

Postgraduate Certificate in Evidence-Based Psychological Treatment (IAPT Pathway)

PPTZEVBPSTHC

For students starting 2009

Awarding Institution:	The University of Reading
Teaching Institution:	University of Reading, Faculty of Life Sciences
Relevant QAA subject benchmarking group(s):	n/a
Programme length:	12 months full-time
Date of specification:	August 2009
Programme Director:	Professor Roz Shafran
Programme Adviser:	Dr. Craig Steel
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	Training will count towards accreditation of the British Association of Behavioural and Cognitive Psychotherapies but will not provide full accreditation.

Summary of programme aims

The aims of this course accord with the Department of Health programme ‘Improving Access to Psychological Treatments’ (IAPT). They are (1) to train Low Intensity Psychological Therapy workers (known as Psychological Wellbeing Practitioners – PWP’s) to engage and assess patients with common mental health problems; (2) to enable the students to provide evidence-based low intensity treatment for common mental health problems; (3) to expose students to the concept of diversity, inclusion and multi-culturalism and equip workers with the necessary knowledge, attitudes and competencies to operate in an inclusive values-driven service; (4) to enable workers to understand the employment, social and healthcare context in which they are working. It will facilitate the understanding of the complexity of people’s health, social and occupational needs and the services which can support people to recovery. It will develop workers’ decision making abilities and enable them use supervision and to recognise when and where it is appropriate to seek further advice, a step up or a signposted service. Students are exposed to a variety of teaching methods and practical experience, culminating in the assessment of both the theoretical and skills aspects of the modules.

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

PYMEAA Engagement & Assessment of

Credits

Level

20

7

	common mental health problems		
PYMTRT	Evidence-based low intensity treatment of common mental health problems	20	7
PYMVEC	Values, Employment and Context	20	7

Part-time/Modular arrangements

N/A.

Progression requirements

All modules are compulsory. The first two modules are taught concurrently. There are no prerequisites.

Summary of teaching and assessment

Knowledge will be acquired through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learned through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback, and supervised practice through supervised direct contact with patients in the workplace. A short Summer School will be held after the end of scheduled teaching, to enable students to complete teaching or assessment sessions if necessary.

Assessment will be by a variety of methods, including: (a) role-plays of interaction with patients, and a simulated supervision session, which are video-recorded and evaluated by staff using a standardized assessment measure; (b) reflective commentaries by students on their own performance; (c) written examinations; (d) case presentation to the class which will be filmed, and e) evaluation of students' own clinical practice outcomes, including formulation and recording of mental health care assessments, and developing therapeutic partnerships with patients and carers.

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

Pass categories

> or equal to 40 = Pass for academic assessments

> or equal to 50 = Pass for clinical assessments

Failing categories:

<40 for Academic assessments

< 50 for Clinical assessments

To be awarded the Certificate, 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 and every written academic assessment must be passed with a mark of 40 or more.

Admission requirements

Entrants to this programme will be those selected by the IAPT service provider and University of Reading. Criteria are set out in the IAPT National Implementation Plan. For those entrants to this programme with an Honours Degree, it is expected that they will have gained a degree class equivalent of 2(2) or better (i.e., 50%+). Those holding Third Class Honours may apply and each case will be considered on its own merits. Those without an Honours degree, or those holding

Third Class Honours who are not accepted onto this Postgraduate Certificate programme, may be considered for admission onto the Graduate Certificate in Evidence-Based Psychological Treatment (IAPT Pathway).

The Admissions Tutors for this course are Pamela Myles 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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

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 an interest in becoming high intensity therapists later in their careers.

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

The aims of this course accord with the programme 'Improving Access to Psychological Treatments' (IAPT). They are (1) to train Low Intensity Psychological Therapy Practitioners (Psychological Wellbeing Practitioners – PWP's) to engage and assess patients with common mental health problems; (2) to enable the students to provide evidence-based low intensity treatment for common mental health problems; (3) to expose students to the concept of diversity, inclusion and multi-culturalism and equip workers with the necessary knowledge, attitudes and competencies to operate in an inclusive values driven service; (4) to enable workers to understand the employment, social and healthcare context in which they are working. The course will facilitate the understanding of the complexity of people's health, social and occupational needs and the services which can support people to recovery. It will develop workers' decision making abilities and enable them use supervision and to recognise when and where it is appropriate to seek further advice, a step up or a signposted service. Students are exposed to a variety of teaching methods and practical experience, culminating in the assessment of both the theoretical and skills aspects of the modules.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. Engagement and assessment of people with common mental health problems2. Treatment of people with common mental health problems3. Issues relating to values, culture, policy and diversity for people with common mental health problems4. Working within an employment, social and healthcare context.	<p>Teaching/learning methods and strategies</p> <p>Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.</p> <p><i>Assessment</i></p> <p>1-4 will be assessed by (i) Role-play, (ii) Exam, (iii) Successful completion of Practice Outcomes specified above.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ol style="list-style-type: none">1. Understand the difference between low and high intensity treatments for common mental health problems2. Understand the scientific basis of the therapies that they are delivering3. Understand how the interventions will vary according to relevant cultural issues, and issues relating to values and diversity4. View the interventions in the wider context of health and social care.5. To apply what they have learned to current patients	<p>Teaching/learning methods and strategies Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.</p> <p><i>Assessment</i> 1-4 will be assessed by (i) Role-play, (ii) Exam, (iii) Successful completion of Practice Outcomes specified above.</p>
<p>C. Practical skills – able to:</p> <p>Psychological Wellbeing Practitioners will acquire a wide range of competencies described in the National Curricula and also in the ‘Job Description for Workers Providing Low-Intensity Interventions’. These competencies include the following:</p> <p>Engagement and assessment of people with common mental health problems (including an assessment of risk)</p> <p>Provision of support so that people can self-manage their recovery</p> <p>Facilitation of recovery and social inclusion inclusion – including return to work, meaningful activity or other occupational activities.</p>	<p>Teaching/learning methods and strategies Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.</p> <p><i>Assessment</i> 1-4 will be assessed by (i) Role-play, (ii) Exam, (iii) Successful completion of Practice Outcomes specified above.</p>

D. Transferable skills – able to:

1. Communicate concisely.
2. Give oral presentations of patients.
3. Work with a group.
4. Plan and implement an intervention/referral to appropriate sources.
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

Teaching/learning methods and strategies

Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study. Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Assessment

1, 2, 4, and 8 are formally assessed as coursework.
An adequate standard in 3, 5 and 7.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.