

# COURSE CATALOGUE

2022 – 2024



The  
Psychology  
&  
C.B.T  
Clinic



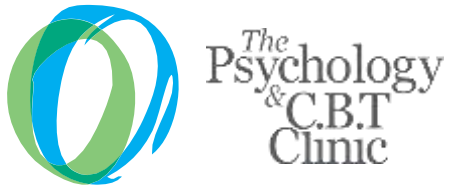
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Welcome to our 2022-2024 training catalogue. The Psychology and CBT Clinic offers both psychological therapy and training by experts in psychosocial functioning. All of our professional development courses are developed by doctoral level psychologists and/or family therapists with extensive international experience of working with children, adolescents and adults suffering from a wide range of difficulties. Our first-hand experience ensures that we can offer practical examples to ensure in-depth discussion during the training as well as the most up-to-date research and interventions.

Our mental health professionals are experts in psychosocial functioning and general well-being. Given our scientific background we ensure to focus on evidence-based research and best-practice guidelines. This means that we consider all available research and pick the most consistently supported evidence when taking decisions as to what to include in professional development training. For example, while there are a number of therapies that may assist with stress, the strongest evidence-base suggests that mindfulness is extremely effective for reducing stress therefore it is discussed extensively in our training on stress and burnout.

Our teaching approach is based on formal and non-formal learning to help promote active participation from all participants. The standard methodology is highly practical and involves active exercises, including mindfulness, case studies, group discussion and role plays. Theoretical input will be integrated with an experiential approach which will include self-reflective exercises, creative-expressive exercises and pair work. Groups are scheduled during particular points throughout the year, however, we can also accommodate requests to run tailored groups on additional dates.

Our courses are suitable for teachers, learning support assistants, psychologists, counsellors, heads of discipline, school heads and assistant heads as well as other individuals working in schools with children and adolescents.



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Helping teachers and  
parents manage bullying  
in different contexts

## *Course overview*

Bullying is a complex set of behaviours displayed by a large number of children, including ones that are generally well-behaved. The behaviours exist on a continuum of mild to severe. While there is a widespread belief that bullies are children with poor social skills and low consequential thinking, this is not always the case – for example, popular children with above average intelligence and good social skills may bully in order to retain power. Bullying is widely prevalent in schools, and it can be managed by actions taken by schools, students and also by parents. The purpose of this training is to provide an understanding of the phenomenon of school bullying and to consider how it can be reduced through consideration of universal thinking errors, personal values and skills as well as intrafamilial and group factors such as the quality of parenting, situational factors pertinent to the child, school climate and general culture.



### *Training Dates*

14 – 18 February 2022

10 – 14 October 2022

13 – 20 February 2023

16 – 20 October 2023

12 – 16 February 2024

2 – 6 December 2024

## *Main objectives*

The training will be split into three main areas – understanding bullying; preventing bullying and intervening during incidences of bullying. The aims are to –

- Help understand bullying in its various forms and consider how it can be fluid based on personal, social, situational and cultural factors. Consider cyberbullying and why it has increased bullying
- Understand the consequences of bullying not only for targets but also for bullies, bystanders, the school and society in general. Consider how targets, bullies and bystanders all need to be part of the intervention process.
- Consider the role of parents and families in bullying prevention and intervention
- Explore the fine line between legal and illegal behaviour – when are behaviours more than simple bullying? When are they distinct from conflict?



## ***Programme***

### **Understanding bullying**

- How thinking errors and group dynamics affect human behaviour
- Statistics related to bullying, including bullying frequency in schools
- The types of bullying, including cyberbullying
- Understanding the bullying triangle
- Distinguishing bullying from conflict
- Discussion of societal changes in bullying

### **Preventing bullying**

- Personal qualities that assist during bullying
- Resilience
- Understanding parents' roles
- The role of attachment
- The role of emotional intelligence
- Skills - teaching conflict resolution and problem-solving skills
- Developing interpersonal skills and self-advocacy
- Utilising a comprehensive school-wide approach to bullying
- Anti-Bullying Programs
- Social and Emotional Learning (SEL) programs



## **Bullying intervention**

- Assessing and Reporting on Bullying
- School Accountability
- Helping parents hold accountability at home
- Enacting antibullying legislation
- Protecting targets under civil rights laws
- Zero tolerance approaches
- Implementing school antibullying policies
- Helping bystanders become upstanders
- Using holistic approaches to bullying
- Identifying changes in functioning
- Psychological strategies to maintain functioning



Helping teachers and  
parents manage child  
disruptive behaviours in  
different contexts

## *Course overview*

Disruptive behaviours can emerge due to a number of reasons. In the case of neurodevelopmental difficulties such as autism they are generally mainly precipitated by difficulties within the child and how his or her brain functions. However, parental and school-based adaptations, as well as ongoing professional support, may assist to reduce this disruptiveness. In the case of issues such as general oppositionality, while the temperament of the child is important to consider, generally the systems supporting the child may be predisposing such difficulties. For example, certain parenting styles and ways of functioning tend to result in increased disruptiveness.

Our specialists work directly in child and adolescent mental health and wellbeing. Our ongoing therapeutic role involves working with clients who exhibit behavioural symptoms and considering the best intervention to help reduce these symptoms. Such difficulties could include clinical difficulties such as autism, ADHD or oppositionality (ODD) or be due to situational stressors such as witnessing abuse, bullying or parental separation.

We base our interventions on gold standard approaches, that is, approaches that have been consistently found to help and are evidence-based (consistently validated by research). The purpose of this training is to assist professionals who work with children and adolescents understand disruptive behaviours better by considering the factors that trigger and perpetuate these behaviours in order to help reduce their frequency.





## *Training Dates*

21 – 25 February 2022

23 – 27 May 2022

12 – 16 September 2022

20 – 24 February 2023

22 – 25 May 2023

19 – 23 February 2024

20 – 25 May 2024

## *Main objectives*

- Exploring what is meant by disruptiveness with particular reference to frequency, intensity and duration of difficulties
- Considering what level of disruptiveness is ‘normal’ and ‘abnormal’ and the function of the disruptiveness in the given situation
- Exploring contextual factors to disruptiveness using the 4P model (predisposing, precipitating, perpetuating and protective factors)
- Overview of the main clinical disorders (autism/ADHD/oppositional defiant disorder/conduct disorder) that contribute to disruptiveness, how they develop and whether they can be treated

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- Discussion of situational factors including the home and school setting – can this increase or decrease disruptiveness?  
Consideration of attachment theory
- Exploring the various behaviour management strategies utilised for the varying difficulties mentioned above
- Referring to specialists for ongoing monitoring and support and liaising with the extended system in which the child or adolescent functions
- Discussion of strategies to assist with optimal learning in class
- Considering social and problem-solving skills as well as strategies to assist with restructuring thinking and regulating emotions

## ***Programme***

### **Understanding disruptiveness**

- Defining disruptiveness
- 4-P model – Predisposing, precipitating, perpetuating and protective factors
- The context (family, culture) and disruptiveness
- What is neurodevelopment?
- Bullying and disruptiveness
- The role of attachment
- Overview of autism and ADHD
- Nature versus nurture

- Oppositional Deviant Disorder
- Conduct Disorder
- Learning Difficulties including dyslexia
- Stress and situational factors related to disruptiveness
- Case scenarios

### **Skills to reduce disruptiveness**

- Resilience
- Emotional intelligence
- Building personal qualities
- Teaching conflict resolution and problem-solving skills
- Emotion regulation skills
- Developing interpersonal skills and self-advocacy

### **School and home based management approaches**

- Utilising a comprehensive school-wide approach to disruptiveness
- Anti-Bullying Programs
- Social and Emotional Learning (SEL) programs
- Creating a positive school climate and helping with learning
- Behaviour management techniques
- Emotion-focused approaches – how to talk to children and young people



- Social stories and working with the extended context
- School policies in relation to disruptiveness
- The role of the learning support assistant
- Assessing and reporting on disruptiveness
- School Accountability
- Helping parents hold accountability at home
- Enacting legislation
- Protecting targets under civil rights laws
- Zero tolerance approaches
- Using holistic approaches to disruptiveness
- Identifying changes in functioning in students
- Considering psychological strategies to maintain functioning
- Referring to specialist professionals

# Understanding and improving emotional intelligence



## *Course overview*

Emotional intelligence is the ability to understand and manage one's emotions and resultantly act appropriately during social interactions. Emotional intelligence can help with solving problems and obtaining what one wants. When we are not overwhelmed by uncomfortable feelings such as anger and frustration it becomes easier to think and maintain control of situations and their outcomes. Emotional intelligence is associated with lower levels of stress and, resultantly, better mental and physical health outcomes, irrespective of circumstances. It is also helpful for making and maintaining both personal and professional relationships. The purpose of this training is to help participants in both understanding and improving emotional intelligence.



### *Training Dates*

21 – 25 November 2022

20 – 24 November 2023

18 – 22 November 2024

## *Main objectives*

The main objectives of the training are to understand and improve emotional intelligence as follows:

- Define emotional intelligence and understand how it is influenced by both temperament and experiences within personal, social and cultural spheres.
- Understand the link between thoughts, feelings and behaviours, including the role of increased emotional awareness on one's actions and how they are managed
- Define resilience and its link to a positive stress response moderated by emotional intelligence. Discuss the role of improved self-soothing and positive self-talk on good health, focus, cognitive capacity and relationships
- Consider the best psychological techniques that assist with developing emotional intelligence and how social functioning is interlinked with the former capacity

## *Programme*

- Understanding Emotional Intelligence
- Resilience
- What are emotions? What influences emotional intensity?
- Understanding the link between thoughts, feelings and behaviours
- Nature and Nurture – their influence on emotional intelligence

- The role of parents on attachment styles and socio-emotional functioning
- Extended families, friends and society
- Emotional intelligence and the stress response
- Executive function
- Health and mental health outcomes
- The link between EI, cognitive capacity, problem solving and focus
- Understanding intimacy – how we make and maintain professional and personal relationships
- Understanding toxic relationships and their role on our emotions, thoughts and behaviours
- Improving emotional awareness and focus
- Improving empathy, connection and acceptance
- Considering positive self-talk and mindfulness
- Considering communication skills
- Conflict resolution and problem solving skills
- Setting appropriate personal boundaries
- Evidence-based therapeutic approaches



A close-up, profile view of a young child with light brown hair, looking out towards a bright, hazy background that appears to be a body of water. The child is wearing a grey, textured t-shirt. An adult's hand, adorned with a diamond ring, is gently holding the child's hand. A solid blue rectangular box is positioned in the lower-left corner of the image, containing white text.

Reducing early school  
leaving (ESL)

## *Course overview*

Children and Young People who leave education and training before the end of compulsory schooling are referred to as Early School Leavers. Early school leaving is a serious issue which affects not only the individual but also society as a whole. Early School Leaving (ESL) is often targeted within international policies as it is highly deleterious to the general functioning and wellbeing of individuals, with harmful effects that continue within adulthood. Generally ESL is related to a number of personal, situational and intrafamilial factors including low income, parental mental health difficulties, substance misuse, learning difficulties and behavioural difficulties. All of these factors need to be considered in tackling ESL.

The primary therapeutic interventions with ESLs generally are multimodal in nature, meaning that they tackle the system including the family and school system, not only the child. These types of interventions are generally the most evidence-based. Increased monitoring of warning signs, early intervention, prevention and multisystemic support will all be considered in this training that helps to reduce ESL.



### *Training Dates*

24 – 28 October 2022

23 – 27 October 2023

21 – 25 October 2024



## *Main objectives*

- Understand the factors associated with ESL and identify early warning signs for students that are at risk. These factors may include personality, cognitive capacity and mental health functioning, interpersonal skills as well as factors related to upbringing including parenting styles, parental mental health and substance misuse, peer groups, poverty and the school environment.
- Consider the research evidence regarding ESL as well as best-practice guidance for tackling ESL –the research focus will be on multisystemic approaches that consider the family (nuclear and extended) as well as the school and the wider environment, not only the early school leaver
- Explore various preventative techniques and interventions to help reduce early school leaving. To consider how to build a number of protective factors including interpersonal skills, problem solving skills, helpful thinking styles, emotion regulation and distress tolerance skills in the child/adolescent

## ***Programme***

### **Associated factors and early warning signs**

- Personal and societal consequences of early school leaving
- Risk Factors associated with school leaving
- Protective Factors
- Exploring the ESL Student
- Exploring Associated Systems (Parents, School, Society)
- Culture and the Educational System
- Early Warning Signs of ESL

### **Prevention**

- Student resilience and vulnerability factors
- Understanding the need of different support systems for students
- Making the school curriculum engaging and relevant for all student
- Understanding the need for student inclusion
- Exploring the role of parent-child attachment
- Exploring parental and family functioning and extended family attitudes to school attendance
- Strengthening teacher-student and family-student relationships

- Parents as co-educators
- The role of career guidance and extracurricular engagement
- Early identification of students with learning needs
- School-wide approach

## Intervention

- Early warning systems (marking attendance, monitoring school performance)
- Improving resilience, interpersonal skills, distress tolerance and emotion regulation skills
- Tackling general values and attitudes to pursuing school
- Problem solving skills
- Tailored teaching and specialist support
- Multi-disciplinary approach
- Exploring joint working between parents and school
- Considering the role of teacher communication styles and behaviour management techniques in student engagement
- Transition programmes between schools
- Importance of extracurricular activities
- Second chance education

# Managing stress and burnout



## *Course overview*

The word ‘stress’ can refer to a stimulus (a stressor such as a change in circumstances) or a response (generally a feeling). It is a normal part of every day life and can even lead to healthy development if it is mild to moderate, motivates us to seek solutions and does not persist for prolonged periods of time. Individuals who are overly protected from stress may find it hard to cope once they become overly stressed, therefore, some level of stress is beneficial. If stress becomes intense or long-lasting it can have deleterious effects on our wellbeing and functioning and can lead to burnout – which results in emotional and physical exhaustion as a result of prolonged stress. Stress and how it can be better managed will be the main focus of this course.



### *Training Dates*

16 – 20 May 2022  
26 – 30 September 2022  
15 – 19 May 2023  
25 – 29 September 2023  
13 – 17 May 2024  
23 – 27 September 2024

## *Main objectives*

The main aims of this training are to –

- Understand and define stress. Consider the three types of stress response – positive, tolerable and toxic – and how they are linked to biopsychosocial functioning. Define burnout and consider how it progresses and can be countered.
- Consider the role of buffers to stress including personality and situational factors such as social supports within the stress response
- Explore the brain and how its architecture is influenced by stress including when adaptation is possible . Consider the role of early intervention for stress.
- Consider what happens when stress leads to reduced wellbeing and functioning by considering evidence-based interventions to assist with reducing stress and the clinical disorders it could lead to

## *Programme*

- Defining stress
- Defining burnout
- Emotional intelligence
- Resilience
- Qualities and skills related to stress
- Types of stressors
- Nature versus nurture – the role of stress
- Exploring brain architecture and hormones
- The role of social circumstances including the family of origin
- The impact of stressors – which have the most influence?
- Relationships and stress
- The impact of stress on our mental health
- Eastern philosophy
- Balancing personal and work commitments
- Changes following stress – exploring wellbeing
- Mindfulness
- Considering cognitive-behavioural techniques



# Improving psychological wellbeing



## *Course overview*

Psychological wellbeing is associated with a state of comfort, health and happiness. It is also related to good functioning in work and relationships, even though there are individuals who function well in society yet still feel unhappy or unfulfilled. During this personal development training we will consider the factors associated with psychological wellbeing as well as specific techniques that could help improve wellbeing and functioning. Some individuals go through exceptionally difficult situations yet still retain a sense of wellbeing – the relationship between wellbeing and hardship will be explored further. Acceptance and adherence to personal morals and values is essential to psychological wellbeing.



### *Training Dates*

24– 28 October 2022

23 – 27 October 2023

21 – 25 October 2024

## *Main objectives*

The aims of the training are as follows –

- To consider what psychological wellbeing is and how it links to various factors including personality, emotions, thoughts and behaviours
- To consider the role of situational factors such as parenting, relationships, stressors and protective factors, such as job opportunities, on our wellbeing
- To explore set strategies that assist with wellbeing including acceptance, thinking positively, emotion regulation, improving communication, problem solving, mindfulness and other distress tolerance strategies

## *Programme*

- Defining psychological wellbeing
- Do we have to be happy to be psychologically well?
- The link with functioning
- Factors associated with wellbeing
- 4-P model (perpetuating, precipitating, predisposing and protective factors)
- Personality and wellbeing
- The link between thoughts, feelings and behaviours
- Stress and wellbeing
- Relationships and wellbeing
- Resilience
- Emotional Intelligence
- Morals and values
- Assertiveness
- The role of acceptance in wellbeing
- Improving wellbeing
- Cognitive-behavioural techniques to help wellbeing
- Psychological techniques





Considering healthy relationships in balance with personal needs: using problem solving and assertiveness

## Course overview

Healthy relationships are essential to our psychological wellbeing, however, when we feel vulnerable and do not value ourselves sufficiently we are more likely to attract individuals who will further undermine our self-confidence. Resultantly it is even more important to consider our personal choices and how they can be improved in order to boost our functioning, wellbeing and self-esteem. The aim of this training is to consider different personalities and explore why they attract each other while considering how to move out of dysfunctional relationships and select better individuals to associate with regularly due to improved self-awareness and empowerment.



### *Training Dates*

7 – 11 November 2022  
6 – 10 November 2023  
4 – 8 November 2024

## Main objectives

- To consider how our childhood, primarily our relationship with a primary caregiver, influences how our personality forms, including formation of self-esteem, assertiveness, emotional intelligence and general interpersonal skills. To explore how and why we tend to be attracted to individuals who are similar to our primary caregivers.

- To consider various personality styles and how experiences can provide both strengths and vulnerabilities that will attract individuals with set personality styles. To consider how to ensure difficulties are resolved in order to break unhelpful dynamics and cycles.
- To explore healthy and toxic relationships and consider how these relationships are made and maintained

## ***Programme***

- Individual temperament/personality
- Parent-child attachment
- Emotional intelligence
- The role of interpersonal skills and emotion regulation
- How we attract individuals into relationships and friendships
- Healthy relationships
- Toxic Relationships
- Gaslighting and shame (Gottmans 4 horsemen and The Sound Relationship House)
- Building resilience and self-esteem
- Problem solving and conflict resolution skills
- Emotion regulation and perspective taking



# Understanding group dynamics



## *Course overview*

The structure, quality of interaction, size, goals and cohesiveness of each group will determine how effective it is and will also partly influence the personal and interpersonal functioning of its members. The aim of this course is to help understand groups and how they function in order to understand how individuals are influenced by groups but also how they can be effective and influential. Laboratory studies have suggested that if we are to understand individuals we must be able to understand how they are influenced by groups. Diverse areas such as group development and structure; conformity; power; leadership; performance; decision making and conflict will all be explored within this training.



### *Training Dates*

28 November – 2 December 2022

29 May – 2 June 2023

27 November – 1 December 2023

27 – 31 May 2024

25 – 29 November 2024

## *Main objectives*

The main objectives for the training are as follows –

- To help understand how groups form and how psychological and interpersonal needs affect group formation. To consider group formation stages including orientation, conflict, cohesion, performance and dissolution.
- Considering group socialisation and group structure, including the roles, authority levels and communication patterns of members, including centralisation and performance.
- Considering the effect of factors such as majority, minority, status, gender and other variables on conformity, nonconformity and influence. Understanding the nature of power and authority as well as conflict and coalitions.
- To consider all the above factors within a school-based setting in considering how certain individuals influence unhealthy group dynamics and behaviour and what can be done in order to ensure that a positive school culture is maintained. To consider how individuals begin to function differently when influenced by unhealthy group dynamics and how this can be minimised, if deleterious affects are noted

## *Programme*

- The nature of groups and how they can be measured
- Considering group values and interpersonal attraction during group formation
- The stages of group development
- The socialisation process
- Group structure: roles; status; social standing and centralisation
- Conformity and Influence
- Power and obedience
- Leadership and effectiveness
- Performance
- Group polarisation and decision making
- Conflict and coalitions
- Managing unhelpful group dynamics while ascertaining that optimal personal functioning is maintained





Conflict resolution,  
communication skills and  
peer mediation in schools

## Course overview

There is nothing wrong with conflict in itself – it is a normal part of everyday life – the importance is to consider how it is managed and resolved appropriately. If it is not well-resolved on an ongoing basis this could lead to increased personal differences between staff and/or students - and disengagement from school.

Individuals with good abilities at resolving conflict generally have high emotional intelligence and good communication skills, which are fundamental at resolving difficulties as well as making and maintaining friendships. This reduces the chances of aggression and bullying as well as improving student satisfaction and wellbeing and reducing disruptive behaviours within the classroom. Peer mediation is essential in resolving conflict between students with the outcome being reaching an agreement between all parties. Ultimately good conflict resolution and communication skills lead to increased awareness and insight into achieving goals; increased group cohesion and improved self-knowledge.



### *Training Dates*

7 – 11 March 2022  
17 – 21 October 2022  
6 – 10 March 2023  
9 – 13 October 2023  
4 – 8 March 2024  
7 – 11 October 2024



## *Main objectives*

The main objectives of the training are as follows –

- Exploring communication skills and how they help in making and maintaining friendships. Considering the link between emotional intelligence and communication, including the importance of emotional regulation when interacting with people.
- Considering the role of social constructivism, group dynamics, social and individual/personality psychological perspectives as well as problem solving and game theory.
- To define and explore mediation and its role during conflict
- The Interest-Based Relational Approach (Fisher and Ury, 1981) is considered helpful in considering conflict resolution. This approach prioritises separating people and their emotions from the problem in order to build mutual respect, understanding and negotiation/cooperation/consensus. This approach involves active and empathic listening, prioritisation of relationships and anger management.

## *Programme*

- Defining conflict
- Stages of conflict resolution
- Interest-Based Relational Approach to conflict
- Thomas Kilman - Conflict Handling Intentions model
- Core temperaments
- Communication skills
- Individual and group psychology and how it affects conflict
- Emotional Intelligence and emotion regulation
- Peer mediation
- Applying learning to the school environment
- Self-reflection and case scenarios

