

# Postgraduate Diploma in DBT Self-Funding Learners

Your academic journey to accreditation in DBT





#### **Contents**

- 3. Overview
- 4. Linking Curriculum to Clinical Practice
- 5. The Curriculum
- 8. Curriculum Summary
- 10. Your Journey (Year 1)
- 11. Your Journey (Year 2)
- 12. Considerations for Learners and their Managers
- 13. Requirements for the Postgraduate Diploma in DBT
- 15. Prices
- 16. Approved Prior Learning
- 17. How to Apply
- **18.** Training Provider and Key Members of the Team

# Postgraduate Diploma in DBT: Self-Funding Learners

The postgraduate diploma in DBT (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. 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 your clinical practise with expert guidance and fee alback as you progress.



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.





previous study in DBT, course completion time for the PG DIP is somewhere 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 more details on each of the modules:

#### eories 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 of 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 nd 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 learn 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 (ABA), 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**

#### Assignments

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

A written chain analyst Essay (3000 words) on Formative completion

#### 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 concert all cation and the delivery of the treatment, both at a programmatic and an individual therapy level.

#### **Teaching**

#### Assignments

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

Final submission of DI on your own therapy-Case presentation inc A further implementa

> See next page for teaching and assignments for modules PHP4202, PMP4015 and PLP4201

#### inical Skills in DBT (20 credits)

developing skills in the principles and strategies of the treatment and their practical application, effectively within the DBT team.

#### **Assignments**

ividual DBT Sessions: A Step-by-Step™ DBT Team Leaders to Promote Team Adherence™ rvision One case study Submission of a DBT individual therapy session Submission of supervision log

#### in Individual Therapy (20 credits)

ills in understanding the essence of mindfulness, a core pillar of DBT, and its application in

#### Assignments

ess

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

#### avioural Analysis (20 credits)

lied behavioural analysis, that underpins the problem-solving component of DBT, this module elements of behaviourism, functional analysis and their application in clinical practise.

#### **Assignments**

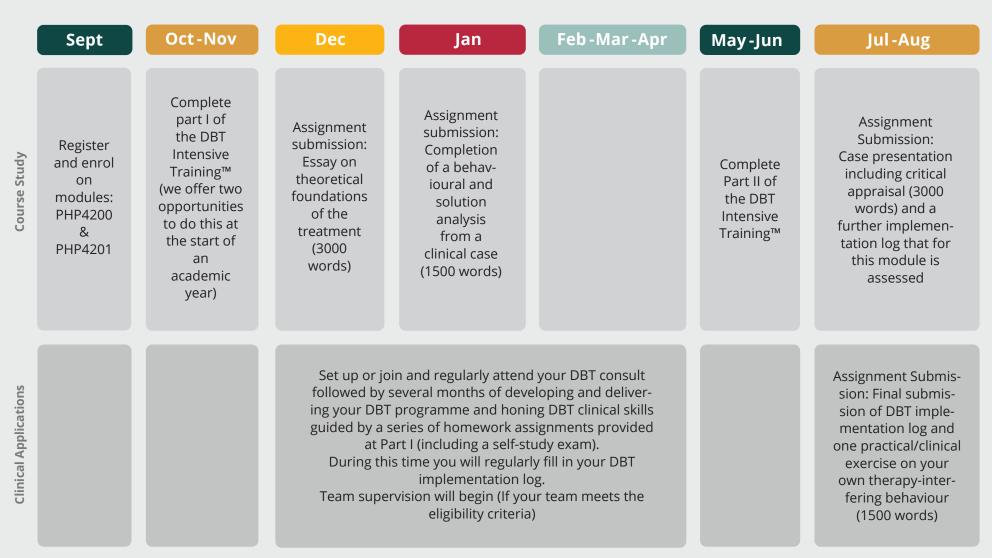
Exam including a brief case study example and short answers all designed to enhance the use of behavioural principles in clinical practice

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being delivered through online learning environments such as Zoom, Blackboard & gagement 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:



## **Your Journey (Year 2)**





# 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<sup>™</sup> 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

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

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

#### lividual 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.

#### **Prices**

Please see below the prices involved in completing the PG DIP. If you have already completed any of the training then you do not need to complete this again. Please note that fees exclude VAT where applicable and Teaching and Learning Fees do not include travel or accommodation. Early bird and group rates may also be available for training at the time of booking.

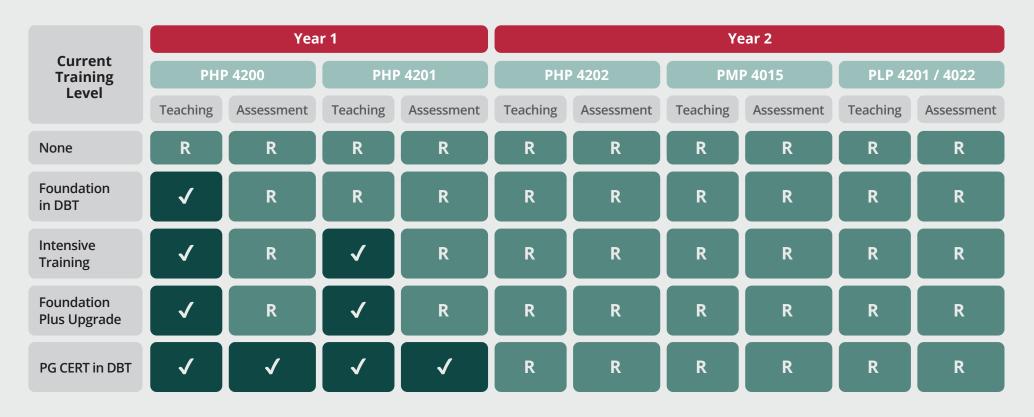
Module Title	Module Fees	Teaching and Learning Fees	
PHP4200: Theories and Principles of DBT (30 credits)	£900	Part I of the DBT Intensive Training™ - £1825 ex VAT plus £70 Behavioral Tech Licence Fee (no VAT) or DBT Foundational Training™ - £1050 ex VAT plus £70 Behavioural Tech Licence Fee (no VAT)	
PHP4201: Clinical Applications of DBT (30 credits)		Part II of the DBT Intensive Training™ - Fees included at part I or DBT Upgrade Training™ - £800 ex VAT plus £70 Materials Usage Fee (no VA	NT)
PHP4202: Advanced Clinical Skills in DBT (20 credits)	£300	2-day workshop: Doing Individual DBT Sessions: A Step-by-Step™ - £600 ex VAT 2-day workshop: Skills for DBT Team Leaders to Promote Team Adherence™ - £600 ex VAT 20 hours of Individual Supervision – approx. £2000 ex VAT	
PMP4015: Mindfulness in Individual Therapy (20 credits)	£1000	N/A	
PLP4201: Applied Behavioural Analysis (20 credits)	£1000	N/A	
Approximate Total	£3200	£5095	Grand Total: £8295

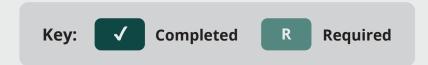
#### **Payments**

In the first academic year, learners will be enrolled on PHP4200 & PHP4201 for completion, this will be followed by enrolment on PHP4202, PMP4015 & PLP4201 for completion in the second academic year. Students will be invoiced for the modules that they are enrolled on at the start of the academic year for which payment is to be settled by the date stated on the invoice.

## **Approved Prior Learning**

Learners who have already completed teaching elements of the Diploma can use that teaching towards the modules. The table below shows what teaching elements are required depending on where you are at in your DBT journey:





# How to Apply

There will be an academic intake for the PG DIP in September of each year. To apply for the training please head to www.dbt-training.co.uk where you will find the details to apply.

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.



#### ovider and Key Members of the Team

collaboratively between biDBT and the School of Psychology at Bangor University. biDBT have been the delivering DBT training in the UK since 2000. biDBT is the sole licenced UK training provider which is an Linehan Institute (LI) and only one of two international organisations to have the status of a Tier 1 d to organisations that meet the rigorous standards of training quality. The programme is provided in tionally recognized biDBT Training Team all of whom are accredited therapists with the Society for DBT in

Bangor University, founded in 1963 and is one of the UK's leading Psychology departments. They 10 departments in the National Student Survey for overall student satisfaction and with over 1,000 the largest departments in the UK. The school also has a global reputation for the quality of their ch Exercise Framework, the school ranked in the top 20 in the UK with 89% of their research considered ent' or 'World Leading'. This research feeds directly into teaching, ensuring a fresh, vibrant learning who have an international reputation in their specialist area.

#### eadership Team

ership team are here for any questions content and clinical questions on DBT

#### **Course Administration Team:**

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



**Amy Gaglia Essletzbichler: Deputy Course Director** 



**Stephanie Hastings: Deputy Course Director** 



Dan Owen: **Executive Registrar** 



**Brandon Humphreys: Asst Executive Registrar** 

uiries please get in touch: 📞 (+44)1978 346909





pgdip@dbt-training.co.uk



#### In collaboration with



#### For all enquiries please get in touch:

(+44)1978 346909 | 🔀 pgdip@dbt-training.co.uk | 🌐 www.dbt-training.co.uk

#### **British Isles DBT Training:**

Croesnewydd Hall, Wrexham, LL13 7YP | Schwanengasse 10, 35781 Weilburg/Lahn

#### **Bangor University School of Psychology:**

Adeilad Brigantia, Penrallt Rd, Bangor LL57 2AS