Workshop:

Competency in CBT – using the UCL CBT Scale

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Aims

• Using the CBT Scale in practice

• Rating two session extracts using the CBT Scale

• Feedback

• Benefits and challenges
Scale overview

• Each item rated 1 to 5 with competence anchored at 3 or more

• Item n/a if not present and does not need to be

• Shading indicates area which may or may not be present

• Competence assessed in relation to the standard expected of a qualified practitioner (i.e. not ‘good for a trainee’)

• Overall ‘competent’ level is when half or more of the items are rated at 3 or more
Rating a session: Video 1

• Watch the session extract with the scale items to hand

• Individually rate the session on each scale item
Group inter-rater discussion

• Discuss your ratings in groups and agree the following:
  - A consensus rating for each item
  - 2 key feedback points
Group inter-rater discussion

- Which items were easier to rate?
- Which items were harder to rate?
- Consensus vs. different judgments
Formative feedback

• Motivates supervisee to learn

• Guides them in how they can improve

• Supports them in working towards their (specific) goals
Formative feedback

• Focused positive feedback vs. general positive feedback

• Specific constructive criticism

• ‘Feedforward’ with a target for development and appropriate action plan

• Picking one or two areas to build up at a time
Formative feedback

- Consider the different types of knowledge the supervisee may need:

  - Is there a need for more **declarative knowledge**? e.g. “There seems to be a gap in the supervisee’s knowledge.”
    Possible options: recommended reading, lecture notes etc.

  - Is there a need for more **procedural knowledge**? e.g. “The supervisee is doing the thought record in an unhelpful way.”
    Possible options: skills videos or supervisor recordings if available, role-play, modelling
Rating a session: Video 2

• Watch the session extract with the scale items to hand

• Individually rate the session on each scale item
Group inter-rater discussion

• Discuss your ratings in groups and agree the following:
  - A consensus rating for each item
  - 2 key feedback points
Conclusion

• Benefits and challenges of using a CBT scale in supervision?

• What principles will you take away to help you think about reliable rating?

• How will you take this forward?
UCL CBT Scale and Generic Scale are accessible under the tab ‘Rating Scales for Structured Observation’ at: https://www.ucl.ac.uk/dclinpsy/placement_monitoring_and_paperwork