CPD REFLECTIVE PRACTICE STATEMENTS
GUIDELINES AND EXAMPLES

CBT CPD ACTIVITY AND REFLECTIVE STATEMENTS

For your annual CBT related CPD you are expected to engage in a minimum of five activities drawn from across the range of listed acceptable types of learning and development activities. You are required to complete a separate reflective statement for each. Within this, you are required to include at least six hours of skills workshop(s) per year and complete reflective statements for these. You must be able to provide evidence for each activity.

Acceptable types of Learning and developmental activities which can be included within you CBT CPD for accreditation are:

**Clinical role**
- Short courses / in service-training
- Secondment to specialist area (CBT relevant)
- Workshops
- Journal clubs / peer review
- Skills practice groups (not supervision)
- Presentations
- Attending a Special Interest Group (SIG)
- Shadowing / doing or coaching by others (CBT relevant work)
- Project work / structured discussion with colleagues
- Service audits
- Personal development plans (PDP), job appraisals
- Self-development
- Committee representative

**Management elements (clinical role)**
- Member of occupational group for managers (within CBT) i.e. IAPT service managers
- CBP service managers training courses / modules
- Expanding role
- Organising courses

**Professional role**
- Mentoring
- Lecturing / teaching
- Examining
- Accrediting
- Expert witness
- Tutoring
- Involvement with professional body (BABCP), branch meetings, SIG’s
- Maintaining or developing specialist skills - expanding role
- Job / role promotion related activity

**Formal/educational role**
- Member of learning / teaching committee
- Review for a professional journal - academic or ‘CBT today’ etc.
- Studying for a teaching award
- Seminars
- Distance learning
- Planning and running a course
- Writing a professional article
- Supervising clinical research
- Reading books, journals / articles (CBT relevant)

**Research role**
- Presentations at conferences
- Membership of an ethics or research committee
- Working for an academic journal / selecting CBP articles etc.
- Completing a dissertation or thesis as part of an academic course (CBT relevant)

**Self-directed study**
- Reading journal articles
Reviewing books / articles
Updating knowledge via TV, DVD, Internet / software
Keeping files of own progress

Other
Public service (CBT related)
Voluntary work (CBT related)
Promoting CBT / Publicising CBT (media etc.)

You are also required to include supporting evidence for your CPD activity and Reflective Statement.

Acceptable forms of evidence include:

- PDP’s / appraisals
- Paperwork from reviews / performance appraisals / formal feedback / certificates etc.
- Business plans
- Reflections - experiences, discussions with mentor / manager
- Reflective statements

Materials
- Information leaflets
- Case studies
- Critical reviews / Adapted notes (study notes etc.)
- Policy / position statements
- Discussion documents
- Procedural / process documents
- Job descriptions / applications
- Reports / audits / reviews-forms
- Business plans / appraisals / PDP plans
- Guidance materials / guidelines
- Course assignments feedback / module credits
- Action plans
- Course programme documents / in service training / conferences / workshops
- Presentations (power-point etc.)
- Articles done
- Questionnaires
- Research papers / proposals / applications
- CBT literature / leaflets etc., produced
- Contributions to professional body
- SIG contributions
- Material showing reflection / evaluation of learning, for work, clients etc.
- The reflective statement document

Material from others
- Testimonies/letters - from staff / colleagues / clients / carers
- Feedback from organisations / students / institutions (universities etc.)
- Teaching assessment / feedback
- Course certificates

See examples below of 12 months of Reflective Statements; this is the standard of recording that is expected
CBT Related CPD
Reflective Statement

Name: Sarah Withers

Membership Number: 999111  Date Accredited: 1 March 2013

12 month period from: 01/03/2013 to: 01/03/2014
(month and year)

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For skills workshop note number of hours: 6

What was the activity and how was this relevant to your work as a CBT practitioner
(100 words indicative)

Obsessive Compulsive Disorders Master class presented by Professor Paul Salkovskis, 23 May 2013. I was interested in developing my knowledge in the Cognitive Model of OCD as my training was primarily based on Exposure and Response Prevention, this was mainly because it was relatively cheap and easy to deliver within a stepped care service. However, I felt that with some clients this approach was limited and I found a number of my clients were unwilling to engage in exposure. I therefore began some reading around the cognitive model for OCD and thought this would be helpful to those clients. I realised that further formal training with some experience in using this model was needed.

What did you learn and how will this impact on future CBT practice
(100 words indicative)

I gained an understanding of the model including understanding of how to formulate and socialise the client to this model and the conceptual aims of the treatment techniques. This model will help me with clients who fell unable to engage in exposure and response prevention due to the high level of anxiety it leads to. I have used this model with one client since completing the workshop and with the help of supervision was able to work with the client to achieve progress in the client’s problem. I came away from the workshop with further questions however. I find it difficult using this model with clients with co-morbid problems such as depression and generalised anxiety disorder. This has led me to identify further areas of CPD that are needed.

Please indicate what evidence you have enclosed for the above activity  (see listing of acceptable forms of evidence of CBT related CPD)

Certificate of attendance (labelled A1) and this reflective statement.
# CBT Related CPD Reflective Statement

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sarah Withers</th>
</tr>
</thead>
<tbody>
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<td>Membership Number:</td>
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**For skills workshop note number of hours:** 10 hours

**What was the activity and how was this relevant to your work as a CBT practitioner**

(100 words indicative)

I was seconded for 10 hours to Older Adults team to help in the development of a “Wellbeing in Later Life” course for people aged over 65. Within the IAPT team I have the responsibility for the initiative – ‘Older Adults Work stream’, which aims to develop relevant services to encourage referrals from people over the age of 65. This secondment led to providing 3 days training to PWP’s and CBT therapists and resulted in the development of a 10 week CBT based course for older adults. We received positive feedback and useful ideas from participants of the group and we have incorporated these ideas into the programme.

**What did you learn and how will this impact on future CBT practice**

(100 words indicative)

This secondment gave me some essential experience in order to provide a structure to the group. We identified how to use and adapt a CBT model to best meet the needs of people of this age group. As a result we included an introduction to the CBT model, including links between thoughts, feelings and behaviour and the development of an idiosyncratic formulation. We included about life stages that we identified was important during the secondment. Also thought to be important for the group was information on available resources and resilience, their own and those available from the community. The secondment gave me insight into some of the assumptions I held about this age group and I believe that this insight helped with engagement with the participants and enhanced the therapeutic process.

**Please indicate what evidence you have enclosed for the above activity** (see listing of acceptable forms of evidence of CBT related CPD)

Group leaflet and schedule; and reflective statement.