

MESSAGE FROM THE DIRECTOR

It gives me great pleasure to introduce Cognitive Behavior therapy (CBT); a short term, goal directed talking therapy that takes hands on practical approach to solving problems. The way an individual feels and behaves is influenced by the way he perceives his experiences.

CBT is used to treat Depression, Anxiety disorders, psychosis, work stress, relationship difficulties, unexplained pain, irritable bowel syndrome, self-esteem issues, bereavement, stress, anger etc. In some conditions CBT is recommended as first line treatment while other conditions respond better when CBT is combined with medications.

Studies suggest that a large proportion of patients who do not want to take medication, some develop side while others do not respond to medication. The best estimates indicate that only about 60 to 65% show improvement to antidepressant drugs. Therefore, we must have alternate therapies to help the remaining 35-40% patients, research suggests that Cognitive Behaviour Therapy can provide this alternative intervention.

At present very few mental health professionals are trained in CBT due to lack of training opportunities in the country. Our mission is to train mental health professionals in CBT through one year postgraduate diploma program to help their patients with the best evidence based therapies not only in big hospitals but also in remote areas of the country.

Our vision is to make this best evidence-based treatment available to public by excelling in the field of Cognitive Behavior Therapies.

Ms. Maria Luqman, Senior clinical psychologist

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FACULTY OF THE PROGRAM

1. **Professor Brig®Mowadat Hussain Rana**, MBBS, MCPS, FCPS, DCPS-HPE, MCPS-HPE, D-CBT (Oxford), MRCPsych (UK), FRCPsych (UK)
2. **Ms. Maria Luqman (Program Director)** Senior Clinical Psychologist. MSc Psychology. Postgraduate diploma clinical psychology, Postgraduate Certificate Cognitive Behavior Therapies.
3. **Mrs. Zainab Waheed**, Senior Lecturer, BS (Hons) Psychology, Diploma in Professional Clinical Psychology, MPhil (Clinical Psychology), Postgraduate Certificate Cognitive Behavior Therapies.

Visiting Faculty :

1. **Professor Dr. Bashir Ahmad**, MBBS, DPM, FCPS, Postgraduate Diploma in Cognitive Behavior Therapies, King's College London University; Postgraduate Certified Medical Educationist, Oxford Brookes University England.

LIST OF ABBREVIATIONS

CBT	Cognitive Behaviour Therapy
DBT	Dialectical Behaviour Therapy
Pg. Dip CBT	Post graduate Diploma in Cognitive Behaviour Therapies
OSPE	Objective Structured Practical Examination
E- LEARNING	Electronic Media -Learning
TOS	Table of specifications
SGD	Small group Discussion
LGIS	Large group Interactive session
CH	Credit Hours
LO	Learning Objectives

OUR CORE VALUES

- **Respect for cultural, religious, and traditional values**
- **Personal and Professional development**
- **Sustainability and continuous improvement of the CBT program**

AIMS & OBJECTIVES OF THE COURSE

The course aims to equip practitioners with Cognitive Behaviour Therapy skills to incorporate in the treatment of psychological disorders.

By the end of Cognitive Behavior Therapy course students would be able to:

Assess patient's suitability for CBT sessions.

Develop CBT Case Formulations.

Devise and implement individualized treatment programs for patients and evaluate its effects.

Demonstrate appropriate application of CBT techniques.

Manage psychiatric patients of various complexity.

Utilize learning resources such as books and websites to enhance CBT learning and practice.

Evaluate current research in the field of CBT.

LEARNING METHODOLOGIES

The following teaching /learning methods would be used to promote learning and better understanding :

- Large group Interactive lectures
- Small group discussions
- E-learning
- Supervision
- Self-Directed Learning.
- Direct patient contact

INTERACTIVE LECTURES (LGIS)

Interactive lectures would be used to transfer large amount of information in shorter period of time. The lecturer introduces a topic and explains underlying concepts/ phenomenon using a variety of techniques including questions, pictures, exercises and videos etc. students are actively involved in the learning process.



SMALL GROUP DISCUSSIONS

Small group discussion format is used to help students clarify a concept , acquire skills and attitudes under supervision of a facilitator. Sessions are structured where students exchange opinions and apply prior knowledge gained from lectures , tutorials and self- learning.



SELF-DIRECTED LEARNING

In this format of information transfer , students takes responsibility for their own learning through individual study ,sharing and discussing with peers, seeking information from learning resource center. lectures and resource persons within and outside the institute. Students can utilize the time within the institute scheduled hours of self-study.



E- LEARNING

E-learning is a mode of information transfer by which learning occurs through the utilization of electronic media, typically the internet.



SUPERVISION

All students are required to attend one hour weekly supervision with a designated supervisor.

Supervision is a mandatory component of the CBT program where students discuss the progress of their patients and received feedback and guidance from peers and supervisor. This occurs in small group where local students physically attend while out stationed students join online.

Students would receive weekly supervision with a designated supervisor in a group of 4.



DIRECT PATIENT CONTACT

Students are expected to treat at least 6 patients using CBT under supervision during the 12months period. In a typical case of moderate depression one patient would require at least 8-12 CBT sessions. Each session is 45-60 minutes long and conducted one to one on weekly basis. In some cases twice a week sessions are also permitted while in exceptional circumstances certain sessions could be conducted online such as during covid restrictions.



RULES AND REGULATIONS

Physical presence and attendance in all the six contact sessions is mandatory. For whatever reasons if the whole contact session or one full is missed , the student would have to repeat that contact session with the next batch and their result would therefore be delayed.

Attendance in weekly supervision classes is also mandatory. Willful absenteeism in a supervision class would result in penalty in the form of additional course assignment.

All course assignments need to be completed in the scheduled time. The course requirement is to complete a total of four Theory assignments; two formative and two summative. In addition students are required to appear in Objective Structured Practical Examination (OSPE) examination at the end of the training program. Only those students would be declared successful and get certified by the university who complete all parts of assignments and practical examination in a timely manner.

PROGRAM STRUCTURE

The Course begins with a 3-day introductory workshop followed by further 5 workshops (contact sessions) three days each spaced at 2-month intervals. Students are expected to treat at least 6 patients using CBT under supervision during the 12months period. Students would receive weekly supervision with a designated supervisor in a group of 4.

Reading and completion of written assignments will be undertaken in addition to the teaching days outlined below. Many students find it useful to set aside six to seven hours a week for self-reading.

Further details of the teaching program and teaching methods are given in the Table of specification (TOS).

Six contact sessions: **$24 \times 6 = 144$ Credit Hours**

Direct contact with patient: **75 Credit Hours**

Supervision: **45 Credit hours**

Watching training videos: **16 Credit Hours**

Guided self-reading: **60 Credit Hours**

Total = 340 Credit Hours (CH)

TABLE OF SPECIFICATIONS (TOS)

Contact Session I

Fundamental Course	Topics	Learning objectives (LO)	Learning Outcomes (LO)
1.	Psychotherapies	Demonstrate theoretical knowledge of various forms of psychotherapies,	Enable the students to understand various forms of psychotherapies
2.	Training objectives	Enlist the objectives of the training program	Students would be able to understand the format of the training program & the course assignments.
3.	supervision	Demonstrate Participation in a supervision class	Student would be able to understand the importance of supervision in learning CBT
4.	Live and recorded CBT session	Demonstrate how to structure a CBT session	Students would be able to structure a CBT session

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Contact Session II

Fundamental Course	Topics	Learning objectives	Learning outcomes
1.	Basic concepts and skills	Demonstrate theoretical concepts of CBT	Student will be enabled to understand the CBT theoretical concepts
2.	Comparison of CBT with other forms of Psychotherapies	Differentiae basic differences between CBT and other forms of psychotherapies.	Student will be able to start therapy session with a patient and understand cognitive model
3.	Beck's cognitive model of emotional disorder	Understand Becks cognitive model of emotional disorders	Students would be able to understand the cognitive model of emotional disorder by Aaron T Beck

			Students would be able to make a list of goals for the course of CBT.
4.	CBT assessment & Goal setting	Enlist goals of CBT session	
5.	Cognitive conceptualization & the rationale for treatment of depression	Demonstrate rational of CBT treatment	Students will be able to obtain and organize information, understand & explain the patient's situation and maladaptive patterns of behaviour
6.	Agenda Goal Setting Structuring session Homework assignments	Demonstrate structuring a typical CBT session	Student will be able to structure a therapeutic CBT session
7.	Cognitive conceptualization & the rationale for treatment of anxiety	Conceptualise understanding of anxiety disorder and its management	Students would be enabled to understand the anxiety patient current problems along with their faulty cognitions

8.	Identifying Negative automatic thoughts	Demonstrate identification of Negative automatic thoughts	Student will be able to identify & understand the role of maladaptive thinking pattern
9.	Introduction to supervision Modes of supervision What to discuss in supervision?	Demonstrate knowledge of various modes of supervision.	Students will be able to discuss their cases and difficulties with their supervisors.
10.	CBT Suitability Criteria: Selecting Patients for treatment: Planning 1 st CBT session Follow Through and Ending CBT	Demonstrate selection of suitable patients for CBT and plan the first CBT session	Students would be able to select suitable patients and effectively start first CBT session with a patient.

Contact session III

Fundamental Course	Topics	Learning objectives	Learning Outcomes
1.	Evaluating research in CBT	Demonstrate critical evaluation of research	Enable the students to study and critically analyse research in CBT
2.	Cognitive techniques Re-evaluating Automatic thoughts	Re-evaluate negative automatic thoughts after critically analysing	Students would be trained to re-evaluate the automatic thoughts of patients and foster the treatment progress
3.	Behavioral Experiments	Discuss importance of behaviour experiments	Students will be able to understand the role of behavioural experiments and

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			practically perform it to verify the validity of a belief (old/new)
4.	Cognitive techniques: Dysfunctional Assumptions	Identify dysfunctional assumptions in a patient of depression	Students will be able to identify the dysfunctional beliefs of depressed patient.
5.	Changing Core Beliefs: Basic Skills	Demonstrate knowledge of changing core beliefs	Students will be able to modify the fundamental maladaptive thought patterns (core beliefs) of their patients.
6.	Case conceptualization: complex cases	Explain complex case formulation to patients in understanding their problems	Students will be equipped with skills to effectively formulate and treat complex cases.

Contact session IV

Fundamental course	Topics	Learning objectives	Learning Outcomes
1.	Cognitive Therapy &	Demonstrate knowledge of	Students will be able to understand and differentiate the theoretical

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	experimental Psychology	experimental psychology	concepts of experimental psychology along with its application
2.	Compassionate Mind	Demonstrate compassionate mind technique	The student will be able to develop and access compassionate minds & creating emotional balance through practices
3.	Managing " resistance" & alliance rupture	Demonstrate dealing with resistance and alliance rupture during the course of therapy	Students will be able to address and manage the resistance and breach in therapy to achieve therapeutic goals
4.	Low Self Esteem & Building Resilience	Discuss reasons for having low self esteem in a depressed patient and how to build resilience	Students will be able to improve the self-esteem & enhance resilience through therapeutic strategies
5.	Relapse Prevention & Ending Therapy	Explain relapse prevention strategies	Students will learn and practice relapse prevention techniques with the patients

Contact session V

Specialist Course	Topics	Learning objectives	Learning Outcomes
1.	Panic Disorder	Demonstrate Panic anxiety model	Students will be able to effectively treat panic anxiety patients with CBT
2.	Social Phobia	Demonstrate Social Phobia model	Students will be able to treat patients of social phobia using CBT
3.	Imagery	Explain Imagery techniques	Students will be able to perform imagery techniques with the patients
4.	Post-traumatic Stress Disorder	Explain post-traumatic stress disorder model.	Students will be able to treat patients diagnosed with Posttraumatic Stress Disorder
5.	Obsessive Compulsive Disorder	Discuss Obsessive Compulsive Disorder model	Students will be able to treat patients diagnosed with Obsessive Compulsive Disorder
6.	Health Anxiety	Discuss Health Anxiety model	Students will have enhanced knowledge about health anxiety and its management using CBT

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7.	Generalized Anxiety Disorder	Explain Generalised Anxiety Disorder Model	Students will be able to treat patients with Generalized Anxiety Disorder
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Contact session VI

Specialist course	Topics	Learning objectives	Learning outcomes
1.	Depression	Explain cognitive understanding of depression.	Students will be able to treat patients diagnosed with Depression
2.	Chronic Depression	Demonstrate cognitive theories underpinning chronic depression	Students will be able to treat patients diagnosed with Chronic Depression
3.	Depression; Mindfulness	Demonstrate mindfulness in treating depression	Students will be able to perform mindfulness technique with the depressed patients.
4.	Somatization	Demonstrate concepts of somatization	Students will be able to understand theory underpinning somatization

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			and practical skills to treat such patients with CBT
5.	Personality Disorders part I	Demonstrate use of assessment of tools in understanding and diagnosing personality disorders	Students will be able to assess and formulate Personality Disordered patients using CBT framework
6.	Personality Disorders part II	Demonstrated CBT and DBT (dialectical Behaviour Therapy) techniques in treating personality disorder patients	Students will be able to treat patients diagnosed with Personality Disorders using CBT & DBT (dialectal behaviour therapy) techniques
7.	Addiction	Demonstrate knowledge of theories underpinning addiction	Students will be able to treat patients using a variety of substances of abuse including Opium, Heroin, cannabis, stimulants, benzodiazepines etc
8.	Psychosis	Explain cognitive rationale behind psychotic symptoms such as Delusions and Hallucinations	Students will be able to treat patients diagnosed with psychosis such as schizophrenia and other forms of psychosis having residual delusions and hallucinations
9.	Eating Disorders	Explain psychological concepts of Eating disorders	Students will be able to treat patients diagnosed with eating disorders such as Anorexia Nervosa, Bulimia Nervosa, Obesity etc.
10.	Transference & Countertransference	Discuss the problems of Transference and countertransference during the course of therapy.	Students will be able to identify and deal with transference and countertransference in therapeutic relationship

ASSESSMENT METHODS

Evaluation would be done based on assignments and practical examination (OSPE).

Formative assessment:

Candidates submit one case conceptualization – before the start of 2nd contact session. Detailed feedback would be provided to the candidates. This would not be scored or count towards final assessment.

Candidates submit one Essay before the end of 3rd contact session. Detailed feedback would be provided to the candidate. This would not be scored or count towards final assessment.

Summative assessment (Theory Examination):

Candidates would submit one case report (a summary of the CBT sessions completed with patient, minimum 5000 words).

Candidates would submit one Essay of 5000 words on a topic provided by the course organizers within 8 weeks of the 2nd contact session. (Case report and essay are the theory part of examination; would be marked by two examiners independently, rating the score as distinction, merit, pass and fail).

Practical Examination:

Objective Structured Practical Examination (OSPE) would be used to assess practical and problem- solving skills at multiple stations. There would comprise of 10 stations, each assessing a mixture of skills and competence.

Content may assess application of knowledge or practical skills.

Student would complete the task in a define time at one given station.

All the students are assessed on the same content by the same examiner in the allocated time.

A structured examination will have observed , unobserved ,interactive, static and rest stations.

Observed and interactive stations:

These station would be observed by the internal or external examiners through the task or viva.

Unobserved stations:

These are static stations in which students will have to answer the provided response sheet.

Rest Stations:

These are stations where no task is given and during this time student can organise his thoughts for the next stations.

AWARD CEREMONY

Upon completion of the course and passing both theory and practical part of examination students would be awarded postgraduate diploma in Cognitive Behaviour Therapy (PgDip CBT) by Gandhara University Peshawar.

ANNUAL REVIEW PROCESS

Course syllabus and evaluation process would be reviewed annually for improvement and sustainability.

COURSE FEE AND OTHER DUES

Fee policy would be as per the University fee policy

Suggested Tuition fee for the entire course would be Rs. 100000.00 (Hundred thousand)

Enrolment and Certification fee would be payable as per the University policy.

ADMISSION CRITERIA

Admission policy as per Gandhara University prospectus

Places are available for a maximum of 20 students who are expected to be:

1. Psychiatric trainees having at least one-year post FCPS part 1 experience of working in psychiatry department of a recognized Teaching Hospital.
2. Psychiatry Registrars/MCPS/DPM, trainees with at least two years' experience of working in psychiatry department of a recognized Teaching Hospital.
3. Clinical psychologists having postgraduate diploma in clinical psychology with at least one-year clinical experience of working in psychiatry department of a recognized Hospital.
4. Qualified consultant psychiatrists of all grades.

In addition, all applicants are expected to:

- a. Have some knowledge of cognitive behavioral therapies. They do not need to have extensive practical experience of CBT; however, preference is given to candidates who can demonstrate some knowledge and experience of CBT approaches.
- b. Be competent in general clinical skills, such as forming a therapeutic relationship and communicating effectively. The Course provides specialized training in CBT and does not focus on developing the basics of good clinical practice; therefore, a foundation of basic clinical competencies is an important prerequisite.
- c. Should demonstrate commitment to developing CBT skills for use in clinical practice.
- d. Have access to treatment settings with regular clinical and CBT supervision where cognitive behavioral therapy skills can be practiced and refined on a regular basis.

Exceptions to these criteria are at the discretion of the course organizers.

LEARNING RESOURCES

1. **Cognitive Therapy: Basics and Beyond 3rd Edition** by Judith S Beck
2. **Cognitive Therapy of Depression** by Beck, Shaw, Rush, Emery, Guilford publishers
3. **Mind over Mood**, Christine Padesky
4. **Oxford guide to behavioural experiments in Cognitive Therapy** by James Bennett-levy, Gillian Butler, Melanie fennel.
5. **Feeling Good**, by David D burns, Robinson publishers
6. **Overcoming low self Esteem** by Melanie Fennel, AVON Health publishers