Department of Psychiatry

PG Diploma in Cognitive Behavioural Psychotherapy

2018–2019
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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.
Course Welcome

Welcome to the Trinity College Dublin Postgraduate Diploma Course in Cognitive 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 in regard to their experience and familiarity with cognitive 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 the 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.

Dr Brian Fitzmaurice
Course Director
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, weekly 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. These competencies may be downloaded as a PDF file.
Course Structure

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

The Diploma course is run on a part-time basis and will be based in 2018/2019 at St. Patrick's University Hospital. The Diploma class meets every Friday in each of the three academic terms, from 9:30am to 4:30pm.

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

Course Outline

Term 1 / Michaelmas Term

The first term 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.
**Term 2 / Hilary Term**

In the second term disorder-specific models are introduced and the generic skills and concepts learned in Term 1 are refined and modified when they are applied to specific disorders such as depression, panic disorder, obsessive compulsive disorder and post-traumatic stress disorder.

**Term 3 / Trinity Term**

In the third term we will 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 6 modules, each with specific learning objectives. Each module is assessed and each account for 16.6% of the final marks. Details of the content and objectives of each module and assessment are as follows:

**Module 1 (PR7201) 10 ECTS**  
Introduction to Cognitive Behavioural Model  
Module Coordinator: Dr Brian Fitzmaurice

On successful completion of this module students will be able to:
- Assess the scope of presenting difficulties and define specific therapeutic goals with the patient
- Build and maintain a therapeutic alliance through collaboration and feedback
- Develop individual cases formulations
- Apply cognitive and behavioural interventions in a clinically sensitive manner

**Assessment of Module 1:**  
2\textsuperscript{nd} Case Study – 16.6% - (Double marked – with average awarded)

**Module 2 (PR7202) 10 ECTS**  
Basic Theory in Psychotherapy and Cognitive Model  
Module Coordinator: Dr Brian Fitzmaurice

On successful completion of this module students will be able to:
• Outline and explain the principles of psychotherapeutic practice
• Outline and explain the cognitive and behavioural basis of emotional disorders
• Outline and explain the structure and purpose of a cognitive therapy session

Assessment of Module 2:
• Attendance (> 75% at workshops) & participation in supervision (evidenced from supervisor’s report) – 6.6%
• 1st Case Study 5% (marked by member of course staff)
• 1st Recording 5% (marked by supervisor)

Module 3 (PR7203) 10 ECTS
Cognitive Behavioural Model: Anxiety and Depression
Module Coordinator: Ms Fionnula Mac Liam

On successful completion of this module students will be able to:
• 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.

Assessment of Module 3:
2nd Recording 16.6% (Double marked – with average awarded)

Module 4 (PR7204) 10 ECTS
Cognitive Behavioural Model - More Complex Disorders
Module Coordinator: Ms Fionnula Mac Liam

On successful completion of this module students will be able to:
• Recognise, explain, and choose adaptations of Cognitive Model to more complex disorders
• Discuss the use of underlying schema in CBT
• Appraise the limitations of CBT’s evidence base

Assessment of Module 4:
Essay – 16.6% (Double marked – with average awarded)

Module 5 (PR7205) 10 ECTS
CBT Model - Patients with challenging clinical contexts
Module Coordinator: Dr Brian Fitzmaurice
On successful completion of this module students will be able to:

- 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 of Module 5:
3rd Recording – 16.6% (Double marked – with average awarded)

Module 6 (PR7206)
Individual and group CBT - Multi-disciplinary teams and use of self help
Module Coordinator: Dr Brian Fitzmaurice

On successful completion of this module students will be able to:

- Discuss the application of CBT principles to their own life and experiences
- Discuss the use of CBT in groups and Multidisciplinary Teams
- Integrate different models of CBT into own practice
- Relate their personal reflection and describe their own learning from course, supervision and psychotherapy cases.

Assessment of Module 6:

- Reflective Essay – 8.8% (Double marked – with average awarded)
- Class Presentation – 8.8% (Double marked – with average awarded)

Teaching Methods

Workshops

The academic year starts with an introductory week. Thereafter, workshops will be held weekly each Friday during term time. 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. Separate attendance sheets must be signed for each session. Students are expected to only sign the attendance sheet at the beginning of each session i.e. students must not sign in to afternoon sessions in the morning or vice versa.

The venue for the teaching is the Nurse Education Centre unless otherwise stated on the timetable. Students will receive access cards for the gate of the Nurse Education Centre at the beginning of the year. These should be kept safely and must be activated at the main reader next to the hospital reception once every 30 days.
otherwise access will expire and there will be a delay in getting these cards reactivated by the Facilities Department of the Hospital. Students should activate their card on the last teaching day of each term to make sure that it is still working on the first day of the new term.

The door of the classroom should be closed during workshops and please be aware that as offices are in the vicinity noise levels should be kept to a minimum when entering and exiting the building.

The timetable can be accessed by registered students in the Virtual Learning Space, Blackboard.

Self-Practice/ Self Reflection Tutorials

An integral component of training to become a cognitive psychotherapist is engaging in the process of reflective practice. To facilitate this process trainees are expected to participate in regular facilitated process groups. During these groups trainees will be given the opportunity to practice some cognitive therapy skills and explore the impact this has both on the self and self as therapist. Through insight and awareness, the therapist is better able to develop a sound therapeutic relationship and ultimately facilitate client change.

Supervision

Regular supervision is an integral component of the course and is the point where theory is translated into practice, and knowledge into skill. It is your opportunity to gain regular feedback on how your skills are developing.

Each student is assigned a supervisor at the beginning of the course and supervision generally takes place on a one-to-one or one-to-two basis.

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 face to face clinical work with patients during the year.
- Students are required to see a minimum of 5 cases*, each for 8 – 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 Log Book and supervisors must sign that they can verify that these cases have been seen.
• Students must upload scanned copies of five cases from their Clinical Practice Logbook to Blackboard by the submission date to verify that they have met course requirements and to demonstrate that they can keep accurate records of their CBT practice.
• A folder called Client Log will be located in your module: PR7201-A-Y-2018/19: INTRODUCTION TO COGNITIVE BEHAVIOURAL MODEL, which can be accessed in your Learning Space. You will receive an electronic receipt once you have successfully submitted your cases. Further information on using Blackboard can be found in the E-Learning section of the handbook.

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

Getting the most from supervision

We encourage you to take an active role in your supervision. This means that you should come prepared to each session. The following pointers may be helpful:

• Decide in advance what issue you wish to address in supervision.
• It may be helpful to complete a supervision consultation sheet (see Student Logbook) in advance of supervision to crystallize the issues to be discussed
• Pre-select relevant sections of therapy tape to illustrate the issues you wish to address in supervision (e.g. problems with agenda setting, a problem in the therapeutic relationship, difficulties explaining a model, recurrent difficulties with homework).
• Supervision sessions should mirror the structure of therapy sessions (agenda, feedback etc.). Responsibility for staying with the agenda and 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, where a therapy task can be modelled and rehearsed, 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 and that you are proficient at naming files (with very limited patient identifiers), retrieving them and can use playback and file transfer functions when required.
• Ideally you should save 2 recordings of each session, one for you to listen to and bring to supervision and one which may be useful for the patient to take away and to listen to, which may consolidate work done in sessions.
• Make time to listen regularly to your own tapes and monitor your skills development using the Cognitive Therapy Scale – Revised CTS-R which can be found in your Forms/Resources Document which is located on Blackboard.

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 tapes.

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

Feedback on Supervision

At the end of each term, you will be invited to provide feedback on the term's 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? The Feedback to Supervisor form which can be found in your Forms/Resources Document which is located on Blackboard.

This form must be uploaded to the folder called Feedback on Supervision in your Learning Space on Blackboard. This folder will be located in your module: PR7201-A-Y-2018/19: INTRODUCTION TO COGNITIVE BEHAVIOURAL MODEL. 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 the first term, your supervisor will submit a report of your progress to the course director. Again, in the last term, a final supervisor’s report will be submitted. These two forms form the basis of marks awarded for attendance and participation in supervision for module two.

If there are any aspects of supervision you are not happy with, please do not wait until the end of term 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 staff should be approached.

There may be occasional gaps in supervision because of annual leave / illness / other commitments. If such gaps exceed 3 weeks for any reason, please inform the course director in order that an alternative supervision arrangement can be made.
Audio/Videotaping

The use of audio/video tapes 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.
- 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.
- Video submitted should be playable on a standard 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.
- Discs must be labelled using a CD/DVD specific pen with permanent ink

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 administrator that they have destroyed/deleted all recordings of clinical interviews/assessments/CBT sessions on all discs, devices etc. for this 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 your module: PR7201-A-Y-2018/19: INTRODUCTION TO COGNITIVE BEHAVIOURAL MODEL. 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.

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 name and as ‘case 1, session 4’ etc.

Data Protection

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared this short guide to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. The guidance note is intended to supplement the University’s Data Protection Policy.
Who controls your data?

The University is the data controller in relation to the student data you give us. Relevant student information may also be provided to the University’s alumni and development office which is operated as a separate legal entity called Trinity Foundation (unless you have indicated a preference in your student registration form for your data not to be shared). Trinity Foundation is responsible for connecting students and alumni with each other and the University. Students may also provide data to student societies, the students' union or other entities who act independently for the University, however the University has no responsibility for how those independent bodies use your data.

What data do we hold?

In the course of performing University functions and associated student services, the University processes lots of data about students. Common examples include names, addresses, student numbers, photographs, mobile telephone numbers, dates of birth, etc. In some cases, the University may also receive sensitive personal data about students, such as health or welfare data. For example, the Trinity Health Service, Counselling Service or Disability Service may receive health or conviction data in the course of performing their functions.

What do we do with your data?

The University processes and discloses your data within various departments/units of the University for the purpose of performing University functions and providing associated facilities and services. For example, we compile and retain the student registration data you give us, and we maintain an ongoing record of course selection data, examinations data, attendance data, awards and credits etc.

We will not normally use your data for any unrelated purpose without your consent. However, in exceptional cases permitted by data protection laws, we may process and disclose data without consent or notice to you, for example if it is required to investigate offenses, to present injury or damage or to comply with a legal obligation.

Data Protection Breaches

As a student you will be required to collect and collate data about clients you are seeing for CBT, this may be in the form of case notes, scales and recordings. This means it is important for you to be aware of your own roles and responsibilities as a data controller. You must take the necessary steps to safeguard data collected by you. You will have existing responsibilities within your own workplace to keep data secure and should familiarize yourself with your employer’s Data Protection Policies and be prepared to act in accordance with it in the event of a data breach.

Under the GDPR a breach which is reportable to the Data Protection Commission must be reported not later than 72 hours after having become aware of it. All
breaches or suspected breaches should therefore be reported to the Data Protection Officer without delay for assessment.

A personal data protection breach ("data breach" in short) usually occurs when:
there is an unauthorised or accidental disclosure of, or access to, personal data.
there is an unauthorised or accidental alteration of personal data.
there is an accidental or unauthorised loss of access to, or destruction of, personal data.

The GDPR defines a data breach as "a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed".

Data breaches may occur in a variety of contexts, such as:
Loss or theft of data (e.g. on a memory stick, laptop or paper records)
Inappropriate access controls (e.g. using unsecure passwords)
Equipment failure
Confidential information being left unlocked in accessible areas (e.g. leaving IT equipment unattended when logged into a user account, leaving documents on top of shared photocopiers)
Disclosing confidential data to unauthorised individuals
Human error (e.g. emails being sent to the wrong recipient)
Hacking, viruses or other security attacks on IT equipment systems or networks e.g. Ransomware
Breaches of physical security (e.g. forcing of doors/windows/filing cabinets)

If a data breach has occurred, you will be asked to complete the Data Protection Breach Report Template and email it to dataprotection@tcd.ie as soon as possible. It is much better to report a data protection breach straight away than to "cover it up" and risk negative consequences down the line. A data protection breach is not a disciplinary issue, and once the breach has been reported the Data Protection Officer will handle things from there.

The likelihood or severity of a data breach in your area can be greatly reduced by following your own organizations policy or the TCD Guidelines for Staff.
For more information, please see the TCD Procedural Guidelines for Personal Data Security Breaches (PDF).

**Assignments and Evaluation**

Necessarily, your performance will be evaluated over the year. 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. Attendance requirements are part of our evaluation process and it is necessary that students attend 75% of workshops/teaching days. If there are medical/personal reasons for unsatisfactory attendance students are required to provide medical certificates or explanations for absences in writing which should be submitted to both the Course Director and Course Administrator.

Absence from Examinations (& Submission of Assignments) fall under the College Regulations which are in the College Calendar. In principle students must submit medical certificates or written explanation of absence from exams or seek extensions from assignments in advance of deadlines.

Details of all examinations and assignments and marking are as follows:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Assignment</th>
<th>5pm Deadline on</th>
<th>% of final mark</th>
<th>Instructions</th>
</tr>
</thead>
</table>
|        | Recording 1| Monday 03/12/18  | 5%              | Submit 2 recordings: 1 copy directly to supervisor on or before 3/12/18  
Sign over 1 copy to course administrator on 7/12/18 or send by registered post to arrive by this date. |
|        | Case Study 1| Monday 03/12/18  | 5%              | Upload to Blackboard by 5pm. |
|        | Essay Plan | Monday 03/12/18  | -               | Upload to Blackboard by 5pm. |
|        | Supervisor’s Report | Monday 03/12/18  | 2.2%            | Email to the course administrator. |
|        | Student Feedback on Supervision | Monday 03/12/18  | -               | Upload to Blackboard by 5pm. |
|        | Reflective Essay | Monday 07/02/19  | 8.8%            | Upload to Blackboard by 5pm. |
|        | Case study 2 | Wednesday 21/01/19 | 16.6%          | Upload to Blackboard by 5pm. |

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Assignment</th>
<th>5pm Deadline on</th>
<th>% of final mark</th>
<th>Instructions</th>
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<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Percentage</th>
<th>Instructions</th>
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</thead>
<tbody>
<tr>
<td>Final Essay</td>
<td>Monday 25/02/19</td>
<td>16.6%</td>
<td>Upload to Blackboard by 5pm.</td>
</tr>
<tr>
<td>Recording 2</td>
<td>Friday 08/03/19</td>
<td>16.6%</td>
<td>Sign over 3 recordings to the course administrator or send by registered post to arrive by this date.</td>
</tr>
<tr>
<td>Student Feedback on Supervision</td>
<td>Monday 12/04/19</td>
<td>-</td>
<td>Upload to Blackboard by 5pm.</td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording 3</td>
<td>Friday 11/05/18</td>
<td>16.6%</td>
<td>Sign over 3 recordings to the course administrator or send by registered post to arrive by this date.</td>
</tr>
<tr>
<td>Reflective Class Presentation</td>
<td>Friday 10/05/19</td>
<td>8.8%</td>
<td>If using PowerPoint email to <a href="mailto:nurseeducation@stpatsmail.com">nurseeducation@stpatsmail.com</a></td>
</tr>
<tr>
<td>Supervisor’s Report</td>
<td>Friday 17/05/19</td>
<td>2.2%</td>
<td>Email to the course administrator.</td>
</tr>
<tr>
<td>Workshop Sign-in sheets</td>
<td>Friday 17/05/19</td>
<td>2.2%</td>
<td>Sign sheets at the beginning of each workshop.</td>
</tr>
<tr>
<td>Student Feedback on Supervision</td>
<td>Friday 17/05/19</td>
<td>-</td>
<td>Upload to Blackboard by 5pm.</td>
</tr>
<tr>
<td>Client Log</td>
<td>Friday 30/08/19</td>
<td>-</td>
<td>Upload scanned copies of signed supervision forms to Blackboard.</td>
</tr>
<tr>
<td>Declaration that student/supervisor has destroyed all clinical material</td>
<td>Friday 30/08/19</td>
<td>-</td>
<td>Students should upload it to Blackboard by 5pm and supervisors should email it to the course administrator.</td>
</tr>
</tbody>
</table>
Guidelines for Submitting 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.

- Listen to your recordings before submission to ensure that each and every CD/DVD is audible and plays in a normal cd-player rather than just on your computer. Test all CD/DVDs in a number of computers/CD players before submission.
- Label recordings clearly with your name, session number and recording number i.e. 1, 2 or 3, using a DVD/CD specific pen i.e. write on the disc not on the cover. Your details should be clearly identifiable when the recording is separated from the cover. Please do not put patient identifiers on discs or covers as per the Confidentiality section in this handbook.
- Complete a self-rating of the therapy session using the Student Self Rating using CTS-R Scale which can be found in your Forms/Resources Document located on Blackboard. Submit this rating with each copy of the recording. A separate sheet must accompany each recording because each recording will be received by a different assessor or kept in your file by the course administrator.
- Complete and submit the Appendix ‘Recording Submission Sheet’ with each copy of the recording Scale which can be found in your Forms/Resources Document located on Blackboard. A separate sheet must accompany each recording because each recording will be received by a different assessor or kept in your file by the course administrator.
- Staple together the CTS-R rating sheet and Recording Submission Sheet that will accompany each copy of your recording.
- Place each copy of your recording and cover sheets into an individual plastic or paper cover.
- Students must submit recordings by signing a sign-in sheet with the course administrator at 11am in the classroom on the submission date or else by posting using registered post to arrive before or on the deadline.
- If using registered post, a strong padded envelope must be used 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, in a manner that can be tracked and without compromise of patient confidentiality.
- It is best to submit recordings from the 5th session onwards as assessment sessions typically don’t score at a level on the CTS-R that reflects therapists’ full range of skills.
- 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.
• It is advisable to keep a personal copy of each submission. This copy can be destroyed after the provisional marks are approved by the final Court of Examiners.

The first recordings are marked by your supervisor and are scored on only six CTSR items, although you should get written feedback on all twelve items. Items 1 – 5 and item 12 are given a numerical score in this term. Second and third recordings are double marked with an average of scores using full CTS-R scale. Second and third recordings are marked out of 72 using CTS-R.

Pass mark for recording 1 is 14/36 (marked by supervisor)
Pass in recording 2 is 33/72 (double marked)
Pass mark in recording 3 is 36/72 (double marked)

Submit Written Assignments

Students are required to submit written assignments using Blackboard. The essay plan, final essay, reflective essay and case studies will need to be uploaded by the student as either a Word Document or PDF. There will be an assignments folder located in your module: PR7201-A-Y-2018/19: INTRODUCTION TO COGNITIVE BEHAVIOURAL MODEL. You should upload the assignment to the folder which has the name of the assessment that you are submitting. 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 a second upload. However, a penalty for late submission will apply if the student did not inform the Course Administrator of the error before the deadline.

It is your responsibility to learn how to accurately submit your course work 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 number of the case study being submitted e.g. Case Study 1. Before submission you should check that your submission meets the requirements outlined on the essay or case study checklists which can be found in your Forms/Resources Document located on Blackboard. 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.

**Submitting Case Studies**

Two case studies are submitted, one in Term 1 and one in Term 2. Case Study 1 may reflect therapy in the early stages. Case Study 2 should reflect a completed course of therapy where possible. The same case may be used for both case studies.

The case study submissions must include:
- Student number
- Number of Case Study e.g. Case Study 1 or Resubmission of Case Study 2
- Word count for case study
- Plagiarism declaration

**The case study must not exceed 3,500 words.**

NB* the case study must be submitted as a single Word Document (DOCX) or a PDF file. It is not possible to submit multiple files for this assignment.

Before submitting the case study on Blackboard, we advise that all students check that the case study follows this format:
- Contents page
- Introduction
- Presenting problem
- Conceptualisation
- Course of therapy
- Outcome
- Discussion

**Submitting Essay Plan**

An essay plan with literature review is to be submitted at the end of Term 1. This should include an outline of the structure of your final essays e.g. introduction, historical perspective, recent evidence, limitations in evidence, models and theory,
clinical relevance, future directions, discussion, conclusions. A late penalty will apply to final essay score for those not submitting by the deadline.

The essay plan should not exceed 1500 words and may be considerably shorter, however, an essay plan that is a bullet points of proposed headings with no clear references to relevant literature would not be detailed enough to give useful feedback. Students should use the essay submission guidelines below when submitting their essay plan on Blackboard.

Submitting Final Essay

The essay submission must include:
- Student number
- Full title of the essay
- Word count for essay
- Plagiarism declaration

The final essay must not exceed 3,500 words or be less than 3,000 words.

NB* the essay must be submitted as a single Word Document (DOCX) or a PDF file. It is not possible to submit multiple files for this assignment.

Before submitting the essay on Blackboard, we advise that all students check the following:

1) Have I accurately addressed the essay title?
2) Have I illustrated my arguments with relevant examples?
3) Have I cited the most relevant literature?
4) Have I used the Harvard Referencing System (consult referencing document on Blackboard)?

Submitting Reflective Essay

The reflective essay submission must include:
- Student number
- Word count for reflective essay
- Plagiarism declaration

The reflective essay must be between 2,000 and 3,000 words.

NB* the reflective essay must be submitted as a single Word Document (DOCX) or a PDF file. It is not possible to submit multiple files for this assignment.
**Academic Writing**

As a postgraduate student, you will have to demonstrate your ability to produce essays and assignments based on investigative research, critique and analysis. It can be challenging to produce written work for academic purposes, particularly if it has been a while since you last had to do so. However, academic writing is a skill that is worth mastering. There is a common form to academic writing that can be used across multiple assessment types. It is worth getting to know this form and reproducing it in your own work.

There are many resources available to help and guide you on writing at a postgraduate level. Please explore this resource: [http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/topics/writing/index.php](http://www.tcd.ie/Student_Counselling/student-learning/postgraduate/topics/writing/index.php)

There is a guide to using the library within this handbook. To assist students in correctly citing references there is also a separate section on Blackboard called “How to Use the Harvard Referencing System.” A reading list may also be accessed on Blackboard.

**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](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, e.g. Turnitin.

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

The attention of students is drawn to the Calendar entry on plagiarism in PG Calendar Part III, General Regulations, Paragraphs 1.32 and following.

The course and Department of Psychiatry takes any form of plagiarism very seriously. Written work will be checked using anti-plagiarism software, see http://www.turnitin.com. We require students to sign a form at the beginning of the academic year permitting us to submit your work to the Turnitin system.

Writing a Case Study

Students are expected to describe using the CBT model with one of their clients and to consider how treatment has been guided by the most relevant literature. It is important to appreciate that this is a CBT case study and will be somewhat different from a nursing or medical style case description. Accordingly, the terminology used should reflect core CBT theory and principles. Clear diagrammatic representation of problems is a key component of illustrating how problems are conceptualised and worked upon in sessions. The use of appropriate measures or scales are an integral part of CBT assessment and treatment and should also be highlighted in the case study. The student may also need to comment on the limitations of the models used and any personal or professional challenges experienced in the role of therapist.

Typically, the finished Case Study document should include the following elements:

1. **Contents page**
   Word Count, Student number, Case Study number e.g. Case Study 1 or Resubmission of Case Study 2, and plagiarism declaration. Check that the file is saved as a Word Document and that your assignment is contained in one file.

2. **Introduction**

3. **Presenting Problem**
   Presenting problem(s) and associated goals
   Diagnosis
   Scores on standard and idiographic measures (refs as appropriate)
   Outline of previous treatment; Current coping

4. **Conceptualisation**
   Specific theory-based cognitive model used as framework for conceptualisation, including:
• Maintenance cycles (links between clarified and appropriate emphasis given to role of cognitive elements)
• Triggers/ critical incidents
• Underlying core beliefs / Dysfunctional Attitudes Scale (DAS)
• Experiences which have contributed to / reinforced the above

Missing/ unclear data identified
Hypotheses about originating and maintaining factors clear

5. Course of therapy
Goals
Description of cognitive-behavioural methods used: Verbal, behavioural, imaginal, other
Continued refinement of conceptualisation, if appropriate
Problems in therapy related to conceptualisation and completely resolved

6. Outcome
Changes in original problems and progress towards goals
Changes in standard and idiographic measures
Illustrative graphs/ diagrams/ tables
Plans for continuing therapy plus hypothesised outcome, if appropriate

7. Discussion
Appropriateness of original formulation/ reformulation
Patient and therapist factors that helped/ hindered therapy
Helpful/ unhelpful treatment procedures identified and what therapist might have done differently.

There are a few examples of Case Studies available on Blackboard. These are in your module: PR7201-A-Y-2018/19: INTRODUCTION TO COGNITIVE BEHAVIOURAL MODEL under the Coursework Examples folder. It is advisable for students to read through these before they start to plan or write up their case study.
Guidelines to markers of Case Studies which can be found in your Forms/Resources Document located on Blackboard.

Writing an Essay Plan
The purpose of the essay plan is to demonstrate that you have selected an essay title and begun to research your topic for the final essay. Feedback given on the essay plan and literature review will help to reshape and develop your final essay.
This essay plan should typically include an outline of the structure of your final essays e.g. introduction, historical perspective, 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 between 1,200 – 1,500 words. There are examples available on Blackboard in the Coursework examples folder.
Writing the Final Essay

This assignment looks for the student to demonstrate knowledge and understanding of the subject area within the essay title. It is expected that the essay will demonstrate an appreciation of investigatory 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 in this handbook?

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 several examples of Final Essays available on Blackboard. These are in in your module: PR7201-A-Y-201718: INTRODUCTION TO COGNITIVE BEHAVIOURAL MODEL 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.

Writing a Reflective Essay

This assignment looks for students to reflect and write about their personal experiences throughout the course. It aims to assess your overall level of
engagement with, and knowledge of reflection. There is some evidence that reflection has personal and professional impacts. There are now theories that attempt to explain its processes, along with specific models (e.g. Bennett-Levy’s 2006 declarative procedural-reflective model). Reflection may have a moderating function through a bridging effect on self-practice, self-awareness and clinical theory and practice.

You may therefore wish to demonstrate how you have reflected, discuss the experience and its impact on you. Though this is a personal reflective piece, it is also an academic assignment. For this reason, you are expected to demonstrate and critically analyse your understanding and application of reflective theory, how reflection may/may not have helped to bridge your personal experience, the experience of the self-practice and CBT practice.

Reflection related learning has been associated with development of the ‘self-as-learner’ or the concept of a learning identity (Kolb and Kolb, 2009). As such, reflection has various impacts. Ultimately, through SP/SR one may develop a reflexive style of learning so that one develops a ‘learner self’. This concept of ‘self as learner’ has been identified by many theorists (e.g. Kolb and Kolb, 2009) and encompasses the notion of a learning identity. Chaddock, Thwaites, Bennett-Levy and Freeston (2014) highlight the presence and importance of this concept of the “learner self” in SP/SR. Kolb and Kolb (2009) offer a clear explanation the concept of a learning identity, which links to reflective practice in stating that:

“People with a learning identity see themselves as learners, seek and engage life experiences with a learning attitude and believe in their ability to learn. Having a learning identity is not an either-or proposition. A learning identity develops over time from tentatively adopting a learning stance toward life experience, to a more confident learning orientation, to a learning self that is specific to certain contexts and ultimately to a learning self-identity that permeates deeply into all aspects of the way one lives their life.”

The important point here is that one develops an identity of themselves, which has the potential for a broader impact than the learning from the specific subject of focus of the reflective practice. As such, reflective writing needs to offer evidence of how one has reflected, what has been learnt or reinforced about the self-as-learner and as well as how this has been applied in the learner’s wider life. This is in keeping with the DPR model (Bennett-Levy, 2006; Bennett-Levy, Thwaites Chaddock and Davis, 2009), which proposes that reflection is the engine of lifelong learning. For example: “Now, whenever I...I will/try to...” which shows internalisation of the reflective process.

It is therefore important that writing/essays demonstrate evidence of reflection on the different areas or features of the participant that can be impacted upon by SP/SR, which together comprise their sense of ‘self-as-learner’. These features, adapted from the works of Bennett-Levy and others are described below.
**Personal-self:** Bennett-Levy (2006) proposes that the personal-self develops prior to becoming a therapist. It encompasses the personal self-schema and personal developmental experiences (see Bennett-Levy, 2006 for a detailed explanation). As such the reflective essay should demonstrate evidence of reflection and learning on and about, the self. Among other evidence of learning, this may include evidence of development of self-awareness, links to developmental experiences, and evidence of any personal change due to the SP/SR. For example, “I am now more aware of/that...” “I no longer...” “I need to...", which may all be linked to specific SP/SR experiences and exercises. This can include clear and specific examples of application in own life outside of SP/SR practice.

**Therapist-self:** Once one undertakes therapy training, the new learning leads to the development of the therapist-self. This is different to the personal-self but can influence and enhance it and vice versa (Bennett-Levy (2006). SP/SR has been shown to impact on the therapist-self, by deepening the sense of knowing of concepts and procedures (Bennett-Levy, 2006), and potentially impacting on the therapist’s use of skills. Reflective practice writing should demonstrate evidence of reflection on the impact of SP/SR on knowledge, skills and identity as a therapist. This includes knowledge of concepts and theories of therapy and the procedures, as well as factors such as empathy and other interpersonal skills. For example, “having done SP/SR, I... am now better able to...have a deeper understanding of...” All this should be linked to specific examples, such as “...when I did...I then...and realised that...”

**Knowledge of reflective processes and theories:** SP/SR is now a researched and structured approach, which is developing a strong theoretical basis, and growing evidence base (e.g. Bennett-Levy et. al. 2001). Best practices are emerging and being proposed (Thwaites et al., 2014), making it important that an SP/SR participant understands the theory basis and evidence for his/her practice. The reflective essay writing needs to offer evidence of reflection on knowledge of theories and models that inform the participant’s reflective practice. Without this, the self-as-learner’s continued enhancement of the personal- and therapist-self may be difficult to achieve. As such, the writing needs to show an awareness, and application of the theories and emerging best practices, as well as an awareness of the research evidence. For example, the writer may link reflection on any of the above features to specific SP/SR theories and research. They may discuss the importance of the level of engagement with SP/SR, the importance of goal setting, the need for awareness of issues of safety or the importance of reflecting with a peer and so on.

**The bridging effect:** Reflection has been hypothesised to work by bridging the participant’s personal- and therapist-self learning (Bennett-Levy and Finlay-Jones, 2016). Without such a bridging effect, reflection and self-focused practice may separately impact on these various aspects of the ‘self’. The reflective practice participant may run the risk of not developing in an optimal way. For example, one may develop a good sense of personal self-awareness from reflecting on the self, but not be able to link this learning to clinical practice, or vice versa. This makes it important to be able to demonstrate ability to integrate the personal and professional reflection. Amongst others, Smith (1985) writes of the importance of
the congruence between the therapist’s practice and ‘who he is’ as a person, in order to achieve optimal therapist functioning and reduce mechanical application of techniques. As such, the reflective writing should demonstrate evidence of reflection on the integration of personal and therapist-self as well as ‘self’ and patient experience. For example, writers can discuss how their personal experience led to increased understanding of the model, the patient, application of specific interventions etc. SP/SR bridged their personal experience and professional understanding and experience.

You will be rated on your assignment’s level of clarity, depth of reflection, comprehension of reflective theory, specificity of personal examples and experience and the clarity of application of self-practice exercise to ideas or possibilities for future personal or professional change.

The essay needs to be informed by learning and reflections from the entire course. It should be logical and well-structured. Reference should be made to literature on reflection, and should support own learning, discoveries and discussion. It may be between 2,000 – 3,000 words. This will be marked by an external moderator and will not be read by the course staff. Students are advised to keep a reflective diary throughout the year to assist them with the end of year reflective essay.

The Reflective Essay Marking Scale and feedback sheet can be found in your Forms/Resources Document located on Blackboard.

Oral Presentations

Class Case Presentation

Each student must make an oral case presentation to the class. Powerpoint presentations, overheads or a flipchart may be used. Students must email Powerpoint presentations to nurseeducation@stpatsmail.com

This is a formative assessment and does not contribute to your final course mark. The 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)

Onset and duration (precipitating factors)
• 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?

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

Scales/ Measures Used

Case Conceptualisation Cross-sectional & Longitudinal
• 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?)

Treatment Plan
• Client’s Goal List
• Description of treatment so far
• Any future treatment plan
Reflective Class Presentation

In the third term, 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. There is no set 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 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 cause 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. Power Point presentations must be emailed to nurseeducation@stpatsmail.com 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 which can be found in your Forms/Resources Document located on Blackboard.

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 written submissions will incur a 5% penalty except in the case of illness (doctor’s note will be required).
- Written assignments submitted more than 1 week late will incur a further penalty of 1% for each week overdue thereafter.
- 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 a written assignment or recording after 5 weeks post-deadline will mean that assignment is failed.**

**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.

If you would like to appeal any results from course work, you must do this within 4 weeks of receiving that result. You do this by emailing or writing a letter to Dr. Brian Fitzmaurice, with a copy for the course administrator, outlining the reasons based on the criteria provided in the handbook on marking for that specific assessment.

Pass mark for the year is 50%. The regulations in the Calendar stipulate that to achieve a distinction to student much either achieve (a) an overall credit-weighted average mark of at least 70% across all modules, or (b) achieve at least 68% in the overall credit-weighted average mark and achieve a minimum mark of 70% in individual modules which together amount to at least half of the required credits for the award of the Postgraduate Diploma associated with the student’s registered course.

**Feedback on Assignments**

Students can expect to receive feedback on their assignments within six weeks of the submission date. This feedback will be available in the My Grades section on Blackboard. Individual student meetings will take place with course staff in
December. These individual meetings are an opportunity to receive verbal feedback on term 1 assessments and to discuss any concerns related to course work.

Final course results may be viewed on your student portal mytcd.ie in the middle of September 2019. Click on my student record then my academic history to access your results. Course transcripts will also be available from the course administrator in September. You should advise the course administrator if you change your postal address during the academic year.

**Student Supports**

In the event that 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 as an Appendix to this document. A copy of the Student Action Plan should be sent to the course director. There will be a meeting in the first week of the second term where students will be given individual feedback on their first term assignments and have an opportunity to ask questions on any aspect of the course.

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.

**Facilities and Practical Points**

**St. Patrick’s University Hospital**

Students and Staff participating in the CBT course are guests of St. Patrick’s University Hospital and as such it is very important that we respect the facilities that have been provided for us. Students must make sure they take care of their belongings and leave the room tidy at the end of teaching sessions. Failure to do so could jeopardise our access to these facilities in future. Please note that students should make arrangements to keep their belongings secure as the classroom will not be locked between teaching sessions. Students can use St. Patrick’s University Hospital car park but must pay the relevant parking fees.

Please be aware that the room must be set-up and cleared away for each teaching session as we do not have a permanent teaching room in the hospital. Sometimes the teaching must be moved to another room to facilitate the clinical commitments.
of the hospital. We ask you to please be patient when this happens and also to be aware that although we endeavor to use PowerPoint slides/Audiovisual resources for the majority of the teaching sessions there will be times when IT will not be available for the sessions due to reasons outside of our control. TCD staff do not have access to the St Patrick’s Hospital network; however, students may access guest Wi-Fi on personal devices in the hospital for free access to the internet.

Library Access

The facilities of the Trinity Library are completely at your disposal. Specialised texts in cognitive psychotherapy have been assembled for the course. These are listed in the Reading List. 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. The opening hours of the library are located on the library webpage.

Our subject librarian is David Mockler. David can be contacted at david.mockler@tcd.ie He will give an Introduction to the Library session in October in the PC Lab in the Trinity Centre for Health Sciences and students may also arrange group or one-to-one sessions with him as required.

Datapac provide photocopying facilities to TCD students for a small charge in the Open Access PC Lab located on the ground floor of the Trinity Centre for Health Sciences Building and, in the John Stearne, Medical Library. To set up a printing account it is necessary to use the PIN that you will receive via email to your TCD account from helpdesk@tcdprint.ie Please do careful not to delete this important email from your account.

Instructions on how to use this service can be accessed by copying and pasting this link into your web browser https://www.tcd.ie/Library/using-library/photocopying.php 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.

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/ A list of training sessions called Library HIT’s are circulated via the mailing list to your TCD account and published on the Library webpage. Most of these sessions take place early in the first term. 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 that you 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 from the course administrator. It is also an opportunity to be aware of wider social and vocational opportunities for you within the university environment. We will communicate you with mainly through your TCD email account and the Announcement section in Blackboard.

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, at 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 should have been automatically enrolled by IT services in six modules. Content should be visible under PR7201 – 7204, and there is no content hosted under PR705-6. Here you will find updated weekly PDF files of materials used during workshops and also materials from previous workshops posted 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-2018/2019. 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. 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.

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) and Cognitive Behavioural Psychotherapy Ireland as relatively inexpensive ways 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 and cbti.ie These organisations also provide the latest information on the process of accreditation as a cognitive behavioural therapist.

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

Students must maintain high standards of professionalism and practice cognitive behaviourial 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 feedback on a form at the end of each workshop. If the feedback form is not distributed by the workshop facilitator, although it is usually provided on the desk, or is otherwise not available students are invited to email or discuss any feedback with the course administrator. Collectively feedback may be provided on the student experience by a class representative. Student feedback may also be discussed during the student meetings that take place with a member of the course staff at the beginning of the second term. At the end of the year students are asked to fill out an in-class feedback form that reviews the overall student experience and this feedback is collated by the course administrator and brought to the course management meeting for discussion. There is an additional opportunity to discuss the experience of the year with the course director on the final day of the year.

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.

Stakeholder Feedback

We have included a feedback survey, in your Forms/Resources Document located on Blackboard, 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 and those working in St Patrick’s Hospital where the course is situated. 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.

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. Bringing food or drinks into classroom environments poses health risks (e.g. spilt drinks are a slip hazard) and is not permitted. Any items that need to be disposed of must be placed in bins outside of the classroom environment. Access cards are given to students to facilitate their access to teaching spaces within the hospital and must be carried at all times to ensure your access into and out of teaching areas. You must use it on an ongoing basis for it to remain activated within the security system.

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 Hospital facilities and can only take place in specifically designated smoking areas.

In the event of any emergency within St Patrick’s University Hospital call ext. 2222 or 01 2492222 by mobile phone. In TCD facilities 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:
1. Raise the fire alarm by breaking the nearest break-glass unit (red wall-mounted call points).
2. Leave the building immediately using the nearest exit route, closing doors behind you.
3. Inform a member of staff or the Security Centre on ext. 1999 or mobile 01-8961999* in TCD facilities or within St Patrick’s University Hospital call ext. 2222 for emergencies.
4. Report to the designated Assembly Point.
5. 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
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 President, and the Vice-President. As the head and public face of the Union the President is responsible for strategy and policy formation, as well as sitting on a wide range of committees. The vice-President is the Union’s Education and Welfare Officer and advises students on academic appeals and supervisor relationships. The Vice-President is 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. Further information is available on www.tcdgsu.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.

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/

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

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 it 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.

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.

Careers Advisory Service
Students may wish to connect with the Careers Advisory Service (CAS) by entering their Trinity username and password to log into the MyCareer portal. Appointments are available with members of the CAS including interview preparation, advice can be obtained on CV’s and Linked In profiles, and further postgraduate study options are outlined.
# How to Contact Course Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Brian Fitzmaurice</td>
<td><a href="mailto:b.fitzmaurice@tcd.ie">b.fitzmaurice@tcd.ie</a></td>
<td>Course Director of Postgraduate Diploma in Cognitive Behavioural Psychotherapy, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Ms Fionnula MacLiam</td>
<td><a href="mailto:macliamf@tcd.ie">macliamf@tcd.ie</a></td>
<td>Course Coordinator for Postgraduate Diploma in Cognitive Behavioural Psychotherapy, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Ms Majella Moloney</td>
<td><a href="mailto:cbtdip@tcd.ie">cbtdip@tcd.ie</a></td>
<td>Course Administrator for Foundation, PG Diploma and MSc courses in Cognitive Behavioural Psychotherapy, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Dr Craig Chigwedere</td>
<td><a href="mailto:chigwedc@tcd.ie">chigwedc@tcd.ie</a> or <a href="mailto:cchigwedere@stpatsmail.com">cchigwedere@stpatsmail.com</a></td>
<td>Course Director of MSc in Cognitive Behavioural Psychotherapy, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Professor Aiden Corvin</td>
<td><a href="mailto:acorvin@tcd.ie">acorvin@tcd.ie</a></td>
<td>Head of Department, Department of Psychiatry,</td>
</tr>
<tr>
<td>Dr Stephen Smith</td>
<td><a href="mailto:Steve.Smith@tcd.ie">Steve.Smith@tcd.ie</a></td>
<td>Postgraduate Director of Teaching and Learning, Trinity College School of Medicine</td>
</tr>
</tbody>
</table>

# Postal Address

Cognitive Psychotherapy Courses
Department of Psychiatry, Trinity College Dublin
CBT Office
East Wing Office Suite
St Patrick’s University Hospital
St James’s Street