



The National Centre of Excellence
in Youth Mental Health

Cognitive Analytic Therapy (CAT) Practitioner Training Course – Year Two

An 8-day course for Mental Health Clinicians

About Cognitive Analytic Therapy

Cognitive Analytic Therapy (CAT) is an integrative psychotherapy that seeks links between the way we learned to relate in the past and patterns in the present that make life more difficult than it needs to be. It is a talking therapy, developed for use as a time-limited intervention in public health settings with a range of patients including people with depression and anxiety, personality disorders and addictions or self-harm.

CAT is a relational therapy, and focuses on the interaction between the client and therapist. It explores familiar roles and patterns, naming patterns of reciprocation in the way the person has been related to since childhood, postulating that these are replicated in current relationships and in the person's internal conversations. As such it is a helpful model for understanding social processes as well as for conducting a therapeutic relationship.

CAT as an individual therapy is usually provided over 16 or 24 weeks and uses letters and diagrams as the focus of a collaborative journey with the patient to work out how they experience themselves in relation to key people in their lives and to draw out the "states" they get into. Recognising the way these patterns, that often started as a way of coping with difficult feelings, end up making matters worse and lead to repeated disappointments and tensions. The aim of therapy is to help the patient find better ways of being with other people and of taking care of themselves.

Students will learn how to formulate the presenting problems in relational terms through recognition of familiar reciprocal roles and procedures, collaboratively identifying target problems and target problem procedures whilst assisting clients to recognise these and identify exits/ways to revise. This course will also help students reflect on their own ways of relating to each other and to themselves and will provide tools that allow them to be more self-aware when working with a range of clients and presenting problems and to appreciate how a person's reciprocal role and procedural patterns will shape the sometimes contradictory ways they relate to others, including other professionals and agencies.

Cognitive Analytic Therapy Practitioner Training Course

This is the second 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 become an accredited CAT Practitioner. Please refer back to information regarding Cognitive Analytic Therapy Training Year 1 for further information about the course.

This Year 2 course has been designed to extend the learning achieved during the Year 1 course. This course aims to develop and deepen understanding of the theoretical underpinnings of CAT and to facilitate students' practise in applying CAT to more complex cases and different settings.

Course Structure

Pre-requisites

1. Students must have completed CAT Year 1 Training satisfactorily and a Year 1 Completion form must be submitted with the CAT Year 2 Application Form.
2. Students must also have appropriate access to clients to provide CAT interventions.

Workshops

The Year 2 course workshops provide a more in-depth examination of the central concepts of CAT. The course will be taught in four blocks over 8 days. Each two-day workshop block includes 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	Cognitive Analytic Therapy: Theoretical Integration II
Theme 2	Cognitive Analytic Therapy: Principles of Practice II
Theme 3	Therapeutic Relationship II: Professional & Personal Development
Theme 4	CAT and complex presentations

The aim of the Year 2 course is to help students deepen their knowledge and skills in 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 when applying CAT to more complex presentations and in different settings.

Supervision

The Year 2 supervision groups provide more practical experience about how CAT is applied in students' own settings and practise. CAT supervision in most cases is offered in small groups on a weekly basis. Students are expected to deliver up to four individual CAT interventions under qualified CAT supervision on a weekly basis, including ideally at least two 16-session interventions.

Theme 1 Cognitive Analytic Therapy: Theoretical Integration II

- A deepening in understanding of CAT as an integrative approach based on Personal Construct Theory, Object Relations Theory (ORT) and Cognitive Theory
- A deepening in understanding of CAT and formation of the self, based on the principles of infant development, ORT, culture, attachment and trauma
- A deepening in understanding of the Zone of Proximal Development (ZPD) and the assimilation model
- A deepening in understanding of the theory and practice of CAT as a brief therapy

Theme 2 Cognitive Analytic Therapy: Principles of Practice II

Special applications of CAT

- Shortened CAT contracts
- CAT and families
- Group CAT approaches
- CAT and consultancy – using relational ideas to understand systems and organisations
- Skill building: speed mapping, contextual reformulation, verbal reformulation, consultation

Theme 3 Therapeutic Relationship II: Professional & Personal Development

- The use of self to facilitate change – recognising and managing enactments in the room and linking to historical origins of patterns
- Rupture repair – anticipating and managing ruptures
- Facilitating recognition and revision – developing clients' self-reflecting capacity and supporting endings
- Personal learning – therapist self-reflection and CAT competencies, the interface between personal therapy, supervision and personal reflection
- Skill building: attunement, reflection and use of the self

Theme 4 CAT and complex presentations

- CAT and Eating Disorders
- CAT and Psychosis
- CAT and Narcissism and other Personality Disorders
- CAT and Intellectual disability – working with behaviours that challenge us
- CAT and Young People
- CAT and CALD (Cultural and Linguistic Diversity) populations

Learning Outcomes

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

- Understand and explain how the Cognitive Analytic Therapy model can be applied in different settings
- Understand how a range of theories and models have been integrated into the CAT model and what they have contributed
- Understand the CAT models of normal and abnormal personality development and other disorders e.g. eating disorders and psychosis
- Develop CAT formulation skills to assist in the understanding of complex cases
- Plan and progress a CAT intervention whilst considering a client's capacity (Zone of Proximal Development, ZPD) to engage and work therapeutically
- Reflect on their own contribution to the therapeutic process in CAT terms
- Have an understanding of the CAT competency domains
- Complete at least 8 CAT interventions under supervision
- Have developed skills in using self in therapy and supervision

Assessment

Assessment is conducted in three ways. Formal assessment includes the successful completion of the course and requires passing all three components.

1. Written/presentation assignments must be successfully passed. (Guidelines that detail marking criteria and due dates for each assignment are provided separately)
 - Theoretical essay (3,000 words) OR Seminar presentation (45 -90 minutes)
 - Case study (3,000 words)
2. 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)
3. Supervision evaluation – satisfactory knowledge and skill in the using the CAT model needs to be demonstrated in Year 2.
 - Supervisors will provide feedback regularly to trainees in their groups.
 - In addition, a more formal evaluation of skills is conducted towards the end of the year. Progress is recorded on the Orygen Supervision Evaluation form.
4. Two to four completed cases, of which ideally at least two will be 16-session interventions. It is expected that sessions will be held weekly and all must include supervised reformulation, middle and goodbye phases.

Student progress and Complaints procedure

As a student 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.

Concerns about a student's progress through the course will be discussed directly with the student. 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 students 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 and Translation (R & T), The Centre of Excellence in Youth Mental Health.

Student complaints and appeals process

