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 <u>and</u> 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?

References

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

Roth, A.D. (2016). A new scale for the assessment of competences in Cognitive and Behavioural Therapy. *Behavioural and Cognitive Psychotherapy, 44*, 620-624. doi: 10.1017/S1352465816000011