

Society for Dialectical Behaviour Therapy

DBT Training Accreditation Process for courses providing training in
Dialectical Behaviour Therapy **(3 levels)**.

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1. Introduction

Courses offering training in Dialectical Behaviour Therapy (DBT) can apply to the Society of DBT for accreditation as a course that provides some, or all, of the training necessary to meet the Society of DBT Minimum Training Standards (MTS, Appendix 1 of this document). Individuals who wish to become accredited as a DBT therapist via the Society of DBT must meet the MTS as one of the criteria for accreditation.

Courses can apply for either Level One, Level Two or Level Three accreditation.

a. Level One Accreditation:

This indicates that the course provides training that meets the Society of DBT quality criteria. The course does not, however, provide the quantity required to meet all the MTS. Each course accredited at Level One will provide a clear statement of the minimum quantity of training towards the MTS that a graduate of the course will have achieved. Courses at this level would usually be brief (e.g. under a week) and all information concerning which aspects of the MTS and Core Competencies (Appendix 5) are covered by the course will be obtained from the submitted paperwork.

b. Level Two Accreditation:

This level of accreditation indicates that the course provides training that meets all of the Society of DBT MTS quality requirements. A graduate of a level two course will have received most of the training required to meet the MTS however some aspect(s) will be missing. For example, the course may not provide the supervision component of the MTS. Each course accredited at Level Two will provide a clear statement of the minimum quantity of training towards the MTS that a graduate of the course will have achieved. Information concerning which aspects of the MTS and Core Competencies (Appendix 5) are covered by the course will be obtained from the paperwork. In addition, courses at this level will usually require an accreditation visit (Appendix 4) which will be conducted electronically e.g. via skype.

c. Level Three Accreditation:

Level 3 courses must be offered at postgraduate level by a Higher Education Institution in order to be eligible and must include some supervised clinical practice as part of the requirements. This level of accreditation indicates that the course provides training that meets both the Society of DBT MTS quality and quantity criteria. A graduate of a level three course will have received all the training required to meet the MTS. Courses at this level would require an accreditation visit (Appendix 4) which will usually be conducted electronically e.g. via skype

Note: Meeting the MTS is one requirement for accreditation as a practitioner via the Society of DBT. There are other requirements which applicants for accreditation must fulfil. For example, applicants must provide evidence that they are continuing to use DBT on completion of their training; are attending weekly consultation team meetings, that they will engage in appropriate continuing professional development in DBT and that they will adhere to the Society of DBT Code of Conduct (Appendix 2).

2. Application for Course Accreditation: Overview of the Process of Accreditation

a. There are a number of stages in the process for accreditation of courses. These are outlined in the table below.

Step	Action	Approximate Time frame
1. Notification of intent to apply for DBT training accreditation	Course Director emails the Board of Accreditation (BOA) of the Society of DBT stating intention to seek accreditation (stating Level One, Two or Three).	
2. Initial document request	BOA supplies documents requesting scrutiny information (see Appendix 3 of this document- this appendix will have a list of documents required)	2 weeks
3. Course document submission	The course submits the documents	4 weeks
4. Initial document screening	BOA completes checklist regarding document submission.	2 weeks
5. Scrutiny Phase	BOA prepares an initial scrutiny report summarising the information received from the course. This includes any requests for further information or clarification. The report is sent to the course once it is approved by the course panel	6-8 weeks
6. Course response to scrutiny report	The course responds to the report providing clarification and further information as requested. If the course does not appear to meet basic criteria, recommendations as to what is required will be given and the accreditation process will not continue until this is addressed	2-3 weeks
Level One accreditation	Level One accreditation finishes here. The BOA can take the following actions: 1. Approve the accreditation of the course, on condition that it continues to meet all the criteria and standards, and that changes to the staff and the course are notified to the BOA for approval. 2. Notify the course that accreditation is pending, subject to further information, clarification or action as	

	<p>specified. Accreditation can only be 'pending' for one year.</p> <p>3. Not approve accreditation.</p>	
<p>For level 2 & 3</p> <p>7. Provisional date(s) for electronic visit agreed (which may take place over more than one day)</p>	<p>Subject to adequate document submission</p>	
<p>8. Confirmation of panel visit for most Level 2 & all 3 courses</p>	<p>The purpose of this visit is to raise any questions outstanding after step 7 (i.e. from the review of the course documents against the 'Minimum Training Standards' and 'DBT Core Competencies'). In addition, the visit will audit the experience of the facilitators delivering the course and the participants on the course, against the submitted course description.</p>	
<p>9. Panel visit</p>	<p>A course accreditation panel is convened and a visit date(s) with the panel and course is decided by mutual consent.</p>	<p>2-3 weeks</p>
<p>10. Visit timetable</p>	<p>The course is requested to arrange meetings with key people for the panel visit. Attendance should be confirmed at least one month before the visit is due to take place. (see appendix 4 for outline visit programme)</p>	<p>>one month before the panel visit</p>
<p>11. Panel visit</p>	<p>A panel visit takes place to the course, and informal feedback is given on the day.</p>	
<p>12. Final report</p>	<p>The BOA drafts a Panel Visit Report. The Panel adds comments and corrections. Recommendations and Conditions for accreditation are included. Matters may be referred to the BOA if needed.</p>	<p>The report is sent to the Course, including the Programme Director, Head of School and Registrar (where applicable).</p>
<p>13. Response to conditions</p>	<p>The course submits its response to any recommendations and conditions included in the report</p>	<p>Usually within three months of receiving the report</p>

<p>14. Accreditation</p>	<p>The BOA can take the following actions:</p> <p>1. Approve the accreditation of the course, on condition that it continues to meet all the criteria and standards, and that changes to the staff and the course are notified to the BOA for approval.</p> <p>2. Notify the course that accreditation is pending, subject to further information, clarification or action as specified. Accreditation can only be 'pending' for one year.</p> <p>3. Not approve accreditation.</p>	
<p>15. Re-accreditation process</p>	<p>Courses are usually accredited for five years, subject to confirmation that conditions continue to be met. In particular, courses are responsible for ensuring that any significant changes to course team, course validation, host university, or resources are notified to the BOA for review.</p> <p>Accreditation may be suspended or invalidated unless changes are consistent with the standards and conditions set.</p>	

3. BOA Panel membership

For level one and level two applications the BOA will decide what parts of the below criteria apply.

a. The panel membership will usually include representatives who fulfil the following roles:

- i. The Chair of BOA
- ii. BOA member
- iii. If possible, a course director from another DBT programme and/or a supervisor of clinical work from another DBT programme
- iv. If possible, a former student or current trainee from another DBT programme
- v. Additional members of the panel or observers/advisors may be co-opted for their specific expertise
- vi. Also in attendance BOA admin support (to help with taking minutes)

b. The panel will assess any potential conflict of interest, and the affiliations of panel members will be made available to the course if relevant.

The panel requires that the following are available for consultation during the course accreditation visit: (if such people are not available, the BOA must be informed and a suitable alternative arrangement made)

- i. The whole course team
- ii. A representative from the course academic validation body (appropriate person who can testify about the validation of the course, its strategic position and its future staffing and resources, for example Head of School, Associate Dean/Postgraduate Teaching/learning lead)/deputy head of school
- iii. A representative from the sponsor/host of physical resources/environment (if different from (ii) above)
- iv. A representative of information services and learning resources/IT support who can address learning and information resources
- v. Three randomly selected DBT therapists (and any students who have requested to meet the panel) and a recent graduate from the course (if it is a new course this is not necessary, however, it will be needed for revalidation). The panel particularly like to meet a KSA student if the course accepts them.
- vi. Three randomly selected Clinical supervisors.
- vii. Manager /Service Lead or other person who is able to attest to the placement arrangements for each area in which students are doing their clinical work.

4. How is the course appraised by the panel?

- a. The Society of DBT Minimum Training Standards are used as guide to assess both amount of DBT training provided by the course and the quality of the training provided.
- b. The quantitative and qualitative aspects of the training are assessed as follows and questions on the visit will relate specifically to auditing whether the course achieves these requirements:

Basic requirements for Level three course	
Academic level:	The course should be at post-graduate level
Course validation:	The course should be validated/accredited by a higher education body
Course entry requirements and selection criteria	The course entry requirements should ensure that trainees have achieved a qualification in a core profession. If the candidate does not have a recognised core profession: Either trainees must have met the core Knowledge, Skills and Attitudes (KSA) as defined by the Society of DBT prior to being accepted on the course; Or the course must demonstrate how KSA criteria are met during the training.

KSA assessor	The course must identify a named assessor for KSA who has completed training, with updates a minimum of every 5 years. The course must demonstrate that it has processes in place to appropriately train new members of staff who assess KSA submissions, and must inform Society of DBT of any changes.
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Quantitative Requirements

Theoretical and skills teaching
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1. Theoretical knowledge and skills teaching:	<p>This should be acquired through structured teaching and self-directed study.</p> <p>The minimum number of hours study required is 450 hours of structured teaching/self-study and participation which will include 70 hours of training in DBT and the details and training of the trainer must be submitted. Direct clinical practice may account for up to 225 hours of the 450 hours. A training log must be submitted.</p> <p>Marsha Linehan's book <u>Cognitive Behavior Therapy for the Treatment of Borderline Personality Disorder</u>, 1993 and <u>DBT Skills Training Manual</u>, 2014 must be read. This will be self-certified at present, although in the future there may be a written exam in line with the process followed in the USA by Linehan Institute.</p> <p>Where training is received in alternative formats from face to face teaching, the minimum requirement of face to face teaching required is 70 hours. All alternative teaching formats are required to allow either some sort of interactive teaching or opportunity for discussion/questioning/exploration and should meet all other minimum training standards required (i.e. delivered by Society of DBT accredited practitioner).</p> <p>Examples of acceptable, alternative teaching formats are:</p> <ol style="list-style-type: none"> a. Video conference teaching b. DVD or video teaching which is facilitated by a Society of DBT accredited practitioner and is accompanied by discussion etc. <p>For self-study the course must have a process in place to ensure that they can monitor the amount of this type of study. The course will be required to verify the number of taught hours provided as well as the minimum which could be received by a graduate from the course (i.e. taking account of any minimum attendance requirements).</p> <p>Mindfulness training (e.g. retreat, course, community mindfulness group with teaching) must have been attended or evidence of a mindfulness practice/training beyond mindfulness practice in the weekly consultation and skills training sessions must be provided. A log will be required to verify this.</p>
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<p>Course Content</p>	<p>The course content must be relevant to training as a DBT therapist, including acquisition of a broad-based understanding of the theoretical underpinnings of dialectical behaviour therapy and its application in clinical practice.</p> <p>Details of the course content will be appraised by the panel. The amount of teaching on DBT will vary from course to course, however, the Board of Accreditors panel will assess whether trainees have received adequate training.</p> <p>The course content should adhere to the Society of DBT Core Competencies. (see Appendix 5)</p> <p>The course will be required to complete a competency mapping audit to show how the taught content covers the aspects required.</p> <p>Graduates from the programme must have demonstrated the acquisition of critical understanding of the relevance of studies of human development, psychopathology, psychology, social issues and evidence-based practice; Where trainees have already completed a prior professional training in an appropriate discipline or 'core profession' (e.g. psychology, psychiatry, nursing, counselling, occupational therapy, social work, education), much of this will have been covered prior to acceptance on the DBT training course.</p>
<p>Accreditation of trainers</p>	<p>All course team, other teaching contributors and clinical supervisors must be individually accredited by the Society of DBT or show evidence that they could meet accreditation criteria.</p> <p>There may be exceptions to this e.g. where a course team member provides a specific role such as research teaching or course administration but is not necessary to the DBT training aspect.</p> <p>Courses seeking to use trainers from outside the UK should submit full information to allow an assessment of International Equivalence to take place. This is undertaken by the Board of Accreditors on a case by case basis.</p>
<p>Special interest courses</p>	<p>Some courses provide training in a specialist area. For example, working with a specific client group, such as children, or working with specific disorders such as severe mental illness.</p> <p>In order to achieve Level 3 accreditation, the course must cover the core curriculum in sufficient depth as well as the specialist area.</p> <p>For Level 1 & 2 accreditation, the course must demonstrate that the quality criteria are met, and specify the amount of training received by graduates of the course. It is not essential to cover the entire core curriculum for Level 1 & 2 course accreditation.</p>
<p>Clinical experience and supervision</p>	
<p>Supervised practice:</p>	<p>All level 3 courses should have some supervised practice as part of the course. The supervisor is required to be "accreditable" (i.e. the supervisor will have had their own tapes rated to adherence, worked in a full DBT programme for more than a year, received supervision themselves and meet all the other criteria for accreditation, or show evidence that they could meet accreditation criteria).</p> <p>If supervision is provided individually - There must be 20 hours of supervised practice on two clients. The 20 hours will include 10 hours of recordings of individual DBT sessions which will have been</p>

	<p>listened to by the supervisor plus 10 hours of feedback from the supervisor to the individual DBT therapist.</p> <p>Or, if supervision is provided in a group – There must be 30 hours of logged supervised practice on two clients over a one year period. The 30 hours will include 10 hours of recordings of individual DBT sessions which will have been listened to by the supervisor plus 20 hours of feedback from the supervisor to the DBT therapist as part of group supervision.</p> <p>All courses must ensure experience of teaching all four modules of DBT skills in group is carried out.</p> <p>The amount of supervised practice that is mandatory during the course should be indicated. The quantity of supervised practice must be monitored (e.g. through a mandatory log book or practice portfolio).</p>
Clinical Supervision of DBT practice:	<p>The supervision of the clinical practice must be carried out by individuals who are accredited as DBT practitioners by the Society of DBT or would meet accreditation criteria.</p> <p>The amount of supervision received can vary, however, the minimum clinical supervision requirement for the MTS (and therefore for a Level 3 programme) is that the trainee will have conducted therapy with:</p> <p style="padding-left: 40px;">Four clients. Two of the four clients must have been treated from pre-treatment to treatment completion. All four of the clients must have been discussed in consultation team. The clinical supervisor will be asked to verify the number of clients treated.</p> <p>Trainees must submit at least one tape of an individual DBT session that is of an adherent standard as verified by the clinical supervisor.</p>
Length of training	<p>The total length of professional training will usually be four years including both core professional training and the specific DBT training.</p> <p>(See appendix 6 for current list of recognised core professions)</p>

Qualitative aspects	
Skills training	<p>Since learning DBT therapy skills is an essential component of the acquisition of the knowledge and experience necessary; the taught programme should consist of not less than 50% DBT therapy skills training.</p> <p>The course should provide evidence of the balance between theoretical and skills training in the taught component of the course.</p>
Clinical practice	<p>The trainee should demonstrate adequate clinical practice of DBT. This should be monitored by the course (using a mandatory log book, practice portfolio, course assignments etc).</p> <p>The following criteria should also be met to facilitate this: Practice contracts/placement agreements; appropriate clients; monitoring and assessing clinical practice; case work, and clinical supervision</p>

Practice contracts and placement quality	Contracts between the course, students and employers/placement managers should be in place. The contract should ensure that clinical work, and the context in which it is carried out as part of the course, meets appropriate standards for quantity and quality.
Appropriate Clients	Students are required to carry out DBT interventions with appropriate clients. The course is responsible for overseeing clinical practice, and for ensuring that clinical supervision is provided.
Monitoring and assessing clinical practice	The course must ensure that clinical practice is monitored and assessed; and that it is conducted according to the Standards of Conduct. (see appendix 2)
Case work (see clinical supervision)	<p>In order to meet Level 3 requirements, trainees are expected to have:</p> <ul style="list-style-type: none"> • Worked with a minimum of 4 clients, 2 of which from assessment to completion or termination of treatment, during the period of training • Submitted a DBT case conceptualisation of a client they have worked with and a chain and solution analysis of their own therapy interfering behaviour • Submitted at least one tape that is of an adherent standard. <p>Courses will only be awarded Level 3 accreditation if they meet this criterion.</p>

Clinical Supervision	
'Close' supervision	<p>Close supervision is defined as follows:</p> <p>a. That the case work has been formally assessed using video, live or audio observation and assessed to be of a reasonable standard using a DBT assessment scale. Video or 'live' observation is preferred.</p> <p>b. That the work has been supervised by a DBT therapist or supervisor accredited with the Society of DBT or that could meet accreditation criteria.</p> <p>c. That the work is assessed by written case work and/or mandatory log book which are formally assessed by the course team.</p>
Supervised cases 'not closely supervised'	Cases defined as non-closely supervised should meet all of the criteria above except for Criterion 'a'.
Clinical supervision	<p>The opportunity for both individual and group supervision must be provided. The form of the supervision is likely to vary and can be determined by the courses on the basis of the needs of their students.</p> <p>The course must offer at least some access to individual supervision. The course accreditation committee recommend that each trainee will have access to at least 10 individual supervision hours during their training or 20 group supervision hours. Plus 10 hours of tapes listened to by a supervisor</p>

Clinical supervision contracts	Contracts between supervisors and the course should be in place.
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Assessment	
Assessment of core competencies and acquisition of skills and knowledge	
Courses should ensure that trainees are able to critically appraise the Literature and evidence for DBT; that trainees demonstrate an understanding of the theoretical aspects of DBT and its application. An understanding of evidenced based practice should be evaluated.	Production of a literature review as a result of engaging in the training programme, essay or other demonstration of critical appraisal of evidence and production of a formal assessed essay, exam or research project. Both of these aspects may be included in the same assignment. For example: (i) the production of an extended case report that critically discusses the research evidence or (ii) a relevant research dissertation; or (iii) a research paper they have contributed to (as a named author) published in a peer reviewed journal.
One case formulation and one chain and solution analysis should be written up	A case formulation for one of the clients seen for therapy must be written up including a chain and solution analysis of one instance of problem behaviour. and A chain and solution analysis of one instance of an example of the course attendees' own therapy interfering behaviour must be written up.
One tape of an individual DBT session should have been submitted and rated to adherent standard	Tapes of individual DBT sessions with one of the clients seen for therapy must be submitted
Courses should ensure that their course and the assessment procedures can demonstrate that trainees achieve skills and knowledge in line with the Core Competencies for DBT.	The course should also complete a Competency Mapping audit using the DBT Core competencies document as a guide.

Quality assurance	
Accreditation of teachers and supervisors	The course must demonstrate that all contributors to the programme teaching and clinical supervision are accredited as individual DBT therapists/supervisors/trainers via the Society of DBT or could meet accreditation criteria.
Marking moderation	The programme team will be asked to demonstrate how markers are trained, and how marking is moderated in the line with the specific university's policy on HEIs. It is expected that markers will

Inter-rater reliability	receive training in the use of the assessment instruments used by the programme, and that measures to ensure good inter-rater reliability are in place throughout all pieces of assessed work
Supervisor training	The course should ensure that clinical supervisors have received appropriate training, and that they are appropriately supported. For example, ensuring that supervisors receive supervisory supervision, and that channels of communication are clear and accessible between supervisors and the course team.
Supervisors' Handbook	Courses should ensure that supervisors receive a handbook which makes their role and responsibilities clear. This should include preparation required, suitable training cases; the expectation that students will 'shadow' in some of their sessions; that they will give formative feedback on recordings of sessions; that they will attend 'three way' meetings with the programme team, for example
Communication	Courses are expected to ensure that communication is facilitated between the student and the programme, workplace, managers and supervisors. Policies and processes for regular communication; reporting and for raising concerns should be made clear and can be demonstrated through electronic and online resources

General criteria not covered elsewhere	
Suitability on a personal level	Courses must ensure that their trainees demonstrate personal qualities that make them suitable for the practice of DBT therapy. This should be demonstrated through selection procedures and throughout the course.
Diversity	The course should demonstrate how diversity features in all areas of the programme
Service User involvement	Courses will be expected to demonstrate how they have meaningful involvement of service users in the development and delivery of the programme
Self-awareness	Courses must ensure that trainees can identify and manage appropriately their personal involvement in the process of DBT.
Understanding and interpretation of research	Courses should ensure that trainees acquire appropriate skills to use, understand and interpret research relevant to the outcome and effectiveness of DBT.
Seeking other professional advice	Courses should ensure that trainees have developed an ability to recognise when they should seek other professional advice in relation to their own needs and clinical work.
Standards of Conduct, Performance and Ethics	Courses must ensure that the Society of DBT Code of Conduct is adhered to during training KSA candidates are required to be members of the Society of DBT since they may not have a statutory professional registration and must adhere to the Society of DBT Code of Conduct

5. Fees

a. The fee will be confirmed by the BOA Office on application. The course accreditation process fee does not cover any individual practitioner accreditation applications which are made by teaching or supervisory staff in relation to their role on the course. Should the course accreditation process be cancelled before completion the course will be responsible

for any expenses incurred by the BOA in respect of the application.

6. Appendices:

Appendix 1: Society of DBT Minimum Training Standards

Appendix 2: Society of DBT Code of Conduct

Appendix 3: Initial document screening

Appendix 4: Proposed Timetable for Course Accreditation Panel Visits

Appendix 5: DBT Core Competencies document

Appendix 6: Society of DBT recognised relevant core professions