

the Cognitive Behaviour Therapist

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Aims and Scope

the Cognitive Behaviour Therapist is an interdisciplinary peer reviewed journal aimed primarily at cognitive and behavioural practitioners in the helping and teaching professions. Published online, the journal features articles covering clinical and professional issues, which contribute to the theory, practice and evolution of the cognitive and behavioural therapies. The journal will publish papers that describe new developments; articles that are practice focussed and detailed clinical interventions, research reports concerning the practice of cognitive behaviour therapy, detailed case reports, audits that are relevant to practice, and reviews of clinical scales and other assessment methods. The journal will also publish articles that have an education, training or supervision focus. It will also include reviews of recently published literature that is directly relevant to practitioners. A particular feature of the journal is that its electronic nature is designed to ensure timeliness of publication and professional debate whilst also ensuring rigorous standards in the dissemination of high quality materials with relevance to the practice of the cognitive and behaviour therapies.

Editorial Governance

the Cognitive Behaviour Therapist encompasses most areas of human behaviour and experience, and represents many different research methods, from quantitative to qualitative research, how to do clinical interventions to detailed case studies.

Under the guidance of its editorial board *the Cognitive Behaviour Therapist* aims to reflect and influence the continuing changes in the concepts, methodology, and techniques within the cognitive and behaviour therapies.

BABCP

the Cognitive Behaviour Therapist is published for the British Association for Behavioural and Cognitive Psychotherapies and is the sister Journal to [Behavioural and Cognitive Psychotherapy](#).

Editorial Statement – scope of journal content

The Editors welcome authoritative contributions from people working, or otherwise involved, in the practice, research, education, training and supervision in the cognitive and behaviour therapies. Articles must be original and focused upon cognitive and/or behaviour therapy. **All articles must include a set of 3-5 learning objectives that will be achieved through reading the paper after the abstract. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading.** This stipulation is in keeping with the practitioner and professional development aims of the journal. There is no formal word limit but concision is recommended.

The journal also welcomes additional or standalone multimedia materials that support, enhance or illustrate specific aspects of CBT or Education the submitted papers such as video or audio, power point presentations or transcripts of therapy sessions.

Practice Articles

The practice of the cognitive and behaviour therapies is based upon empirically grounded interventions. This section will explore this area by the publication of articles that describe cognitive and behavioural interventions and the research evidence that underpins them or innovative interventions based on cognitive behavioural models. For new areas of application of CBT, articles providing an overview of CBT treatment issues could be considered, whereas in well-established areas, a more detailed approach to one or two specific aspects of therapy may be appropriate. All articles must include a set of 3-5 learning objectives that will be achieved through reading the paper. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal.

Reviews

Reviews of historical, contemporary, or innovative approaches to practice are also sought providing that they demonstrate relevance to the practice of the current cognitive and behavioural psychotherapies. Prospective authors for review papers should initially discuss their proposals with one of the editors.

Case Studies

Dissemination of effective practice will be promoted through the publication of case studies that involve cognitive and behavioural psychotherapy with individuals, couples, groups and families. A suggested template is provided which is designed to ensure sufficient information is provided to allow other therapists to replicate successful therapy. All articles must include 3-5 learning objectives that will be achieved through reading the article. At the end of each paper a summary of the main points should be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal. The case study should contribute to the development of theory or clinical practice, and feed into CBT practice as a whole rather than just relating to the specific case.

Case studies should generally follow this structure:

- Abstract
- Learning objectives (3-5)
- Introduction: including an outline of theoretical research and clinical literature relevant to the case
- Presenting problem: including information on the presenting problem and associated goals of treatment, diagnosis, relevant history and development of problems, scores on standard and idiographic measures, relevant history
- Conceptualisation: including a relevant theory-based CBT model used as a framework for formulation.
- Course of therapy: including methods used linked to theory and assessment of progress; difficulties encountered and any innovations in therapy
- Outcome: including clinical change, progress towards goals, change to measures, plans for follow-up
- Discussion: including relating to theory and evidence-base as well as reflections on own practice; implications for therapy and recommendations for other clinicians
- Summary: main points of the paper including suggestions for follow-up reading

Original Research

Research evidence is at the heart of the practice of cognitive and behavioural psychotherapists. Original research will be published that is about and is directly relevant to the practice of the cognitive and behaviour therapies, such as the therapeutic relationship, therapeutic process and the evaluation of therapeutic strategies and techniques. It is expected that such reports meet both the necessary standards of scientific rigour and the journal's requirement of clear implications for the practice of the cognitive and behavioural therapies. Consequently, the description of the research and the presentation of results should be sufficiently brief to enable sufficient discussion of the practice implications. Consideration will be given to quantitative, qualitative and mixed approaches given appropriate fit between the question, methodology and methods of research chosen. All articles must include a set of 3-5 learning objectives that will be achieved through reading the paper. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal.

Education and Supervision

The dissemination of effective cognitive and behaviour therapy through evidence based education and supervision strategies is important to ensure that service users receive proficient therapy and therapists remain up to date. This section will explore educational models, evaluations of innovative education strategies and approaches to the supervision of practice within the cognitive and behavioural psychotherapies. All articles must include a set of 3-5 learning objectives that will be achieved through reading the paper. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal.

Service Models and Forms of Delivery

The service model is the framework that exists to support the therapist with the delivery of either cognitive and behaviour therapies and services. This section will explore all aspects of the theory and application of service models and the delivery of therapy. Successes and failures have equal part to play in examining the practical application and the role of evidence within the provision of effective cognitive and behavioural interventions within a service context. Papers are invited which explore the structure of teams, processes adopted, the methods and designs involved. Papers that examine the outcomes of audits and their recommendations will also be considered. All articles must include a set of 3-5 learning objectives that will be achieved through reading the paper. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal.

Reviews of Assessment Tools and Methods

Reviews of clinical scales and other assessment methods will also be considered.

These reviews should provide the practitioner with a review of a scale's or other tool's purpose and properties, sufficient information to know how and when to use it, and how to interpret the results and make use of them. All articles must include a set of 3-5 learning objectives that will be achieved through reading the paper. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal.

Submission of a manuscript

Papers should be submitted online at <http://mc.manuscriptcentral.com/cbt>

Style Guide

- **Title page.** The title should phrase concisely the major issues. Author(s) to be given with departmental affiliations and addresses, grouped appropriately. A running head of no more than 40 characters should be indicated. This should be a separate file to the main text. Three required statements must also be included on this page. See the 'Required Statements' section below for further details.

Main Text (anonymised with no author information)

- **Abstract.** The abstract should include up to six key words that could be used to describe the article. This should summarize the article in no more than 250 words, references should not to be included in the abstract.
- All articles must include a set of 3-5 **learning objectives** that will be achieved through reading the paper. At the end of each paper a summary of the main points from the paper must be included with suggestions for follow-up reading. This stipulation is in keeping with the practitioner and professional development aims of the journal.
- **Text.** This should begin with an introduction, succinctly introducing the point of the paper to those interested in the general area of the journal. Attention should be paid to the Editorial Statement. The appropriate positions of tables and figures should be indicated in the text. Footnotes should be avoided where possible.
- **References**
 - **In text:** Give two authors in full, for three or more authors use *et al.* at first occurrence, e.g. (Wilson *et al.* 2005; Jones & Smith, 2012; Allen & Green, 2015). Citations should be listed in chronological order.
 - **Reference section:** List authors alphabetically by surname. Include all authors. Attention should be paid to punctuation, use of bold and italics. For multiple works by same author(s)/year list using *a*, *b*, etc. It would be helpful to look at a Reference section from a previously published work in the Journal. Examples below:
 - Journal
 - **Kaltenthaler E, Parry G, Beverley C** (2004). Computerized cognitive behaviour therapy: a systematic review. *Behavioural and Cognitive Psychotherapy* **32**, 31-55.
 - Book
 - **Milne DL** (2009). *Evidence-based Clinical Supervision*. Chichester: BPS Blackwell.

- Chapter in a book
 - **Liese BS, Beck JS** (1997). Cognitive therapy supervision In: *Handbook of Psychotherapy Supervision* (ed. C. E. Watkins), pp. 114-133. New York: Wiley.
- Give DOI number and publication date if article is published online only, e.g.
 - **Willson R, Veale D, Freeston M** (2015). Imagery rescripting for body dysmorphic disorder: a multiple-baseline single-case experimental design. *Behavior Therapy*. Published online: 3 September 2015. doi:10.1016/j.beth.2015.08.006.
- 'Submitted' and 'under review' papers
 - These should not appear in the Reference section but are cited in the main text as e.g. 'B. Jones *et al.*, unpublished data'.

Tables and Figures

- These should be supplied as separate files, but have their intended position within the paper clearly indicated in the manuscript. They should be constructed so as to be intelligible without reference to the text.
- Numbered figure captions should be provided.
- All artwork should be submitted as separate TIFF format files.
- The minimum resolution for submission of electronic artwork is:
 - Halftone Images (Black and White Photographs only): 300 dpi (dots per inch).
 - LineTone (Black and White Photographs plus Line Drawings in the same figure): 600 dpi (dots per inch).
 - Bitmap (Line Drawings only): 1200 dpi (dots per inch).
- Please see [this link](#) for full guidance on artwork
- Tables should be provided in editable Word format. They should be numbered and given explanatory titles.

Required Statements

While 'Acknowledgements' are optional, the other three sections detailed below **must** be included on the title page of your manuscript.

Acknowledgements.

You may acknowledge individuals or organizations that provided advice, support (non-financial). Formal financial support and funding should be listed in the following section.

Ethical statements

Where research involves human and/or animal experimentation, the following statements should be included (as applicable): *"The authors assert that all procedures contributing to this work comply with the ethical standards of the relevant national and institutional committees on human experimentation and with the Helsinki Declaration of 1975, and its most recent revision."* and *"The authors assert that all procedures contributing to this work comply with the ethical standards of the relevant national and institutional guides on the care and use of laboratory animals."* All manuscripts should also indicate the nature of the ethical governance body, for example by providing ethics committee/audit committee approval reference numbers.

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Please provide details of all known financial, professional and personal relationships with the potential to bias the work. Where no known conflicts of interest exist, please include the following statement: *"(Authors names) have no conflict of interest with respect to this publication."*

Where conflict of interest, ethical statements and acknowledgements would compromise blind review, these may be anonymized from the main manuscript, but should be included in full on the separate title page which is not seen by reviewers. During the review process within the main text it is acceptable to replace identifiable information by using XXXXXX or similar.

Financial support

Please provide details of the sources of financial support for all authors, including grant numbers. For example, *"This work was supported by the Medical research Council (grant number XXXXXXXX)"*. Multiple grant numbers should be separated by a comma and space, and where research was funded by more than one agency the different agencies should be

separated by a semi-colon, with “and” before the final funder. Grants held by different authors should be identified as belonging to individual authors by the authors’ initials. For example, “*This work was supported by the Wellcome Trust (A.B., grant numbers XXXX, YYYY), (C.D., grant number ZZZZ); the Natural Environment Research Council (E.F., grant number FFFF); and the National Institutes of Health (A.B., grant number GGGG), (E.F., grant number HHHH)*”. Where no specific funding has been provided for research, please provide the following statement: “*This research received no specific grant from any funding agency, commercial or not-for-profit sectors.*”

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