



CAT Practitioner Training with Catalyse

General course information

- The Course intake is annual and usually 23-24 trainees from a large geographical area.
- The training day programme continues to run as ten teaching days a year.
- Trainees are in weekly supervision throughout the course, ideally with peers from the same cohort.
- The trainees also form reading/seminar groups based on geographical location and although we encourage them to vary who they work with, these may need to be the same membership in some localities.
- Trainees arrange their own personal therapy - we provide a list of therapists in addition to those on the ACAT website.
- The course continues with four modules in each year. Each is assessed through written work or clinical appraisal in supervision.
 - Modules 1 and 2 are assessed by an essay and clinical appraisal 6 months into the course (March of year 1)
 - Modules 3 and 4 are assessed by a case study and a clinical appraisal after 12 months (end of September at the end of year 1)
 - Modules 5 – 8 in year two operate in the same way.

Catalyse 'course team/core trainer' roles

- Catalyse has a devolved model of course organization with a core team of up to seven 'core trainers' who each manage aspects of the course but are also all equally active as trainers, supervisors and markers.
- There have been recent changes with long term members retiring/stepping down and we are currently a team of five as follows: Course Co-ordinator; Academic; Cohort Tutor; Recruitment; Examinations and Appraisals along with an administrator who plays a central role in the course; Catalyse Financial Director and financial assistant.
- We are increasingly involving others in various roles to expand the group of people working with us as trainers, supervisors; seminar facilitators; markers; training therapists and on a project basis.

This pack provides a brief outline of each role.

Dawn Bennett
Practitioner Course Co-ordinator – Catalyse



Supervisors

To supervise CAT training cases you need to be an ACAT accredited supervisor. If you are considering training we've provided a brief summary but full details are on the training pages of the ACAT website.

Clinical supervision is at the heart of a good training. We value the contribution of supervisors and want to support those in this key role. Trainees see 8 people for CAT 'training cases' and we encourage them to start as soon as possible, aiming to carry two cases at a time. However trainees struggle to achieve this and many go into a third year, some take time out or have delays in their training. ACAT has a total registration period of 6 years for CAT Practitioner training as a way of helping trainees to keep on track. Exceptional circumstances are considered but the aim is to facilitate completion in as timely a way as possible for the majority of trainees. Some key points are:

- Submission for ACAT accreditation as a CAT Practitioner/Therapist requires: A minimum 8 cases; minimum 128 hours (excluding follow-up sessions); of which a minimum of 6 cases are therapies of 16 or more sessions.
- Trainees need a diversity in their cases and those working in specialties other than adult mental health may need to see at least two general adult mental health clients.
- Most supervision groups run weekly. Allowing for annual leave or some absences, an expected attendance would be around 40 sessions per year.

Connecting with the course and support for you

We provide a course pack of information and we welcome supervisors to attend up to two training days a year as observers to help them feel more connected to the course. Appraisal is an important task and we rely on supervisors' feedback in monitoring trainee progress. We appreciate it is sometimes difficult to give negative feedback, but it is important to acknowledge if things are not going too well. You would use the clinical appraisal form to reflect any difficulties, even slight issues as this identifies areas for the tutor/course to pick up and get involved with at as early a stage as possible. This also allows difficulties to be spoken about with a supervisee openly as they build rather than coming out of the blue suddenly. We advise:

- Seeking our help and input as early as possible, we see this as an essential part of the relationship with the course.
- We will set up a more regular support system for new supervisors.
- Although we welcome feedback at any time we review trainee progress at the end of the first year and trainees also meet with the cohort tutor around the same time. This allows us to track progress and identify any areas of concern.

Fees

- The supervision fee in 2019/20 is £1200 based on 40 half hour sessions per year (at £30 per half hour).
- Supervisors may be paid directly by the trainee's Trust, through Catalyse or some trainees may self-fund. If your fees are paid by Catalyse we pay on completion, for example every 3 or 6 months. If you are offering supervision to a trainee in your service this is likely to be free of charge.



Seminar facilitator role

Having trained as a practitioner you will be familiar with the seminar reading groups and that we invite facilitators to attend each group. You may think that you need to be an experienced CAT therapist or totally up to date theoretically to take this on but CATs of all levels of post qualifying experience have taken on this role so it is hard to say who it may suit. Some recently qualified practitioners have been keen to take it on as have those who trained many years ago. You basically need to feel able to work with a small group and the ZPD may be a useful concept in that you'd be further along in CAT and able to cultivate a supportive learning space. It is most suited for accredited CAT practitioners with an interest in considering, and discussing the theoretical development of the CAT model but equally you aren't expected to know about everything that may be raised and you can steer the group to other sources.

The groups

You may remember that trainees form seminar/reading groups that meet eight times a year for 1.5 hrs per session (or longer less often). They are given a list of eight topics with 2-3 papers per topic and steered to download links to the reading material. The group reads the papers in advance then meets to discuss these. The topics tie in with and need to run as close to the relevant training days as possible. The trainees form the groups themselves and decide when and where to meet. Some meet during work hours, others in the early evening, sometimes varying the location. The majority meet close to home/work but trainees who are isolated or geographically spread may form a seminar group that meets around the time of the Manchester based training days.

Your role

The groups are a mixture of an adult learner model where the trainees work together but with intermittent attendance by a facilitator who would usually attend three meetings a year.

- Usually an early session, possibly the first or second and then a middle and late one
- You would download and read the papers before the seminar group you are attending
- Reading the papers with an awareness of the topics that the group have been learning about on the course.
- We have some guidance that we offer to facilitators and trainees about how to run the sessions but this will also include
 - Offering reflections that might bridge some of the theory with the teaching and the clinical work that the trainees are doing
 - Offering clinical examples from your own work
 - Offering a chance for trainees to reflect on the course a little - how they are finding it.

It is however quite a loose roles, the groups differ and you may often wonder if you've done enough/too much

Some other aspects

The group may stay together into year 2, some trainees may move out and new ones may move in if trainees leave or re-join the cohort due to time out. You may offer to work with a group for one year or both years.

- The exact dates and location would be totally negotiable with the trainee group.
- We suggest that the group size is around 4-6 trainees.
- For groups where trainees travel further, we have offered the option and increasingly groups have opted to hold 4 meetings per year of 3 hrs duration. In this situation we suggest that facilitators can still attend for 1.5 hours for 3 sessions or for two of them for the full duration.



Catalyse

Setting up seminar groups

We ask facilitators to put themselves forward for the role so we have a pool of facilitators. As soon as the trainees have formed their groups at the start of the course we contact potential facilitators in the locations where the trainees plan to meet. We then pass details to the trainees who can then contact facilitators to check the finer details and see who is available to facilitate their group. By some sheer miracle it always works out in that we have incredibly flexible volunteer facilitators who are able to meet with the groups in various places. However, it does take a lot of time to set up and one year it may not go according to plan.

Assessment / Feedback

There is no assessment of this part of the course but we would expect a facilitator to feedback to the relevant year group tutor if you had any concerns about the group or individuals so that we could pick this up and support you and the group. We value your general feedback at the end of the year as to how you found the role and also your reaction to the papers we chose. We try to choose papers that are easily available to the trainees via the ACAT website. Copyright law prevents us supplying copies of papers directly to the trainees. We have therefore opted for the most easily accessible, classic and up to date CAT papers.

Fees

We use an hourly rate of £40.00

- Facilitating 3 meetings of 1.5 hrs per year is a fee of £60 per meeting x 3 = £180
- Facilitating 2 meetings of 3 hrs per year is a fee of £120 per meeting x 2 = £240

We will be flexible and consider the needs of each group e.g. if a group needs an additional session this would still be accommodated. We also pay travel expenses but do consult us in advance if you are travelling a long way just so that we are sure this is fair on you or whether the trainees can meet at a more central location.



Markers

The written component of the course consists of two essays and two case studies to be completed over the two years. As we have around 20-24 trainees in any one intake so we will have around 100 pieces of work per year to mark. As markers for a trainee's course work cannot be their supervisor or year tutor we need to extend the marking and we are keen to broaden the group of people involved with the course. The work is interesting and informative and keeps you linked into new ideas and developments in CAT.

Markers are usually ACAT accredited supervisors or in training as a supervisor but this is not an ACAT requirement. Markers need to be experienced in the CAT model, ideally have experience of an assessment role but not necessarily be a supervisor. Markers would need to remain up to date and be interested in training developments.

Courses offer a buddy system linking new with experienced markers

- Mark the first pieces of work alongside an experienced marker 'buddy'.
- You would call on your marking 'buddy' to discuss queries.
- There is always the opportunity to ask for a second marker if you are not sure of the mark you want to assign.
- There is also the opportunity to see examples or do some practice marking to help you get a sense of the benchmarks.

In addition we use the C-CAT competency measure to rate an audio of a session for the case study in year 1 and you may be interested to train as a C-CAT rater to take on this role. This task takes longer as we listen to and score an audio of a post reformulation session, although the written component of the case study is shorter.

Fees: There is fee of £50 for each piece of work marked but £100 for a C-CAT marking.

Markers vary in how much work they can take on. Most markers have taken around 8 a year (2 of each) but you can take more or less. We aim to return marking within 4-6 weeks of its receipt. Marking is blind and managed electronically (password protected).

If you were interested in becoming a marker contact us and we can discuss this in more detail.



Training therapist

Trainees need to arrange a 16 session CAT personal training therapy, plus follow up, as an ACAT requirement. If trainees have completed a CAT therapy in the prior 12 months this can be considered as accreditation of prior learning. Generally we recommend that trainees start therapy shortly before or during the first year of the course if possible. A paper discussing training therapy from a CAT perspective is available with some key points below:

- There is nothing unique about having a training therapy. The aim is to have a personal therapy that is as authentic and ordinary as possible.
- Personal issues raised by one's work as a CAT trainee therapist can be explored, as can anything or everything else.
- The therapy would normally follow the standard CAT format of 16 regular weekly sessions, with a follow-up, use CAT tools and include written and diagrammatical reformulations and shared good-bye letters.
- The therapist should not have any other training role in relation to the trainee, such as tutor, seminar leader, trainer or clinical supervisor.

There may be particular issues to look out for in a training therapy. Differences in age, status, academic qualifications or experience, could potentially trigger admiring-admired or alternatively contemptuous-contemptible enactments. Other procedures could involve intellectualisation and or an invitation to collude with the idea that 'we don't need this, we're only doing it as a training requirement'. As mentioned above, there is often a need to actively address boundary issues, as ACAT is still a developing model and it may not always be possible to find a therapist outside one's geographical area. Motivation may be affected by the 'requirement' to undertake therapy, and there may also be a sense of pressure on both participants to do a 'perfect' therapy 'by the book'.

But usually it is a rewarding opportunity, for trainee and therapist alike, to work together, using shared understanding, language and tools, in the emerging process of developing as a CAT therapist.

The confidentiality of the trainee's personal relationship with their personal therapist will be respected at all times and other than the submission by the trainee of a signed *Completion of Therapy form*, no formal or informal communication about the trainee will take place between the course staff and the trainee's personal therapist.

Course trainers and ACAT moderators occasionally pick up that some trainees are dissatisfied with their training therapy or have queries that they have been unable to raise with their therapist. Some examples have included issues over payment (some therapists charge for writing the CAT letters), the therapy seems to deviate from the model or trainees are encouraged to extend the therapy beyond the sessions required for training therapy course requirements. Courses and ACAT have been asked if they would have a role in considering registration of therapists as a training therapist and whether they would respond to these issues. ACAT do not have a separate registration for training therapists on the basis that if a practitioner is judged competent through training to deliver CAT to the general public it is no different than delivering competent therapy to a trainee. Although we provide the general guidance to all registered private therapists offering training therapy on the issues pertinent to training therapy, we do not think it is appropriate to intervene on an individual basis. It is a personal arrangement and one that may reflect themes to be discussed in the therapy itself.