

NEW ZEALAND



# PRIMARY CERTIFICATE IN RATIONAL EMOTIVE BEHAVIOUR THERAPY

*This version: 9 Feb 2009*

## INFORMATION SHEET

### Introduction

The Primary Certificate is the beginning qualification in Rational Emotive Behaviour Therapy. The New Zealand Certificate covers the same curriculum as similar programmes in other countries, but uses an innovative three-stage approach that provides a high level of knowledge and skills acquisition.

The overall purpose of the Primary Certificate is to provide helping professionals who already possess basic counselling skills with an introduction to the principles and practice of Rational Emotive Behaviour Therapy, that will enable them to begin practising REBT at a basic level.

The Primary Certificate is granted at two levels. Most people will complete level 'A': the *Primary Certificate (Theory and Practice)* which involves submission of a taped interview for assessment. Some, though, may choose level 'B': the *Primary Certificate (Theory)*, which requires only completion of a short 'at-home' examination paper.

Granting of a Primary Certificate does not imply the holder is able to practice REBT independently at an advanced level; but indicates they have been able to (1) show they have an understanding of the basics of REBT theory and (2) in the case of level 'A', they are able to apply REBT techniques at a beginning level.

The program is certificated by the New Zealand Centre for Rational Emotive Behaviour Therapy, in association with the (United Kingdom) Centre for Rational Emotive Behaviour Therapy, London. The Certificate is recognised by the Association for Rational Emotive Behaviour Therapy (UK).

### Specific learning goals

When training is completed, trainees will be able to:

- Describe key elements of REBT theory:
  - causation of emotional & behavioural problems.
  - nature of irrational thinking & alternatives.
  - main philosophical foundations.
- Compare REBT with other methods of psychotherapy.
- List the areas to which REBT may be applied.
- Describe how it may be applied to several selected problems.
- Discuss issues involved in using REBT with differing client populations.
- Define specific problems in REBT terms.
- Use REBT on themselves by analysing their own emotional & behavioural reactions.

- Demonstrate, in the case of level 'A', that they can practice REBT with clients safely and with a basic level of effectiveness, especially using the ABC model.
- Engage in future self-directed learning about the application of REBT to a range of problems, through reading, using audio- or video-tapes, and supervision.

### Assessment

- For level 'A': submission of a taped interview for supervision, accompanied by an analysis/formulation of the case in REBT terms. (A selection of tapes may be assessed by the external moderator in London).
- For level 'B', completion of an examination paper.
- Participants who fail the assessment will have opportunities to repeat the work involved (submission of repeat work for assessment will attract an additional charge to cover the time involved for the assessor, as will extensions of time).

### Entrance requirements

#### *For Professional Certificate*

- A professional qualification in psychology, counselling, medicine, social work, nursing, occupational therapy, or other profession relevant to counselling/psychotherapy; or
- Clergy who can submit evidence of specialised training and background in counselling; or
- Other relevant helping professionals who are licensed to practice by a professional organisation (e.g. full members of NZASW, NZAC, etc.).

#### *For Paraprofessional Certificate*

- Students, clergy and other allied helping professionals who do not meet Professional Certificate requirements will complete the same course and receive a Paraprofessional Certificate.
- The Paraprofessional Certificate may be upgraded to the Professional Certificate if the holder becomes qualified at a later stage.

#### *General entrance requirements*

Some experience in using basic counselling or interviewing skills is required, as these will not be taught on the course (participants need to already feel comfortable in interview situations with clients).

Participants also require an understanding of ethical issues in working with people in a helping role, especially:

- confidentiality
- respect for the client and their culture
- maintenance of appropriate boundaries
- bicultural practice (for New Zealand participants) or multicultural practice (for participants from other countries).

## Process and Content

### *Part I – (home study)*

Theoretical study using the provided manual and additional readings, with some practice of the basic intervention model on oneself (not clients, at this stage). This section commences six weeks before the practicum. Topics to be covered:

- History of REBT and relationship to other forms of Cognitive-Behaviour Therapy.
- Causation of emotions & behaviours.
- Nature of irrational thinking.
- The goals of therapy & REBT philosophy.
- Intervention principles & overview.
- The process of therapy.
- Applications & modalities of REBT.

### *Part II - (practicum)*

Four day block. Theoretical issues studied on Part 1 will be clarified as needed, and applied to actual practice (which will be supervised).

#### *Mornings*

- Theory refresher and clarification of any issues.
- Demonstrations.
- Practice work in small groups.
- Discussions on the application of REBT to specific problems such as depression, anger, etc.; and use with specific populations such as couples, children and adolescents, groups, people from differing cultures, and so on.
- Throughout the practicum (and indeed the whole course) participants will be encouraged to relate all they are learning to their own typical client group.

#### *Afternoons*

- For the first three days, participants will practice the stage of the REBT process they have learned that morning. This will be live work, using material presented by another trainee/partner.
- This work will be supervised within the group, and trainees will receive guidance on gradually improving their technique.
- The afternoon sessions on days 1-2 will run (approximately) 1.00-3.45pm for half the participants and 3.45- 6.30pm for the other half to allow time for supervision requirements to be met. Participants are requested to be available for either group. On day 3, all participants will work as one group till 5.00pm.

- On the fourth day, the afternoon will be used to clarify any outstanding points, and prepare participants for Part III. Finish time will be 3.30pm.

### *Other work outside of the set programme*

- It would be wise for participants to allow time in the evenings to review any practice issues with which they had difficulty during the day, so they are adequately prepared for their next practice session.

### *Important points about practicum times*

- To receive a certificate, full attendance at all seminars and relevant supervision sessions is required.
- Participants are requested to be available for either supervision group, unless there are exceptional circumstances.

### *Part III – (application practice & assessment)*

- Further reading.
- Practice with clients in the participant's own practice setting.
- Submission of the assessment materials as described on the previous page.

Stage III will take between six and ten weeks.

## Learning Plan for Part I

A text/learning plan for Part I and accompanying material is sent to enrollees at the time of registration.

### *Set text*

Froggatt, Wayne. (2005). *Learning to Use Rational Emotive Behaviour Therapy: A guide for new practitioners* (2<sup>nd</sup> Ed.). Hastings: Rational Training Resources. (Provided at time of registration).

### *Suggested reading*

Participants may find it useful to read one or two of the following (all available through library interloan or purchase via the internet, some are in local bookshops):

- Bernard, Michael. (1986). *Staying Rational in an Irrational World*. New York: Lyle Stuart.
- Ellis, Gordon, Neenan & Palmer. (1997). *Stress Counselling: A Rational Emotive Behaviour Approach*. London: Cassell.
- Froggatt, Wayne N. (2003). *Choose to be Happy: Your step-by-step guide* (2<sup>nd</sup> Ed.). Auckland: HarperCollins.
- Walen, Susan R., DiGiuseppe, Ray, & Dryden, Windy. (1992). *A Practitioner's Guide To Rational-Emotive Therapy*. (Second Edition). New York: Oxford University Press. (isbn 0-19-507169-7).

## Enquiries to:

The New Zealand Centre for Rational Emotive Behaviour Therapy, PO Box 2292, Stortford Lodge, Hastings, New Zealand. Email: [training@rational.org.nz](mailto:training@rational.org.nz) .  
Internet: [www.rational.org.nz](http://www.rational.org.nz)