Postgraduate Diploma in Evidence-based Psychological Treatment (IAPT pathway)
For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Life Sciences
Programme length:	12 months part-time
Date of specification:	May 2008
Programme Director:	Professor Roz Shafran
Programme Adviser:	Dr Craig Steel
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	British Association of Behavioural and Cognitive Psychotherapies (BABCP) to be applied for at Level 2

Summary of programme aims
The aims of the course are (1) to train clinicians in evidence-based psychological treatments for depression and anxiety as recommended by the National Institute of Health and Clinical Excellence (NICE) and in accordance with the Department of Health programme 'Improving Access to Psychological Therapies' (IAPT), (2) to provide practical intensive and detailed skills training to facilitate skill development to a defined standard of competency (detailed in the national cognitive behaviour therapy (CBT) competency framework), (3) to increase students' knowledge base of theory and research in CBT, and to promote a critical approach to the subject. Students are introduced to topics of relevance to evidence-based psychological theories and treatments of anxiety and depression, with an emphasis on current research data. Students are exposed to a variety of teaching methods and practical experience, culminating in the writing of case reports and submission of high quality tapes from assessment and therapy. The programme is designed to meet BABCP Minimum Standards requirements in respect of Theoretical and Clinical Skills and Supervised Clinical Practice (i.e., Level 2).

Transferable skills
The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Programme content

PYMFUN	Fundamentals of Evidence Based Treatments (CBT)	40	M
PYMANX	Theory and practice for Anxiety Disorders	40	M
PYMDEP	Theory and Practice for Depression	40	M

Part-time/Modular arrangements
N/A.

Progression requirements
All modules are compulsory and there are no prerequisites.

Summary of teaching and assessment
Teaching is by a variety of methods as follows:

i) Lectures, seminars and workshops will provide students with a strong foundation in the clinical procedures of CBT, and address the most up-to-date research developments. ii) Skills based competencies will be developed through small group experiential work and role plays in workshops, group supervision by course members and individual/group supervision in the place of work. iii) On-going clinical supervision provided by members of the course team and at the place of work. iv) Self directed study using books, journals and online resources. Dvd/video library and specialized web based resources will enable students to study examples of clinical therapy and specific techniques. v) Case management and problem based learning will be facilitated through a combination of course and work-based supervision.

Assessments will include: formative tapes of CBT assessment and therapy sessions, rated by student and supervisor; summative therapy tapes rated by course team members and self-rated by students; students' written reflective analyses of therapy skills; case reports and essays marked by course team members.

The University's taught postgraduate marks classification is as follows:

Mark Interpretation
70 – 100%   Distinction
60 – 69%   Merit
50 – 59%   Good standard (Pass)

Failing categories
40 – 49%   Work below threshold standard
0 – 39%   Unsatisfactory Work

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. Every skills based competency assessment must be passed with a mark of 50 or more. In addition the total credit value for all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

Admission requirements
Entrants to this programme will be those selected by the IAPT service provider and University of Reading. Entrants to this programme are normally required to have obtained an Honours degree in a discipline connected to mental health (e.g., psychology, neuroscience, nursing) and a further mental health qualification (e.g., in clinical psychology.) Applicants without these qualifications will be required to pass a preliminary standardized 'Knowledge and Skills Assessment'. All applicants should have gained a degree class equivalent of 2(1) or better (i.e., 60%+ [or international equivalent, e.g. B+ US letter grade]). Applicants holding 2(2) degrees may apply and each case will be considered on its own merits. We discourage applications from holders of Third Class degrees.

Admissions Tutors: Professor Roz Shafran and the lead of the IAPT Service Provider site.

Support for students and their learning
University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent

Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Disability Advisors, Study Advisors, and the Students' Union.

Support for graduate students in the School of Psychology and CLS is aimed at both learning and pastoral support. Learning support includes use of dedicated clinical and supervision rooms, facilities to videotape clinical sessions and the provision of audio equipment to record the sessions. Students will have access to networked PCs and printers, access to the departmental book collection, a specially selected and maintained reprint collection, provision of photocopying cards, and ready access to members of staff within the Department and in the Psychology Department at Berkshire Healthcare NHS Foundation Trust who are all respected scholars and clinicians in the fields taught. Pastoral support augments the University's care systems, with each student having open access to clinicians to discuss sources of stress. Such issues would routinely be covered in supervision sessions. A comprehensive handbook is available for the course; this is available on-line, as are a wealth of other resources via the department's intranet. Teaching is usually in small groups with much opportunity for students to discuss matters and support one another. There is an active Student-Staff Committee with postgraduate representation.

Career prospects
Graduates will have sought-after skills in that by completing the course, they will have demonstrated strong clinical skills and excellent patient outcomes for the treatment of depression and anxiety. It is likely that these skills will be in much demand and will facilitate progression within their specific career structure, particularly given the Government investment in Improving Access to Psychological Therapies. Graduates from the course will be expected to have met BABCP accreditation requirements which will further aid their career progression.

Opportunities for study abroad or for placements
The IAPT pathway consists of a taught component delivered via the University and also an active contribution to service delivery within the NHS. There are no opportunities for study abroad or alternative placements within the programme.

Educational aims of the programme
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Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. CBT for depression and anxiety and the importance that they occupy in the provision of therapeutic services	Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, including supervision. 'homework assignments' also facilitate learning e.g., producing a cognitive behavioural formulation for a patient, keeping personal thought records and to design and implement behavioural experiments.
2. The role of the National Institute of Health and Clinical Excellence.	
3. The particular importance of cognitive behavioural theory and therapy	
4. Key therapeutic strategies such as the use of personalised formulation, thought diaries, activity scheduling and behavioural experiments	*Assessment*
	1-6 will be assessed by (i) case reports (ii) Formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions.
5. The interface between research, clinical practice and the programmes and policies endorsed by the National Health Service.	
6. Evidence-based protocols for treating anxiety and depression	

Skills and other attributes

B. Intellectual skills – able to:
1. Critically evaluate CBT for depression and anxiety and understand the resultant level of recommendation by the National Institute for Health and Clinical Excellence

2. Identify leading psychological treatments for depression and anxiety.

3. To constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups

4. To understand advanced evidence-based psychological theories for depression and anxiety.

5. To use advanced evidence-based psychological treatments in their own clinical setting for anxiety and depression.

6. To apply what they have learned to current patients

Teaching/learning methods and strategies
Lectures/small group work; audio and video-tape; role-play exercises and discussion; 'homework assignments' to produce a cognitive behavioural formulation for a patient, to keep personal thought records and to design and implement behavioural experiments; case material preparation and presentation.

Assessment
1-6 will be assessed by (i) case reports (ii) Formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions.

C. Practical skills – able to:	**Teaching/learning methods and strategies**
1. Use thought records to identify personal difficulties and design ways to overcome these	Direct discussion of theoretical material relevant to patients within supervision context; clinical placements; 'homework' to plan intervention for next therapy session, seminars. Details of supervised clinical practice and case mix will be recorded in a training log. Supervision. Workshops/small group work; audio and video-tape; role-play exercises and discussion; 'homework', case material preparation and presentation.
2. Conduct personalised formulations and behavioural experiments, and to use thought records when appropriate	
3. Implement a protocol-driven evidence-based psychological treatment under constraints (e.g., reduced number of sessions.)	
4. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups	*Assessment* 1-6 will be assessed by (i) case reports (ii) Formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions.
5. Deliver CBT for depression and anxiety to a high level of competency	
6. Acquire the specific competencies described for the effective delivery of CBT for depression and anxiety.	

D. Transferable skills – able to:	**Teaching/learning methods and strategies**
1. Communicate concisely. 2. Give oral presentations of patients. 3. Work with a group. 4. Plan and implement an intervention. 5. Solve practical problems. 6. Use IT to write, to present information visually, to communicate, and to find information. 7. Manage time. 8. Condense complex orally delivered information 9. Give constructive feedback	Transferable skills are integrated in subject based teaching. 1 is learned, with formative Feedback and other written assignments. 2 is included in supervision sessions. 3 is part of all of the compulsory workshops. 4 and 5 are emphasized throughout the course and are necessary to obtain good patient outcomes. Similarly 6 and 7 pervade all aspects of the course.8 is supported by formative feedback on case presentations written up by the student.
	Assessment 1, 2, 4, and 8 are formally assessed as coursework. An adequate standard in 3, 5, 7 and 9 is required to pass the course.