sectional formulation)
• cognitions (i.e., associated thoughts, images etc?)
• arousal (i.e., associated physiological sensations, emotions etc?)
• behaviours (i.e., any safety-behaviours? what does the person do?)
• consequences (i.e., impact of the behaviours upon the cognitions and arousal?)
• incidence (e.g., how frequently does the problem occur?)
• Intensity (e.g., how intense? how distressing? how long does it last?)
• exacerbations (e.g., environment, medication, individuals, times etc. that make the problem more likely to happen or not to happen?)

<u>Onset and duration (precipitating factors)</u>
• When did the problem start?
• Important factors present at onset?
• Problem fluctuations (i.e., when was problem better/worse? why?)
• What interventions have been tried before and have they worked?

<u>History (predisposing factors)</u>
• What factors in the patient's past may have predisposed them to the current problem? (e.g., familial, genetic, traumatic events)

<u>Scales/ Measures Used</u>

<u>Case Conceptualisation Cross-sectional & Longitudinal</u>
• Can we draw out a maintenance cycle?
•How do you think the identified historical and precipitating factors explain the patient's current problems (including hypothesised/identified beliefs rules/assumptions?)

<u>Treatment Plan</u>
• Client's Goal List
• Description of treatment so far
• Any future treatment plans

Reflective Class Presentation

In Semester 2, each student makes an oral presentation to the class demonstrating how they have integrated CBT into their own practice. The time allowed for this is 15 minutes per students. This is a personal reflection based on your learning throughout the course and your honesty and creativity is valued. The Reflective Diary kept throughout the course should be a useful source of inspiration.

The presentation to the class is designed to prompt students to reflect upon their professional and personal learning during the academic year of the course. It is important that we assess the capacity to reflect upon and bring together / synthesize what has been taught. You need to demonstrate also its application i.e., that it is starting to be integrated into your professional practice.

Key aims: Describing your most important professional learning whilst on the course and what were the main one or two main contributions to achieving that learning. The capacity to communicate what has been learnt clearly and succinctly to your peers is the second important challenge that is set in this assessment.

It is appreciated that whilst on a course such as this one, many students will sometimes become more aware of their own anxieties, fears, and other emotions. Through their engagement with casework, supervision, workshops, or other components of the course the student may develop

some very significant personal insights. This may prove very helpful and positive but may also sometimes be the cause of some upset or unease. It is not the purpose of this assessment to prompt students to share their personal (and intrinsically private) development as we are not proposing to put in place the type of safeguards that would help contain and manage any significant self-disclosure.

Students may use PowerPoint, but in many cases, this may be unnecessary and detract and distract from the message to be communicated. It is the student's responsibility to have their materials ready and with them to give the presentation at the allocated time and on the allocated day. The schedule of presentations will be available in your Learning Space in Blackboard.

Students might respond to questions from their peers or the assessors, but this would only occur to a very limited extent. Students will be marked by a pair of assessors and the average of their marks will be awarded.

More detailed guidelines are outlined on the marking sheet included in your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module.

Late Submission of Assignments

- Deadlines for all assignments must be met. Requests for extensions should be addressed to the course director in writing, with a copy for the course administrator, at least one week before the submission deadline. Contact details for course staff are available in the 'how to contact course staff' section of the handbook.
- Late submissions will incur a 5% penalty except in the case of illness (refer to the regulations below under *Absence from Examinations* taken from the Calendar, Part III, Section 3.5).
- Assignments submitted more than 1 week late will incur a further penalty of 1% for each week overdue thereafter unless agreed with the course director.
- Marks may be deducted from recorded material submitted late (1 mark deducted from CTS-R score for every week after deadline up to a maximum of 4 marks).
- **Failure to submit assignments after 5 weeks post-deadline will mean that assignment is failed.**

Absence from Examinations

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a

certificate is granted, it must be presented to the student's Course Co-ordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in course handbooks or from Course Co-ordinators/Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Course Co-ordinator/Director. The Course Co-ordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Support Provision for Students with Disabilities

Trinity has adopted a Reasonable Accommodation Policy that outlines how supports are implemented in Trinity. Student seeking reasonable accommodation whilst studying in Trinity must applying for reasonable accommodations with the Disability Service in their student portal my.tcd.ie. Based on appropriate evidence of a disability and information obtained from the student on the impact of their disability and their academic course requirements, the Disability Staff member will identify supports designed to meet the student's disability support needs. Following the Needs Assessment, the student's Disability Officer prepares an Individual Learning Educational Needs Summary (LENS) detailing the Reasonable Accommodations to be implemented. The information outlined in the LENS is communicated to the relevant School via the student record in SITS.

Examination accommodation and deadlines

Students should make requests as early as possible in the academic year. To ensure the Assessment, Progression and Graduation Team can set your accommodations for examination purposes the following deadlines are applied:
• Semester 1 assessments and Foundation Scholarship assessment: the last Friday in October
• Semester 2 assessments: the last Friday in February
• Reassessments: the last Friday in May
Please check your emails and mytcd.ie for confirmation of the dates that apply for this academic year.

Student responsibilities for departmental assessments/course tests

Students are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report, or email received following their needs assessment for particular assessments for School/ Department administered assessment. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

Professional Learning Education Needs Summary – PLENS

Students with disabilities on professional courses in receipt of reasonable accommodation provided by College the Disability Service will be issued a PLENS report and are provided with supports such as examination and academic reasonable accommodations. In the background section of the PLENS the following text is included:

Student is encouraged to discuss any disability supports required on professional course and placement with the Academic contact and/or Placement Co-ordinator of their course. Student can be referred back to Disability Service for placement planning supports - Level 2 - Placement Planning, if and when required.

Students are encouraged to speak with the placement co-ordinator if they are unsure of any needs for placement supports. Students can be referred back to Disability Service for placement planning supports, if and when required.

Please note: no reasonable accommodation can be provided outside the procedures outlined in the Trinity Reasonable Accommodation Policy.

More detailed text on placement planning and supports can be found at the following link:
https://www.tcd.ie/disability/services/placement-planning.php

Failed Assignments

Students who receive a fail mark on an assignment must resubmit the assignment within 6 weeks of being informed of their result. **Later resubmissions will not be accepted** and will result in the assignment being failed.

Students may only resubmit an assignment once unless otherwise indicated by the course director.

Resubmitted work which is deemed to pass will attract a score of 50% when final course marks are being calculated. Students may be offered further opportunities to resubmit work only at the discretion of the Course Director.

It is not possible to appeal any results from course work, you can appeal outcomes such as the failure of the course. You do this by emailing a letter to Dr Brian Fitzmaurice, with a copy for the course administrator, outlining the reasons based on the criteria provided in the handbook. Contact details for course staff are available in the 'how to contact course staff' section of the handbook.

Feedback on Assignments

Students can expect to receive feedback on their assignments within six weeks of the submission date via Blackboard. Individual student meetings will also be timetabled to take place with the course director in early December. Students should plan to attend these meetings as this is an opportunity to discuss their coursework with the Course Staff.

Students should be aware that all marks remain provisional until reviewed by the external examiner at the Court of Examiner's meeting. A copy of each of your assignments is kept by the course administrator for review by the external examiner if requested. The current external examiner is yet to be appointed.

Final course results may be viewed on your student portal mytcd.ie by late September. Click on the 'My Student Record' tab and then on 'My Academic History' tab to access your results.

Student Supports

If a student fails an assignment or is struggling with any aspect of the course, we will endeavour to provide supports to get the student back on track. We would encourage students and supervisors to identify problems at the earliest opportunity and proposed solutions should be documented in the Student Action Plan forum, which is included in your included in your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module. A copy of the signed Student Action Plan should be sent to the course director and course administrator.

If it is the case that a student finds that they are struggling with personal issues during their time as a student on the course, we would like to bring to your attention that it is possible to attend for a certain number of counselling sessions at the Student Counselling Service for free. Students may contact the receptionist directly at 01 896 1407 to make an appointment. Student Counselling Service is a confidential service within College and will not communicate with any course staff without their explicit consent.

Practical Points

Seeing Patients

CBT is a practical skill and to get the most out of the course students should take the opportunity to see as many patients as is feasible during the year. We would like students to have an experience of some success with casework. Accordingly, we recommend that cases chosen at the outset are not highly complex. Ideally the first cases chosen should be anxiety disorders or depression that is not too chronic in nature. All cases should be discussed with your supervisor before contracting to take a patient on as a training case. Training Cases must also consent to the recording of therapy sessions to enable proper supervision of your CBT skills development.

We would like to see students working with two different patients each week, so that they are getting maximal benefit from teaching and supervision.
Students often discover that finding appropriate cases is more challenging than they had anticipated. If you are encountering difficulties, please let your supervisor and/or the Course Director know as soon as possible. After discussion some practical solutions can usually be found that will lead to a timely resolution of this problem

We encourage students to see patients in their normal working hours but accept that this may not be feasible for all students and patients. It is important that students have appropriate protected time for seeing patients during the course and if you are experiencing problems with this please inform the Course Director.

Confidentiality

Students are reminded of the importance of patient confidentiality. Whilst it is inevitable that during workshops and supervision there will be dialogue about patients you are treating, one must remember that there is the possibility that the patient in question may be known by someone within the class or course staff. The use of a pseudonym is the best protection in all presentations and case studies. However, there may be aspects of the patient's history which also makes them readily more readily identifiable e.g., sports achievement, involvement in court proceedings. Therefore, aspects of their personal background might need to be omitted and changed to protect their identity. The identity of patients must not be discussed with colleagues especially in public places such as corridors, canteens, buses etc. where conversations may be overheard.

Because recording is an essential part of supervision and assessment students must ensure that no patient identifiers are included with the recorded material e.g., initials, date of birth etc. Recordings are best marked with your student number and as 'case 1, session 4' etc.

Health & Safety

Classroom trips and slips can be caused by trailing leads from chargers, bags etc so it is important to store your belongings carefully in the classroom environment.

Chargers for mobile devices are a common source of overheating and starting fires. Please do not leave mobile devices charging in unsupervised classrooms during break times. Smoking is prohibited throughout College and facilities and can only take place in specifically designated smoking areas.

In the event of any emergency within the Trinity Centre call ext. 1999 on internal phones or 01 8961999 on a mobile phone.

Fire Safety

On hearing the fire alarm bell (a continuous ringing sound) you must:

1.Leave the building immediately using the nearest exit route.

2.Close doors behind you as you leave.

3.Move away from the building entrance /exits.

4.Report to the designated assembly point.

5. Do not re-enter building for any reason until authorised to do so and fire alarm is switched off.

On discovery of any fire, you must:

Raise the fire alarm by breaking the nearest break-glass unit (red wall-mounted call points).

Leave the building immediately using the nearest exit route, closing doors behind you.

Inform a member of staff or the Security Centre on ext. 1999 or mobile 01-8961999* in TCD facilities.

Report to the designated Assembly Point.

Any attempt to extinguish the fire should only be made after the alarm has been raised, and if you have been trained in the use of fire extinguishers. All students are asked to familiarise themselves with the location of relevant break-glass units and all exit routes in their most used buildings. Do not fight fire unless alarm is raised first.

Remember:
Do not take any personal risks.
If safe to do so, switch off equipment / make your area safe.
Do not use lifts.
Keep exit routes clear at all times.
Keep your area clean, tidy and clutter free. Remove rubbish regularly.

Note: on assessment of the incident, those assembled may need to be moved to an alternative Assembly Point location.

Library Access

The facilities of the Trinity Library are completely at your disposal. Specialised texts in cognitive psychotherapy have been assembled for the course. The staff of the John Stearne Medical Library in the Trinity Centre for Health Sciences Building, St. James's Hospital is especially helpful in locating core texts in cognitive psychotherapy.

Photocopying facilities are provided for TCD students for a charge in Trinity Centre for Health Sciences Building. Instructions on how to use this service can be accessed by copying and pasting this link into your web browser. This link will also lead to the Library and IT services page on how to set up a laptop to connect to the College network if you wish to study in the library.

https://www.tcd.ie/Library/using-library/photocopying.php

Library staff run training and offer support on several useful topics throughout the year. A list of resources and training topics may be accessed at this webpage https://www.tcd.ie/Library/support/. Regular workshop dates are circulated via the mailing list to your TCD account and published on the Library webpage. A training session that was found to be particularly helpful by previous students for keeping track of references was the Endnote training. This software is installed on College computers and can be purchased for personal computers.

IT Services

Students will receive their College log-in details when they register online. These will be needed to log into the TCD system in a college computer room or into the library from home. It is recommended that you register your password using the TCD Password Manager service located at www.password.tcd.ie This will help you to retrieve your password in the event of loss by answering a number of questions from your personal profile. A password that is entered incorrectly three times will lead to the account being temporarily disabled.

Passwords must be at least eight characters long, have a mix of uppercase and lowercase characters, and include at least one numeric character or include one of the following special characters! @ % * _ - + = : ~

It is recommended to set up email forwarding from this account to your personal or work account. To set up email forwarding log into your My Zone email account which is reachable from the TCD homepage link for current students. For those of you who are familiar with Gmail this email account will look very similar.

Look for the wheel in the upper right-hand corner of the screen. Click to reveal a drop-down menu. Click on Settings and choose Forwarding and email POP/IMAP. Type your forwarding address into the box at the top of the menu. Open your chosen email account in a new tab. Log into the account to validate the links sent from the MyZone account.

Students are expected to check their email account on a regular basis, the College recommends at least twice a week, to receive important updates about the course. It is also an opportunity to be aware of wider social and vocational opportunities for you within the university environment.

Information on purchasing software, laptops that are compatible with the TCD wireless network which is available on campus and in the library, and training sessions on IT are all available on the IT Services webpage. IT Services provide support and advice to students on most aspects of IT use that will be expected at PG Diploma level. The contact number is 01 896 2000, email is itservicedesk@tcd.ie , and location is Ground floor, Áras An Phiarsaigh.

Students are provided with access to a downloadable version of Microsoft Office 365 ProPlus free of charge for the duration of their studies in TCD. This may be accessed by visiting https://www.tcd.ie/itservices/internet/office-proplus.php

The nearest College computer room for students is located on the ground floor of the Trinity Centre for Health Sciences Building, which is located on the grounds of St James's' Hospital.

E-Learning Resources

Workshop materials are usually stored on Blackboard. The login page my.module.ie is reachable from the TCD homepage link for current students.

You will be automatically enrolled by IT services in eight modules after registration. Here you will find updated weekly PDF files of materials used during workshops uploaded by the course administrator. If you encounter difficulties with accessing the site, you should contact IT services for assistance. If you have queries about any of the content on the website, you should contact the course administrator.

To enrol in the optional Academic Skills module run by Student Learning and Development search under modules and choose ASSL-TCD-Your Academic Year. Further information on this module can be found by typing www.student-learning.tcd.ie into your toolbar or search engine. Student Learning and Development offer several Academic Skills workshops during the year to students. These take place in their seminar room located on, 3rd Floor, 7 – 9, South Leinster Street Dublin 2 or else online. They also offer regular drop-in advice clinics for students who would like to discuss a specific piece of academic writing with a staff member.

To enrol in the optional Learning to Learn Online in Trinity search under modules and you can self-enrol in this module.

Student Data Protection

A short guide on how Trinity College Dublin complies with its obligations under data protection legislation may be accessed on this website https://www.tcd.ie/info_compliance/data-protection/student-data/

Study Time

You are expected to do some 10 hours of private study each week throughout the year. The amount you need to do will, to some extent, depend on how much you already know about cognitive psychotherapy. However, we would strongly encourage you to keep your Fridays free, not only during term time, but throughout the year, to give yourself ample time to read, to listen to therapy recordings and to complete written assignments. Your work colleagues, managers and families will need to know this is a priority.

Good Practice

The course endorses good clinical practice through informing students of relevant literature and current research and promoting the systematic evaluation of therapy interventions. At all times, reflection and creativity is encouraged in adapting the model to the unique circumstances of each patient and to the therapist's individual style.

We encourage all students to join the Irish Association of Behavioural and Cognitive Psychotherapies (IABCP) as a relatively inexpensive way of orientating yourself to current issues in this area and to become more aware of opportunities for professional development such as attendance at conferences, books, journals etc. Further information is available at www.babcp.com/IABCP.

The IABCP also provides a discussion forum in which academic and clinical subjects are discussed and which can be very useful.

Students may provide proof of their registration for student membership of the IABCP by going to mytcd.ie and downloading your proof of registration letter from your in-tray.

Students are also advised to keep up to date with updates released by Cognitive Behavioural Psychotherapy (Ireland). Further information on the role of this organisation and to access their resources please go to http://cbti.ie/ Both websites provide the latest information on the process of accreditation as a cognitive behavioural therapist.

Students must maintain high standards of professionalism and practice cognitive therapy in an ethical manner. If course staff become aware of any lapses of professional standards or unethical conduct, the course reserves the right to report this to the relevant College Officers and/or the student's professional body or employer. The student will be informed of such action in writing by the Course Director.

Student Feedback

Each student is invited to provide anonymous feedback on an online form for the week following each workshop. Collectively feedback may be provided on the student experience by a class representative who may approach course staff on behalf of the other students. Student feedback may also be discussed during individual student meetings with course staff which are scheduled to take place in semester 2. At the end of each year, students are asked to fill out a feedback form that will be available in your module PR7202 on Blackboard which covers your experience on the course. This feedback is reviewed by the Course Management Committee and shared with the external examiner. There is an additional opportunity to discuss the experience of the year with the course director during the last workshop.

Complaints Process

The philosophy of the course is that students and staff are nurtured as individuals and are encouraged to achieve their full potential. The course is committed to excellence in teaching and supervision and to the enhancement of the learning experience of each student.

We are, however, aware that at times the student experience may fall below an expected standard. In these instances, we encourage and welcome feedback from students. In the first instance minor issues might be raised informally with your supervisor or the course director, or indeed any member of the course staff. If this fails to remedy the situation then we would encourage you to make a formal complaint directly to the Course Director. This may either be verbal or in writing. If the complaint is

regarding the Course Director then the complaint would be best addressed to the Head of Department of Psychiatry, Professor Aiden Corvin, Trinity Centre for Health Sciences, St. James's Hospital, Dublin 8, tel. (01) 896 2463/2241.

The text of the full Student Complaints Procedure may be accessed online at https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

Stakeholder Feedback

We have included a feedback survey, in your forms document located on Blackboard in the Basic Theory in Psychotherapy and the Cognitive Model module, to be distributed to your line-manager after completion of the course. This survey provides important feedback on the value of the training not just to the individual employee but also to the organisation in which they work if the student is employed in an organisation. It allows us to seek the perspective of support organisations on their needs for CBT training. This feedback is utilised in our annual report to the Nursing and Midwifery Board of Ireland who have given their approval for this course to be recognised as holding Category II approval for eligible members to receive a fee remission for a set number of years.

Respectful Communication

In line with the College's Dignity and Respect Policy, it is essential that students show respect in their interaction with all fellow students and staff involved with the course. Any lack of respect noted by staff or reported to course staff will be dealt with seriously in line with College Policy.

In the first instance, the course director will communicate to the student (s) their responsibility to behave in a respectful manner at all times.

If there are further lapses the student will be asked to meet with the Course Director and/or Head of Department to discuss their conduct.

The text of the full Dignity and Respect Policy may be accessed at https://www.tcd.ie/equality/policy/dignity-respect-policy/

When using email:

All official University and School, correspondence is sent to your TCD email address. It is important that you activate this and use this for all correspondence related to your time on the course. Remember to check

your email regularly (daily or more regularly if possible) and use the following guidelines when using email for communicating to help you to get the most out of this valuable tool: -

1. Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages each week.
2. Make sure the information you seek is not available elsewhere first, for instance, consult the student handbook, Blackboard, the school webpages, and/or your classmates.
3. Specify the topic of the email in the "subject" field so that your recipient will know what the email is about.
4. E-mail is an electronic communication between people and should be written in good style, with correct grammar and punctuation. Use the Spell check option.
5. As a rule, use the title or form of address that you would use in verbal communication.
6. Allow time for a reply as the recipient may be on leave or engaged in other activities at the time when you send the email. It is generally not necessary to directly follow up your email with a phone call or several phone calls unless a substantial length of time has elapsed since you sent the email.
7. It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to request a meeting to discuss any such involved issues.
8. Please do not send or forward chain email.
9. Be careful how you express yourself using email and always re-read your messages before sending. Please remember that just as with any form of communication the recipient of your message expects your email to be thoughtfully written, clearly focused and respectful. It may be more appropriate to send emails from a personal computer as a rule rather than to respond to emails on your smartphone.
10. E-mail is not private, even though it is treated confidentially, it is monitored and logged.

Email Attachments

In relation to email attachments, please consult the following:
 1. Title the attachment in such a way that the recipient can identify it easily once it has been downloaded.   For instance, include your student number, a brief description of what the content, the intended recipient, and the date.
2. In the body of your email, tell your recipient the title of the attachment if there is more than one attached to the email.
3. Make sure that you do not send very large attachments unless you are sure that your recipient's email account can receive them.
4 Do not send unnecessary attachments. If you have presented all the relevant information in an email message, it is unnecessary to attach a document repeating the same information.

In the Classroom:

Please be mindful when participating in class discussions that the time is to be shared amongst all students and that questions should be relevant to the topic being discussed. All students should have the opportunity to contribute to the discussion. If one or more students is regularly using up the available time in student discussions and this is impacting negatively on class participation as a whole, then this behaviour may be brought to the attention of the student by a lecturer or by one of the course staff.

Plagiarism

The course and Department of Psychiatry takes any form of plagiarism very seriously. The attention of students is drawn to the Calendar entry on plagiarism in section G1.66, (page 23/24) and to steps which have been taken to create a more coherent approach to informing and educating students about plagiarism.

In order to support students in understanding what plagiarism is and how they can avoid it, College has created an **online central repository** to consolidate all information and resources on plagiarism. Through the provision of a central repository, it is hoped to communicate this information to students in a clear and coherent manner. The central repository is being hosted by the Library and is located at http://tcd-ie.libguides.com/plagiarism . It includes the following:
  (i) The Calendar entry on plagiarism for undergraduate and postgraduate students.
  (ii) The matrix explaining the different levels of plagiarism outlined in the Calendar entry and the sanctions applied.
  (iii) Information on what plagiarism is and how to avoid it;
  (iv). 'Ready, Steady, Write', an online tutorial on plagiarism, which must be completed by all students;
  (v) The text of a declaration which must be inserted into all cover sheets accompanying all assessed course work.
  (vi) Details of software packages that can detect plagiarism.

All students will be required to complete the online tutorial 'Ready, Steady, Write'. Linked to this requirement, we are asking students to ensure that the cover sheets which you must complete when submitting assessed work, contain the following declaration:

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

Student Support Services

Quick Glance Guide to Student Supports

Trinity welcomes all its students and as a TCD student you have many supports available to you. Please see below for a list of relevant supports. We hope you find this Quick Glance Page useful. If you find a site is missing, please contact us and we will add it to this list.

- Academic Registry | www.tcd.ie/academicregistry/

- Academic Policies and Procedures | www.tcd.ie/teaching-learning/academic- policies/

- Careers Advisory Service | www.tcd.ie/ Careers/students/postgraduate/; www.tcd.ie/careers

- Chaplaincy | www.tcd.ie/Chaplaincy/

- Complaint Procedures | www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf

- Disability Service | www.tcd.ie/disability/

- Data Protection | www.tcd.ie/info_compliance/data-protection/student-data/

- Dublin Uni. Central Athletic Club (DUCAC) | www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs

- Dignity and Respect Policy | www.tcd.ie/equality/policy/dignity-respect-policy/

- Graduate Student's Union (GSU) | www.tcdgsu.ie

- Guidelines on Plagiarism | http://tcd-ie.libguides.com/plagiarism

- Health and Safety Statement | www.tcd.ie/medicine/local/staff/health-safety.php

- Health Centre | www.tcd.ie/collegehealth/; www.tcd.ie/College_Health

- IT Services | www.tcd.ie/itservices/

- Maths Help Centre | www.maths.tcd.ie/Info_for_Schools/Maths_Helproom.php

- Mature Students Office | www.tcd.ie/maturestudents/

- Online tutorial Ready Steady Write | http://tcd-ie.libguides.com/plagiarism/ready-steady-write

- Orientation Programme | www.tcd.ie/students/orientation/

- Postgraduate Advisory Service | www.tcd.ie/Senior_Tutor/postgraduateadvisory/

- Student Services | www.tcd.ie/corporate-services/structure/student-services/

- Student Counselling Services | www.tcd.ie/Student_Counselling/

- Student societies | http://trinitysocieties.ie/

- Student Representation Structures | www.tcdgsu.ie/becomearep/

- Senior Tutor Services | www.tcd.ie/seniortutor/

- TCD sports | www.tcd.ie/Sport/

- TCD Student's Union (TCDSU) | www.tcdsu.org

The Graduate Students Union

Situated on the second floor of House Six, the Graduate Students' Union is an independent body within College that represents Postgraduate students throughout College. Upon registration, all postgraduates are automatically members. It is run by two full-time sabbatical officers. The head and public face of the Union Shane is responsible for strategy and policy formation, as well as sitting on a wide range of committees. The Union's Education and Welfare Officer advises students on academic appeals and supervisor relationships. They are also here to help on more personal matters, such as financial concerns, illness, and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact us at either president@gsu.tcd.ie or vicepresident@gsu.tcd.ie.

The Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

Who?
The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition, each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?
The PAS is located on the second floor of House 27. We're open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.
Phone: 8961417
Email: pgsupp@tcd.ie

What?
The PAS exists to ensure that all Postgrad students have a contact point that they can turn to for support and information in college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don't hesitate to get in touch with us.

Graduation

Graduation or commencement usually takes place in January and is organised by the Academic Registry. Notification of the date goes directly to the student's TCD email address. The course staff do not organise the ceremony although they do ensure that the Academic Registry receive a full list of students who are eligible to graduate. PG Diploma students are responsible for responding directly to the email sent by the Academic Registry staff to confirm their attendance.

Sports Centre

Students are reminded that their registration fee covers use of the TCD Sports Centre located on the main campus. They should bring their student card if they wish to avail of these facilities or join any of the TCD Clubs.

Course Staff and Contact Details/Course Management Committee Details

Name	Email Address	Title
Dr Brian Fitzmaurice	b.fitzmaurice@tcd.ie	Course Director of Postgraduate Diploma in CBT, Department of Psychiatry, TCD
Ms Fionnula MacLiam	fionnulamac@gmail.com	Course Coordinator for Postgraduate Diploma in CBT, Department of Psychiatry, TCD
Ms Majella Moloney	cbtdip@tcd.ie	Postgraduate Course Administrator, Department of Psychiatry, TCD
Dr Craig Chigwedere	cchigwedere@stpatsmail.com	Course Director of MSc in CBT, Department of Psychiatry, TCD
Ms Colette Kearns	colettekearns@gmail.com	Course Coordinator for MSc in Cognitive Psychotherapy, Department of Psychiatry, TCD
Ms Anne Marie Foley	annemarie.reynolds@hse.ie	Course Coordinator for MSc in Cognitive Psychotherapy, Department of Psychiatry, TCD
Professor Aiden Corvin	acorvin@tcd.ie	Head of Department, Department of Psychiatry,

Dr Lena Zgaga	dtlpmed@tcd.ie	Postgraduate Director of Teaching and Learning, School of Medicine, TCD
Lucy Roberts	Lucy.roberts@hse.ie	Course Coordinator for Postgraduate Diploma in CBT, Department of Psychiatry, TCD

Postal Address

Cognitive Behavioural Psychotherapy Courses
Department of Psychiatry
Trinity College Dublin
Office no3
New Research Building
St Patrick's University Hospital
St James's Street
Dublin 8

Phone Number

The course administrator may be contacted at 01 249 3561 with urgent queries. All other queries should be submitted by email to cbtdip@tcd.ie