COURSE CATALOGUE
2025 – 2027

The
Psychology
& C.B.T
Clinic

Erasmus+
staff mobility

Welcome to our 2025-2027 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, Occupational Therapists 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.

Content

Bullying in Schools – Understanding, Preventing and Intervening

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

17 – 21 February 2025
6 – 10 October 2025
2 – 6 February 2026
2 – 6 November 2026
15 – 19 February 2027
8 – 12 November 2027

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 schools 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

17 – 21 February 2025
6 – 10 October 2025
2 – 6 February 2026
2 – 6 November 2026
15 – 19 February 2027
8 – 12 November 2027

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

- 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

Socioemotional learning and integrative sensory functions in children with Special Educational Needs (SEN)

Course overview

Sensory Integrative functions are the foundation skills for the development of self-regulation, social attachment, attention abilities, motor skills and readiness to learn. Students with special educational needs can experience sensory immaturities which highly reflects on their participation in school and everyday activities. These children might exhibit behavioural challenges, emotional outbursts or lack interest to what is happening around them simply because their nervous system cannot cope with the external or internal sensations.

Emotional intelligence is the ability to understand and manage one's emotions and resultantly act appropriately during social interactions. It is associated with lower levels of stress and, resultantly, better mental and physical health outcomes, irrespective of circumstances. 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. It is also helpful for making and maintaining relationships and assisting with learning. The purpose of this training is to help participants in both understanding and improving sensory integrative functions and emotional intelligence.

Training Dates

19 – 23 May 2025
18 – 22 May 2026
17 – 21 May 2027

Main objectives

- Explore what is meant by special education needs including contextual factors to disruptiveness using the 4P model (predisposing, precipitating, perpetuating and protective factors) How do these conditions develop and can they be treated?

- Understand the sensory integrative functions and their influence on behaviour, emotions and learning. Recognize signs of Sensory integration dysfunction. Understanding the importance of environmental modifications and sensory strategies to enhance participation and learning.

- 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

Day 1

- Discussion of special education needs including dyslexia, Down's syndrome and autism

- Discussion of situational factors including the home and school setting

- Consideration of attachment theory

- Discussion of strategies to assist with optimal learning in class

- Overview of the main psychosocial, sensory integration and educational interventions

- Presentation of case scenarios

Day 2

- The Sensory Systems: Introduction about the eight sensory systems

- The sensory Integration process: Focus on proprioception, tactile and vestibular senses

- Link between sensory and modulation functions in the learning environment

- Link between sensory and motor functions in the learning environment

- Regulation of behaviour, arousal states, emotional states

Day 3

- Sensory challenges: Identifying sensory issues and sensory needs

- What is sensory and what is behaviour?

- The school environment; sensory experiences and challenges

- Sensory Learning including environment modifications and teachers approaches

- Teachers role in co-regulation and environmental modification for children with sensory integrative dysfunction

Day 4

- Understanding Emotional Intelligence; Resilience; What are emotions? Understanding the link between thoughts, feelings and behaviours

- The role of parents on attachment styles and socio-emotional functioning; Extended families, friends and society

- Considering social and problem-solving skills as well as strategies to assist with restructuring thinking and regulating emotions

- The Stress response

- Executive function

Day 5

- School and home based management approaches

- Social and Emotional Learning (SEL) programs

- Emotion-focused approaches – how to talk to children and young people

- Conflict Resolution and Problem Solving Skills

- Social Stories & working within the extended context

Managing stress and burnout

Course overview

Stress is a normal part of everyday 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. It results from person-environment transactions that lead an individual to perceive a discrepancy – whether real or not – between the demands of a situation and the resources of the person's biological, psychological or social systems.

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

3 – 7 March 2025
3 – 7 November 2025
23 – 27 February 2026
19 – 23 October 2026
8 – 12 March 2027
22 – 26 November 2027

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

Day 1

- What is Stress?

- What is Burnout?

- What Factors lead to stressful appraisals?

- Types of Stress

- Toxic Stress

- Difference between stress and burnout

Day 2

- Measuring Stress

- Stress and Changes of Functioning

- Factors that Affect Personal Reactions to Stressors (Biological, Emotional, Cognitive, Biological)

Day 3

- The Systems that Support Us

- Environmental and Sociocultural Factors, including Conflict

- Psychological Modifiers of Stress

- The Role of the Teacher in Schools

Day 4

- Coping Strategies

- Stress Prevention

- Personal Qualities and Environments that Help, including Resilience

- The Parental Role and how it Buffers against Stress

- Attachment and Emotional Intelligence

- Parental Styles

- School Socio-Emotional Learning Programs

- Conflict Resolution Skills

Day 5

- Stress Interventions

- Using a Holistic Approach to Stress Management

- Cognitive Behavioural Strategies

- Unhelpful Thinking

- Core Beliefs

- Third-Wave CBT Strategies

- Mindfulness

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

26 – 30 May 2025
9 – 13 March 2026
24 – 28 May 2027

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 effects 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 — Managing interpersonal and group conflict dynamics

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 and poor functioning.

Individuals with good abilities at resolving conflict generally have good emotional intelligence and communication skills, which are fundamental at resolving difficulties as well as making and maintaining friendships.

Conflict can occur within groups - intragroup conflict - and between groups - intergroup conflict. It can also occur in one-to-one relationships, which we will refer to as interpersonal conflict. When group conflict occurs, the actions or beliefs of one or more group members are unacceptable to and resisted by one or more of the other members. Interpersonal and group conflict will both be explored during the training.

Training Dates

12 – 16 May 2025
20 – 24 October 2025
11 – 15 May 2026
26 – 30 October 2026
10 – 14 May 2027
25 – 29 October 2027

Main objectives

- To help understand conflict in its various forms and consider how it can be affected by a number of factors including perceptual, cognitive and interpersonal factors

- Understand the consequences of conflict for individuals and the school and society in general. Consider conflict resolution by considering emotional intelligence, mindfulness, attachment and general negotiation strategies and communication techniques

Programme

Day 1

- Defining Conflict

- Understanding Interpersonal Conflict

- The Respond versus React Procedure

- Interest Based Relational (IBR) Approach to Conflict

Day 2

- Thomas Kilmann – Conflict Resolution Model

- Distinguishing between intra- and inter-group Conflict

- Exploring Factors that Impact on Conflict

- Learning environments and how they impact on Conflict

Day 3

- Mixed-Motive Situations

- • Dilemmas – how do they make conflict worse?

- • Social Traps – The Tragedy of the Commons

- • Contentious Influence Strategies

Day 4

- Conflict versus Bullying

- Conflict and Interpersonal Style

- Gender and Conflict

- The Process of Conflict and the Conflict Spiral

Day 5

- Perceptual, Cognitive and Interpersonal Factors and how they affect Conflict

- Coalition Formation

- Further Conflict Resolution Techniques