

CBT Skills in Action

Edited by Dr Lisa Lampe

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Clinical Contributors

The clinical scripts for this DVD were written by a number of clinicians who are expert and specialist practitioners of CBT. Between them is a vast bank of clinical experience, and each is regularly involved in teaching. Their teaching and training activities encompass undergraduate students of medicine and psychology, post-graduate students in psychology and psychiatry, psychologist and psychiatrist peers, GPs, allied health professionals, carers and consumers.

Chris Basten

Chris is a clinical psychologist in Sydney. His many years of working both in a hospital eating disorders clinic and a consultation-liaison psychiatry service led to his interest and further training in motivational interviewing (MI). Chris remains actively involved in training CBT and MI skills and maintains a clinical practice.

Rocco Crino

Rocco is a clinical psychologist. He is Associate Professor of Clinical Psychology and head of the Anxiety Disorders Clinic at the University of Western Sydney. Rocco came to UWS from the Clinical Research Unit for Anxiety and Depression at St Vincent's Hospital, Sydney, where he was the Clinical Director for many years. Rocco's particular clinical and research interests are in OCD and body dysmorphic disorder and he is a sought after speaker on these topics. He is a co-author of a widely used textbook for anxiety, and is an advisor to the Anxiety Disorders Alliance, NSW Association for Mental Health.

Natasha Davis

Natasha is a clinical psychologist, director of the Clinical Psychology Centre in Sydney and President of the Australian Association of Cognitive and Behaviour Therapy (AACBT) NSW. She has trained and worked in a variety of settings including public health, private hospitals and universities, and in research. She is an Honorary Associate of the University of Sydney and Macquarie University.



Natasha's clinical work involves the assessment and treatment of anxiety disorders with children, adolescents and adults, and she has a particular interest in the development and manifestation of anxiety across the lifespan. She also has special interests in eating disorders and the relationship between anxiety and depression.

Lisa Lampe

Lisa is a psychiatrist and Senior Lecturer at the University of Sydney. For 15 years she worked at the Clinical Research Unit for Anxiety and Depression at St Vincent's Hospital in Sydney and in private practice, before taking up a full-time academic position. She is involved in teaching CBT and psychiatry to medical students and trainee psychiatrists, and runs workshops attended by GPs, psychiatrists, and psychologists. Her research interests include social anxiety disorder, management of anxiety and depression, and medical education in psychiatry. She is on the Committee for Examinations of the Royal Australian and New Zealand College of Psychiatrists. She is a co-author of a widely used textbook for anxiety, as well as a number of books written for a general audience, and is frequently invited to write for professional journals.

Peter McEvoy

Peter is a specialist clinical psychologist and research co-ordinator at the Centre for Clinical Interventions in Perth, and an Adjunct Senior Lecturer in the School of Psychology at the University of Western Australia. Prior to this, he worked as service coordinator of Anxiety Disorders Clinic, St Vincent's Hospital, Sydney. Peter is on the editorial board of the Journal of Anxiety Disorders and is an ad hoc reviewer for a number of national and international journals. He has published articles relating to treatment outcome for anxiety and depression, has presented workshops on the treatment of emotional disorders, and supervises clinical psychologists and trainees. Peter specialises in the treatment of social phobia, generalised anxiety disorder, obsessive compulsive disorder, panic disorder, agoraphobia, body dysmorphic disorder, and depression.

Brian O'Grady

Brian is a clinical psychologist with many years of experience, much of the time specialising in the assessment and treatment of anxiety disorders. He is a co-founder of the Sydney Anxiety Disorders Practice, in which he works half-time. He is currently also working half-time as a Clinical Supervisor in the Rod Power Psychology Clinic at Macquarie University. Brian has worked in both public and private health settings, community mental health, specialist clinics, and universities. He is also on the organising committee of the Anxiety Practitioners Network.

Acknowledgement

We gratefully acknowledge that the material on this DVD has been expertly recorded, formatted and edited by John Baird RBI AIMI, Instructional Designer, Multi-media Producer and Head of Medical Illustrations, Royal North Shore Hospital, St Leonards. NSW 2065. Australia.



About this DVD

Cognitive behaviour therapy is widely recognised as an effective therapeutic modality in a range of conditions, and many mental health professionals seek training in CBT. It is often difficult to find the opportunity to see CBT skills in action. This DVD is designed as a teaching resource, and is likely to be most valuable when combined with the opportunity for discussion with an experienced practitioner of CBT.

In this DVD, a number of experienced mental health professionals demonstrate CBT. There is a focus on the development of the cognitive model to guide understanding of the presenting problem and later its treatment. Each vignette is designed to showcase a particular skill, however, during the course of the 'consultation' that is portrayed, in fact a rich variety of cognitive behavioural skills and techniques is demonstrated. Each script was written by the therapist in the vignette, based on amalgams of patients seen over the years: they do not represent any individual patient. The 'patients' are portrayed by actors.

This DVD was produced with funding from the Health Education and Training Institute and their support is gratefully acknowledged. John Baird of Royal North Shore Hospital Audio-Visual Department edited the video footage with infinite patience following Lisa Lampe's directions, and provided essential technical advice.

Suggestions for using this DVD

The vignette in 'Cognitive Analysis and the Cognitive Model' is a good introduction to current best practice in assessment for CBT. The vignette has been divided into two sections and some discussion questions are included for use at the discretion of the tutor.

The other five vignettes run without introduction and are designed for the tutor to use as the basis for workshops or seminars. Each vignette might be the basis for one such seminar.

As you watch the DVD you will notice that the therapists have different personal styles in how they apply the principles of CBT with their patients, illustrating that there is no one 'right' way to explain or implement CBT techniques. However, all the therapists are guided by the cognitive models they develop with their patients. You will see also that they each draw their models slightly differently. Throughout each consultation there are numerous 'decision points' where a therapist must decide where to take the interaction next, what issues to follow up on immediately and which to defer. Again, there is not one single correct way and decisions are often guided by experience. Our patients will soon let us know if we're on the right track, so paying attention to how patients respond to the hypotheses we share with them provides guidance as to whether we're on the right track.

Suggestions for discussion topics include the following:

Process

- What do you notice about the way the therapist relates to the patient?
- What do you notice about the style of questioning?
- What do you notice about the language the therapist uses?
- How does the therapist respond to the patient's concerns or anxieties?
- What do you notice about the structure of the interview?



Content

- Can you identify any specific cognitive behavioural strategies that have been used by the therapist or the patient?
- What appears to be the focus/foci of the therapist's interaction with the patient?

Cognitive behavioural analysis

- Do you have enough information to generate a cognitive model?
- What other information would you need?
- Are there any cognitive biases or distortions evident in this interaction?
- What maintaining factors or 'feedback loops' can you identify?
- How would you explain your model to the patient?

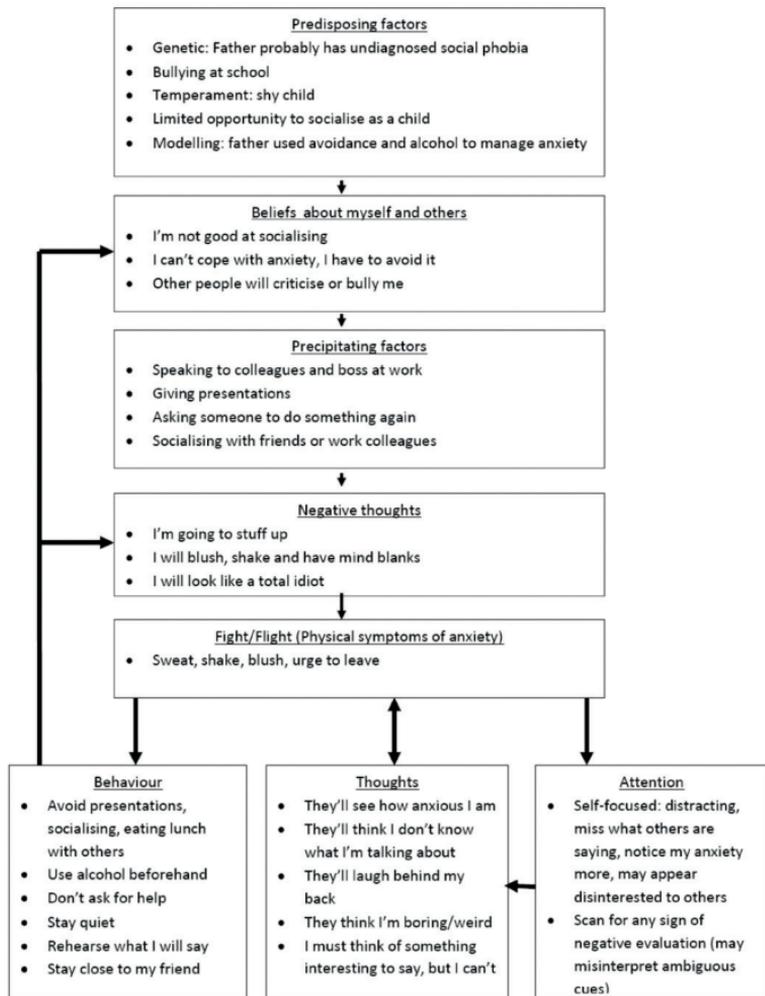
Treatment planning & implementation

- Based on the cognitive model for this patient, what treatment strategies would you recommend?
- How would you explain this to the patient?
- How many sessions of treatment do you think would be required?
- Can you generate a treatment plan on a session by session basis for this patient?
- What homework would you suggest following the session you have just seen?
- What measures would you use to monitor progress for this patient?
- What potential barriers to treatment can you identify?

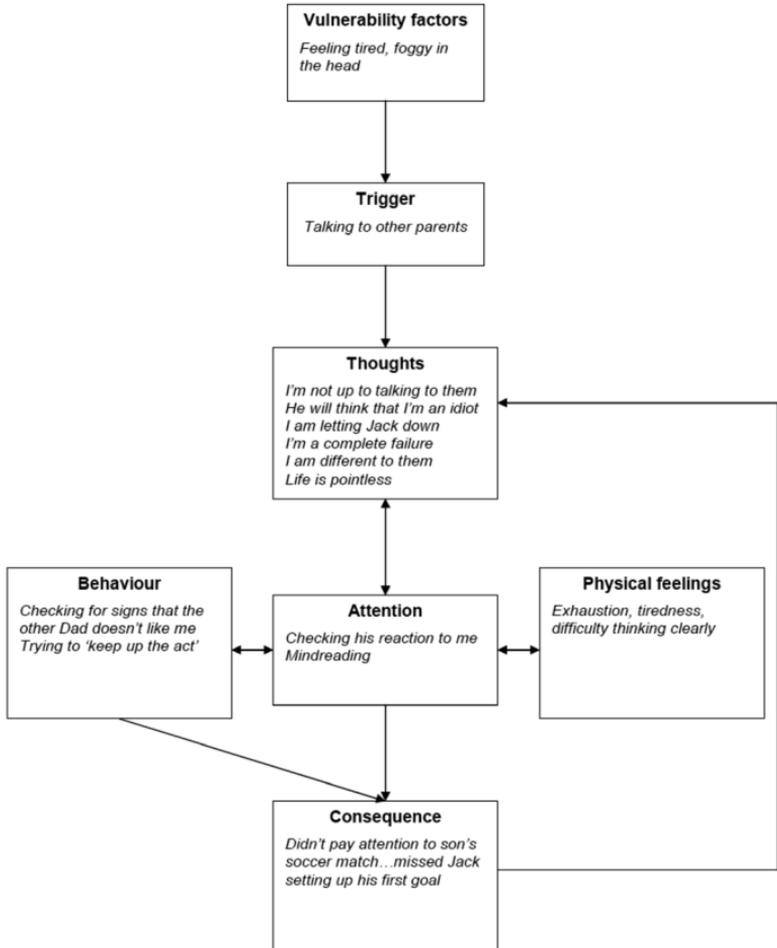
More about Metacognitions

This segment illustrates the identification of metabeliefs/metacognitions in generalised anxiety disorder (GAD). Understanding the role of positive metabeliefs about worry (i.e. how worry helps) is important because the therapist will be asking the patient to let go of worry – which they have been using (without realising it) as a strategy for controlling anxiety and uncertainty. If beliefs about how worry might be helpful are not identified, then the patient is likely to experience an increase in anxiety when asked to relinquish worry, and might be reluctant to do so, without either patient or therapist really understanding why – it might look like ‘resistance’. So having identified positive metabeliefs about worry, the possibility that anxiety might increase in the short-term can be anticipated and coping strategies discussed. Negative metabeliefs about worry are usually much more obvious and accessible, and often a driving force to seek help.

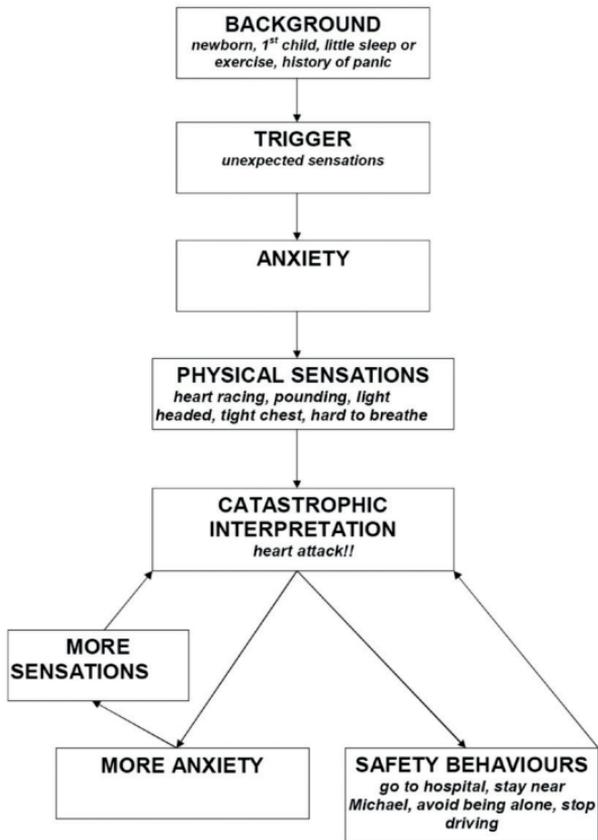
Cognitive Analysis and the Cognitive Model



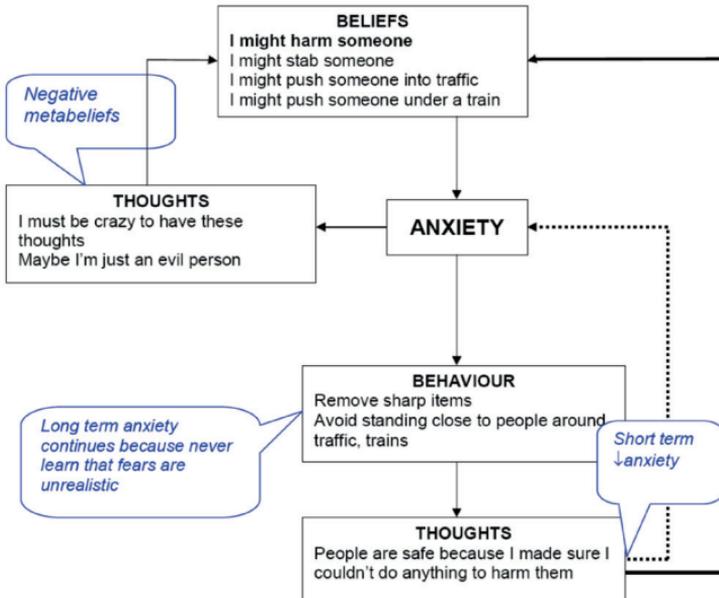
Socratic Dialogue



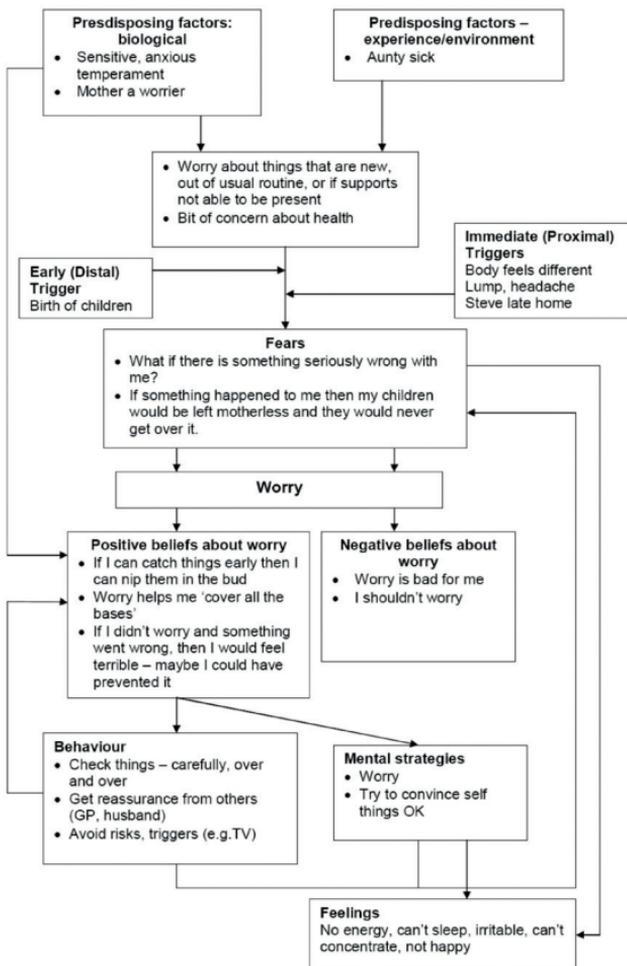
Graded Exposure



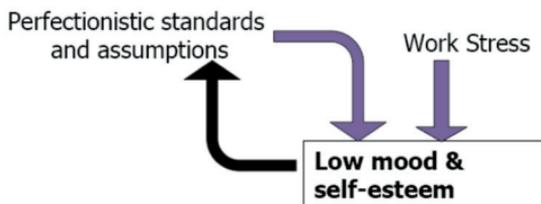
Exposure and Response Prevention



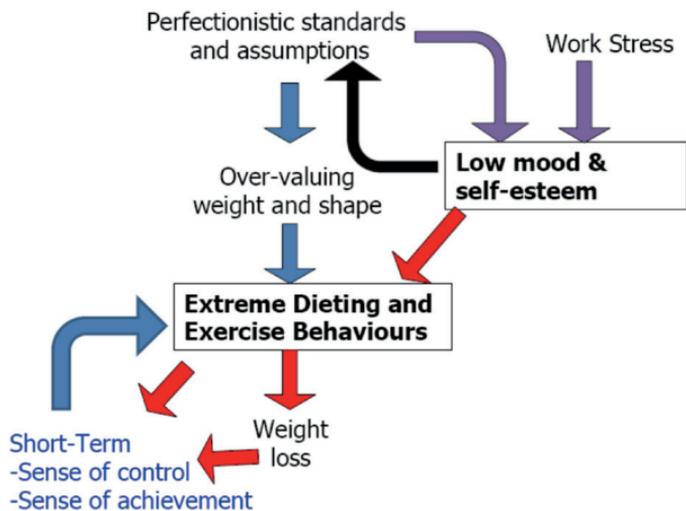
Metacognitions



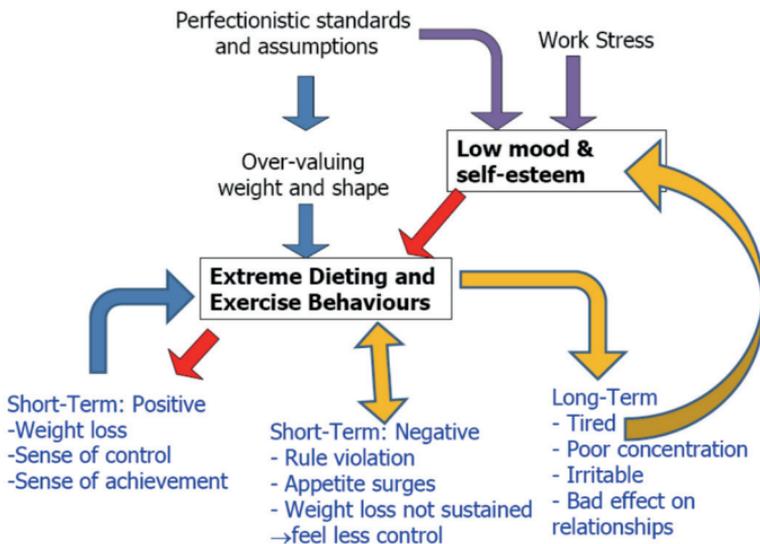
Motivational Interviewing Figure 1



Motivational Interviewing Figure 2



Motivational Interviewing Figure 2





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