

Catalyse :: CAT North Practitioner Training

Course Prospectus 2017-19

The aims and experience of CAT training

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The Aims and Experience of CAT training

1. Aims

The course aims to provide training in Cognitive Analytic Therapy (CAT) to Practitioner Level for a range of NHS and other public service professionals in the 'North' of England. The course counts as the first half of the route to UKCP accreditation as a CAT psychotherapist.

It aims to provide an understanding of the integrated theory of CAT as it applies to human development, both normal and dysfunctional. It also aims to provide trainees with skills to deliver the collaborative, structured therapy of CAT within public services and trainees' core professions.

Cognitive Analytic therapy is an integrated theory, and the training starts from this position of integration, rather than teaching different theories, which are integrated at the end. It is recognised that trainees may wish to deepen their knowledge of specific elements by in-depth reading of their own, or by undertaking training by organisations specialising in the element. This can only enhance individual learning, as well as contribute to the collective input by trainees to the course.

The training seeks to apply the key CAT principles of collaboration and to work within trainees' 'Zone of Proximal Development' (Vygotsky) in the enfolding learning process between trainer and trainee. Through a structured but collaborative process the training aims to maximise each trainee's capacity to learn within psychotherapy. This requires the active participation of both trainee and trainer in the learning process, with the aim of enabling the trainee to reach a point, where they can feel confident in their capacity to direct their own learning.

All CAT training aims to conduct itself with an awareness of the importance of the respect for difference in society, whether this is in terms of race, gender, sexual orientation, class, disability, ethnic or cultural difference. This is not simply because it is a moral imperative to address the complex issues of equal opportunities, but also in order that a lively and open atmosphere can be promoted within ACAT. All trainees will be expected to approach their learning, as well as their fellow trainees, course contributors and clients from this perspective.

2. The CAT practitioner 'graduate'

Successful study on the course will equip you as a trainee with a range of CAT skills, including assessment skills, therapeutic skills using the CAT model and its tools, and the ability to flexibly apply CAT to a range of clients/patients, to their various presenting difficulties, and to the wider context within which they are seen.

The course aims to provide you with a broad understanding of the theoretical and therapeutic contributions and challenges provided by other therapeutic approaches, and with a growing ability to engage in communication and debate of these issues. You will be taught the basic tenets and value of evidence-based practice, evaluation/audit and research literacy.

You will be given an opportunity within a collaborative framework to develop your capacity for self-reflection as an individual and a therapist, which should contribute to an increased ability to handle uncertainty and conflict. This will include an enhanced understanding of personal motivations and 'procedures' that may draw you as an individual to therapeutic work, and the impact this and possible personal limitations could have on the therapeutic relationship.

The aim is for you to have developed a sound professional sense of yourself as a CAT therapist by the end of the training. This will include the demonstration of a collaborative stance and of an ability to operate within a person's 'zone of proximal development', of self-reflective practice and the maintaining of a critical faculty. It will also involve being able to take personal responsibility for the ethical practice of CAT, for the practical and sustainable management of a CAT workload and for individual Continuing Professional Development (CPD).

3. Your learning

Training in psychotherapy is an active and demanding process, as it involves the personality and personal resources of each trainee, as well as academic learning and clinical application. It can feel exposing at times, as your practice and thinking are scrutinized, often in a group setting. You must expect to set aside a minimum of an hour and a half each week on top of the core requirements of the course. Deadlines will be expected to be met, with extensions given only in exceptional circumstances.

4. An overview of the course components

Training days:

Training dates for 2017-18 are:

5 & 6 October, 2017	9 & 10 November, 2017
12 January, 2018	
15 & 16 March, 2018	11 May, 2018
14 & 15 June, 2018	

These will consist of a combination of preliminary reading, lecture format presentations, group discussions, experiential learning, skills practice and case discussions as appropriate. They will be led by the course core trainers with some visiting speakers.

Seminar groups:

The aim of the seminar groups is to support and extend the work of the training days and to hold the continuity of the course content. They are not intended to be therapy groups, and issues of group process have to be referred to the training days. They will consist of small groups of trainees meeting (occasionally) with a leader, who facilitates a mixture of problem-based learning, discussion, and guided reading.

Supervised Clinical Work:

You will be expected to complete eight CAT therapies under the supervision of an ACAT accredited supervisor. The work should include a range of problems and patients/clients, including working in the latter part of the training with 'hard to help' patients. Wherever possible, you should obtain the experience of one case of brief (8 session) and one longer (24 session) CAT, in addition to the standard 16 week CAT.

Supervision will take place on a weekly basis for one and a half hours in groups of usually three trainees. Time will be allocated with average minimum 15 minutes weekly per client, but with flexibility in the allocation according to client and trainee need. There must be a minimum of 40 supervision groups per year, and you are expected to attend regularly. You will be expected to remain in supervision until the completion of all clinical work, which will normally take a minimum of two years. In order to reach this goal you need to start seeing patients shortly after the start of the course and to carry two patients concurrently at any given time. The cost of supervision is not included in the course fees, but can be available free of charge in exchange for a clinical placement within an NHS trust where CAT is available.

Supervisors will be asked to provide feedback on your development and use of supervision at regular intervals, this takes place twice each year via the clinical appraisal form. This will be based on a collaborative discussion, where you will jointly identify developmental aims and targets, and where you will also have the opportunity to comment on your experience of the supervision and to make suggestions for changes.

Personal Therapy:

Within the field of psychotherapy training, each individual involved also makes a personal commitment to personal development in order to manage their own selves (roles and procedures) so that personal difficulties are not enacted unhelpfully with patients or on the course. This requires developing the capacity for self-reflection, responsiveness to feedback from tutors, supervisors and fellow students and consolidating flexible self-management skills. Personal therapy is considered an essential part of the process of self-development necessary to becoming a CAT practitioner. Trainees are therefore required to undertake at minimum a 16 session CAT during the course. You are strongly encouraged to undertake it, or at a minimum to have set it up, before the end of the first year of the course. Most trainees find it an invaluable experience, which invariably deepens the understanding of the process and application of CAT. A list of ACAT accredited training therapists in the North is provided but a list of other private therapists is available on the ACAT website. The confidentiality of the personal therapy will be respected.

5. Course completion & evaluation

Completion

People may join or leave the course year group at stages in the course, for reasons such as maternity leave or relocation.

Assessment

Satisfactory attendance at training days and seminars; satisfactory supervisor clinical appraisals; pass marks for two case studies (one at the end of each year) and for two essays about the application of CAT concepts in their clinical work of up to 4,000 words each.

Please note that the first year case study requires submission of an audio recording of one session as a formative assessment at the end of year 1. Trainees will receive feedback and although this is evaluative in that trainees need to pass the case study, our aim is that trainees will experience the feedback as part of a

developmental process rather than just evaluative. You will need to check your employer's data security policies around taping and submission of the recording for marking. Catalyse have a data security policy that explains how we will look after this which will be available to you in the course handbook or can be provided in advance on request.

Accreditation of Prior Learning (APL):

Where you have already completed a CAT therapy with a client/patient and been supervised by an ACAT accredited supervisor, you may apply to the Course Director/Co-ordinator to have this experience Accredited as Prior Learning. The maximum number of cases that can be accredited in this way is two. If you wish to follow this route, you will need to include this case on the ACAT Accreditation form with the relevant supervisor's signature.

Trainee Advisors

There are usually one or two trainee advisors offering a personal support and mentoring role if trainees have specific problems in relation to the course, for example, if a trainee fails a piece of work, or has difficulties or conflicts specific to the course where an advocate is needed. The trainee advisor will offer a trainee an opportunity to think through issues in confidence separate from the more general support given by the CAT North training group, who are of course in an evaluative role.

Timescale

CAT Practitioner Training is a formal two-year course in which the academic training days, seminars and clinical supervision groups runs over a 2 calendar year period. All teaching is delivered in this period. For many trainees the supervised clinical practice requirements to see 8 clients for CAT can take more than two years. This reflects a variety of factors including access to suitable training cases, drop-outs and work place issues. Trainees are encouraged to plan as effectively as possible to increase the likelihood that they can complete close to two years, by for example ensuring that any necessary placements/honorary contracts are set up ahead of the course start, identifying suitable training cases to start the clinical practice immediately upon starting the course and identifying clients consistently throughout the two years. In some circumstances, trainees may need to consider the cost of additional supervision if there is a need to extend this

6. Complaints

The training course will adhere to ACAT's Codes of Practice for Trainers, Supervisors and Practitioners. There is a clear complaints procedure.

7. The Catalyse Course Team

Trainers Group:

Dawn Bennett (Blackburn) – academic and course director, Mark Evans (Manchester) director of appraisal and examining, Debby Pickvance (Sheffield) year one cohort tutor, Marisol Cavieres, year two cohort tutor, Sarah Littlejohn (Manchester) director of admissions and recruitment, Lawrence Welch (Durham), Glenys Parry (Sheffield) and Ruth Carson (Liverpool/Southport).

Overall Course Director: Dawn Bennett

Course administrator: Frances Free
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