



The National Centre of Excellence
in Youth Mental Health

Cognitive Analytic Therapy (CAT) Practitioner Training Course - Year One

An 8-day course for Mental Health Clinicians

About Cognitive Analytic Therapy

This is the first part of a two-year CAT Practitioner training course that has been based on International Cognitive Analytic Therapy Association (ICATA) standards and is accredited by ANZACAT (Australian and New Zealand Association of Cognitive Analytic Therapy). The two-year course has been designed for mental health clinicians working across a range of public or private counselling and mental health settings who wish to train in Cognitive Analytic Therapy with the aim to be eligible for accreditation as a CAT Practitioner with the Australian and New Zealand Association for Cognitive Analytic Therapy (ANZACAT).

This Year 1 course has been designed to introduce to the theory and the core concepts of CAT, and to provide students with opportunities to practice the tools used in CAT, and to deliver two-four CAT interventions under supervision. Satisfactory completion of this Year 1 course is required to register in Year 2 of the CAT Practitioner Course.

Course Structure

Pre-requisites

This course is intended for mental health clinicians with a core degree in a mental health area (such as psychology, psychiatry, social work or psychiatric nursing). Students are also expected to have at least two years of experience (post-graduation) of working in counselling or psychiatric settings, and delivering psychotherapy. Those unsure whether their experience or qualifications are appropriate should be in contact via the training email. Students must complete a Year 1 Application form and submit this to training@orygen.org.au. All students are required to join ANZACAT as a trainee member while participating in CAT training courses.

Workshops

The Year 1 course workshops provide an overview of the central concepts of CAT. The course will be taught over eight days, in single day or two-day workshops. Each workshop will include theory, practical and experiential components. The course curriculum can vary from year-to-year depending on the learning needs of the group, but there are four themes that are fundamental to the course and will be discussed in each block over the year.

Theme 1	Introduction to core principles of Cognitive Analytic Therapy
Theme 2	The practice of CAT through CAT tools
Theme 3	The structure of CAT
Theme 4	The model of “self” in CAT

The aim of the Year 1 course is to help students learn how to collaboratively work with people through the three phases of CAT: reformulation, recognition and revision. Students will be helped to operationalize these phases of therapy through becoming familiar with the CAT tools such as the Psychotherapy File, drawing diagrams, identifying Target Problems and writing reformulation and goodbye letters as well as using themselves in therapy.

Supervision

The Year 1 supervision groups provide more practical experience about how CAT is applied in students’ own settings and practise. This involves students delivering up to four individual CAT interventions under qualified CAT supervision. CAT supervision in most cases is offered in small groups on a weekly basis.

Theme 1 Introduction to core principles of CAT

- Fundamentals of CAT 1: integration – the development of CAT as an integrative approach that draws from Personal Construct Theory, Object Relations Theory and Cognitive Theory
- Fundamentals of CAT 2: collaboration – CAT is based on an explicit proactive and collaborative therapeutic style that stresses the active participation of both the client and the therapist
- Fundamentals of CAT 3: reflectivity – CAT is a reflexive model that requires the therapist to develop self-reflective capacity in relation to the therapeutic relationship
- The shape of a time-limited therapy based on CAT principles

Theme 2 The practice of CAT through CAT tools

- Reformulation – identifying Reciprocal Roles and Reciprocal Role Procedures, Target problems, Target Problem Procedures and formulating aims
- Diagrams – to help with the recognition of painful states and harmful patterns
- Use of CAT specific assessment instruments to guide intervention (e.g. the psychotherapy file, states description procedure, homework rating sheets)
- Skill building – mapping, letter writing, and verbally formulating

Theme 3 The structure of CAT

- Reformulation – identifying patterns and anticipating ruptures
- Recognition and the middle of therapy – moving between task and process and managing ruptures
- Revision and Endings – formulating exits and managing separation
- Skill building – use of collaboration and the therapeutic relationship to facilitate change

Theme 4 The model of “self” in CAT

- The CAT model of transference and counter transference and use of the therapeutic relationship
- Introduction to the concepts of the socially formed self and damage to the self
- Introduction to Vygotskian activity theory and Bakhtinian concepts of the dialogically-constituted self

Learning Outcomes

By the end of this course, students are expected to:

- Explain and understanding of the development of the Cognitive Analytic Therapy model
- Understand how a range of theories and models have been integrated into the CAT model
- Identify the key principles of CAT
- Understand the CAT models of normal and abnormal personality development and borderline personality disorder
- Identify the reciprocal role procedures when presented with client’s history or story
- Have developed CAT formulation skills to assist in the understanding of a client’s target problem/s and target problem procedures
- Develop skills in using CAT tools to assist the client to meet therapeutic goals
- Experience of mapping and writing letters to reformulate client’s problems
- Have developed some skills in setting homework for client’s to identify/recognize their common RRP’s
- Awareness of the CAT competency domains
- Have an experience of completing at least two cases where the phases of CAT are undertaken or at least the barriers to recognizing or revising are identified

Assessment

There are four assessment tasks for this course are:

Task 1. Reflective essay (1,500 to 2,500 words)

Task 2: Case study (2,500-3,500 words)

Task 3: Case presentation – a 30-minute presentation during days 5 & 6. This task will not be marked but is a compulsory activity.

Task 4: Satisfactory performance in supervision

- Supervisors will provide informal feedback regularly to trainees in their groups.
- In addition, an evaluation CAT competencies and feedback about the supervision group is conducted towards the end of the year. Progress is recorded on the Orygen Supervision Evaluation form.

There is also a minimum attendance requirement, as set out below:

- Attendance in both components of the training must be at least 80%.
- Attendance at supervision groups (80% = 32 of 40 sessions)
- Attendance at workshops (80% = 7 of 8 days)

Participant progress and Complaints procedure

As a participant in this course you have both rights and responsibilities.

Your rights:

- Timely feedback on assessment tasks and overall progress
- Access to an appeals process which covers assessment and course progress (See flow chart)
- Access to special consideration provisions in the case of illness or other significant event

Your responsibilities:

- Adhering to assessment task formats and timelines
- Working collaboratively with others in the workshops
- Notifying the course coordinator of any issues that may impact on your ability to keep up with course requirements

Appeals process

Training staff aim to resolve any problems as soon as possible, to the satisfaction of both parties, and feedback is welcomed. Complaints or problems with any component of the course should be discussed as soon as possible with either the supervisor or the course coordinator. Complaints or feedback can be also be provided via training@orygen.org.au or directly to Course Coordinator, Louise McCutcheon (louise.mccutcheon@orygen.org.au).

Concerns about a participant’s progress through the course will be discussed directly with the participant. Staff involved in this process will depend on whether the problem applies to supervision or other parts of the training. The course coordinator will be involved in these discussions and will take into account any adverse circumstances contributing to the problems.

Any assignments judged to be in either the *Borderline (resubmit)* or *Failed* categories will be marked by a second person, and participants will receive clear feedback by the course coordinator. Therefore, appeals or complaints regarding the feedback on assignments should be directed to the Course Coordinator in the first instance.

To appeal a decision or request a review, please contact the Director of Research & Translation (R & T) at Orygen, The Centre of Excellence in Youth Mental Health.

The following flow chart outlines the student complaints and appeals process:

