Programme Title:

Flexible Professional Development Courses in Evidence Based Psychological Treatments

For students entering in 2010

Awarding Institution: The University of Reading
Teaching Institution: University of Reading

Relevant QAA subject benchmarking group(s): n/a

Faculty of Life Sciences

Programme length: Variable

Date of specification: January 2011

Programme Director: Professor Roz Shafran

Programme Adviser: Pamela Myles

Board of Studies: Evidence-Based Psychological Treatment

Accreditation: The programme may contribute towards accreditation with the British Association of Behavioural and Cognitive Psychotherapy (BABCP.)

Summary of programme aims and learning outcomes

The aims of the programme are to provide flexible professional development training in evidence-based psychological treatment. Students may accumulate credits over time in accordance with their needs (e.g., to supplement their expertise for accreditation purposes) and the requirements of their employment. Students who pass certain combinations of modules will be eligible for the award of a Certificate, Diploma or Master's qualification (see Progression Requirements below), but this is optional: any combination of modules may be taken that suits the student's aims.

Overall the aim is to teach clinicians specific aspects of evidence-based psychological treatments as recommended by the National Institute of Health and Clinical Excellence (NICE). Students are introduced to topics of relevance to evidence-based psychological theories and treatments of psychological data, with an emphasis on current research data. Students are exposed to a variety of teaching methods and practical experience, culminating in assessments of their knowledge and clinical skills. The learning outcomes relate to the specific modules but concern accumulation of the theory and practice of evidence-based psychological therapy.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to [communication, interpersonal skills, learning skills, numeracy, self

management, use of IT and problem-solving], and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The transferable skills will depend on the number and type of modules selected by the students. However, it is anticipated that the following transferable skills will have been obtained:

- Ability to use database/library resources.

- Writing skills: writing of papers, abstraction of others' work from written and oral material,

- Working to a defined level of competency in the treatment of common mental health problems

- Working within a team to provide constructive criticism around difficult clinical issues

Programme content

Students may take modules in any appropriate combination or sequence, as advised by the Programme Director. Certain modules overlap in content and students will not be able to take both. Prerequisites must be satisfied for some modules. Only one level 6 module (totalling 20 credits) can be included as part of the qualification for Postgraduate Certificate, Postgraduate Diploma or MSc.

Module	Credits	Level
PYMFUN – Fundamentals of Evidence Based Treatments (CBT)	40	7
Or		
PYMINT – Introduction to Evidence Based Psychological Treatments	20	7
Or		
PYMIN2 – Introduction to Evidence Based Psychological Treatments (AP(E)L route)	20	7
PYMANX - Theory and practice for Anxiety Disorders	40	7
PYMDEP– Theory and Practice for Depression	40	7
PYMTP1 – Theory and practice for Axis I disorders	20	7
PYMTP2 – Theory and practice for Axis II disorders	20	7
PYMCT1 – Focused Clinical Training and Supervision: Basic Level	20	7
PYMCT2 – Focused Clinical Training and Supervision: Complex problems and Dissemination	20	7
PYMATP – Advanced Theory and Practice	20	7
PYMEAA - Engagement and Assessment of Common Mental Health Problems	20	7
Or		
PY3EAA - Engagement and Assessment of Common Mental Health Problems (GC)	20	6
PYMTRT - Evidence-based low-intensity treatment of common mental health problems	20	7

Or

PY3TRT - Evidence-based low-intensity treatment of common mental health problems (GC)	20	6
PYMVEC - Values, employment, context	20	7
Or		
PY3VEC - Values, employment, context (GC)	20	6
PYMSUP - Supervisor Training	20	7
PYMPHY – Interface between Physical and Mental Health	20	7
PYMOP1 – Introduction to using CBT with Older People	20	7
PYMOP2 – Complex presentations of CBT in Older People	20	7
PYMBWT – Basic Skills for Working with Trauma	20	7
PYMAWT – Advanced Skills for Working with Trauma	20	7

Project module (for MSc only)

PYM0EP Empirical Project	60	7

Progression requirements

All students will be awarded Certificates of Completion for any modules passed. Students who pass modules totaling 60 or 120 credits at level 7* (excluding the Project) may be considered for the award of Postgraduate Certificate or Diploma respectively, as summarized below. Students who pass the Project module plus other modules totaling 120 credits at level 7* may be considered for the award of MSc.

To qualify for the award of Postgraduate Certificate, students will be required to achieve an overall weighted average of at least 50% over modules totaling 60 credits at level 7* (excluding the Project module), with no module mark below 40.

To qualify for the award of Postgraduate Diploma, students will be required to achieve an overall weighted average of at least 50% over modules totaling 120 credits at level 7*, with no module mark below 40. Marks of between 40-49% for specific modules can be permitted, providing the credit weighting of the modules does not exceed 55 credits.

To qualify for the award of MSc, students will be required to achieve an overall weighted average of at least 50% over modules totaling 180 credits at level 7* (including the Project module), with no module mark below 40. Marks of between 40-49% for specific modules can be permitted, providing the credit weighting of the modules does not exceed 55 credits.

*In order to be considered for the award of Postgraduate Certificate, Diploma or MSc, all credits will normally be at level 7; however, students may be permitted to substitute one level 6 module (to a maximum of 20 credits) in place of a module at level 7, subject to the approval of the Programme Director.

If further criteria are met as specified in the University's *Marking Critieria and classification framework for taught postgraduate programmes*, the Diploma or MSc may be awarded with Merit or with Distinction.

Students will normally register in the first instance for an ad hoc programme. They will transfer to the specific postgraduate programme (PG Certificate, Diploma or MSc) at the point at which they register for module(s) which would give them sufficient credits to attain that qualification.

Students will normally be permitted a maximum of 4 years in which to complete sufficient credits to qualify for the award of Postgraduate Certificate or Diploma, and a maximum of 7 years to complete sufficient credits to qualify for the award of MSc.

A student who accepts the award of Postgraduate Certificate or Diploma may be permitted to return to the University at a later date in order to complete further credits to qualify for a higher award (Postgraduate Diploma or MSc). In this case, students must return their original qualification to the University, and must complete the further credits within a timeframe so that their entire period of registration for the award does not exceed the maximum periods indicated above.

A student who fails a module at the second attempt with a mark below 40 will be permitted to substitute another module in its place, subject to the approval of the Programme Director. A student who fails more than one module at the second attempt with a mark below 40 will not be permitted to take further modules, and will be required to leave the programme.

Summary of teaching and assessment

Teaching is by a variety of methods depending on the module and incorporates the following:

i) Experiential and skills based workshops providing students with a strong foundation in the clinical procedures of CBT, and addressing the most up-to-date research developments ii) Skills based competencies will be developed through small group experiential work and role plays in workshops. In some modules e.g., PYMFUN, PYMANX, PYMDEP, PYMCT1, PYMCT2 AND PYMSUP supervision will be incorporated either by the course team or in the workplace.

ii) Self directed study to include general reading for each course and preparatory reading for each session. Dvd/video library and web based resources will be available in order that students can borrow and study examples of clinical therapy sessions and clinical demonstrations of specific techniques, and access other materials including self-teaching interfaces.

iii) Case management and problem based learning will be facilitated through a combination of course supervision in the relevant modules.

Assessment

Assessment will be by a combination of examinations, clinical vignettes, role-plays, assessed tape-recordings of assessment, treatment or supervision sessions, case-reports, reflective analyses or other written work: see Module Descriptions, and summary table on p.4.

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

Mark   Interpretation

70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
40 – 49%	Work below threshold standard for PYM modules but pass level for PY3 modules.
0 – 39%	Unsatisfactory Work

Admission requirements

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) with Second Class honours or equivalent, and a further mental health qualification (e.g., in clinical psychology.) Applicants who do not hold an Honours degree but who have appropriate other experience can be accepted to undertake level 6 modules. If such applicants wish to undertake level 7 modules, they will be considered on their merits and will be required to pass a preliminary standardized 'Knowledge and Skills Assessment'.

The Admissions Tutors for this course are Professor Roz Shafran and Pamela Myles.

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).

Career prospects

Graduates will have sought-after skills in that by completing the training, they will have demonstrated strong clinical skills and knowledge. 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.

Opportunities for study abroad or for placements

There may be an opportunity for a placement with Lifestory Therapeutic Centre.

Module Table

Module	Teaching terms (2010-11)	Teaching contact hours	Assessment
PYMFUN	Autumn	126	1 tapes of assessment/ treatment; reflection on treatment; case report; portfolio.
PYMANX	Spring	126	1 tapes of assessment/ treatment; reflection on treatment; case report.
PYMDEP	Summer	126	1 tapes of assessment/ treatment; reflection on treatment; case report.
PYMINT	Autumn	28	Exam assessing knowledge and clinical skills (via vignette)
PYMTP1	Spring	35	Exam assessing knowledge and clinical skills (via vignette)
PYMTP2	Summer	35	Exam assessing knowledge and clinical skills (via vignette)
PYMCT1	Autumn, Spring	27 taught	Case report, extended case report, clinical recording
PYMCT2	Spring, Summer	27 taught	Case report, clinical recording, presentation
PYMATP	Summer	21	Exam assessing knowledge and clinical skills

PYMEAA or PY3EAA	Autumn	52.5	Role-play scenario and exam
PYMTRT or PY3TRT	Spring	35	Role-play scenario and exam
PYMVEC or PY3VEC	Summer	70	Planning scenario, Role-play, two in-class tests
PYMSUP	Autumn, Summer	35	Written feedback, rating of supervision session by course team using standardised measure
PYMPHY	Spring	35	Exam assessing knowledge and clinical skills
PYMOP1	Spring	35	Exam assessing knowledge and clinical skills
PYMOP2	Summer	35	Exam assessing knowledge and clinical skills
PYMBWT	Summer	28	Exam assessing knowledge and clinical skills
PYMAWT	Summer	35	Exam assessing knowledge and clinical skills
PYM0EP	n/a	n/a	Written report on project (dissertation)

Educational aims of the programme

The aims are to teach clinicians extra theoretical and practical skills to allow them to become competent in the delivery of evidence-based psychological treatments as recommended by the National Institute of Health and Clinical Excellence (NICE) for adults and older adults. It aims to provide a 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) and 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 with an emphasis on current research data. Students will be able to develop their own bespoke course from the available modules to ensure that the training provided by the University meets the individual needs of the various local NHS services.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. CBT and the importance that it occupies in the provision of therapeutic services	Methods include lectures, group discussions and small group work. The methods are further supported by practical experience,
2. The role of the National Institute of Health and Clinical Excellence.	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.
3. Applicability of cognitive behavioural theory and therapy to different populations i.e., older people and those with physical health problems.	
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, (iv) exams. The precise assessment will depend on the module.
5. The interface between research, clinical practice and the programmes and policies endorsed by the National Health Service.	
6. Evidence-based protocols for treating and supervising the treatment of mental health problems.	

Skills and other attributes

B. Intellectual skills – able to:

1. Critically evaluate CBT and understand the resultant level of recommendation by the National Institute for Health and Clinical Excellence

2. Identify leading psychological treatments for specific disorders

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.

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

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, (iv) exams. The precise assessment will depend on the module.

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., with older people.)

4. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups

5. Deliver CBT to a high level of competency

6. Acquire the specific competencies described for the effective delivery of CBT.

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
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, (iv) exams. The precise assessment will depend on the module.

D. Transferable skills – able to:	**Teaching/learning methods and strategies**
1. Communicate concisely.	Transferable skills are integrated in subject based teaching. 1 is learned, with formative
2. Give oral presentations of patients.	
3. Work with a group.	Feedback and other written
4. Plan and implement an intervention.	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.
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	*Assessment*
9. Give constructive feedback	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.