Department of Psychiatry
MSc in Cognitive Behavioural Psychotherapy
2018-2020
IT Services ........................................................................................................ 37
E-Learning Resources ....................................................................................... 38
Student Data Protection .................................................................................... 39
Study Time .......................................................................................................... 39
Good Practice ...................................................................................................... 39
Student Feedback ............................................................................................... 40
Complaints Process ........................................................................................... 40
Stakeholder Feedback ....................................................................................... 41
Respectful Communication ............................................................................... 41
Plagiarism ........................................................................................................... 41
College Regulations ............................................................................................ 42
The Graduate Students Union .......................................................................... 43
The Postgraduate Advisory Service ................................................................... 43
Graduation .......................................................................................................... 44
Sports Centre ...................................................................................................... 44
Course Staff and Contact Details/Course Management Committee Details ..... 45
Reading List 18-20 ............................................................................................. 47
   Essential Reading ............................................................................................ 47
   Introductory Texts for Mental Health Disorders ............................................ 48
   More Advanced Texts ..................................................................................... 48
   Specialist Texts ............................................................................................... 48
   Self-Help Texts ............................................................................................... 49
   Research texts .................................................................................................. 50
How to Use the Harvard Referencing System .................................................. 52
   1. How to refer to an author’s work within the text ...................................... 52
   2. Using quotations ....................................................................................... 53
   3. Using primary and secondary sources...................................................... 54
   4. How to write a bibliography .................................................................... 54
   5. How to write a reference list ...................................................................... 54
List of CBT Competencies .................................................................................. 62

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 Master of Science Course in Cognitive Behavioural Psychotherapy.

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

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

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

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

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

Dr Craig Chigwedere
Course Director
Aims of the Course

The course will allow students (healthcare workers) to use an enriched clinical experience as the platform to critically evaluate the research literature in this field. Along with this, it allows students to generate research projects that can be readily conducted in that clinical environment. Students completing the course should also comfortably meet the academic and clinical requirements for accreditation as cognitive behavioural psychotherapists.

Clinical competence is developed through a combination of lectures and workshops, clinical supervision, self-practice/self-reflection tutorials and written assignments. Assessment is based on the submission of case studies and theoretical reviews, oral presentations and the standardised rating of recorded therapy sessions.

Research competence is developed through workshops focussing on critical appraisal of research literature, research design and research proposal development. Students will complete a research project and submit a research thesis in their second year.

The following are the specific aims of the Master of Science Course:

- To develop a deeper knowledge of the theory and practice of cognitive behavioural psychotherapy
- To critically appraise specific adaptations of the cognitive model for a variety of clinical disorders
- To critically evaluate research methodology, outcome and efficacy in cognitive psychotherapy
- To demonstrate expert level competence in assessing patient suitability for cognitive psychotherapy
- To devise complex cognitive formulations with a range of disorders
- To critically discuss the central concepts of cognitive psychotherapy and to communicate about a variety of treatment skills
- To critically reflect on the current status of different treatment approaches within cognitive psychotherapy
- To evaluate and demonstrate the ability to adapt the cognitive model to cater for the unique circumstances of each individual patient
- Exhibit ability to add to existing knowledge by devising a research hypothesis and study to evaluate that hypothesis
- Prove the ability to present findings from research project and to analyse its limitations

By the end of the M.Sc.) course you should be proficient in the assessment and treatment of acute Axis I emotional disorders and be implementing concepts and methods from schema-focused cognitive psychotherapy and transdiagnostic models, which are more appropriate to complex, long-term and recurrent disorders. We expect that you will develop sufficient knowledge, confidence and skills to deliver cognitive psychotherapy for a range of problems and carry it out comfortably with your own personal
style. Students can orientate themselves to a comprehensive list of CBT competencies considered necessary for effective practice at www.ucl.ac.uk/CORE. We have included an overview of their framework as an Appendix on the last page of this handbook.

**Course Structure**

This course is designed as a two-year part-time taught Mater of Science (M.Sc.) in Cognitive Behavioural Psychotherapy. It is run under the auspices of the School of Medicine and hosted within the Faculty of Health Sciences, TCD. The MSc. awards are conferred by the University of Dublin, Trinity College.

The M.Sc. course is run on a part-time basis and the 2018 - 2020 course will be based at St. Patrick's University Hospital. The class meets most Fridays in the first year, from 9.30am to 4:30pm. As some of our expert workshop facilitators whose workshops may run over two days travel from abroad, and it will sometimes be necessary to have a workshop that runs on a Thursday and Friday of the same week. As necessary, some additional teaching days may be required to supplement this structure. Should this become necessary, students will be notified at the beginning of each semester regarding supplementary teaching days.

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

The Course is divided into 8 modules, which are delivered over the 2 years:

- Clinical Placement 1
- Clinical Placement 2
- Clinical Placement 3
- Models of Practice of Supervision in CBT
- CBT for Complex Mental Health Problems
- Self-Practice / Self-Reflection Skills in CBT
- Research Skills - Critical Appraisal of CBT literature
- Research Dissertation a) Research Proposal Development
  b) Research Thesis

**Course Outline**

**Year 1**

**Semester 1**

The first semester will focus on the appraisal of research methodology. The focus is on understanding of research methodology and study design. Though basic statistics and statistical analyses will be covered, it is important for students to understand that this is an introduction to research practice, not
a statistics course. Should students have a particular interest in deepening their understanding of research statistics and statistical analyses, they can be directed elsewhere. Students will start to critically appraise the research literature in CBT and will understand common research designs in this field. By the end of the first term, students should be ready to present a workable research proposal. This will allow students to start to plan their own research project that will be completed in the second year.

The clinical focus in the first semester is on review of cognitive behavioural psychotherapy research and the application of CBT for disorder specific models. Students will start to review some specific interventions necessary to start to enhance their current skill-set. The teaching methodology is through tutorials, case presentation and intensive supervision. The focus is on appraisal of CBT models, including depression and anxiety disorders with the aim of supporting students’ existing cognitive psychotherapy skills and practice. Students will examine concepts, broadly applicable to a range of patients and problem areas, such as case-conceptualization and obstacles to therapy. Students will also review supervision models in CBT, so that they can make better and critical use of their supervision experience.

**Semester 2**

In the second semester more, complex disorder-specific models will be evaluated, and students will begin clinical placement module 2. Specific issues arising in the treatment of more complex cases will be addressed, and work on developing individualised cognitive conceptualisations will be commenced. Different models of cognitively based therapies, such as Dialectical Behavioural Therapy, Compassion Focused Therapy and Cognitive Behavioural Therapy for PTSD, psychosis and personality disorders will also be explored. Students will present and refine their research ideas in a written format. If students, choose a systematic review for their research project they will be expected to have reviewed and reported on research papers to be included or excluded in their study. In this semester students are expected to start to consider their ethics application for any study they plan to conduct.

**Year 2**

**Semester 1**

In semester 1 of year 2, students can focus on a specialism, treating a disorder of interest or using a trans diagnostic model of choice. We will continue to address specific issues that may arise in treating more complex cases, and work on developing individualised cognitive conceptualisations. Frequency of classroom-based learning will slowly reduce in this semester, as student learning attention will be increasingly focused on conducting their research studies. Students will be expected to orally present the main findings of their research at the end of this term.

The completion of all data collection, systematic review of research literature and analysis of results is the primary focus of the first semester 1
in Year 2. Students will complete their clinical placement and provide a progress report on their attendance at personal therapy. Those who have not already commenced their personal therapy will be prompted to report on their plans to start this.

Semester 2
The write up and presentation of the research thesis is the main objective of this semester. Classroom-based teaching will reduce to a minimum to facilitate writing-up of the research thesis. Students will have completed their clinical placement and we will start to make plans for longer term sustainable supervision, including peer supervision.

An important focus of the last semester is a deeper understanding of supervision in practice and development of services CBT and the skills and framework required to develop as a leader in CBT. This will include a focus on how to plan, advocate for and evaluate the provision of CBT in different contexts.

Course Content

The content of the course comprises 90 ECTS (1 ECTS = 25 student effort hours) and is broken into 8 separate modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Placement 1</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Placement 2</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Placement 3</td>
<td>10</td>
</tr>
<tr>
<td>Models of Practice of Supervision in CBT</td>
<td>10</td>
</tr>
<tr>
<td>CBT for Complex Mental Health Problems</td>
<td>10</td>
</tr>
<tr>
<td>Self-Practice / Self-Reflection Skills in CBT</td>
<td>10</td>
</tr>
<tr>
<td>Research Skills - Critical Appraisal of CBT literature</td>
<td>10</td>
</tr>
<tr>
<td>Research Dissertation a) Research Proposal Development</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Research Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Explanation of ECTS Weighting

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.
The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

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

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

Clinical Placement

Outline of Patient Contact Hours during course

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Summer Break</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>September - December</td>
<td>January – April</td>
<td>May – August</td>
<td>September - December</td>
</tr>
<tr>
<td>Clinical Placement</td>
<td>25 hours (2 patients)</td>
<td>40 hours (4 patients +/- group)</td>
<td>70 hours (6 patients +/- group)</td>
<td>40 hours (4 patients +/- group)</td>
</tr>
<tr>
<td>(min. 1 day per week)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>Individual</td>
<td>Individual</td>
<td>Individual</td>
<td>Individual</td>
</tr>
</tbody>
</table>

The clinical placement affords students the opportunity for some sub-specialism in CBT, by either focussing on a specific diagnostic group or use of a transdiagnostic model across several diagnoses. Students are expected to engage with a range of disorders and complexities. The students can meet their clinical requirement in their existing work roles or transfer to a
different service/role to enable the clinical placement to have a significant educative value. For students to gain the most from the existing workplace option, it is advisable that they identify a specific area of focus of their clinical work. If a student wishes to seek a placement outside of their normal area of practice, the Course Director can assist in finding appropriate clinical placements to meet the needs of the student.

For the clinical placement module all students must demonstrate that they have completed at least 250 hours of supervised CBT practice. During the Clinical Placement students would be expected to see a minimum of 12 completed cases, including several complex cases across a range of disorders and levels of severity. During their placement or in their own workplace they should ideally act as co-therapist in the delivery of a CBT group where possible (greater amount of individual work will be required if conducting a group is not feasible within the placement/workplace). They will take on at least two patients for long term CBT (>6 months).

Students should be able to attend and contribute to referral meetings, case conferences, multidisciplinary meetings and journal clubs/teaching events within the service where they have their clinical placement.

**Audio/Video recording:** The use of audio/video recording of therapy sessions in supervision has been found to be essential in CBT training. Recordings of therapy sessions should be routinely brought to supervision and used as a focus for discussion. The student will also be able to self-monitor skills development using the Cognitive Therapy Scale - Revised (CTS-R).

**Monitoring Progress:** Submitted recordings will allow the assessment of progress and begin the process of defining objectives for each term. At the end of the course, clinical performance will be evaluated on the CTS - R. Recordings submitted must have an overall score on the CTS - R above 50%.

At the end of each academic year, the student will be invited to provide feedback on supervision. Unresolved difficulties with a supervisor can be raised with the Course Director. If the Course Director is the supervisor concerned, another supervisor or member of the Course Management Committee may be approached.

**Written Assignment and Recordings of Therapy:** One case study and recorded session to be submitted in semester 1 of year 1 for assessment. This will be rated by your supervisor, to allow for the creation of a baseline of the clinical work and supervisory needs. 1 case study and one recorded session required at the end of semester 2 of year 1 and again in semester 1 of year 2. The pass mark for all written case studies is 50%, and for all recordings is 36/72 (50%) as rated by the CTS-R.

**Supervisor and Student Supervision and Placement Reports:** A supervisor’s report and a student’s feedback on supervision are to be submitted at the end of each semester. The supervisor will indicate whether
the student has any area of weakness that requires remedial action. Each student will require a satisfactory end of placement report to be awarded the Master of Science degree

Module 1: Clinical Placement Module 1 - CBT for Complex Mental Problems.

Module Co-ordinator - Ms Colette Kearns

(5 ECTS)

Learning Objectives:

Enhancement of Psychotherapy Knowledge, Skills, and Attitudes

- Critical evaluation of the Principles of Psychotherapeutic practice
- Demonstration of expert knowledge of the therapeutic relationship and its optimisation in CBT
- Demonstration of expert application of the Structure and Process of Cognitive Therapy intervention
- Development of individual case formulations from a range of different CBT models and patients, including long-term, complex cases
- Revision and enrichment of early formulations as therapy proceeds
- Applying cognitive and behavioural interventions in a clinically sensitive manner
- Evaluation of factors inhibiting progress within the patient, the therapy relationship and the patient’s external environment
- Capacity to critically select and apply the most appropriate CBT methods
- Capacity to manage obstacles to CBT Therapy
- The ability to identify and address issues which indicate resistance to change and which arise at the termination of therapy.
- Appreciation of therapist’s own personality and attitudes and how that impacts upon the process of therapy

Clinical Placement Module 1, takes place in Semester 1, Year 1. The focus of this module is to allow the student and his/her supervisor to set a baseline for the student’s skills and supervisory needs. In this module, the student can focus on specific disorders, without necessarily engaging in more complex presentations or a chosen specialism, although this is also acceptable if the student and supervisor consider this to be appropriate. This allows for the development of a working supervisory relationship before the student begins to engage in CBT for more complex disorders or their specialism. However, the student can see more complex cases as soon as there is agreement with the therapist that this is appropriate.

Assessment

Module 1

1 Case Study (2,500 words +/-10%) weighted at 45% of the marks
Module 2: Clinical Placement 2: CBT for Complex Mental Health problems

Module Co-ordinator - Ms Colette Kearns

(5 ECTS)

Learning Objectives:

Enhancement of Psychotherapy Knowledge, Skills, and Attitudes

- Critical evaluation of the Principles of Psychotherapeutic practice
- Demonstration of expert knowledge of the therapeutic relationship and its optimisation in CBT
- Demonstration of expert application of the Structure and Process of Cognitive Therapy intervention
- Development of individual case formulations from a range of different CBT models and patients, including long-term, complex cases
- Revision and enrichment of early formulations as therapy proceeds
- Applying cognitive and behavioural interventions in a clinically sensitive manner
- Evaluation of factors inhibiting progress within the patient, the therapy relationship and the patient’s external environment
- Capacity to select and apply the most appropriate CBT methods
- Capacity to manage obstacles to CBT Therapy
- The ability to identify and address issues which indicate resistance to change and which arise at the termination of therapy.
- Appreciation of therapist’s own personality and attitudes and how that impacts upon the process of therapy

The clinical placement module 2 should afford students the opportunity to start to engage with presentations and ways of working that challenge them a little more than the ones they have worked with to this stage of their career. This clinical placement module typically takes place over semester 2 of year 1. Students can start to sub-specialise, by focusing more on a specific disorder or use of a transdiagnostic model across several diagnoses.

Assessment

Module 2

1 Case Study (2,500 words) weighted at 45% of the marks
1 CTS-R ratings of Therapy weighted at 45% of the marks
Supervisor’s Report weighted at 10% of the marks
Module 3: Clinical Placement 3 - CBT for Complex Mental Health problems (Specialism)

Module Co-ordinator - Ms Colette Kearns

(10 ECTS)

Learning Objectives:

Enhancement of Psychotherapy Knowledge, Skills, and Attitudes

- Critical evaluation of the Principles of Psychotherapeutic practice
- Demonstration of expert knowledge of the therapeutic relationship and its optimisation in CBT
- Demonstration of expert application of the Structure and Process of Cognitive Therapy intervention
- Development of individual case formulations from a range of different CBT models and patients, including long-term, complex cases
- Revision and enrichment of early formulations as therapy proceeds
- Applying cognitive and behavioural interventions in a clinically sensitive manner
- Evaluation of factors inhibiting progress within the patient, the therapy relationship and the patient’s external environment
- Capacity to select and apply the most appropriate CBT methods
- Capacity to manage obstacles to CBT Therapy
- The ability to identify and address issues which indicate resistance to change and which arise at the termination of therapy.
- Appreciation of therapist’s own personality and attitudes and how that impacts upon the process of therapy

The Clinical Placement Module 3 affords students the opportunity to immerse themselves in the literature and research associated with a specific presentation or trans-diagnostic model across several disorders. Although this module takes place in the Semester 1, Year 2, students can start to engage with their preferred specialisms earlier in consultation with their supervisor.

Assessment
Module 3

1 Case Study (2,500 words) weighted at 45% of the marks
1 CTS-R rating of Therapy weighted at 45% of the marks
Supervisor’s Reports weighted at 10% of the marks
Module 4: Theories for Supervision Practice in CBT

(10 ECTS)

Module Co-ordinator - Ms Colette Kearns

Learning Objectives:
- Critical understanding of at least 3 supervision CBT models of supervision
- Critical analysis of the evidence and application of models of supervision in CBT
- Demonstration of the application of supervision in CBT

This module compliments the clinical modules 1, 2, and 3. It allows the student to make the most of the clinical experience by developing a critical understanding of supervision research and practice. Students will critically review CBT-specific supervision models and how they might be applied in practice. Application will include the experience of receiving and giving supervision. The student is required to write a supervision essay, demonstrating critical understanding of CBT supervision models, critical analysis of their research evidence and application to practice. Throughout the course, the student is then expected to demonstrate capacity for professional application of supervision practice and engagement with supervision, which is appropriate for a master’s level student.

Assessment Module 4
Essay on theory and practice of Supervision (Word Limit 2500 words +/-10%)
Use of supervision (Assessed through supervision feedback forms)
Supervision Logbook of cases seen under supervision
The Supervision Logbook must be completed to demonstrate reflection on learning from supervision during the clinical placement. Students are expected to upload copies of their client logs signed by their supervisor to Blackboard at the end of Semester 2 - Year 2.

Module 5: Cognitive Behavioural Models for Complex Mental Health Disorders

(10 ECTS)

Module Co-ordinator - Dr Craig Chigwedere

Learning Objectives:
- Critical evaluation of adaptations of Cognitive Model to more complex disorders
- Critical evaluation and application of underlying schema in CBT
This module is designed to complement Modules 1, 2 and 3, the clinical placement modules, by giving students access to a broad range of models that might be used in individual or group treatments of patients. This module is aimed at developing a richer understanding of how CBT has evolved to provide robust treatment models for a wide range of psychological problems. Students are expected to understand and critique each of these models and understand how they might be applied in clinical practice. Other adaptations of CBT including Transdiagnostic models and Schema based CBT will also be presented.

Assessment Module 5
Clinical Practice Essay (Word Limit 3000 words, +/-10%)

The student is required to complete their Clinical Practice Essay which will demonstrate a capacity to evaluate and discuss the research and clinical practice literature in one specific model of CBT. Ideally this should be linked to the area of focus in their Clinical Practice Placement and might draw upon their clinical experience to date. The student is required to demonstrate a comprehensive and up to date understanding of their chosen topic.

Module 6: Self Practice / Self Reflection Skills in CBT
(10 ECTS)
Module Co-ordinator - Ms Martina Gibbons

Specific Learning Objectives:
- Critical reflection upon own “Self” Schema and “Self as Therapist” Schema
- Critical evaluation of the theoretical framework underpinning CBT Supervision
- Demonstration of recognition and resolution of problems arising in Supervision
- Critical evaluation of the role of the therapist / supervisor in a healthcare organisation

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

Workshops/Seminars will provide didactic teaching to supplement 1.5-hour Self Practice / Self Reflection Tutorials which will occur at the beginning the two years.
Students initially engage in the process of exploring and mapping out their own anxieties/emotions using a CBT model. The process of Self-practice has long been advocated as a means of both deepening understanding of the CBT model and the difficulties which patients may encounter in engaging and working with it. The interlinked process of Self-Reflection facilitates trainees building up an understanding of their own Self Schema and Self as Therapist Schema and enables them to question how this integrates with theory, feedback from supervisors, self-evaluation of recorded material and questions which arise from clinical practice. This is a complex and sophisticated model which we hope will enable students more clearly define their needs from any personal therapy undertaken during training and give personal therapy a proper context.

Though Personal Therapy has not traditionally occurred within Cognitive Psychotherapy training, draft guidelines for accreditation of Psychological Therapists in Ireland insists upon up to 250 hours of personal therapy or an equivalent learning experience. Some of these hours for students will be met through SP/SR exercises. In the M.Sc. course, students must also complete a minimum of 15 sessions of a cognitively based psychotherapy and associated homework tasks. Alternatively, they may complete 25 hours of another model of Psychotherapy. Completion must be certified by an accredited therapist. A letter outlining the hours of and type of therapy undertaken which has been signed by the therapist and detailing their professional accreditation must be submitted to the course administrator.

Students on the course are also required to reflect upon and maximize the impact of supervision on their own practice and the likelihood of providing supervision of other professionals following completion of the course. It is vital that students understand theories of adult learning, and a model to guide their practice in this area. Students require an opportunity to reflect on the tasks and interventions required to maintain patient safety and progress within a supervisory relationship and to explore common pitfalls and problems with their own supervision.

Assessment

Module 6
Reflective Practice Essay (Word Limit 2000 words, +/-10%)
weighted at 50% of the marks
- Oral Reflective Presentation weighted at 10% of the marks
- Attendance and Participation at SP/SR tutorials weighted at 20% of the marks
- Personal Therapy attendance weighted at 20% of the marks

All the assessments in this module will be submitted in Semester 2 - Year 2. The Reflective Essay is submitted at the end of Semester 2 - Year 2 and should be no longer than 2,500 words and describes personal learning from the SP/SR Tutorials.
Personal Therapy: A letter outlining the hours of and type of therapy undertaken which has been signed by the therapist and detailing their professional accreditation must be submitted to the course administrator.

**Module 7: Research Skills - Critical Appraisal of Research in CBT**

(10 ECTS)

**Module Co-ordinator - Dr Craig Chigwedere**

Whilst Cognitive Behavioural Psychotherapy has a strong evidence base across many psychiatric disorders there is considerable variation in the degree of research evidence underpinning its effectiveness and what components of disorder specific models are supported by empirical findings. Deepening the understanding of CBT research is important, both to influence clinical practice and to generate and refine hypotheses for research work in this field. Through a review of CBT research evidence, this module introduces students to the range of methodological problems, which might arise in conducting research in this field. Students start to review the strengths and limitations of CBT research evidence. As such, it influences their practice and their own research projects.

**Specific Learning Objectives:**

- Evaluation of the evidence base for the cognitive model applied to specific disorders and critical review of the existing research literature
- Analytical exploration of what components of cognitive interventions are most effective
- Critical appraisal of research findings underpinning adaptations of Cognitive Model to disorders
- Critical evaluation of the limitations of evidence base for CBT
- Critical evaluation of methodological problems in conducting CBT Research

The Research Project Literature Review, which is the key assessment of this module and will be submitted at the end of Semester 2 in Year 1.

**Assessment - Module 7**

- Research Proposal for Student Research Project (Formative assessment)
- Submission of Ethics Proposal for Student Research Project (if necessary)
- Research Literature Review
Module 8 - Research Dissertation

(30 ECTS)

Module Co-ordinator - Ms Anne Marie Foley

- a. Research Proposal
Students who have predominantly worked as health professionals will have had limited opportunities to plan research projects, analyse data and write up their research findings. Accordingly, students need tailored assistance to plan and execute a research project in a defined time period. Additionally, as the scope of research possible within this course will be likely to be limited to small numbers of patients it is vital that the design of studies is optimized and reviewed to ensure meaningful conclusions can be drawn from data collection.

Specific Learning Objectives:
- Formulation of hypotheses to examine how CBT works in specific disorders or individuals
- Critical evaluation of quantitative and qualitative research methodologies appropriate to their study design
- Demonstration of application of basic statistical tools needed to design and plan their research project.

- b. Results & Analysis
Students will be required to complete and write up the short lifetime research project which they have designed during the Research Proposal development phase of this module. This may be in the form of a single case study design or small numbers research project, a systematic review, a meta-analysis, or other suitable piece of research that could be conducted in a 6 - 12-month period. Throughout the lifetime of their research projects students will meet for seminars to discuss emergent issues and will receive formal tuition on the analysis of data, the use and interpretation of appropriate statistical tests and the presentation of their findings.

The scope to plan and conduct a major piece of research which relies on recruitment of patients, and collection of data is very limited on a part time taught master’s course. For that reason, students must consider a range of research activities which might include systematic reviews, meta-analysis, and interpretation of existing databases to answer research hypotheses. Single case study designs and small numbers research projects are also possible. It is extremely important that students define their area of research by the end of the first term and are required to present their research plans to the class and course staff at the end of Semester 1, Year 1.

By the beginning of the end of Semester 2 - Year 1, students must submit a written Research Proposal for the Student Research Project (Word Limit - 2000 words). This should detail the Methodology of the proposed research
project and if necessary. Necessary submission for Ethics Approval for the study should be completed by the end of Semester 2, Year 1. This will be evaluated by course staff and relevant feedback will be given.

At the end of this module students should be able to both present their research findings orally and within their research dissertation. In addition, each student will have access to Research Supervision where they can regularly get reviews of progress and seek any supports necessary to complete their projects / dissertations.

**Time-line for Research Dissertation Module**
Students will be required to complete and submit sections of their Research Dissertation module in the following stages

**Oral Presentation of Research Proposal to Course Research Committee**
End of Semester 1 - Year 1 (December 2018)
Written Research Proposal to Course Research Committee (March 2019)

**Final Research Proposal - (January 2019)**
Written plan outlining Research Methodology and including detailed plans for literature to be appraised, data collection, statistical analysis and projected deadlines for completion

**Early Results / Preliminary Data Analysis - End of Semester 1 - Year 2**
**Final Results Section - Semester 2 - Year 2 (March 2020)**
Completed Dissertation - End Semester 2 - Year 2 (April 2020)

**Assessment - Module 8**
- Oral Presentation of Research Proposal (formative)
- Research Thesis weighted at 95% of the marks
- Research Proposal weighted at 2.5% of the marks
- Research Supervisor’s Report weighted at 2.5% of the marks

**Summary of MSc Course Summative Assessments and Marking Schedule**

<table>
<thead>
<tr>
<th>Module 1*</th>
<th>Clinical Placement Module</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Case Study</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>1 Rated Recording of Therapy</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Supervisor’s Report</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2*</th>
<th>Clinical Placement Module</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Case Study</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>1 Rated Recording of Therapy</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Supervisor’s Report</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 3*</th>
<th>Clinical Placement Module</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Case Study</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>1 Rated Recording of Therapy</td>
<td>45%</td>
</tr>
</tbody>
</table>
Supervisor’s Report (10%)

**Module 4** Theories for Supervision Practice in CBT (100%)
Theory and Practice of Supervision Essay (100%)

**Module 5** CBT for Complex Mental Health Problems (100%)
Clinical Practice Essay (100%)

**Module 6** Self Practice / Self Reflection Skills in CBT (100%)
Reflective Practice Essay (50%)
Oral Reflective Presentation (10%)
Attendance and participation at SP.SR Tutorials (20%)
Attendance at Personal Therapy (20%)

**Module 7** Research Skills - Critical Appraisal of CBT literature (100%)
Research Literature Review (100%)

**Module 8** Research Dissertation (100%)
Final Research Proposal and Ethics (2.5%)
Appropriate use of Research Supervision (2.5%)
Research Dissertation* (95%)

*These sections must be passed - no compensation allowed*

Students must attend at least 75% of lectures, tutorials and supervision sessions per semester to fulfil criteria for the award of the Master of Science degree. Sign in sheets are used at all teaching days to demonstrate satisfactory attendance.

Students must complete 250 supervised clinical hours over the 2 years with patients and shall have completed treatment of a minimum of 12 cases by the end of the course. Students will be expected to undertake regular audiotaped/ videotaped clinical work using the principles of cognitive psychotherapy. The recordings must be brought into supervision sessions and a minimum of two recordings must be submitted to their supervisor each term.

There is an average of 3 assessments per semester, with reducing frequency as the course progresses. Students are also required to complete all written assignments by the end of each semester. Failure to do so will be reviewed by the course director and may result in the student not being allowed to progress to the next year of the course until they are satisfactorily completed. A score of more than 50% must be achieved on all written assignments. It is possible to compensate for a mark between 40% and 50% on one written assignment if a score of at least 60% has been achieved in one other written assignment. Students who fail the written assignments in the any term will meet with the Course Director at the earliest opportunity and may be assigned an academic supervisor to support those making improvements in their submitted written assignments. This supplementary
academic supervision will take place outside of the normal course timetable and will be arranged by the Course Director.

Throughout the course, clinical performance will be evaluated using the CTS-R (pass score = 50%). Ideally students should demonstrate an improvement in scores or ability to work with increasingly complex presentations, carrying out cognitive behavioural psychotherapy with both competency and proficiency. Failure to reach this standard will mean that a Master of Science degree cannot be awarded. It is not possible to use high scores in written assignments to compensate for inadequate clinical performance.

Students must also pass the Research Dissertation module for the degree to be awarded. Research Assignments / Presentations must be completed before the beginning of the following term. Students failing to present assignments or interim reports on their research project will meet with the Research Co-ordinator and Course Director for a decision as to whether they will be allowed to proceed into subsequent modules. Students must submit their dissertation at the end of Semester 2, Year 2.

**Award of Degree and Class of Degree**

For the completion of the Master of Science degree, students must pass each module with a mark of at least 50%. For the award of a Master of Science degree with Distinction students must, in addition, achieve a mark of at least 70% in the research dissertation and in the overall average mark for the course OR achieve a mark of at least 70% in the dissertation or research element, and achieve at least 68% in the unrounded overall average mark for the taught modules, where modules amounting to at least half of the credits attaching to the taught modules (normally 30 credits) each have a mark of at least 70%.

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

**Teaching Methods**

**Lectures/Workshops**

The academic year starts with an introductory week. Thereafter, lectures/workshops will be held weekly each Friday during the first three semesters. 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 lectures / workshops is generally in room 3 in the Thompson Centre in St Patrick’s University Hospital, unless otherwise stated. Students will be made aware of any changes to indicated venues as soon as the course staff are able to do so.

Self-Practice/ Self-Reflection Tutorials

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

Supervision

Monitoring progress in supervision

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

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

- **Getting most benefit from the session rests jointly with the supervisor and supervisee.**
- **Ask yourself at the end of the session “what have I learned today?”**
- **Role play in supervision is an excellent learning tool. We strongly encourage its use.**
- **Give your supervisor feedback on what you find helpful or unhelpful.**
- **Practice cognitive therapy skills with as broad a range of suitable patients as possible.**
- **Please ensure that your recording equipment is satisfactory. Use a good quality machine with an external microphone if necessary.**
• **Ideally you should make 2 copies of recordings of each session, one for you and one for the patient to take away.**

• **Make time to listen regularly to your own tapes and monitor your skills development using the Cognitive Therapy Scale - Revised (See forms document).**

**Feedback**

At the end of each semester, you will be invited to provide feedback on supervision. What have you learned? How far have you progressed towards your objectives? What did you find helpful? What would you have preferred more of or less of? What could have been done differently? This form is located in your Forms for use by MSc students document.

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

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

If there are any aspects of supervision you are not happy with, please do not wait until to say so. Please first address any problems with your supervisor directly. If matters cannot be resolved in this way, you and/or your supervisor should approach the Course Director. If the Course Director is the supervisor concerned, another member of the Course Advisory Committee may be approached.

**Absences**

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

**Audio/Video recording**

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

The technical requirements for these recordings are as follows:

• The only media accepted are CDs and DVDs.

• Video submitted should be playable on a standard DVD player and using good quality media.
• Voice recorders: These units are widely available. You should ensure that you can transfer files to a computer with the model you purchase. You can also get accessories to improve recordings, such as standalone microphones /conference microphones.

• Digital audio files are the preferred method of recordings for the course as there is a reduced risk of patient identification if any recording equipment, CD/DVD, laptops, USB keys are mislaid, lost or stolen.

• Discs must be labelled using a CD/DVD specific pen. The actual surface of the disc must contain this information and not just the cover that you submit with the recording.

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

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

Assignments and Evaluation

Necessarily, your performance will be evaluated over the two years. It is important, however, that awareness of assessment should not be at the expense of your creativity, or your willingness to express your own ideas openly and to experiment with new ways of thinking and working. The course is an opportunity for you to learn and develop in a classroom atmosphere of openness and inquiry. Details of all assignment deadlines can be found on your timetable.
Guidelines for Assignments*1

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 recording before submission to ensure that CD/DVD is audible and plays in a normal cd-player rather than just on your computer. Test all CD/DVDs in several computers/CD players before submission
- Complete a self-rating of the therapy session using the student CTS-R rating scoresheet (see your forms document) and submit this with each copy of the recording
- Complete and submit a ‘Recording Submission Sheet’ (see your forms document) for each copy of the recording.
- Staple together your CTS-R rating sheet and Recording Submission Sheet so that you’re not submitting loose sheets.
- Label recordings clearly with your name, session number and Semester 1, 2 or 3, using a DVD/CD specific pen i.e. write on the disc not on the cover.
- Students may submit recordings by signing a sign-in sheet with the course administrator 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, the envelope must be strong and closed securely keeping in mind that otherwise the sharp corners on discs could cause the envelope to break during transit and the confidentiality of your submission would be compromised. It is the student’s responsibility to ensure assignments arrive safely and without compromise of patient confidentiality.
- It is best to submit recordings from the 5th session onwards as 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

1 Further guidelines can be found in the document ‘Guidelines for Writing and Marking’. Though some of the guidelines are largely repetitions of what is presented here. There are greater details provided in others.
Recordings are marked out of 72 using CTS-R
Trainees must obtain a score of least 2 on all sub-scales of CTS-R to meet criteria for the award of MSc. (This is a minimum requirement and you should aim higher)

**Submitting Case Studies and Essays for Assessment**

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

We cannot accept documents that have not been saved as a Word Document or a PDF so please ensure if you are using Pages on an Apple computer that you save your assignment correctly. If you are using Pages there is an option to save the file so that it is compatible with Windows computers. Select File, choose export to and then pick Word from the drop-down menu. Students are fully responsible for submission of their assessments via Blackboard and are advised to give adequate time to complete the online assessment submission procedure correctly. Where a student submits an incorrect version of their work via Blackboard, they will be permitted 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 coursework via Blackboard. We will not accept submissions via email, post or hand delivery. Further information is available in the E-Learning section of the handbook on how to access Blackboard for the first time and who to contact with your IT queries. Additional guidance is available under the Student Help tab on Blackboard.

Students should use the following 12-point Sans Serif accessible fonts: examples include Arial, Calibri, Century Gothic, Tahoma, and Verdana. Assignments should all be double-spaced to facilitate review and edit of your own documents, and this also facilitates markers reading your assignments. A cover page must be included with each assignment. The cover page must include your student number, the word count, a plagiarism declaration, and either the title of the essay or the semester in which the case study is being submitted e.g. Semester 1 Case Study. Before submission you should check that your submission meets the requirements outlined on the essay or case study checklists which are included in the separate Writing
Guide. 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.

**Case Studies**

Case Study 1 may reflect therapy in the early stages. Case Study 2 and 3 should reflect a completed course of therapy. The same case may be used for both Case Study 1 and 2.

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

The cover page should include the following information:
- Full title of case study
- Term
- Word count - 2,500 words +/- 10%
- Student number
- Plagiarism declaration

More detailed guidelines are outlined on the marking sheet and guidelines for markers included in your forms document.

**Essay**

The cover page should include the following information:
- Full title of the essay
- Word count
- Student number
- Plagiarism declaration
- Word count - 3,000 +/- 10%

More detailed guidelines are outlined on the marking sheet in your forms document and guidelines for markers included in your Writing Guide.
Reflective Essay

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

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

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

They include:

- Interpersonal declarative knowledge and/or skills. Subtypes:
  * Therapist attitude/stance/motivation/assumptions and beliefs: e.g. beliefs about clients (e.g. depressed) and about own therapeutic capacity; burnout; self-care; states affecting attitude e.g. exhaustion
  * Interpersonal perceptual skills: capacity to ‘attune’, ‘be present’, ‘be mindful’
  * Interpersonal relational skills: active therapist communications that foster and maintain the therapeutic relationship; e.g. expressions of warmth, understanding, respect, genuineness, empathy, compassion both verbally and non-verbally.

Examples may include: nodding, eye contact, accurately summarizing, and reflecting, and repairing therapeutic ruptures

f) Conceptual knowledge and/or skills: being able to conceptualize problems or strengths in CBT terms

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

More detailed guidelines are outlined on the marking sheet in your forms document and guidelines for markers included in your Writing Guide.
Oral Presentations

Class Case Presentation

Class case presentations are an important part of the course and student development. They link your practice, supervision and declarative learning, allowing your peers and course leaders to critique your work. You will be expected to make at least one case presentation during the course. PowerPoint presentations, overheads or a flip-chart may be used. Students using PowerPoint must bring their presentation on a memory stick.

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

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

Introduce the client
• Client’s name (anonymised)
• Age
• marital and employment status
• presenting problem/diagnosis and duration of the problem

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

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 plans

Journal Presentation
Students are required to review research papers, ideally ones that are appropriate to their area of research interest. Ideally students should present at least one journal article that uses the study design and methodology that they plan to use in their own study. By doing so, students are challenged improve their critical analysis skills. This helps students to improve their own understanding of the different research designs, methodology and quality of research. The structure of each presentation will depend on the type of study being presented and critiqued. As such, it is important that students do not merely summarise a study but show the ability to think critically about the presented study. Each journal presentation should be more than 25 - 30 minutes and an extra 10 - 15 minutes will be given for discussion with, and questions from peers.

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

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

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

It is appreciated that whilst on a course such as this one, many students will sometimes become more aware of their own anxieties, fears and other emotions. Through their engagement with casework, supervision, workshops or other components of the course the student may develop some very significant personal insights. This may prove very helpful and positive but may also sometimes be the cause of some upset or unease. It is not the purpose of this assessment to prompt students to share their personal (and intrinsically private) development as we are not proposing to put in place the type of safeguards that would help contain and manage any significant self-disclosure.

Students may use PowerPoint, but in many cases, this may be unnecessary and detract and distract from the message to be communicated. PowerPoint presentations must be brought to the class on USB drive. Students might respond to questions from their peers or the assessors, but this would only occur to a very limited extent. Students will be marked by a pair of assessors and the average of their marks will be awarded.

More detailed guidelines are outlined on the marking sheet included in your forms document.

**Research Assignments**

**Research Proposal**

This assignment must be submitted to Blackboard by 5pm on the relevant submission date. Student should follow the same guidelines for submitting case studies and essays to Blackboard. Further guidelines on how to write these assignments can be accessed in your Guidelines for Writing and Marking document.

**Ethics Application**

Students will be advised by course staff on the submission requirements of an ethics application for their research study if required.
Research Dissertation

The research dissertation is a report on your study. It provides a written account of the development and application of a research process; whose aim is to answer a specific research question. The research dissertation is a 12,000-word document, which will be kept in the TCD library and as such, it is reviewed more than once. It is a piece of work that you conduct with the assistance of your research supervisor but will not be complete until the markers have reviewed it and commented on your work. You will be asked to submit two soft-bound copies at the end of the second semester of year 2 to the course administrator. After the markers have reviewed it, your research dissertation will be considered a pass with distinction with no changes, a pass with distinction with minor changes, a pass with minor changes, a pass with major changes or a fail. Unless you are specifically informed that your dissertation is an absolute fail with no resubmission or you have passed with no required changes, you will need to resubmit a second soft bound copy with all the required changes. This will be reviewed again by your markers and if they are satisfied, you will be asked to submit a hard-bound copy.

Your dissertation should be in chapters with at least 5 chapters:
1. Introduction
2. Literature review
3. Methodology
4. Results
5. Discussion

The TCD website contains clear regulation about the structure of a dissertation. Student should make sure they follow TCD guidelines, for example those can be found at https://www.tcd.ie/itservices/assets/samples/Planning_Thesis/Thesis%20Submission%20Guidelines%20AUGUST11.pdf.

Students must follow the regulations on the Submission of Theses and Dissertations set down in the Calendar. These regulations relate to the language used, references to the candidate’s published work if applicable, typescript, cover and title. The most relevant points are included below.

LANGUAGE
A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Co-ordinator will then consult with his/her Director of Teaching and Learning (Postgraduate). If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Teaching and Learning
(Postgraduate) should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Teaching and Learning (Postgraduate) but may refer the matter to the Graduate Studies Committee if he/she deems it necessary.

PUBLISHED WORK
A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

TYPESCRIPT AND ILLUSTRATIONS
The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound (not ring-bound) and printed on one side of the page only. It is required that the hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90 gsm (exceptions are at the discretion of the Dean of Graduate Studies). A copy of the hard-bound thesis will be lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library.

COVER
105 A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

TITLE
The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

DECLARATION AND ONLINE ACCESS:
The thesis must contain immediately after the title page the following declaration signed by the author:
I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work.
I agree to deposit this thesis in the University’s open access institutional repository or allow the Library to do so on my behalf, subject to Irish
SUMMARY
A succinct summary of the methods used, and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

ACKNOWLEDGEMENT
A formal statement of acknowledgements must be included in the thesis.

ABSTRACT
One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author’s full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

Late Submission of Assignments

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

Absence from Examinations

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student’s Course Coordinator/Director within three days of the beginning of the period of
absence from the examination. Such medical certificates must state that
the student is unfit to sit examinations. Medical certificates will not be
accepted in explanation for poor performance; where an examination has
been completed, subsequent withdrawal is not permitted. Further details of
procedures subsequent to the submission of medical certificates are
available in course handbooks or from Course Co-ordinators/Directors.

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

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

**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 a letter to
Dr. Craig Chigwedere, with a copy for the course administrator, outlining
the reasons based on the criteria provided in the handbook on marking for
that specific assessment.

**Feedback on Assignments**

Students can expect to receive feedback on their assignments within six
weeks of the submission date via their student email. Individual student
meetings will also be timetabled to take place with the course director.
Students should be aware that all marks remain provisional until reviewed by the external examiner at the Court of Examiner’s meeting. A copy of each of your assignments is kept by the course administrator for review by the external examiner if requested. The external examiner for Year 1 of the MSc will be Ms Suzanne Byrne. She is employed as the Course Co-Director for the CBT IAPT Adult Programmes run by the Institute of Psychiatry, Psychology & Neuroscience in King’s College London. College regulations allow an external examiner to fulfil this role for a maximum of three years and therefore a new examiner may be appointed for Year 2 of the course.

Final course results may be viewed on your student portal mytcd.ie
Click on my student record then my academic history to access your results.

**Student Supports**

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

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

**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 excellent facilities in future. 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 to be aware that although we endeavour to use PowerPoint slides/Audio-visual resources for most 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 have limited 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. The staff of the John Stearne Medical Library in the Trinity Centre for Health Sciences Building, St. James’s Hospital is especially helpful in locating core texts in cognitive psychotherapy.

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

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

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

IT Services

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

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

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

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

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

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

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

The nearest College computer room for students is located on the ground floor of the Trinity Centre for Health Sciences Building, 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 will be automatically enrolled by IT services in eight modules after registration. Here you will find updated weekly PDF files of materials used during workshops uploaded by the course administrator. If you encounter difficulties with accessing the site, you should contact IT services for assistance. If you have queries about any of the content on the website you should contact the course administrator.

To enrol in the optional Academic Skills module run by Student Learning and Development search under modules and choose ASSL-TCD-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.

Student Data Protection

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

Study Time

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

Good Practice

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

We encourage all students to join the Irish Association of Behavioural and Cognitive Psychotherapies (IABCP) as a relatively inexpensive way of orientating yourself to current issues in this area and to become more aware of opportunities for professional development such as attendance at conferences, books, journals etc. Further information is available at www.babcp.com/IABCP. It also provides 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 are also advised to keep up to date with updates released by Cognitive Behavioural Psychotherapy (Ireland). Further information on the role of this organisation and to access their resources please go to http://cbti.ie/

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

Student Feedback
Each student is invited to provide 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 who may approach course staff on behalf of the other students. Student feedback may also be discussed during individual student meetings with course staff. At the end of each year students are asked to fill out an in-class feedback form that reviews the overall student experience. This feedback is collated by the course administrator and brought to the course advisory 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.

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

We have included a feedback survey, in your forms document, 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.

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

Plagiarism

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 will require students to sign a form at the beginning of the academic year permitting us to submit your work to the Turn-it-in system.

We would like to alert you to the Calendar entry on plagiarism and to steps which have been taken to create a more coherent approach to informing and educating students about plagiarism.

In order to support students in understanding what plagiarism is and how they can avoid it, College has created an online central repository to consolidate all information and resources on plagiarism. Through the provision of a central repository, it is hoped to communicate this information to students in a clear and coherent manner. The central
repository is being hosted by the Library and is located at [http://tcd-ie.libguides.com/plagiarism](http://tcd-ie.libguides.com/plagiarism). It includes the following:

(i) The 2018-20 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](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](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.

**College Regulations**

The Senior Lecturer has requested that the following paragraph be included in Departmental Handbooks to reflect the primacy of the General Regulations over information contained in departmental handbooks.

‘During the registration process, all students must sign the registration form to confirm, among other things, that they have received a copy of the Board’s General Regulations for students and that they are applying for registration in accordance with the provisions of such regulations.

In the event of any conflict or inconsistency between General regulations and the departmental handbooks, the provisions of the General regulations shall prevail.
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; this year they are President, Shane Collins and the Vice-President, Madhav Bhargav. As the head and public face of the Union Shane is responsible for strategy and policy formation, as well as sitting on a wide range of committees. Madhav is the Union’s Education and Welfare Officer and advises students on academic appeals and supervisor relationships. He’s also here to help on more personal matters, such as financial concerns, illness and bereavement. Any discussions about such concerns are treated with the strictest confidentiality. Contact us at either president@gsu.tcd.ie or vicepresident@gsu.tcd.ie.

The Postgraduate Advisory Service

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

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

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

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

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

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

**Graduation**

Graduation or commencement usually takes place in April and is organised by the Academic Registry. Notification of the date goes directly to the student’s TCD email address. The course staff do not organise the ceremony although they do ensure that the Academic Registry receive a full list of students who are eligible to graduate. MSc students are responsible for downloading, completing and returning a Notice of Candidature form to the Academic Registry. This should be done by specified deadline published on the website. For example, a student who wishes to graduate in April would need to return the form by the middle of January.

**Sports Centre**

Students are reminded that their registration fee covers use of the TCD Sports Centre located on the main campus. They should bring their student card if they wish to avail of these facilities or join any of the TCD Clubs.
## Course Staff and Contact Details/Course Management Committee Details

<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 CBT, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Ms Fionnula MacLiam</td>
<td><a href="mailto:fionnulamac@gmail.com">fionnulamac@gmail.com</a></td>
<td>Course Coordinator for Postgraduate Diploma in CBT, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Ms Majella Moloney</td>
<td><a href="mailto:cbtmsc@tcd.ie">cbtmsc@tcd.ie</a></td>
<td>Course Administrator for Foundation, PG Diploma and MSc courses in CBT, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Dr Craig Chigwedere</td>
<td><a href="mailto:cchigwedere@stpatsmail.com">cchigwedere@stpatsmail.com</a> or <a href="mailto:chigwedc@tcd.ie">chigwedc@tcd.ie</a></td>
<td>Course Director of MSc in CBT, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Ms Colette Kearns</td>
<td><a href="mailto:ckearns@stpatsmail.com">ckearns@stpatsmail.com</a></td>
<td>Course Coordinator for MSc in Cognitive Psychotherapy, Department of Psychiatry, TCD</td>
</tr>
<tr>
<td>Ms Anne Marie Reynolds</td>
<td><a href="mailto:amfoley1@gmail.com">amfoley1@gmail.com</a></td>
<td>Course Coordinator for MSc in Cognitive 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>
</tbody>
</table>
Ms Martina Gibbons  
Martinamcelligott@eircom.net  
SP/SR facilitator for the MSc in CBT, Department of Psychiatry, TCD

Dr Stephen Smith  
Steve.Smith@tcd.ie  
Postgraduate Director of Teaching and Learning, School of Medicine, TCD

Postal Address

Cognitive Behavioural Psychotherapy Courses  
Department of Psychiatry  
Trinity College Dublin  
CBT Office  
East Wing Office Suite  
St Patrick’s University Hospital  
St James’s Street  
Dublin 8

Phone Number

The course administrator may be contacted at 01 249 3561.
Reading List 18-20

Essential Reading


**Introductory Texts for Mental Health Disorders**


**More Advanced Texts**


**Specialist Texts**


**Self-Help Texts**


Writing Help


Websites

www.getselfhelp.co.uk
www.psychologytools.com
www.cci.health.wa.gov.au
www.beaumont.ie (Enter mindfulness in the search box)
www.ntw.nhs.uk/pic/selfhelp
www.therapistaid.com

Research texts


Field, A. (2009) *Discovering statistics using SPSS: (and sex and drugs and rock ‘n’ roll)*
London: Sage
How to Use the Harvard Referencing System

1. How to refer to an author's work within the text

☐ The author(s) and year of publication are cited in the text.

Example 1
One study has shown that there was an increased incidence of cerebral palsy in preterm babies monitored by continuous electronic fetal heart rate monitoring as compared to those babies monitored by intermittent auscultation (Sky, 1990).

Example 2
The solid phase enzyme immunoassay has been shown to be an excellent technique for cytokine estimation generally (Hirano et al, 1992; Moscovitz et al, 1994; Kita et al, 1994).

In the examples above the sources are cited chronologically i.e. the oldest source first and separated by a semicolon. The full stop is placed after the closing bracket.

☐ If the author(s) surname is part of a sentence then the date only appears in brackets.

Example 1
Booth (1996) states that the time spent thinking carefully about the essay title and examining precisely what is required is a vital part of producing a good essay.

Example 2
Booth (1996) and Smith (1997) agree that...

Example 3
According to Roper, Logan and Tierney (1990) no individual model of nursing can be perfect.

Example 4
Gold et al (1997) found that ...

If there are three authors or less, all names are included in the text, as shown in Examples 1, 2 and 3.

If more than three authors have written the item only the first author's name followed by et al needs to be included in the text as is shown in Example 4.

Works published by the same author(s) in the same year

Works published by the same author(s) in the same year are assigned the letters of the alphabet in ascending order.

Example Gold (1998a, 1998b) has suggested that...
This principle also applies to different authors with the same surname and same year of publication.

2. Using quotations

Quotations are borrowed phrases that state something effectively and economically. However, be very careful not to overuse them as the logical flow or theme can become disjointed. A collection of random quotations, even though they relate to the same topic, is unacceptable.

Do not begin a sentence with a quotation but integrate it into your essay/assignment/ project i.e. within a sentence or at the end of a sentence.

Direct quotations must be reproduced exactly as they are printed in the original text and enclosed within quotation marks. The author, year and page number on which the quotation is to be found must also be included.

Example
As Faulder (1995:34) has already stated, informed consent is “the right to know and the right to say no”.

2.1 Short quotation as part of a sentence
A short quotation is a sentence or part of a sentence quoted with the text.

Example 1
According to Slade and Churchill (1997:5) there are “several potential targets in the life cycle of the virus for drugs to act against HIV”.

Example 2
It has been stated that “good quality infection control procedures remains the prime means of prevention of occupationally acquired blood borne viruses” (Moyle, 1997:2).

2.2 Block or large quotation
Block quotations should be used sparingly. These are quotations that comprise more than one sentence and should be enclosed in quotation marks. The quotation should be indented 1 centimetre from both text margins, printed in single line spacing and must also include the page number(s) of the source. Use triple space at the beginning and at the end. Do not use bold or italic in this section, unless it appears in the original text. Then continue as usual again with the essay or project text.

Example of block or large quotation

Kitzinger (1980:290) describes the adjustment to motherhood in the following way:

“Psychologically, the first months after birth are a time in which great
adjustments are necessary. The mother - even though she hesitates to admit it often harbours a secret resentment against the baby who has deprived her of her freedom and the leisure of bachelor girl life... Now she may have no money of her own, no personal allowance and no joint bank account, she has to squeeze money for her clothes, her personal luxuries and presents from housekeeping money. She feels tied down by maternity and domesticity. She struggles with tasks for which she has not been trained and which recur day after day with monotonous regularity.”

3. Using primary and secondary sources

A primary source is defined as the original piece of work by an author. A secondary source would be defined as work cited within the literature you are using. Secondary sources should only be used when primary sources are not available.

Example of a secondary source
Melzack and Wall (1965), as cited by Moore (1997:24) introduced the gate-control theory as an explanation for pain perception.

Secondary source in the reference list

4. How to write a bibliography

A bibliography is a list of literature e.g. journal articles or books on a given subject which you have read or consulted and found relevant but not cited in your text. A bibliography is also found at the end of the text and after the reference list and is presented in the same way.

5. How to write a reference list

A list containing the full details of all the references used in the text must be included at the end of the assignment. This should appear on a separate page and be entitled References. The list must be arranged in alphabetical order using the surname of author(s).

Definitions of phrases used within this section.

- Title case: Capitalise the first letter of each word with the exception of
small words e.g. and, an, in, of
Example 1
The Research Process in Nursing
Example 2
Understanding Pain and its Relief in Labour

Sentence case:
Capitalise the first letter of the first word and use lower case letters for all other word, except where the word would normally have a capital letter e.g. name of country

Example 1
The research process in nursing
Example 2
Understanding pain and its relief in labour

5.1 Referencing a book

- Author(s) surname plus initial(s) in full. Initials should be in the format ‘A.B.’
- Year of publication
- Title, underlined (use title case) followed by a full stop
- Volume number, if the book has more than one volume number
- Edition no. if later than first edition
- Place of publication: if there is more than one place name given, use the first on the list
- Publisher’s name. Publication details should be in the format ‘Publisher: Place’

Example - please take note of the punctuation used:

5.2 Referencing a chapter in an edited book

- Surname of chapter author(s), followed by initial(s) in full
- Year of publication of chapter (if not available, use year of publication of book)
- Title of chapter (use sentence case)
- In:
- Surnames of editors followed by initial(s) in full
- Followed by (ed) or (eds)
• Year of publication of book, if different from year of publication of chapter
• Title of book, underlined (use title case)
• Edition number
• Place of publication: if there is more than one place name given, use the first on the list
• Publisher’s name

Example 1 - please take note of the punctuation used:

Example 2 - please take note of the punctuation used:

5.3 Referencing a journal article

• Author(s) surname plus initial(s) in full
• Year of publication
• Title of article (use sentence case) followed by a full stop
• Title of journal in full, underlined (use title case)
• Volume number
• Issue number, in brackets
• The number of the first and last pages on which the article appears

Example 1 - please take note of the punctuation used:

Example 2 - please take note of the punctuation used:

5.4 Referencing a publication by a government agency or other organisation

When referencing a book or report published by a government agency/organisation/corporation, and no individual is named as the author, the general rule is to name the department or body that issued the document in both text and reference list. If the country of origin is other
than Ireland, this should be identified as in Example 2.

If the report has a chairperson, then the name of the chairperson is referenced in both the text and also in the reference list. If the Department of Health reference refers to the United Kingdom just add UK after the word Health as in the following examples. The reference is in the same style as that of a book.

Examples—please take note of the punctuation used: In the text

Example 1
The main issues of concern here are... (Department of Health, 1994).

Example 2
A report was carried out and found that... (Department of Health UK, 1993).

Example 3
Mac Glennain (1983) found...

In the Reference list


5.5 Referencing a dictionary/directory/encyclopaedia

The reference is in the same style as that of a book.

Example - please take note of the punctuation used:

5.6 Referencing an open learning package

The reference in the text is in the same style as that of a book.

Reference list example - please take note of the punctuation used:
5.7 Referencing a video

The reference in the text is in the same style as that of a book.

Reference list example - please take note of the punctuation used:

5.8 Referencing unpublished sources/theses/dissertations

These sources are used in exceptional circumstances and for information that is not already published. However, these sources should be used economically in assignments. Referencing within the text is the same as journal articles or books. In the reference list, the word ‘unpublished’ is used.

Examples - please take note of the punctuation used:

In the text
Decreased serum levels of IL-6 was found in this small patient group post prednisolone treatment (Clemenger, 1996).

“Participants identified that the initial experience was a difficult, but a satisfying and interesting one, and that utilising the framework became easier with practice and gave them confidence” (Fleming, 1997:75)

In the reference list


5.9 Referencing a personal communication

A personal communication should only be used in exceptional circumstances with the permission of the individual concerned and is usually confined to issues/comment not freely available in text form.

In the text
Monaghan (1997, personal communication) agrees that the heart without words is better than words without heart.

In the reference list
5.10 Referencing reprints

Reprints will be accepted for referencing purposes providing the article is from a journal not readily available to you. You must however acknowledge that you have not accessed the original journal. The journals MIDIRS Midwifery Digest, and Learning Disability Bulletin, reprint articles from a wide variety of journals. The references should be cited as follows:

Examples - please take note of the punctuation used:

In the text
Levy (1999) states that in order to make choices, women needed information that they trusted.

Turner and Sloper (1996) found that...

In the reference list


5.11 Referencing a newspaper

Newspaper articles are referenced similar to a journal article in both the text and in the reference list. It is recognized however that not all of these details are always available on newspaper articles. You should use as much detail as you can obtain.

• Name of journalist (if known)
• Date of paper by year
• Title of article (use sentence case)
• Title of newspaper in full, underlined (use title case)
• Date of publication
• The number of the first and last pages on which the article appears

Example 1 - please take note of the punctuation used:
5.12 Referencing from the Internet and other electronic sources

This could include sources from full text compact discs, electronic journals or other sources from the Internet. This can be quite a complex source to include in referencing for your work.

Electronic sources of journals can be referenced similar to manual copies with the addition of the electronic details.

5.12.1 Referencing a journal article from the Internet

In the text:
The reference in the text is in the same style as that of a book.

In the reference list:

- Author(s) surname plus initial(s) in full
- Year of publication
- Title of article (use sentence case)
- Title of journal, underlined (use title case)
- Type of medium in brackets (use ‘Electronic’ if you are unsure if it is online or networked CD-ROM)
- Volume number
- Issue number
- The number of the first and the last pages or indication of length
- “Available” statement: supplier/database name/identifier or number if available
- Item or accession number
- Access date

Not all of these details will necessarily be applicable to every electronic source however the site, path and file are usually found at either the bottom or the top of each downloaded page.

Example - please take note of the punctuation used:
5.12.2 Referencing a World Wide Web (www) page

- Author(s) surname plus initial(s) in full
- Year of publication
- Title, underlined (use title case)
- Type of medium
- Publisher, is available
- Site/Path/File
- Access date

Example - please take note of the punctuation used:
List of CBT Competencies

The competencies required to deliver effective cognitive and behavioural therapy for people with depression and with anxiety disorders.