



Training

Supervision

Accreditation

Thomas Kalpakoglou



2002-2013



Dear Colleagues,

The first efforts to set up EABCT's training standards started in the 1970's. Various proposals and drafts were created and formed a good foundation for CBT Training in Europe. However, it was only after the launch of the working groups on training in 2002 and their good work that all this material was systematically elaborated and given an official format.

Together with the fruitful feedback from all member associations, EABCT continues to develop its training standards and has become the leading European association on CBT training. Additionally, EABCT has now formed its supervision training and accreditation standards, which provide useful guidelines for all member associations in order to develop theirs. Newly established associations are benefitting from this work as it provides a solid foundation for designing their own training programs.

Over the last few years, EABCT also made big advancements in the field of accreditation, as a means of ensuring high quality of training and practice. A number of member associations have now been accredited and their members can benefit from an EABCT accreditation.

In this small edition you will find an updated version for all the above. Each section is defined by its familiar color scheme – **Training**, **Supervision** and **Accreditation**.

It has been a privilege and an honor to hold the post of Training Coordinator for the last six years and to chair both the working groups on training standards and the accreditation committees. I wish to sincerely thank all of you for the support and help you have given me all this time.

warm regards,

Thomas Kalpakoglou  
Training Coordinator 2007-2013

# Acknowledgments

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# Training

## **Standards for Training and Accreditation of Cognitive and/or Behaviour Therapists**

**Thomas Kalpakoglou  
Training Coordinator  
March 2013**



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# A

## Entry requirements

- A.1 The regulations governing who can practice and/or be legally recognized as a psychotherapist (including behaviour and/or cognitive therapists) vary between European countries. In some countries the practice of psychotherapy is restricted to specific professional groups such as clinical psychologists and psychiatrists. In other countries the range of professional who can practice cognitive and/or behaviour therapy, and be accredited as therapists is broader and may include specialist nurses, counselors, social workers and other professional groups. EABCT recognizes the regulations governing each country but does not itself restrict entry to training and the practice of behaviour and/or cognitive therapy to specific professional groups.
- A.2 All accredited therapists recognized by national associations will usually have an in an appropriate core profession and be registered with a professional regulatory body.
- A.3 Therapists being considered for accreditation will have sufficient experience in working in a therapeutic role with clients.
- A.4 Therapists will be using cognitive and/or behaviour therapy in a systematic way as their main, or one of their main therapeutic models.

### **Summary**

#### Accredited C/B Therapists

- ✓ approved basic qualification
- ✓ sufficient experience
- ✓ CBT as main therapeutic model

# B

## Length of training

- B.1 The period of training will include both basic professional training that prepares a person for work in psychotherapy in general and a period of specialist training and experience relevant to cognitive and/or behaviour therapy.
- B.2 The competencies to become an effective cognitive and/or behaviour therapist are usually developed in two stages. Firstly, there are those competencies in generic therapeutic skills and the understanding of psychopathology that form part of a clinician's core professional training. Secondly, there is the development of knowledge about the cognitive and behavioural model and specific competencies in cognitive and behavioural therapeutic skills that are usually developed as part of a post-professional qualification period of training. Sometimes the latter skills may be developed during a professional training course but it is unlikely that this will be to a level that meets EABCT's Minimum Training Standards
- B.3 The minimum period of training recognized by EABCT as sufficient to develop the Minimum Training Standards will not normally be less than 5 years. This time is measured from the commencement of professional training to the end of a period of post professional training in cognitive and/or behavioural therapy skills
- B.4 This is a minimum standard and does not preclude a national association requiring a longer period of time to attain the training standards recognized by its own requirements.

### Summary

#### Length of Training

- ✓ 5 years minimum (main professional training + CBT training)



# C

## Theoretical and skills training & competences

- C.1 The period of training (core professional training and specific post-qualification training) will include the acquisition of a critical understanding of the relevance of studies of human development, psychopathology, psychology, social issues and evidence-based practice.
- C.2 Specialist training may be in a particular model of cognitive and/or behaviour therapy, or in a particular field (e.g.. REBT, CBT with psychosis, CBT with Children,). However, all therapists will have covered a curriculum that will provide a broad-based understanding of the theoretical basis of cognitive and/or behaviour therapies and their application across a range of problems.
- C.3 Theoretical knowledge and skills will have been acquired through structured teaching and self-directed study. The minimum number of hours study required for the cognitive/behavioural elements of training is 450 hours of which 200 hours should be provided directly by recognised cognitive and/or behaviour therapy trainers on a recognised course or an agreed programme of study within the member association or country.
- C.4 Skills training is an essential component of the acquisition of knowledge and experience and will predominantly be developed through supervised clinical practice (see D below), skills-based workshops, observation and clinical practice. Skills training should be a significant part of a therapist's total training programme.
- C.5 Therapists should achieve the skills to be able to understand and interpret research relevant to the outcome and effectiveness of cognitive and/or behaviour therapy.
- C.6 Acquired competences necessary to practice CBT will include:
- C.6.1 Ability to assess, understand and formulate a client's problem(s) according to CBT model(s):
- To demonstrate effective interviewing and listening skills using appropriate verbal and non-verbal communication.
  - To make use of appropriate behavioural and cognitive assessment methods (questionnaires, rating scales, observational techniques) and understand their validity and reliability.
  - To understand the problem(s) presented in relation to cognitive-behavioural formulations.
  - To summarise, compare and contrast the CBT theoretical frameworks with different types of therapies to ensure that the appropriate model of intervention is applied.
- C.6.2 Ability to apply an appropriate range of CBT interventions:
- To demonstrate a broad knowledge and skills in implementing a range of CBT interventions that are effective and evidence-based.
  - To be informed by and draw upon relevant information from the fields of psychology and other disciplines that have contributed to the knowledge base of CBT.
  - To have sufficient knowledge on normal and abnormal behaviour (e.g., psychopathology), developmental and social contexts which are relevant to the area in which the practitioner works.
  - To work in a collaborative way with clients explaining at all points during therapy the relevance of the interventions used and seeking consent.
  - To make use of appropriate evaluation methods (questionnaires, rating scales,

observational techniques) to assess the impact of the interventions undertaken.

- C.6.3 To build, maintain and conclude a therapeutic working relationship
- To set and maintain appropriate professional boundaries
  - To be able to effectively assess the risk of harm to patient, therapist or others
  - To be aware of and consider ethical and legal principles as applied to therapeutic relationships
  - To have an understanding of the impact that their own cognitive, emotional and behavioural characteristics (personal development) can have on their work, and to have the willingness and ability to change, making appropriate use of supervision and feedback

C.7 Possible methods to assess therapists' competences include:

- Direct observation of therapy-sessions by a supervisor
- Video recording of sessions
- Audio recording of sessions
- Rating scales on relevant competences
- Discussion during supervision
- Written and oral presentation of case reports
- Peer-review
- Self-assessment
- Training log-books
- Papers accepted by scientific journals
- Feedback from clients
- Examination

C.8 Possible learning methods to acquire therapists' competences include:

- Theoretical lessons
- Reading
- E-learning
- Supervised clinical practice
- Peer-group supervision
- Supervision sessions
- Observation and modelling
- Role play
- Discussion with other professionals
- Attendance and presentations at conferences
- Participation in skills-training workshops
- Research
- Evidence-based reviews
- Case presentations

C.9 Additional competences will be needed for practitioners undertaking supervision, training of other therapists and research.

## **Summary**

Length of CBT Training

- ✓ 450 hrs minimum (of which 200 hrs provided directly by recognized cognitive and/or behaviour therapy trainers on a recognized course or an agreed program of study within the member association or country)

# D

## Supervised clinical practice

- D.1 Therapists will have conducted 200 hours of supervised assessment and therapy during training.
- D.2 All therapists will have received supervision during the period of training for both assessment and therapy, carried out by a competent cognitive and/or behaviour therapist. Supervision will consist of regular feedback and discussion. Close supervision should be used as part of this process and will involve the use of live, audio or video materials.
- D.3 A minimum of 8 clients will be treated during the period of training from assessment to completion or termination of treatment before a therapist is regarded as having completed their training. These cases will cover at least 3 types of problems and 3 cases will have been closely supervised as defined above.
- D.4 Details of supervised clinical practice and case mix will be recorded in a training record.

### **Summary**

#### Supervised Clinical Practice

- ✓ 200 hrs minimum
- ✓ Live, audio, video material in at least 3 cases
- ✓ At least 8 clients
- ✓ At least 3 types of problems

# E

## Personal therapy / development

- E.1 The requirement of personal therapy/personal development is regulated in some European countries and therapists will have to meet these requirements where appropriate.
- E.2 All therapists must ensure that they can identify and manage appropriately their personal involvement in the process of cognitive and/or behaviour therapy.
- E.3 Therapists must have developed an ability to recognize when they should seek other professional advice.

### **Summary**

Personal Therapy / Development

- ✓ Recommended

# F

## Accreditation of CBT therapists

- F.1 Therapists who fulfill the Minimum Training Standards, maintain an agreed level of continuing professional development in cognitive and/or behaviour therapy, receive regular clinical supervision and meet any additional national or legal requirements pertaining to the country in which they wish to practice, should be accredited by their national association or national regulatory body as a cognitive and/or behavioural therapist.
- F.2 Associations should have, or be developing, procedures for accrediting therapists at a level which demonstrates that they have reached a higher level of competence and expertise that enables them to provide supervision or training to others or be recognized as a senior practitioner in the area of behaviour and/or cognitive therapy.
- F.3 Supervisors and senior practitioners will normally have 5 years of therapeutic practice after meeting the minimum training standards and have received further training to equip them as trainers/supervisors.

### Summary

#### Accreditation of Therapists

- ✓ According to accreditation criteria of therapist's association.

# G

## Assessing core training standards

- G.1 Therapists are expected to demonstrate an understanding of the theoretical aspects of cognitive and/or behavioural therapy and its application by the production of either a formal assessment essay, exam or research project.
- G.2 An understanding of evidenced based practice should be evaluated by (i) the production of an extended case study that critically discusses the research evidence or (ii) a relevant research dissertation, or (iii) a research paper written as first author.
- G.3 Supervised practice will be subjected to formal assessment with at least two case studies written up (2000 – 4000 words).
- G.4 The above assessments are usually required in most formally recognized cognitive and/or behaviour therapy training programs. For candidates who are not pursuing a training route through such a course it is important that they agree an independent programme of study and assessment with a competent therapist approved by their national association.
- G.5 A record of training must be kept and this should specify the length of study, number of taught hours and a record of the lecturers, tutors or mentors participating in a therapists training.

### Summary

#### Assessment during CBT Training

- ✓ Essays, exams, research project
- ✓ Extended case study, or research dissertation, or research paper
- ✓ Case studies written up (at least 2)
- ✓ Record of training

# H

## Training programs

- H.1 EABCT supports the development of structured and accredited training programs in each country that will provide trainees with a level of training and supervision to enable them to attain these minimum standards and any higher level of competence required by their national association or country.



# Supervision

## Standards for CBT Supervision

**Thomas Kalpakoglou**  
**Training Coordinator**  
**March 2013**





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# Introduction

In EABCT's training standards, clause F.3 refers to supervisors, stating:

*F.3 Supervisors and senior practitioners will normally have 5 years of therapeutic practice after meeting the minimum training standards and have received further training to equip them as trainers/supervisors.*

EABCT has elaborated the criteria for training, accreditation and re-accreditation of CBT supervisors; these are described in the sections below and they are accepted as '**solid recommendations for CBT supervision in Europe**' to all EABCT member Associations. A description of theoretical and skills' training, as well as acquired competences is provided separately (section D).

# A

## Recommended training

All CBT supervisors will have received basic training in CBT as specified in the *EABCT standards for the training and accreditation of Cognitive Behavioural Therapists*. The following form a number of **recommendations** for the training of CBT supervisors:

- A.1 Specialized Supervision Training by University Courses or accredited training programs of usually 1½ to 2 years comprising the following components (see also below):
  - Supervision Theory
  - Supervised Supervision
  - Personal Supervision
  - Continuing Professional Development (CPD) in CBT
  - Teaching CBT
  
- A.2 Supervision Theory
  - Acquired through A.1
  - Contents will include phase models of therapeutic development and code of ethics for supervisors.
  
- A.3 Supervised Supervision
  - Acquired through A.1
  - Supervising at least two CBT treatments of two different CBT therapists under supervision of experienced CBT supervisor
  
- A.4 Personal Supervision
  - Acquired through A.1
  - Incorporated as part of CPD
  
- A.5 Continuing Professional Development (CPD) in CBT
  - Essential to keep accreditation status
  
- A.6 Teaching CBT
  - CBT supervisors will teach theory courses in CBT on a regular basis either in university settings or in accredited training programs

### Summary

- ✓ Specialized training in CBT Supervision
- ✓ Continuing Professional Development (CPD) in CBT
- ✓ Teaching CBT

## B

# Accreditation of supervisors

- B.1 The regulations governing who can practice and/or be legally recognized as a **CBT supervisor** vary between European countries. In some countries the practice of CBT supervision is restricted to specific professional groups (CBT trained clinical psychologists or psychiatrists). EABCT recognizes the regulations governing each country but does not itself restrict entry to CBT supervision to specific professional groups.
- B.2 All accredited CBT supervisors recognized by national member associations will usually have an appropriate core profession and be registered with a professional regulatory body.
- B.3 CBT supervisors being considered for accreditation will have at least 5 years of experience in working as CBT therapists.
- B.4 CBT supervisors will be using cognitive and/or behaviour therapy in a systematic way as their main or one of their main therapeutic models.
- B.5 CBT Supervisors will have appropriate training in CBT supervision as described in section A above.

### Summary

For their accreditation, CBT Supervisors need:

- ✓ At least 5 years experience as CBT therapists
- ✓ Full membership of an EABCT member Association
- ✓ Accreditation as a CBT Therapist by an EABCT member Association
- ✓ Training as a CBT Supervisor

# C

## Re-accrreditation of supervisors

Accreditation is for a period of five years. Accredited members will be required to apply for re-accrreditation after each five year period.

To achieve re-accrreditation as a supervisor, applicants should demonstrate that they can fulfil the following:

- C.1 Be receiving ongoing, regular clinical supervision for their **clinical practice**, from a CBT supervisor; evidence could be demonstrated via a log book signed by the supervisor. Supervision should take place for at least the equivalent of a minimum **12 hours per year**.
- C.2 Be receiving appropriate supervision/support for their **CBT Supervisory practice**, ('supervision of supervision'), for no less than **5 hours per year**. This could be demonstrated via a log-book signed by the supervisor of supervision.
- C.3 Fulfil all the criteria for accreditation as a CBT practitioner continuously since accreditation as a supervisor.
- C.4 Be a CBT practitioner for the 5 years since accreditation or last re-accrreditation.
- C.5 Demonstrate a commitment to ongoing Continuing Professional Development (CPD) in skills and theory in CBT. Evidence should be included that the accredited supervisor has continued professional development as a Supervisor in CBT, as well in CBT in general.

### Summary

For their re-accrreditation, CBT supervisors need to:

- ✓ Receive at least 12 hours of supervision per year for their **clinical practice**
- ✓ Receive at least 5 hours of supervision per year for their **supervisory practice**
- ✓ Have Continuing Professional Development (CPD) in CBT

# D

## Theoretical skills training and competences

- D.1 The period of CBT supervision training will include the acquisition of a critical understanding of supervision theory and practice.
- Educational theories and principals
  - Different supervision models
  - CBT theories and principles.

- D.2 Acquired competences necessary to practice CBT Supervision will include:

### **Core skills**

- Contracting (e.g. between participants and institution, supervisor and supervisee, supervisee and client)
- Goal setting (relevant questions in supervision)
- Educating (supervision models)
- Structure (level, focus, type, based on supervision models)
- Feedback between supervisor and supervisee, supervisee and client.
- Evaluating

### **CBT skills**

- Agenda setting
- Case formulation
- Didactic interview techniques
- Socratic interview techniques
- Structure an interview session
- Using CBT models
- Goal setting
- Giving feedback
- Educate about supervision models CBT
- Using recordings
- Behavioral experiment
- Reviewing unhelpful appraisals
- Empathy
- Evaluation and summaries

- D.3 Possible methods to assess supervisor's competences include:

- Direct observation of supervision sessions by a supervisor
- Video recording of supervision sessions
- Audio recording of supervision sessions
- Rating scales on relevant competences
- Discussion during supervision
- Written and oral presentation of supervision reports
- Peer review
- Self-assessment
- Supervision log-books
- Papers accepted by scientific journals
- Mutual feedback, between supervisor and supervisee

D.4 Possible learning methods to acquire supervisor's competences include:

- Theoretical lessons
- Reading
- E-learning
- Supervised supervision practice
- Peer-group supervision
- Supervision sessions with a supervisor
- Observation and modelling
- Role play
- Discussion with other professionals
- Attendance and presentations at conferences
- Participation in skills-training workshops
- Research
- Evidence-based reviews
- Supervision Case presentations
- Review of appraisals
- Self-reflection
- Video recording
- Mutual feedback



# Accreditation

## Reykjavik Protocol

**Thomas Kalpakoglou**  
**Training Coordinator**  
**March 2013**





# Accredited associations 2002-2013

**DVT**

German Professional Association for Behavioural Therapy

**PACBT**

Polish Association for Cognitive and Behavioural Therapy

**GBA**

Greece Association for Behavioural Modification and Research

**CABCT**

Croatian Association for Behavioural and Cognitive Therapies

**SABCT**

Slovenian Association for Behavioural and Cognitive Therapies

**HABCT**

Hungarian Association for Behavioural and Cognitive Therapies

**GACBP**

Greek Association for Cognitive and Behavioural Psychotherapies

**RACBP**

Romanian Association for Cognitive and Behavioural Psychotherapies

**SCRITC**

Catalan Society of Behaviour Research and Therapy

**TACBT**

Turkish Association of Cognitive and Behaviour Therapies



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## **Abbreviations**

AC	Accreditation Committee
Mem.As	Member Association(s)
WGTS	Working Group on Training Standards
St.Ac.S	Standardized Accreditation Scheme

# A

## Introduction

A.1 EABCT has launched an accreditation scheme by which it accredits its member associations (Mem.As), associations of European countries, enabling them to accredit their members (CBT therapists) at a European level.

At the point of applying for accreditation, Mem.As have **so far** been advised to provide information for the following:

1. How many years is your Association a full member of EABCT?
2. How many years has your Association an accreditation scheme in force?
3. What are the entry requirements for professionals in your Association to start CBT training and to get your Associations' accreditation?
4. What is the total length of the CBT training you organize or require for accreditation?
5. What is the content of the theoretical courses you organize or require? Please provide detailed curricula.
6. What is the content of the skills training you organize or require? What is the format and duration of this training?
7. How is supervision organized? How much supervision do you require? What are the qualifications you expect your supervisors to have?
8. How is the acquisition of this theoretical knowledge and of the necessary personal and therapeutic skills evaluated or measured?
9. How does your association organize and monitor the continuing professional development of your accredited members? What are your criteria for re-accreditation?
10. Please describe the process of accreditation in your Association and provide evidence verifying this process (e.g., copies of related documents and certificates).
11. Does your Association use EABCT's Standardized Accreditation Scheme? If yes, for how many years?

A.2 The aim of this protocol is to clarify and describe all aspects related to EABCT's accreditation.

A.3 Sections E and F of this protocol refer to the Standardized Accreditation Scheme. They do **not** relate to a Mem.As's application for accreditation.

A.4 In section F, an EXAMPLE of a St.Ac.S application form for therapists seeking accreditation in their Mem.As is described. The general philosophy of this application form is that in its first set of criteria, the minimum training standards for CBT therapists are met. Any remaining criteria will be open to Mem.As, depending on national laws and/or the association's rules.

# B

## Accreditation committee (AC)

### B.1 Formation

- AC will have a three-year tenure.
- AC will consist of four members: three representatives of Mem.As and a chairman (EABCT's Training Coordinator).
- Should a member of the AC resign, another representative will be elected at the following GM.
- Elections will take place in such a way that smooth continuation of the AC's work is possible.

### B.2 Election Procedure

- The election procedure will be similar to the election for the EABCT Board.
- Nominations for three members will be provided by Mem.As.
- A final list of all nominees will be provided at the time of election (GM).
- The three nominees with the most votes will become members of the AC.

### B.3 AC's Goals

- To approve accreditation of Mem.As.
- To act as an advisory body to all Mem.As not fulfilling the accreditation criteria.

### B.4 Efficiency

- The AC will appoint one of its members to keep minutes of AC meetings, gather all correspondence related to an application, inform the Office of any developments, etc.
- The AC works within a structured timeframe for each application (see C.2 below)

### B.5 Working Group on Training Standards (WGTS)

- WGTS is expected to monitor the accreditation scheme and work upon any improvements related to the overall process, accreditation criteria, future developments, etc. For this reason, WGTS will be in close contact with the AC in order to obtain or give useful feedback and recommendations.

### B.6 Related Expenditure

- The AC is expected to be a low-budget work body.
- Any costs related to possible meetings (e.g. room rental, accommodation) will be considered and met accordingly.
- Since AC members are expected to be representatives of Mem.As., they will also be expected to meet (whenever required) during GMs. This way, additional travel expenses will be avoided.

# C

## EABCT Accreditation – standard actions

### C.1 Actions taken by the Office

- Receives the accreditation application.
- Confirms reception of the application to the applicant.
- Forwards application to AC.
- Receives official response from the chairman of the AC.
- Forwards official response to the applicant.
- Organizes accreditation certificates for Mem.As.

### C.2 Actions taken by the Board

- The Training Coordinator supervises the Accreditation Procedure, in cooperation with the AC and the WGTS.
- The President and Training Coordinator sign the accreditation certificates.

### C.3 Actions taken by the AC members

- AC members receive the application from the Office.
- Within **two months**, they report their views, comments, recommendations, etc. to the chairman.
- In the case of unanimous acceptance, the chairman prepares an official response and sends it to the Office.
- In any other case, the AC will meet during the following AGM. At this meeting, all related matters will be discussed and a final decision for further actions will be reached. The representatives of the applicant may also be present to assist the AC with any queries, etc.
- If an applicant objects to the AC's decision or recommendations, further discussions will then take place between the applicant, the AC and the Board.
- Total time for **initial** process of applications (either reaching a final decision or the provision of initial recommendations) should not exceed a period of **eight months**.

### C.4 Actions taken by the Applicant

- Completes the application forms.
- Assists the AC by providing any further information whenever required.
- Complies with any EABCT rules, guidelines, etc. relating to the accreditation scheme.
- Is responsible for record keeping of its accredited (by EABCT) members.

### C.5 Related Costs for the Mem.As.

- Subject to AGM's approval, there will be a list of related costs for Mem.As. These will cover Mem.As.'s initial accreditation application, individual certificates, etc.
- Cost of **application** (reported in December 2008):
  - 100 euros for a small association (up to 100 members)
  - 250 euros for a medium size association (101-200 members)
  - 375 euros for a large association (201- 500 members)
  - 500 euros for an extra large association (more than 500 members)
- For each certificate issued EABCT charges 25 euros (reported in December 2008).

**D****Application forms and related documents for Mem.As****EABCT Accreditation  
Application Form**

Please complete this application form and send it via e-mail to the following address: [eabct@vgct.nl](mailto:eabct@vgct.nl)

**Contact details**

Name:	
Name in English:	
Abbreviation in English:	
Official address:	
Contact address:	
E-mail:	
Name of Representative:	
E-mail of Representative:	
Website:	
Telephone:	

## General Information

Please provide information on the following:

1. How many years has your Association been a full member of EABCT?
2. How many years has your Association had an accreditation scheme in force?
3. What are the entry requirements for professionals in your Association to start CBT training and to get your Associations' accreditation?
4. What is the total length of the CBT training you organize or require for accreditation?
5. What is the content of the theoretical courses you organize or require? Please provide detailed curricula.
6. What is the content of the skills training you organize or require? What is the format and duration of this training?
7. How is supervision organized? How much supervision do you require? What are the qualifications you expect your supervisors to have?
8. How is the acquisition of this theoretical knowledge and of the necessary personal and therapeutic skills evaluated or measured?
9. How does your association organize and monitor the continuing professional development of your accredited members? What are your criteria for re-accreditation?
10. Please describe the process of accreditation in your Association and provide evidence verifying this process (e.g., copies of related documents and certificates).
11. Does your Association use EABCT's Standardized Accreditation Scheme? If yes, for how many years?
12. Please provide any additional useful information supporting your application.

# E

## Standardized Accreditation Scheme (St.Ac.S)

### E.1 Introduction

- European countries show variations with regards to psychotherapy law.
- A number of Mem.As. do not have an accreditation scheme for their members.
- St.Ac.S can provide a model-format for Mem.As.
- St.Ac.S can ensure homogeneity at a European level.
- St.Ac.S can ensure that the minimum training standards are met in CBT training throughout Europe.

### E.2 Adopting St.Ac.S

- St.Ac.S will be **an optional accreditation scheme** for Mem.As. not having their own accreditation scheme.
- Mem.As. adopting St.Ac.S will have to comply with its guidelines and take into consideration any future amendments or developments.
- By adopting St.Ac.S, Mem.As. will have to make sure that the minimum training standards are incorporated in their training courses, etc.

### E.3 St.Ac.S format

- St.Ac.S will have the same format in all Mem.As adopting it.
- St.Ac.S documents will have both EABCT and Mem.As's logos printed on them.
- St.Ac.S documents will be translated in different languages accordingly (a brief record will also be kept in English).

### E.4 St.Ac.S guidelines and efficiency

- St.Ac.S will provide all necessary guidelines that will ensure efficiency.

### E.5 Working Group on Training Standards (WGTS)

- WGTS is expected to monitor St.Ac.S and work upon any improvements related to the overall process, accreditation criteria, future developments, etc. For this reason, WGTS will have a close contact with Mem.As adopting St.Ac.S in order to obtain and give useful feedback and recommendations.
- WGTS, along with AC, will also act as an advisory board for St.Ac.S.



**F**

EXAMPLE of a St.Ac.S application form for therapists seeking accreditation in their Association



**APPLICATION FOR ACCREDITATION  
AS A CBT THERAPIST**

Basic Details – PLEASE PRINT

Name	
Title	
Profession	
Job Title	
Address	
Work Tel.	
HomeTel.	
Mobile Tel.	
email	

## **CRITERION ONE: Core Professional Training**

Do you have a Core Professional Qualification, i.e. are you qualified in one of the recognized helping professions such as clinical psychology, counseling, nursing, medicine in which you have received training in the basics of psychotherapy? (CBT is not a core profession but a modality).

Please tick only one of the core professions below which is your main core profession in which you are qualified:

### **Applied Psychology**

- Clinical Psychology
- Counseling Psychology
- Educational Psychology
- Forensic Psychology
- Health Psychology
- Occupational Psychology
- Sport & Exercise Psychology
- Other Psychology (please state): \_\_\_\_\_

### **Nursing**

- Mental Health Nursing
- Learning Disability Nursing
- Other Nursing with psychotherapy training (please state): \_\_\_\_\_

### **Psychiatry**

- Psychiatric Medicine
- Psychiatrist

### **Medicine**

- General Practice
- Other Medicine with psychotherapy training (please state): \_\_\_\_\_

### **Allied Health Professions**

- Occupational Therapy
- Other e.g. Speech, Physio (please state): \_\_\_\_\_

### **Other Helping Professions**

- Counseling
- Social Work
- Probation Service
- Special Education/Needs – Teaching with additional psychotherapy training
- Clergy
- Other with psychotherapy training (please state): \_\_\_\_\_

Academic and professional qualifications applicable to the above [only include those relevant to Core Profession].

Dates from and to	Qualification	Awarding Body / Institution

Certificates of above qualifications must be provided. Do not send originals.

**CRITERION TWO - Professional Accountability**

Give details of practice since qualifying in your core profession during which you were accountable to a senior member of a relevant core profession.

Dates	Employer	Employed as:	Accountable to:	Professional position of person to whom accountable:

**CBT Practice**

Give details of your practice over the last year including client population and setting:

Dates	Professional Position	Employed by: or Private Practice	Professionally accountable to:	Client population	Clinical Setting	Full time or hours per week	Total % involving CBT

State the proportions of **CBT** time spent on Clinical Practice /Supervision/ Teaching/ Consultation/ Other (state)

Clinical Practice	% =
Supervision of others	% =
Teaching	% =
Consultancy	% =
Receiving Training	% =
Other	
Additional comments on practice	

**CRITERION THREE: CBT Training**

Course Title	Location	Completion date

Please enclose statement of achievement or certificate.

It is the responsibility of individual applicants to do a matching of their training and experience against the criteria laid down in the Minimum Training Standards. Effectively in this section of the application you should evidence a total of 450 hours training in CBT, of which at least 200 hours have been led by named trainers.

You must also evidence that of the 450 hours training 225 hours have involved skills development.

- a). Detail any specific behavioural and/or cognitive therapy **theoretical or skills** components from your core professional training and provide a copy of the relevant course curriculum.

Title of Module(s)/Lecture(s)	No. of hours <b>THEORY</b>	No. of hours <b>SKILLS</b>	Teacher/Lecturer

- b). Detail any specific behavioural and/or cognitive placements/specialized supervision in your core professional training or provide copy of the relevant course curriculum.

Activity	Number of Hours	Teacher/Supervisor

c). Detail any behavioural and/or cognitive therapy courses / seminars / workshops / lectures / placements

Dates from and to	Hours THEORY	Hours SKILLS	Qualification	Awarding Body Institution

Enclose a copy of relevant certificates or other evidence

### Supervised Clinical Practice in Behavioural and/or Cognitive Therapy in Training

The Minimum Training Standards require that therapists will have conducted 200 hours of CBT clinical practice supervised during training and will have treated a minimum of 8 clients covering at least 3 types of problems. 4 of these cases will have been closely supervised and four will have been written up and assessed (2000 - 4000 words).

Tick in the appropriate column the four clients that were written up and assessed by your supervisor (column A) and the four that were closely supervised using live, audio or video supervision (column C)

Client Identifier	Type of Problem	Supervised Client Hours	A?	C?	Supervisor	Supervisor's signature
1						
2						
3						
4						
5						
6						
7						
8						

Total No. of hours from 8 clients above: \_\_\_\_\_

Total No. of additional hours of supervised assessment and therapy: \_\_\_\_\_

Total required hours: 200

**CRITERION FOUR - C/BT Clinical Supervision**

Detail your **CBT clinical** supervision.

Dates from & to	Individual Group Peer Review	Name of Supervisor, or Number of People in Group & Name of Facilitator of Group	Frequency of Meetings / Contact	Duration of Meetings / Contact	Content	Method

**CRITERION FIVE – Other criteria**

{ Depending on national laws and/or the association’s rules, a set of other criteria may be added at this space}

Signed.....

[Please print] .....



**G**

# EABCT Accreditation Certificate

[logos]

## Accreditation Certificate

This is to certify that

[Name]

a full member of  
[name of Member Association]  
fulfils the EABCT criteria for good practice in  
Cognitive-Behavioural Therapy

Rod Holland  
EABCT President

Thomas Kalpakoglou, PhD  
EABCT Training Coordinator

Utrecht, [Date]  
Expiry date [Date]

# H

## EABCT Re-accreditation

- H.1 EABCT accreditation certificates are issued for a period of 5 years. The expiry date is clearly indicated at the bottom of the accreditation certificate.
- H.2 Re-accreditation criteria for CBT therapists are required from all Mem.As applying for EABCT's accreditation. Accredited Mem.As have the responsibility to assess their members' applications for re-accreditation.
- H.3 EABCT **recommends** that re-accreditation criteria include that the applicant:
- Continues to be professionally registered in core professions accredited by their association.
  - Shows evidence of sustained commitment to the theory and practice of CBT, which includes Continuing Professional Development (see below).
  - Continues to receive CBT clinical supervision.
  - Meets any other criteria imposed by national laws or rules and regulations of his/her association.
- H.4 Continuing Professional Development criteria **may** involve:
- Attendance in CBT events: **theory** (congresses, conferences, speeches, etc) or **practice/skills** (workshops)
  - Provision of CBT Training
  - Involvement in CBT Research
  - CBT Academic Presentations
  - CBT Publications
- H.5 EABCT issues re-accreditation certificates at the cost of 25 Euros each (reported October 2010)



[www.eabct.eu](http://www.eabct.eu)  
contact: [office@eabct.eu](mailto:office@eabct.eu)

*September 2013*