

## Cognitive Behavioural Therapies

<b>Domain 1: Knowledge and Skills</b>			
Knowledge refers to the theoretical and practical awareness and understanding of the use of CBT strategies. Skills within this domain reflect the proficiency in delivering CBT strategies in a collaborative, client focused, evidence-based, recovery-oriented and effective manner.			
<b>Foundation Staff</b>	<b>Practice-Informed Staff</b>	<b>Practitioner</b>	<b>Advanced Practitioner</b>
<p><b>Knowledge</b> Aware that MSAMHS provides a range of services for consumers including CBT.</p> <p>Basic understanding of the relationship between thoughts, feelings and behaviours.</p> <p>Understanding of how early good experiences in engaging with services can support continuation of engagement.</p> <p><b>Skills</b> Willingness to listen to consumer's needs and talk with them about accessing care options including CBT at MSAMHS and support referral for those services.</p> <p>Ability to validate a consumer's perspective.</p> <p>Ability to engage consumers and establish rapport.</p> <p><u>For clinical &amp; peer staff only</u></p>	<p><b>Knowledge</b> Understanding of the Cognitive Behavioural Therapy (CBT) model and the rationale for therapy.</p> <p>Understanding of impact of cognitive biases, safety behaviours, maintenance behaviours.</p> <p>Understanding of basic CBT formulation and thinking contextually about the consumer's presentation (the 5 P's).</p> <p>Knowledge of the relationship between thoughts, feelings and behaviours.</p> <p>Understanding of influences on motivation and the Stages of Change model.</p> <p><b>Skills</b> Promote collaborative therapeutic alliance as key along with partnership in decision making with a focus on client strengths, recognition of their ever-growing skills and provide reinforcement of positive behaviour.</p>	<p><b>Knowledge</b> Knowledge of more detailed CBT formulation e.g. schema/core belief formation, maintaining factors and knowledge of attention bias (on threat, errors etc) and hypervigilance.</p> <p>Knowledge of standard therapy depending on presentation for example CBTp, CBTm, and motivational interviewing for support with substance use issues.</p> <p>Knowledge of key CBT processes e.g. Socratic questioning etc.</p> <p>Knowledge of common co-existing psychological conditions that are additional to the primary focus of therapy and how these impact on the effective delivery of the intervention.</p> <p>Detailed understanding of the complex nature of avoidance behaviours and how these behaviours support the persistence of maladaptive coping.</p> <p><b>Skills</b> Sensitive to the limitations of the CBT interventions.</p>	<p><b>Knowledge</b> Detailed knowledge of CBT and CBT theory along with emerging contemporary research, techniques and practice with the ability to critically review this information.</p> <p>Detailed knowledge on the impact of comorbidities and application of CBT for more complex care needs.</p> <p><b>Skills</b> Highly developed ability to manage complex process issues while delivering CBT.</p> <p>Provide consultation and direct intervention on more complex clinical presentations.</p> <p>Lead, develop and evaluate individual and</p>

<p>Work towards establishing good therapy alliance and working partnership (considerate of the value of carers, physical health and the impact of trauma for each consumer)</p> <p>Support consumer's readiness for change i.e. Help to identify areas they are struggling with, identify care goals, understand what to expect from interventions.</p> <p>Support consumers to identify and name emotions, to identify and monitor thoughts, and notice behaviours</p> <p>Facilitate referral pathways for consumers seeking CBT intervention.</p>	<p>Ability to explain basic CBT model to consumers and the rationale for this therapy approach</p> <p>Ability to support structured problem solving and goal setting.</p> <p>Ability to communicate basic fight, flight, freeze principles (refer also to the TIC framework).</p> <p>Ability to tailor practice of thought and mood monitoring, awareness of social cognition, and perspective taking.</p> <p>Support exploration of coping strategies and basic mood regulation e.g. basic pleasant event scheduling.</p> <p>Measure and promote consumer self-monitoring noticing Antecedents, Behaviours, and Consequence.</p> <p>Begin the process of normalisation, even maladaptive coping, with the aim of promoting more adaptive coping.</p> <p>Use of standard suite of outcome measures to evaluate progress.</p>	<p>Ability to confidently apply a full CBT therapy program tailored to a consumer:</p> <ul style="list-style-type: none"> <li>- use of guided discovery</li> <li>- able to judge pace of interventions, and flexibly tailor/pitch CBT interventions to the needs of the consumer (cognitive ability, developmental level, specific interests)</li> <li>- develop a CBT formulation with the consumer</li> <li>- identify targets for each session with consumers</li> <li>- elicit key cognitions</li> <li>- identify safety behaviours</li> <li>- understand the maintenance cycle</li> <li>- Able to develop and support behavioural experiments, test automatic negative thoughts, use survey techniques, support understanding of habituation, support management of physiological arousal and emotion regulation.</li> <li>- understand the barriers to change, including environmental barriers, help to foster a sense of control particularly around self-practice plans and foster empowerment. Including the ability to address and "troubleshoot" barriers to consumer implementation of CBT strategies.</li> <li>- Promote feedback from consumer</li> <li>- Confidently evaluate intervention with appropriate choice of measures.</li> <li>- Ability to appropriately manage therapy endings and encourage consumers to plan for long-term maintenance of goals.</li> </ul>	<p>group CBT therapy programs.</p> <p>Lead promotion, development and facilitation of CBT training for staff.</p>
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<b>Domain 2: Autonomy and Supervision</b>			
Autonomy refers to the staff member’s capacity to undertake a range of procedures, actions and processes regarding CBT interventions in a manner that is safe, effective and in line with therapy governance practices. Supervision denotes the staff member’s level of engagement in receiving and providing supervision on CBT interventions.			
Foundation Staff	Practice informed Staff	Practitioner	Advanced Practitioner
<p>Aware that there may be many factors influencing a consumer’s presentation and consider how they may benefit from therapy care options.</p> <p><u>For clinical and peer staff only</u> Ask for guidance from more experienced staff around issues relating to client presentations including formulation and evaluation of client needs to better support recovery.</p> <p>Seek support from line manager and in particular discipline supervisor around issues relating to CBT for consumers.</p>	<p>CBT practice is supported by observation/supervision of interventions - i.e. participation in regular individual and/or group supervision on CBT.</p> <p>Practice is supported by structured session manuals in addition to supervision.</p> <p>Supported in supervision to measure outcomes of interventions and review these outcomes with self-reflection.</p> <p>Provides support to consumers to manage safety and minimise risk when providing interventions.</p> <p>Provides mentoring to foundation level staff where appropriate.</p> <p>Seeks support from more experienced clinicians around the application of CBT components.</p> <p>Promotes discussion and advocates for the use of CBT at a team level.</p>	<p>Able to independently tailor CBT to consumer needs including those with more complex care needs.</p> <p>Develop care and session plans.</p> <p>Good knowledge of appropriate collaborative &amp; ethical boundaries when practicing CBT.</p> <p>Be guided by and provide guidance to multidisciplinary teams around CBT.</p> <p>Regular ongoing supervision on CBT.</p> <p>Provides CBT supervision to practice-informed clinicians.</p> <p>Delivers manualised CBT group and individual interventions with supervision.</p>	<p>Provides consultation and direct intervention around care needs.</p> <p>Engages with leaders to promote organisational focus on the value of CBT, and in doing so, influences procedural change, organisational culture, staff education, staff access to supervision, and guidelines for practice.</p> <p>Engages in and provides CBT supervision.</p> <p>Directly involved in supporting the organisation to promote the value of EBP therapies like CBT being available to all consumers.</p>

Domain 3: Research and Evidence-Based Practice Role			
Research in this domain refers to the staff member's involvement in research on CBT interventions in the service setting. Evidence-Based Practice Role includes the level of participation in and/or facilitation of formal and informal evidence-based professional development and training.			
Foundation Staff	Practice informed Staff	Practitioner	Advanced Practitioner
<p>Accesses informal mentoring at work from experienced staff about general services provided at MSAMHS including CBT.</p> <p>Knowledge of and follows organisational guidelines that promote focussed consideration for the use of CBT on consumer recovery.</p> <p><u>Clinical and Peer staff only</u> Recruits consumers to current service-based research opportunities and participates in quality improvement initiatives related to CBT.</p>	<p>Has completed organisational online training on CBT.</p> <p>Has commenced developing knowledge of CBT including relevant research and practice principles, links to consumer outcomes, and understanding where this therapy may be best applied according to EBP including limitations of the intervention.</p>	<p>Has completed formal training/professional development on CBT.</p> <p>Knowledge of and self-directed learning of research on CBT including evidence-based interventions and assessments.</p> <p>Supports more skilled therapists in promoting and conducting training on CBT.</p> <p>Participates in evaluation/research within MSAMHS on CBT and evaluates this with supervision.</p> <p>Promotion of CBT EBP at a team level e.g. in case reviews and operational meetings.</p> <p>Use of scientifically endorsed assessment of change and has a good understanding of their range of utility.</p>	<p>Has completed professional development to an advanced level on CBT. Confidently draws on this training and new research and adapts these in the context when providing interventions.</p> <p>Identifies EBP training and education needs of others within the organisation.</p> <p>Identifies EBP research opportunities at an organisational level.</p> <p>Leads research design, implementation and evaluation along with the interpretation of this research data for relevant quality improvement activities.</p> <p>Leads service development following research around CBT interventions and practice.</p>