Postgraduate Diploma/Postgraduate Certificate in Evidence-based Psychological Treatment
For students entering in 2010

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Life Sciences
Programme length:	12 months part-time for Diploma or Certificate; exceptionally 24 months part-time for Diploma
Date of specification:	September 2010
Programme Director:	Dr Craig Steel
Programme Adviser:	Professor Roz Shafran
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	British Association of Behavioural and Cognitive Psychotherapies (BABCP) Level 1.

Summary of programme aims
The aims of the courses are (1) to train clinicians in evidence-based psychological treatments as recommended by the National Institute of Health and Clinical Excellence (NICE), (2) train clinicians so that they are optimizing outcomes for their patients, and (3) to evaluate the efficacy of the training. Students are introduced to topics of relevance to evidence-based psychological theories and treatments, 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, supervision of other clinicians in their workplace and disseminating insights about evidence-based theories, treatment and training at national conferences. The Diploma programme is designed to meet BABCP Minimum Standards requirements in respect of Theoretical and Clinical Skills and Supervised Clinical Practice (at Level 1).

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.
By the end of the course, students will have developed the following transferable skills:
- Ability to use database/library resources.
- Writing skills: writing of papers, abstraction of others' work from written and oral material, reviewing of work of peers.
- Ability to make oral presentations using PowerPoint.
- Working within a team to provide constructive criticism around difficult clinical issues

Programme content

Compulsory Modules for Certificate and Diploma

		Credits	Level
PYMINT	Introduction to Evidence Based Psychological Treatments	20	M
PYMTP1	Theory and practice for Axis I disorders	20	M
PYMTP2	Theory and practice for Axis I and Axis II disorders	20	M

Additional Compulsory Modules for Diploma

		Credits	Level
PYMATP	Advanced Theory and Practice	20	M
PYMCT1	Focused clinical training and supervision: Basic Level	20	M
PYMCT2	Focused clinical training and supervision: Complex problems and dissemination	20	M

Part-time/Modular arrangements
N/A.

Progression requirements
Both the Certificate and the Diploma will normally be completed within 12 months. The reason for this is that the teaching modules – PYMINT, PYMTP1, PYMTP2 (comprising the Certificate) and PYMATP – relate to the clinical practice modules of the Diploma (PYMCT1 and PYMCT2) and are designed to run in parallel with them (see Module Table below). Diploma students' learning will be optimized by a close temporal link between teaching and practice. Exceptionally people will be allowed to complete the Certificate in one year and the Diploma in the subsequent year, providing that enough notice is given to reserve a space on the PYMCT1 and PYMCT2 modules in the forthcoming year.

Summary of teaching and assessment
Teaching is by a variety of methods, including lectures, small group seminars, role-plays, supervision of clinical work, and individual feedback on written work. Modules PYMTP1, PYMTP2 and PYMATP will incorporate workshops led by international experts. Assessment mirrors this diversity of methods, with methods including knowledge assessments, clinical skills assessments, written assignments and other coursework, training log book submission of case reports, oral presentations, and feedback from supervisees. These two modules, which make up the clinical practice component, are designed to run in parallel with modules PYMINT, PYMTP1, PYMTP2 and PYMATP which provide the theoretical and conceptual support for practice (see Module Table below).

The University's taught postgraduate marks classification is as follows:
Mark Interpretation
70 – 100%   Distinction
60 – 69%   Merit
50 – 59%   Good standard (Pass)

<u>Failing categories</u>
40 – 49%   Work below threshold standard
0 – 39%   Unsatisfactory Work

For PG Certificate (60 credits) – PYMINT, PYMTP1, PYMTP2
To pass the Postgraduate Certificate students must gain an average mark of 50 or more and must obtain a mark of 50 or more on module PYMINT. In addition, in order to pass, students must have attended at least 80% of the teaching days summed across modules PYMINT, PYMTP1 and PYMTP2. In addition the total credit value of all modules marked below 40 must not exceed 10 credits and the total credit value of all modules marked below 50 must not exceed 20 credits.

For PG Diploma (120 credits) – ALL MODULES
To pass the Postgraduate Diploma students must gain an average mark of 50 or more, and must obtain a mark of 50 or more on each of the modules PYMINT, PYMCT1 and PYMCT2. In addition, in order to pass, students must have attended at least 80% of the teaching days summed across modules PYMINT, PYMTP1, PYMTP2 and PYMATP, and at least 80% of the clinical skills classes and supervision sessions summed across modules PYMCT1 and PYMCT2. In addition, the total credit value of 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 are normally required to have obtained a postgraduate qualification in mental health (e.g., a doctorate in clinical psychology, occupational therapy, community psychiatric nurse) and an Honours degree in a discipline connected to mental health (e.g., psychology, neuroscience). Applicants without these qualifications may 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. Applicants whose academic qualifications do not meet these formal standards may in the first instance be admitted to the Certificate course; they may then transfer to Diploma status subject to satisfactory progress. We discourage applications from holders of Third Class degrees.

Admissions Tutor: Dr Craig Steel

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 rare skills in that by completing the course, they will have demonstrated strong clinical skills and excellent patient outcomes. It is likely that these skills will be in much demand and will facilitate progression within their specific career structure. Presenting their work at national conferences and supervising students within their workplace may increase the level of responsibility (and hence grade) at which they are working.

Opportunities for study abroad or for placements
Modules PYMCT1 and PYMCT2 incorporate therapy practice, which will normally be completed within the NHS setting where the student is employed.

Module Table: all modules run within the same academic year

Module	Term	Teaching Contact Hours	Patient Contact Hours	Assessment
PYMINT *Introduction to EPT*	Autumn	28	0	Knowledge exam Clinical skills
PYMTP1 *Theory and Practice for Axis I disorders*	Autumn, Spring	35	0	Knowledge exam Clinical skills
PYMTP2 *Theory and Practice for Axis I and Axis II disorders*	Autumn, Spring, Summer	35	0	Knowledge exam Clinical skills
PYMATP *Advanced Theory and Practice*	Spring, Summer	21	0	Knowledge exam Clinical skills
PYMCT1 *Focused Clinical Training and Supervision: Basic level*	Autumn, Spring	45	100	Case study submitted with taped clinical session Extended case report
PYMCT2 *Focused Clinical Training and Supervision: Complex Problems and Dissemination*	Spring, Summer	45	100	Two case studies, one of which is submitted with taped clinical session Group Presentation

Educational aims of the programme

The aims of the courses are (1) to train clinicians in evidence-based psychological treatments as recommended by the National Institute of Health and Clinical Excellence (NICE), 2) train clinicians so that they are optimizing outcomes for their patients (3) to evaluate the efficacy of the training. Students are introduced to topics of relevance to evidence-based psychological theories and treatments, 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, supervision of other clinicians in their workplace and disseminating insights about evidence-based theories, treatment and training at national conferences.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:
1. Evidence-based psychological treatments and the importance that they occupy in the provision of therapeutic services

2. The role of the National Institute of Health and Clinical Excellence.

3. Which psychological treatments are evidence-based

4. The particular importance of cognitive behavioural theory and therapy

5. Key therapeutic strategies such as the use of personalised formulation, thought diaries and behavioural experiments

6. The interface between research, clinical practice and the policies endorsed by the National Health Service.

7. Evidence-based protocols for treating psychological disorders

Teaching/learning methods and strategies
Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, including the supervision of others in evidence-based treatment and presentation of their work within their local services. 'Homework assignments' also facilitate learning e.g., producing a cognitive behavioural formulation for a patient, keeping personal thought records and designing and implementing behavioural experiments.

Assessment
1-7 will be assessed by (i) Knowledge exam relating to the content of the workshops on evidence-based psychological treatment, (ii) Clinical assessment via standardised videos and vignettes.

Skills and other attributes

B. Intellectual skills – able to:

1. Critically evaluate therapies to establish their level of evidence and the resultant level of recommendation by the National Institute for Health and Clinical Excellence

2. Identify leading psychological treatments for a range of psychopathology

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 multiple, co-occurring psychological disorders

5. To use advanced evidence-based psychological treatments in their own clinical setting for complex cases

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. In addition, students will be asked to prepare and implement a 50 minute presentation in their own work setting.

Assessment

For 1-6, there will be a knowledge exam relating to the content of the workshops on evidence-based psychological treatment. There will also be a clinical assessment via standardised videos and vignettes.

C. Practical skills – able to:
1. Use thought records to identify personal difficulties and design ways to overcome these

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

5. Disseminate evidence-based psychological treatment effectively by presenting their work within and beyond the supervision group

6. Supervise clinicians effectively

Teaching/learning methods and strategies
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.

Assessment
For 1-3, there will be a knowledge exam relating to the content of the workshops on evidence-based psychological treatment. There will also be a clinical assessment via standardised videos and vignettes. In addition, a case study of one of the patients being treated (2000-3000 words) and an additional extended case report critically discussing the research evidence for the treatment (4000-5000 words) will provide evidence of 1-6. For 4-6, feedback from supervisees and supervisors will be the primary means of assessment. In addition, for aim 5, students will be asked to give a case presentation to the group.

D. Transferable skills – able to:
1. Communicate concisely.
2. Give oral presentations.
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

Teaching/learning methods and strategies

Transferable skills are integrated in subject based teaching. 1 is facilitated through 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.

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.