



HEE Commissioned

Postgraduate Diploma in DBT

Your academic journey to accreditation in DBT

In collaboration with



PRIFYSGOL
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Contents

- 3. Overview**
- 5. Linking Curriculum to Clinical Practice**
- 6. The Curriculum**
- 9. Curriculum Summary**
- 11. Learning Pathways**
- 12. Your Journey (Year 1)**
- 13. Your Journey (Year 2)**
- 14. Considerations for Learners & their Managers**
- 15. Requirements for the Postgraduate Diploma in DBT**
- 17. Becoming a Trained DBT Supervisor**
- 18. How to Apply**
- 19. Training Provider and Key Members of the Team**

HEE Commissioned Postgraduate Diploma in DBT

Psychological Therapies for people with Severe Mental Health Problems (PTSMHP) are a key part of the new integrated community offer for adults, as set out in the NHS Long Term Plan. Upskilling the workforce is central to the strategy to improve access to psychological therapies. Health Education England (HEE) is currently working closely with NHS England to ensure the community adult mental health workforce has the competences to deliver NICE recommended treatments. The aim is to ensure all community mental health services across England employ clinicians with specialist skills in evidence based psychological therapies.

HEE has identified Dialectical Behaviour Therapy (DBT) as one of the treatments of choice to implement this strategy. DBT was officially recommended for consideration by NICE from 2009 in the Borderline Personality Disorder Guideline for treating repeated self-harming behaviours and has since been extensively researched for individuals with a wide range of mental health conditions receiving treatment in diverse practice settings across the world, sustaining a record of efficacy and effectiveness (Walton & Comtois, 2019).



HEE Commissioned Postgraduate Diploma in DBT

As part of the delivery of the initiative, HEE have commissioned British Isles DBT Training (biDBT) for the provision of the Postgraduate Diploma (PG DIP) and Supervisor Training in DBT. This comprehensive package of training is to be offered in collaboration with the School of Psychology at Bangor University over a period of 4 years (2020-2024).

Eligible Regions

Funded places are available for clinicians working in adult and older adult settings in NHS organisations based in the following HEE regions:

- East of England, **dark blue**
- London, **green**
- Midlands, **purple**
- North East and Yorkshire, **mid blue**
- North West, **grey**
- South East, **orange**
- South West, **light blue**

The PG DIP provides a unique opportunity to gain a postgraduate qualification in DBT which will provide eligibility for accreditation as a therapist with the Society for DBT in the UK and Ireland (SfDBT).

Through this programme, students will receive training and consultation from national and international experts in DBT, and in its two core components Mindfulness and Applied Behaviour Analysis (ABA).

During the course learners will be taught how to set up and deliver a DBT programme, learn all the strategies of the treatment and deliver them in their clinical practice with expert guidance and feedback as they progress.



image source: www.hee.nhs.uk/about/how-we-work/your-area

Linking Curriculum to Clinical Practice

The entire structure of the PG DIP in DBT is based on the intimate linkage between the content of the course and implementation within clinical practice. From day one of training, learners are utilising their knowledge of their own clinical environment in developing and planning their own DBT service.

During teaching of clinical skills, trainees are using their own clinical case material to consider how to plan a DBT intervention, how to develop commitment with a client, how to target clinical problems and how to treat client difficulties comprehensively.

In addition to a learning strategy embedded in the learners own clinical experience, the placement learning activities and assessments all focus on using routine day to day clinical material. Learners are required to submit log books of clinical practice – both of client work and programme implementation - in which they actively reflect on their learning.

Initially these are submitted as formative assignments for feedback before formal assessment to ensure that learners have the requisite skills in learning within their clinical environment.



The Curriculum



Depending on previous study in DBT, learners will undertake the PG DIP either through Pathway A (Full) or Pathway B (Top-up) and the course is completed over a period of between one and two years. The training journey is coordinated by biDBT and the academic journey is supported by Bangor University. Over the course of the PG DIP the learner will study five modules. The first two enable the learner, along with colleagues in their service, to set up and deliver a DBT service. If the learner is already part of a DBT service, then these modules will enable the learner to join the established service. Over the remaining three modules, the learner will continue to deliver DBT whilst studying modules in Advanced Clinical Skills in DBT, Mindfulness & Applied Behavioural Analysis.

Here are some more details on each of the modules:

PHP4200 Theories and Principles of DBT (30 credits)

The teaching element for this module is the Part I of the DBT Intensive Training™ the only evidence-based training in the field of DBT which is proven to lead to implementation of the treatment. Prior to attending the first module, learners must read the treatment manuals in preparation and seek agreement from their line managers to attend and, more crucially, implement DBT in their service. During the module, trainers expand on the reading by highlighting crucial elements of the theories, principles, and evidence-base for DBT, demonstrating aspects of the treatment and engaging learners in practising elements of the treatment and preparing for setting up their DBT service. On completion of the teaching for this module, learners depart to their clinical service with a structured list of assignments to complete individually and as a team that will assist learners in installing a DBT service and in delivering the treatment to a group of service users. Assignments for this module involve an essay on theoretical foundations of the treatment (3000 words), completion of a behavioural and solution analysis from a clinical case (1500 words) and an implementation log (formative), where practitioners reflect on different aspects of their implementation of the treatment, which is formatively assessed.

The Curriculum (continued)



PHP4201 Clinical Applications of DBT (30 credits)

The teaching element for this module is the Part II of the DBT Intensive Training™. This module utilises the completed work by learners and their teams to develop learners' knowledge and application of the treatment strategies in DBT. Learners present a poster about their service and deliver presentations on their service and a clinical case. All participants in the training review the work of the other participants to develop skills in consulting to others about their clinical work – a crucial skill for any therapist working on a DBT Consultation Team. On completion of the teaching for this module, learners must complete a case study of a client that they have treated in DBT, a behavioural and solution analysis of one of their own therapy-interfering behaviours and also, they submit a further implementation log for summative assessment. Throughout this portion of training, newly implemented teams only (with 6 members or more) will receive a monthly dial-in to their Consultation Team to address implementation issues and questions related to clinical cases. Postgraduate diploma assignments for this module involve final submission of a DBT implementation log and one practical/clinical exercise on your own therapy-interfering behaviour (1500 words), a case presentation including critical appraisal (3000 words) and a further implementation log for this module that is assessed.

PHP4202 Advanced Clinical Skills in DBT (20 credits)

During this module, learners attend two, 2-day blocks (Doing Individual DBT Sessions: A Step-by-Step™ & Skills for DBT Team Leaders to Promote Team Adherence™) which focus on increasing and developing skills in the principles and strategies of the treatment and their practical application, alongside skills in working effectively within the DBT team. Accompanying this module, learners must complete a minimum of 20 hours of supervised practise, 10 hours of which consists of video review of therapy sessions, to comply with SfDBT accreditation requirements. We encourage all supervisees to share their learning from supervision within their DBT Consultation Team for example by watching therapy tapes together and reviewing supervisor feedback on the session. This maximises the benefit from supervision hours. This module is assessed by a second case study and submission of a DVD of a clinical session alongside a reflective log of individual work.

The Curriculum (continued)



PMP4015 Mindfulness in DBT Individual Therapy (20 credits)

During this 5-day module learners understand more about the fundamentals of mindfulness and its practise. A portion of the 5-days is typically run in a retreat format. Learners learn during this module skills in the effective teaching of mindfulness to clients and how to strengthen and generalise these skills through the individual therapy component of the treatment. Learners also learn the capacity to enquire into their own responses towards specific clients, behaviours or scenarios and to note how increased mindfulness of these responses promotes engagement in treatment and the capacity to self-correct within therapy when personal responses threaten to derail the therapy. Assessment of this module involves an essay which requires learners to demonstrate an understanding of the foundations of mindfulness within the treatment alongside a reflective log of the use of mindfulness in the individual therapy component of the treatment.

PLP4021 Applied Behavioural Analysis (20 credits)

To develop skills in applied behavioural analysis, which forms the foundation of behavioural and solution analysis in DBT and underpins the problem-solving component of DBT, this module introduces learners to the core elements of behaviourism, functional analysis and their application in clinical practise. The module is comprised of two, 2-day workshops delivered by the ABA programme and is completed via distance-learning, introducing learners to the theoretical and philosophical foundations of behavioural analysis and to address how to apply these principles in practise. Assignments for this module involve an exam, a brief case study & short answer questions.

Upon successful completion of all modules of the Diploma, the learner will be eligible to register for accreditation with the Society for DBT in the UK and Ireland as an accredited DBT therapist

Curriculum Summary



PHP4200: Theories and Principles of DBT (30 credits)

Introduces you to the underpinning philosophies and theories of the treatment. This module also leads you through the process of setting up a DBT programme and commencing the treatment of clients using the treatment.

Teaching

Part I of the DBT Intensive Training™ or DBT Foundational Training™

Assignments

A written chain analysis (1500 words)
Essay (3000 words) on theoretical foundations of the treatment
Formative completion of your DBT implementation log

PHP4201: Clinical Applications of DBT (30 credits)

Follows and emphasises the clinical applications of DBT. In this module, you refine your skills in DBT case conceptualization and the delivery of the treatment, both at a programmatic and an individual therapy level.

Teaching

Part II of the DBT Intensive Training™ or DBT Upgrade Training™

Assignments

Final submission of DBT implementation log and one practical/clinical exercise on your own therapy-interfering behaviour (1500 words),
Case presentation including critical appraisal (3000 words)
A further implementation log

➤ See next page for teaching and assignments for modules PHP4202, PMP4015 and PLP4021

Curriculum Summary (continued)

PHP4202: Advanced Clinical Skills in DBT (20 credits)

Focuses on increasing and developing skills in the principles and strategies of the treatment and their practical application, alongside skills in working effectively within the DBT team.

Teaching

2-day workshop: Doing Individual DBT Sessions: A Step-by-Step™
2-day workshop: Skills for DBT Team Leaders to Promote Team Adherence™
20 hours of Individual Supervision

Assignments

One case study
Submission of a DBT individual therapy session
Submission of supervision log

PMP4015: Mindfulness in Individual Therapy (20 credits)

Helps you develop your skills in understanding the essence of mindfulness, a core pillar of DBT, and its application in individual therapy.

Teaching

5-day teaching in mindfulness

Assignments

Mindfulness log of your use of mindfulness in your clinical work
Essay on the learners understanding of the foundations of mindfulness

PLP4021: Applied Behavioural Analysis (20 credits)

Develops your skills in applied behavioural analysis, that underpins the problem-solving component of DBT, this module introduces you to the core elements of behaviourism, functional analysis and their application in clinical practise.

Teaching

Two, 2-day workshops

Assignments

Exam including a brief case study example and short answers all designed to enhance the use of behavioural principles in clinical practice

Learning Pathways

As mentioned previously, depending on previous study in DBT, learners will undertake the PG DIP either through Pathway A (Full) or Pathway B (Top-up)

Pathway **A** (Full)

Pathway A (Full) is for clinicians who:

- Are looking to implement a new DBT programme and have not previously received DBT Intensive Training.
- Are joining an already established DBT Programme and have not previously received DBT Intensive Training.
- Are joining an already established DBT Programme and have received DBT Training to Foundational level with biDBT or another training provider.

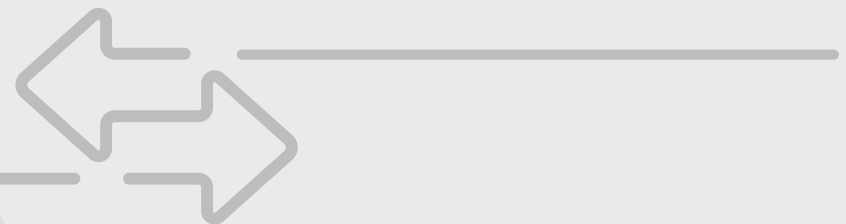
Learners will be enrolled on PHP4200 & PHP4201 for completion in the first academic year, followed by enrolment on PHP4202, PMP4015 & PLP4021 for completion in the second academic year. **Course completion time: 24 months**

Pathway **B** (Top-Up)

Pathway B (Top-Up) is for clinicians who:

- Are currently practising DBT as part of an established programme and have previously completed the full 10 days of Intensive Training with biDBT.
- Are currently practising DBT and have previously completed the PG CERT in DBT.

Learners will be enrolled on PHP4200, PHP4201 & PHP4202 for completion in the first academic year, followed by enrolment on PMP4015 & PLP4021 for completion in the second academic year. **Course completion time: 18 months**



Modes of delivery

The PG DIP is currently being delivered through online learning environments such as Zoom, Blackboard & Panopto to facilitate engagement from students at a distance to support the placement learning.


Your Journey (Year 1)


Here is a typical learner journey, so that you can begin to conceptualise your course of study:

	Sept	Oct - Nov	Dec	Jan	Feb - Mar - Apr	May - Jun	Jul - Aug
Pathway A (Full)	Course Study	Register and enrol on modules: PHP4200 & PHP4201	Complete part I of the DBT Intensive Training™ (we offer two opportunities to do this at the start of an academic year)	Assignment submission: Essay on theoretical foundations of the treatment (3000 words)	Assignment submission: Completion of a behavioural and solution analysis from a clinical case (1500 words)	Complete Part II of the DBT Intensive Training™	Assignment Submission: Case presentation including critical appraisal (3000 words) and a further implementation log that for this module is assessed
	Clinical Applications			Set up or join and regularly attend your DBT consult followed by several months of developing and delivering your DBT programme and honing DBT clinical skills guided by a series of homework assignments provided at Part I (including a self-study exam). During this time you will regularly fill in your DBT implementation log. Team supervision will begin (If your team meets the eligibility criteria)			Assignment Submission: Final submission of DBT implementation log and one practical/clinical exercise on your own therapy-interfering behaviour (1500 words)
Pathway B (Top-Up)	Sept	Oct - Nov	Dec	Jan	Feb - Mar - Apr - May	Jun - Jul	Aug
	Course Study	Register and enrol on modules: PHP 4200, PHP4201, PHP4202	Complete: Doing Individual DBT Sessions: A Step-by-Step	Assignment submission: Essay on theoretical foundations of the treatment (3000 words)	Assignment submission: Completion of a behavioural and solution analysis from a clinical case (1500 words)		Complete the 2-day workshop: Skills for DBT Team Leaders to Promote Team Adherence™ and complete a case study
Clinical Applications		Join and regularly attend your DBT consult	Nov - Mar: Get matched up with a Supervisor and begin your 20 hours clinical supervision to take place over a period of 12 weeks				Submit clinical session for adherence rating plus your supervision log

Your Journey (Year 2)

		Sept	Oct - Nov	Dec	Jan - Feb	Mar - Apr	May - Jun	Jul - Aug
Pathway A (Full)	Course Study	Register and enrol on modules: PHP4202, PMP4015, PLP4021	Complete the 2-day workshop: Doing Individual DBT Sessions: A Step-by-Step™		Begin teaching for PMP4015 and complete case study for PHP 4202	Assignment Submission: Essay and mindfulness log for module PMP4015	Begin teaching for PLP4021 Complete the 2-day workshop: Skills for DBT Team Leaders to Promote Team Adherence™	Assignment submission for module PLP4021
	Clinical Applications		Get matched up with a Supervisor and begin your 20 hours clinical supervision to take place over a period of 12 weeks. During this time you will regularly fill in your mindfulness log					Submit a therapy session for adherence rating and your supervision log for module PHP 4202
Pathway B (Top-Up)	Course Study	Register and enrol on the following modules: PMP4015, PLP4021	Begin teaching for PMP4015	Assignment Submission: Essay for module PMP4015	Begin teaching for PLP4021		Assignment submission for PLP4021	
	Clinical Applications		During this time you will regularly fill in your mindfulness log					


Graduate with your Postgraduate Diploma in DBT and apply for your accreditation with the Society for DBT



Considerations for Learners and their Managers

Undertaking postgraduate study can be a considerable commitment and whilst the modular structure of the PG DIP is very efficient in not taking clinicians out of their work environment for too long and for requiring implementation of learning from the first module, it is important that you - and your service - appreciate that this training is different to other trainings you may have followed. For this training the expectation is that you will immediately after your first week of training, set up (or join) your DBT programme and start seeing patients so that by the time you return for your second week of training learners will have run their programme and treated patients for a sufficient length of time to substantially benefit from the second week of teaching.

The HEE recommended commitment time for the training is 21 hours per week for implementation of DBT and study of the PG DIP. These hours are generically broken down as 15 hours devoted to clinical practise and the remaining time devoted to the completion of academic work during term time.

Please ensure your managers are aware of the time commitments and that you have their support before undertaking the course.

Requirements for the Postgraduate Diploma in DBT

Given the unique nature of this training programme it is also important for you to understand the requirements for you and your team to join the programme.

Team Requirements

Newly formed teams applying for Intensive Training™ must have a minimum size of 6 team members (in this case we recommend that you select a 7th team member as a backup) and a maximum of 8.

Each Team:

(1) Requires either a qualified clinical/counselling/forensic psychologist OR a person with demonstrable graduate training in behaviour therapy. The rationale for this requirement is that there is evidence from the DBT literature that of a range of different predictors (gender, years of clinical experience, number of previous DBT cases, therapist burnout, prior training in behavioural therapy and/or assessment) the only significant predictor of DBT adherence was whether therapists had graduate training in the theory and application of learning theory and behavioural psychology. If you do not have a team member with a graduate qualification in clinical, counselling or forensic psychology then you must demonstrate who on the team has these skills and how they acquired them.



Team requirements - continued

(2) MUST be genuine teams i.e. you either are already or have explicit plans to meet together to deliver a comprehensive DBT programme to a group of clients in a single setting, although single teams may deliver across a wide geographical area and staff may come from different services to form a new team to deliver in this way. In such circumstances it is vital that each set of staff have agreement from management to deliver across geographical boundaries in this way. The training assumes that you are all committed to developing and delivering a DBT service as part of training and beyond.

(3) Must have a member, ideally in addition to the person named in (1), who has training and experience of delivering psychological therapies.

Individual Requirements

Each individual team member:

(1) Must be employed by a healthcare organisation that expects them to be seeing clients.

(2) Must be registered to practise with a regulatory professional body e.g. Health Professions Council, General Medical Council, Nursing & Midwifery Council, Professional Standards Authority.

If a person does not have a professional registration but they have been employed in a role for two years that requires that they deliver psychological interventions under supervision, we will consider them for training provided their clinical supervisor is part of the DBT team and is Intensively Trained and is registered with a professional body.

(3) Must commit 21 hours per week to learning and delivering DBT. To begin with these hours will mainly consist of training but we expect that shortly after Part I applicants will start seeing patients within the programme. As an indicator a team of 6 providing 21 hours per week can deliver a comprehensive programme (Skills Groups, Individual Therapy, Telephone Consultation & Consultation Team) for up to 40 patients. At the start of training numbers will be lower as you spend time learning the model.

Becoming a Trained DBT Supervisor

As part of the commission, HEE are also looking to increase the pool of trained DBT Supervisors and therefore funded places are available on the newly developed DBT Supervisor Training™.

This 5-day training in supervision in DBT is divided over three parts. The focus of the first two days of training is on DBT supervision for teams. Here learners will learn to assist teams in their efforts to implement DBT with fidelity to the model, with a focus on functions and modes. In the second two days of training, learners will be taught the principles of supervising individual DBT practitioners and will focus on training supervisors to shape their supervisees towards adherence to the DBT model. In the final day of training learners will learn how to manage problems that arise in supervision. This day will involve a mixture of didactics and problem-solving issues that learners have faced in their supervision efforts to date.

The requirements for this training are:

1. If the person is accredited by the SfDBT or the Linehan Board of Certification (LBC) they can automatically be accepted onto the training. if not, then the person will have needed to have practised DBT for one year post intensive training or one year post foundational training plus six months.

- A They will have treated at least 4 clients, 2 of which completed DBT
- B They will have taught all the skills
- C They will have provided between session generalisation support
- D They will be attending consult weekly.

3. They must submit a tape or transcript of a session that they have done, which will be reviewed for structure.

How to Apply



There will be an academic intake for HEE funded places on the PG DIP for both pathways, every autumn from September 2020 to September 2024.

All allocations for funded places are assigned by HEE. If you would like to apply or you are a Service or Clinical Lead who would like to put a team or colleague forward for training then please contact your HEE Regional Lead for more information. If you are unsure of who this might be, please contact the Course Administration Team who will be able to help.

For each academic intake, HEE Regional Leads will receive a password required for the online course application. The code will be distributed to Service and Clinical Leads who have been allocated places on the PG DIP and they will also be oriented to the biDBT website (www.dbt-training.co.uk) where those who have been allocated will be able to find the course application.

When the course application has been completed and received by biDBT, it will be sent to the Course Leadership Team for approval. It is at this point the Course Administration Team may contact you for further clarification on your qualifications, service and plans for implementing DBT. Once you have been approved for the training you will then receive correspondence from the Course Leadership Team on the next steps including how to register with the University and orientation to your training for the initial modules.

The DBT Supervisor Training™ will occur once a year and will operate through a separate application process. Information on this will be sent to HEE Regional Leads for distribution.



Training Provider and Key Members of the Team

This programme is delivered collaboratively between biDBT and the School of Psychology at Bangor University. biDBT has been the lead training organisation for delivering DBT training in the UK since 2000. biDBT is the sole licensed UK training provider which is an International Affiliate of the Linehan Institute (LI) and only one of two international organisations to have the status of a Tier 1 affiliate, a status only granted to organisations that meet the rigorous standards of training quality. The programme is provided in partnership with the internationally recognized biDBT Training Team all of whom are accredited therapists with the Society for DBT in the UK and Ireland.

The School of Psychology at Bangor University, founded in 1963 and is one of the UK's leading Psychology departments. They regularly rank among the top 10 departments in the National Student Survey for overall student satisfaction and with over 1,000 students they are also one of the largest departments in the UK. The school also has a global reputation for the quality of their research. In the 2014 Research Exercise Framework, the school ranked in the top 20 in the UK with 89% of their research considered either 'Internationally Excellent' or 'World Leading'. This research feeds directly into teaching, ensuring a fresh, vibrant learning experience with academics who have an international reputation in their specialist area.

Course Leadership Team

Our highly experienced leadership team are here for any question you might have on course content and clinical questions on DBT

Course Administration Team:

Our attentive administration team are here for any questions on your application and your journey



Michaela Swales:
Course Director



Amy Gaglia Essletzbichler:
Deputy Course Director





Stephanie Hastings:
Deputy Course Director



Dan Owen:
Executive Registrar



Brandon Humphreys:
Asst Executive Registrar

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