**CBT Centre: Guidelines, marker feedback and assessment criteria**

**for therapy recording submissions**

This assignment relates to all supervision modules and supervision components of integrated modules. The aim of the assignment is to evaluate your competence in CBT. Formative recordings are submitted halfway through each supervision block (~ supervision session 5) to give you feedback on your progress and identify areas for development. Summative recordings are submitted at the end of each supervision block to determine your level of competence against the Cognitive Therapy Scale-Revised (CTS-R; Blackburn, James, Milne & Reichelt, 2001), with scores converted to university grades. These recordings should each be of one of the two closely supervised cases brought to university supervision, and be in the change phase of therapy. The session should be 50-55 minutes (markers will stop marking at 60 minutes) unless conducting 90-minute sessions where indicated by the literature e.g., imaginal reliving for PTSD or social anxiety video feedback). There are penalties for late submissions (see handbook).

**Submission details**

# 1. Required paperwork

Your supervisor or university assessor requires some context to the full session therapy recording. You will therefore provide the following with each submission:

1. Assignment front sheet (in e-handbook) – for summative assignments only

2. Self-rating using the CTS-R – including scores, consent obtained and comments

3. Formulation diagram, constructed collaboratively with your patient

4. Brief overview of the session (200 words max) including brief biographical information; presenting problems on which you are focusing; therapy goals jointly agreed; session number; aims for the current session

5. Patient scores on standardised measure at baseline assessment and at the time of current session (where known), and a brief statement on how you have incorporated this information in your clinical decision making

6. A reflective analysis of the session (500 words max) discussing the case and linking this to your session content, highlighting points of good practice, areas for improvement and key learning

7. Signed and dated statement that this session has not been submitted previously

For summative submissions, upload this document to e-assignment. For formative submissions, email the document to your university supervisor. The University of Southampton has agreed / is working towards Privacy Impact Statements with partner NHS Trusts (Southern Health, Dorset Healthcare, Isle of Wight) to satisfy confidentiality and Caldicott issues.

**2. Making and saving the recording**

You are responsible for checking the visual and audio quality of your recording prior to submission. Recordings must be clearly named using the following format: “YourUoSStudentNumber\_DDMMYY of recording\_ModuleNumber” e.g., **20514091\_01.10.22\_PSYC6095**. Recordings should not exceed 2GB; if this is the case you will need to review your recording equipment and / or software.

**3. Encryption and Uploading**

**It is essential that you name (or rename) your recording in this way BEFORE you upload it**. All video files need to be encrypted for upload. This is essential for Information Technology Governance (ITG) and Data Protection reasons. You will use the built-in encryption within the University’s secure **Safesend** (safesend.soton.ac.uk) upload portal. Short **instructional videos** are provided which demonstrate the procedures (see course content of either PSYC6088 / PSYC6040 / PSYC6142 on Blackboard). It is your responsibility to ensure that this is done before the assignment deadline. You are strongly advised to complete this procedure well ahead of the deadline to avoid late penalties (which are automatically applied). Upload summative recordings to [cbtadmin@soton.ac.uk](mailto:cbtadmin@soton.ac.uk) and only use the password previously emailed to you by CBTadmin.

**CBT Programmes**

**Marker feedback sheet: CTS-R Score Sheet**

**Work presented on XXX**

**PSYC:**  **Assignment:** Formative / summative recording

**Student id:** **Resubmission:** Y/N

**Marker:**  student / university supervisor

**Consent obtained for:**  supervision / assessment of therapist / training of other therapists (indicate all applicable)

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| --- | --- | --- |
| **CTS-R Items** | **Score** | **Comments** |
| **1. Agenda setting and adherence**  Did the therapist set a good agenda and adhere to it? |  | **Strengths:**  **Areas for improvement:** |
| **2. Feedback**  Were there statements and/or actions concerned with providing and eliciting feedback? |  | **Strengths:**  **Areas for improvement:** |
| **3. Collaboration**  Were there statements and/or actions encouraging the patient to participate appropriately, and preventing an unequal power relationship developing? |  | **Strengths:**  **Areas for improvement:** |
| **4. Pacing and efficient use of time** Were there statements and/or actions concerning the pacing of the session, helping to ensure the time was used effectively? |  | **Strengths:**  **Areas for improvement:** |
| **5. Interpersonal Effectiveness**  Was a good therapeutic relationship evident (trust, warmth, etc.)? |  | **Strengths:**  **Areas for improvement:** |
| **6. Eliciting appropriate emotional expression**  Were there questions and/or actions designed to elicit relevant emotions and promote a good emotional ambience? |  | **Strengths:**  **Areas for improvement:** |
| **7. Eliciting key cognitions**  Were there questions and/or actions designed to elicit relevant cognitions (thoughts, beliefs, etc.) |  | **Strengths:**  **Areas for improvement:** |
| **8. Eliciting and planning behaviours**  Were there questions and/or actions designed to elicit dysfunctional behaviours and engage the patient in planning for change? |  | **Strengths:**  **Areas for improvement:** |
| **9. Guided discovery**  Were there questions and/or actions designed to promote self-reflection, helping the patient to make his/her own connections and discoveries? |  | **Strengths:**  **Areas for improvement:** |
| **10. Conceptual integration**  Were there statements and/or actions designed to promote the patient’s understanding of the models underpinning CT? |  | **Strengths:**  **Areas for improvement:** |
| **11. Application of change methods**  Did the therapist facilitate in-session learning and change through a change method (cognitive and behavioural)? |  | **Strengths:**  **Areas for improvement:** |
| **12. Homework setting**  Did the therapist set an appropriate homework effectively? |  | **Strengths:**  **Areas for improvement:** |
| Total CTS-R Score\* |  | **Key strengths and next steps:** |
| University numerical grade |  |

**For marker completion\*:**

1. CTS-R pass grade for this assignment: 30 / 36
2. If the pass grade is CTS-R 36, are there more than 2 subscales marked at 2 or below? yes / no

If yes, this is an automatic fail

**CBT Programmes**

**CBT Postgraduate marking scheme and CTS-R mapping**

This marking scheme is adopted from the University Quality Handbook. Please note that assessments cannot be assigned numerical grades other than those shown on the marking scheme except where penalties for late work or work that exceeds the word limit are applied. A mark of zero is applied where: (i) no work is submitted, (ii) work is submitted more than three weeks after the deadline, (iii) the work contains plagiarism, (iv) students fail to obtain ethical approval from the School of Psychology and Research Governance Office before collecting data, (v) students obtain ethical approval but are deemed subsequently to have failed to adhere to the School’s ethical standards, or (vi) work is based on fabricated or misrepresented data. Scores for the CTS-R range from 0-60 (for a pass mark of 30) and 0-72 (for a pass mark of 36). The university pass mark for all assignments is 50.

**University grades for CTS-R assignments (pass mark 30)**

PSYC 6095 – Supervision 1 (Generic)

PSYC 6142 – CBT-SMH Fundamentals (supervision component)

PSYC 6139 – CBT-SMH for Psychosis and Bipolar (supervision component for first block)

PSYC 6143 – CBT-SMH for Personality Presentations (supervision component for first block)

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| **Category** | **CTS-R mark** | **Numerical grade** |
| **Distinction** | 53-60  48-52.5  44-47.5  42-43.5 | 100  87  78  72 |
| **Pass** | 40-41.5  38-39.5  36-37.5  34-35.5  32-33.5  30-31.5 | 68  65  62  58  55  52 |
| **Fail** | 28-29.5  26-27.5  24-25.5  19-23.5  12-18.5  1-11.5  0 – 0.5 | 48  45  42  38  30  18  0 |

**University grades for CTS-R assignments (pass mark 36)**

PSYC 6096 – Supervision 2 (Anxiety)

PSYC 6097 – Supervision 3 (Depression)

PSYC 6138 – CBT-SMH for Anxiety (supervision component)

PSYC 6141 – CBT-SMH for Depression (supervision component)

PSYC 6139 – CBT-SMH for Psychosis and Bipolar (supervision component for second block)

PSYC 6143 – CBT-SMH for Personality Presentations (supervision component for second block)

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| **Category** | **CTS-R marks** | **Numerical grade** |
| **Distinction** | 64-72  57-63.5  53-56.5  50-52.5 | 100  87  78  72 |
| **Pass** | 48-49.5  46-47.5  43-45.5  41-42.5  38-40.5  36-37.5 | 68  65  62  58  55  52 |
| **Fail** | 33-35.5  31-32.5  28-30.5  23-27.5  14-22.5  1-13.5  0-0.5 | 48  45  42  38  30  18  0 |