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ID CAT_1_2026

Cognitive Analytic Therapy Practitioner Training Year_1_2026

1. Staff/Costs

Position	Name	Email
Course convenor	Lee Crothers	

Course Costs: The CAT year 1 training course introductory price is \$3200.00 (plus GST) or \$5000 (plus GST) for a pair (from same service) and covers 50 hours of theoretical learning including:

- Twelve months access to a student portal with pre-recorded webinars, assessment tasks, a student forum and links to resources/reading
- Online live seminars and mapping groups
- Marking of assessment tasks

(NB: It does *not* include the 40 sessions of group CAT supervision required each year or personal therapy component.)

2. Course pre-requisites/ information

Pre-requisite(s): To undertake the CAT training you will need to have a core degree in psychology, psychiatry, psychiatric nursing, social work, or occupational therapy.

You'll need at least **five years' experience in a role that provides mental health treatment, counselling, or psychotherapy**. If you're unsure whether your experience fits, please get in touch — we're happy to discuss.

CAT Training Australia (In Dialogue) do not want to exclude other professionals from the training if they have similar experience and are happy to discuss. The pre-requisites are guided by ICATA and ANZACAT standards.

Course trainees are required to have appropriate access to clients and to provide CAT. This allows trainees to have four (or close to four) completed and supervised CAT therapies (usually 16-session CAT with four different people presented in CAT group supervision – 40 sessions offered and more if needed to complete 4 cases).

Teaching times and locations: 30% (16 – 20 hours) of the workshop content is pre-filmed video lectures with related learning activities and reading/resources and are self-paced online (you will get a link and code to access the video content and permissions will last one year – you can request more time as needed). This allows you to determine when and where you learn but it is recommended you view the lecture and reading material of the module before attending related seminar and mapping workshops online.

All the learning, such as recordings, reading, assessment and video links, will be placed in an online LMS and you will be provided with student login details once registered. Please do not share the learnings, videos or links with anyone who is not registered in the course.

3. Course summary

This is the year 1 course of a 2-year course in Cognitive Analytic Therapy (CAT) to ANZACAT-approved CAT Practitioner Level.

Workshop component: Each year is made up of:

- 18 hours pre-recorded modules with reading and assessment tasks.
- Approx: 32 hours of live seminar time = reading and mapping seminars using CAT tools (Zoom or in person) includes oral case study presentations

Together this makes up 50 hours or more of training each year (year 1 and year 2 both have 50 hours) allowing someone to complete the required 100 hours over 2 years (the ANZACAT requirement).

As indicated, the CAT practitioner course is usually undertaken over two years. A break between the years 1 and 2 is not recommended but we understand that life and finances can sometimes get in the way. That said, you cannot take more than two years to finish year 1 or more than five years to finish the whole course – please check ANZACAT standards. If you are concerned about this, it is best to check with the ANZACAT standards committee if you want to apply for more than the usual two years to complete the whole course. For more information about CAT practitioner status see www.anzacat.org.au

Clinical Practice component:

Trainees will be expected to complete four CAT therapies under the supervision of an ANZACAT-accredited supervisor. The work should include a range of problems and clients/service users, including working, in the latter part of the training, with clients with more complex difficulties. Wherever possible, trainees should obtain the experience of standard 16-week CAT and the other two therapy cases being briefer (not less than 8 sessions)

Supervision will take place on a weekly basis; a half-hour per person in groups of usually two to three trainees (e.g., The group will be an hour and a half if there are three trainees and one hour if there are two). Time will be allocated with average minimum 15 minutes weekly per client, but with flexibility in the allocation according to client and trainee need. There must be a minimum of 40 supervision groups per year, and the trainees are expected to attend regularly and to attend 85% of the 40 scheduled CAT supervision sessions. Trainees will be expected to remain in supervision until the completion of all clinical work. It is expected that trainees need to start seeing clients shortly after the start of the course and to carry two clients concurrently at any given time.

Supervisors will be asked to provide feedback on their trainee's development and use of supervision at regular intervals. This will take place twice each year using the IDP CAT supervision review form. Feedback will be based on a collaborative discussion, whereby trainees will jointly identify developmental aims and targets, and where they will also have the opportunity to comment on their experience of the supervision and to make suggestions for change.

Personal Development

Trainees are required to have an experience of personal CAT during their practitioner training. This is usually a shortened version of a standard 16-session CAT as it is usually with a CAT practitioner from overseas (as the CAT community is still small in Australia). The sessions are usually 2-4 hours and provide a reformulation experience conducted by an accredited CAT therapist.

Assessment for year 1

Trainees are expected to complete 100% of the online modules and 85% of seminars and supervision. Supervision reviews take place every six months. Written work includes:

- An oral case study presentation in year 1 – mid year
- Four short written assignments related to the online workshops on theory – attached to the pre-recorded modules

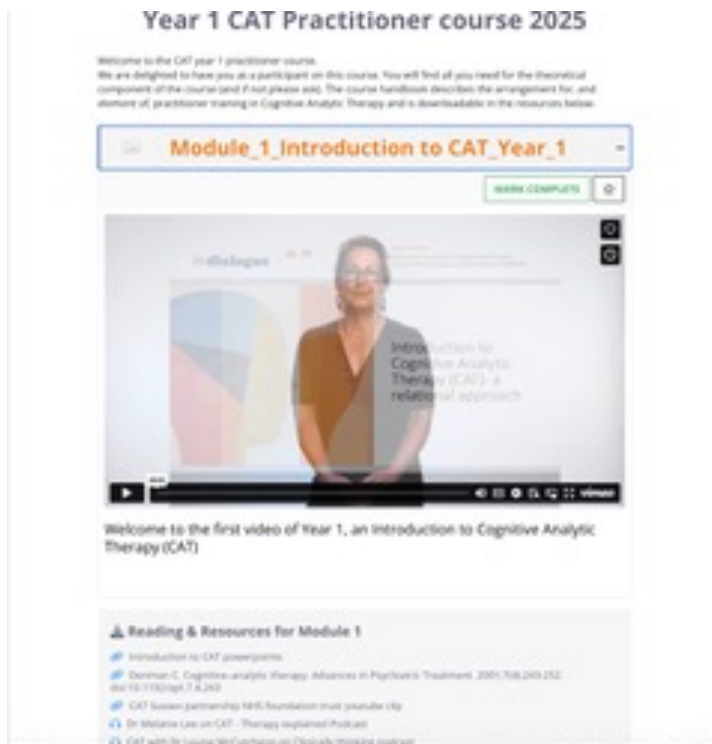
4. Course aims

The course aims to provide an understanding of the integrative theory of CAT, alongside a developmental perspective, and how it can be used in conjunction with other models as an intervention, therapeutic approach, and formulation aide. It also aims to provide trainees with skills to deliver the collaborative, structured therapy of CAT within their work context of private practice or trainees' core professional role. Year 1 training is focused on theoretical knowledge and applying this in a counselling/therapy/mental health practice. At the successful completion of this course you (the trainee) should be able to describe the main principles and practice of CAT and to apply the CAT tools of reformulation letter, SDR (or maps) and goodbye letters within a contracted therapy time that promotes therapeutic change.

5. Course LMS and online seminars/mapping workshops schedule:

Login at _____

Each trainee will get login details to a student portal that will look something like this:



Access to student portal by April 2026 until April 2027. This is the predicted schedule of webinars but may be adapted for better learning.

Module 1 : Introduction to CAT: Overview of CAT principles and philosophy. The historical context of CAT and its development. An understanding of the integrative nature of CAT.

Seminar online: Wed 1st April 9.30 am to 11.30am. Zoom link provided

Mapping online: Wed 15th April 9.30am to 11.30am. Zoom link provided

Module 2: The key theoretical concepts of CAT – Reciprocal roles and the self in CAT. Procedures (PSM to PSORM). Target problem and TPP's.

Seminar online: Wed 6th May 9.30 am to 11.30am. Zoom link provided

Mapping online: Wed 20th May 9.30am to 11.30am. Zoom link provided

Module 3: The therapeutic relationship in CAT : Reciprocal role enactments. Alliance & use of self.

Seminar online: Wed 10th June 9.30 am to 11.30am. Zoom link provided

Mapping online: Wed 24th June 9.30am to 11.30am. Zoom link provided

Module 4: Reformulating, creating a new self-narrative: Use of mapping and letter writing in reformulation.

Seminar online: Wed 8th July 9.30 am to 11.30am. Zoom link provided

Mapping online: Wed 22nd July 9.30am to 11.30am. Zoom link provided

Module 5: More on the integrative influences of CAT: ORT, Kelly's Construct Theory, Vygotsky & Bakhtin.

Seminar online: Wed 12th August 9.30 am to 11.30am. Zoom link provided

Mapping online/case presentations: Wed 2nd September 9.30am to 11.30am. Zoom link provided

Module 6: Facilitating recognition & middle of therapy: Having an observing eye

Seminar online/case presentations: Wed 7th October 9.30 am to 11.30am. Zoom link provided

Mapping online/case presentations: Wed 21st October 9.30am to 11.30am. Zoom link provided

Module 7 Promoting change & revision: Techniques for modifying unhelpful patterns.

Seminar online: Wed 18th November 9.30 am to 11.30am. Zoom link provided

Mapping online: Wed 2nd December 9.30am to 11.30am. Zoom link provided

Module 8: The good enough goodbye: Writing goodbye letters & facilitating 'good enough' endings.

Seminar online: Wed 16th December 9.30 am to 11.30am. Zoom link provided

Follow up seminar tbc for February 2027 – whats next

Live Seminars:

Live seminars with related reading and written & mapping exercises are on Wednesdays and are 2 hour interactive online sessions.

Zoom links sent prior but will always be the same zoom link.

The dates may change dependent on group and facilitator availability. Topics may also change dependent on student learning, what is relevant & external speakers. It is expected people attend 85 % of the seminar and mapping sessions.

Relationship between course, module learning outcomes and assessments

Each module is in two parts, with pre-recorded webinars and corresponding assessment tasks. You must pass the assessment tasks to go on to the next module. You must pass all assessments (online modules, written and oral assignments and attend 85% of 40 sessions of supervision to pass year 1 CAT practitioner course before you can register for year 2.

6. Strategies and approaches to learning

Learning and teaching activities

The course is delivered in a blended format, comprised of live online seminars/tutorials with online pre-recorded lectures, reading, case discussions and assignment tasks. In the online

seminars you will be expected to have watched the corresponding pre-recorded module and completed the reading and assessment tasks. The online component will enable you to have knowledge of the theory, and the seminars will provide a space to discuss how the theory is applied. Mapping seminars will provide practical ways of mapping and formulating with clients. Students are expected to be engaged in regular CAT supervision if they wish to gain ANZACAT-approved CAT practitioner status.

Expectations of students

With teaching a relational therapy there are expectations that the students hold a curious and open relationship with the content and:

- will alert the course coordinator ASAP if the content is not accessible to them or they require more assistance.
- complete assessment tasks for each module.
- attend 85% of live seminars/mapping sessions.
- attend and pass all online components.
- attend to protocols governing email, social networks and online discussion forums.
- Engage in reading and mapping seminars.
- This is a relational course, and learning happens through dialogue as much as through content. Participants are expected to engage respectfully, remain open to differing perspectives, and contribute to a thoughtful, collaborative learning space.
- Maintain confidentiality of both trainees and the people they are supporting (clients)

Assessment tasks

Viewed and passed webinars; 85% or greater attendance at seminars; satisfactory supervisor clinical appraisals; pass marks for case studies and webinar assessment tasks

If participants attend all live seminars and complete the required pre-recorded lectures and learning activities, the total structured learning equals:

- **Pre-recorded lectures and learning activities:** 18 hours
- **Live online seminars and mapping sessions:** 32 hours

Total structured learning: 50 hours.

Attendance Requirement

Participants are required to attend **at least 85% of the live seminars.**

85% of 32 live seminar hours = **27.2 hours**

This means participants must attend **a minimum of 28 hours of live seminars** to meet the attendance requirement.

Submission of assessment tasks

Assessment tasks submission dates will be on the student portal. Extensions and special consideration to be requested to course coordinator, Lee Crothers.

Late submissions may incur a marking fee.

Feedback on assessment

Feedback may be provided to trainees on either an individual, class or cohort basis. Feedback need not be linked solely to completed assessment but can also be given to students generally in connection with their learning and as part of ongoing assessment tasks.

7. Academic integrity, referencing and plagiarism

APS referencing is the preferred referencing style that trainees are expected to use in your course. **All information about therapy cases is to be de-identified.**

8. Readings and resources

It is recommended you have access to the text book: A., & Kerr, I. (2020). *Introduction to Cognitive Analytic Therapy: Principles and Practice*. (2nd ed.). John Wiley & Sons Ltd.

It is also useful to have access to reformulation at www.acat.me.uk

Reading and other resources like podcasts and YouTube clips are posted on LMS for easy access and linked to learning objectives of modules.

9. Administrative matters

The student portal is through kleq and accessed at _____
Admin details provided upon registration.