

Table 4: Competencies for CBTp Training

<p>Assessment of Learning Needs</p>	<ul style="list-style-type: none"> * Ability to assess learning needs through consideration of both existing skill-level of learners and context within which CBTp or CBTp-informed care is to be provided. * Awareness of attitudes that may influence working with individuals who experience psychosis (e.g., misperceptions related to psychosis, biases, stigma related beliefs) and ability to address underlying attitudes. * Experience having provided CBTp in a variety of contexts and having provided supervision or consultation to learners with varying levels of skill and experience. (This competency standard may be waived, as it is less applicable, for those trainers who have extensive experience within a particular context and are only providing training within that limited particular context. For example, this would include providers of CBTp in an inpatient setting who are providing training only within an inpatient setting, or those from a community setting who are only providing training within a similar community setting)
<p>Training to Competence Standards</p>	<ul style="list-style-type: none"> * Awareness and familiarity with existing competency standards, such as those proposed above by the NACBTPN, by Roth & Pilling (2013) and Morrison & Barratt (2010) * Ability to develop didactic and experiential training materials to cover all of the key competencies in CBTp
<p>Specific Training Skills</p>	<ul style="list-style-type: none"> * Ability to engage an audience and to keep their attention * Ability to model principles of normalization and * Awareness of reactions of learners and ability to adjust content and pacing of training as required (e.g., to add in material to address gaps in knowledge or to remove material that is redundant) * Ability to address questions related to theory and application of skills related to various case presentations and common comorbidities