

PG Diploma in Evidence-Based Psychological Treatment for Children and Young People (C& Y IAPT)

For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Life Sciences Faculty
Programme length:	1 years
Date of specification:	14/Nov/2011
Programme Director:	Prof Roz Shafran
Programme Advisor:	
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	This programme will be accredited by the Improving Access to Psychological Therapies Programme Board and the British Association of Behavioural and Cognitive Psychotherapy for those undertaking modules PYMTHD and PYMTHA.

Summary of programme aims

The aims of this programme are closely tied to the aims of the Government's programme to expand the Improving Access to Psychology Therapies (IAPT) programme and to extend it to children and adolescents. The overall aim of this national programme is to transform the mental health services for children and adolescents (CAMHS) so as to maximise their efficiency and effectiveness, and ensure that their outcomes are measurable. The programme involves the formation of 4/5 collaboratives across the country. These collaboratives will comprise one or more HEIs, commissioners, services and the third sector. The teaching element of the programme has two main components - a Diploma course for qualified mental health workers in CAMHS services, and certificate courses for clinical supervisors and service leaders (see additional submission). As with the adult programme, the HEIs are expected to follow a well-specified national curriculum (www.iapt.nhs.uk/children-and-young-peoples-iapt/cyp-national-curriculum/).

Specific aims are:

To provide students with the basic competences for working with children and young people *i.e.*,

- Fundamental cognitive-behavioural (CBT) skills with children
- Fundamental parent training skills
- Cultural aspects of childhood and parenting
- Working with groups of young people and parents
- Service user participation (children, young people and parents)
- Treatment outcomes and evaluation
- Assessment of common childhood disorders
- To train students in specific evidence-based cognitive behavioural interventions for a wide range of anxiety disorders and depression
- To train students in evidence-based parent training interventions so that they will be able to understand the causes and interventions for conduct disorders.

Each of these areas (basic skills, cognitive behavioural interventions and parent training for conduct disorders) will be taught in separate modules. The basic skills and parent training modules will have a credit value of 60 units each; the cognitive behavioural interventions area will be divided into two modules (depression and anxiety) with each having a credit value of 30 units. It will be compulsory for students to take the basic skills module or else have their prior learning/experience accredited via the APL/APEL route. Such accreditation will include a collaborative discussion between the HEI and the students' managers that identifies the scope of their prior training (and whether this included coverage of the core competences) and considers whether and how these competences are deployed in their present post. They will then take either the two 30 credit modules teaching cognitive behavioural interventions for depression and anxiety, OR the parent training for conduct disorders module. They will not be permitted to take both.

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 / measurement, 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 the 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
- Ability to evaluate interventions
- 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 in children and adolescents
- Working within a team to provide constructive criticism around difficult clinical issues

Programme content

Compulsory module

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PYMBAS	Basic Skills for Working with Young People with Mental Health Problems	60	7

Optional modules

<i>Either both</i>			
PYMTHD	Cognitive Behaviour Therapy for Depression in Young People	30	7
<i>and</i>			
PYMTHA	Cognitive Behaviour Therapy for Anxiety Disorders in Young People	30	7
<i>or</i>			
PYMPAR	Parent Training for Conduct Disorder in Young People	60	7

Part-time or modular arrangements

This will be run as a full-time course.

Progression requirements

PYMBAS

Assessments will comprise one essay (4,000 words), a case report based on an assessment and formulation (2,500 words), a video recording of an assessment session, a video recording of a therapy session, a log book of training and clinical contacts, reports from supervisors and young people / parents. The log books and reports will go into a portfolio that must be passed in order for the module to be passed.

PYMTHA

Assessments will comprise two case studies of anxiety (one for a child, one for an adolescent - one of these will be extended), a video recording of therapy using the rating scale developed by Peter / Paul, a clinical log, a training log, and a 1,000 word reflective analysis and feedback from supervisors and young people / their parents on the experience of therapy offered plus a report of the therapist's clinical outcomes over the training period.

PYMTHD

Assessments will comprise two case studies of depression (one for a child, one for an adolescent - one of these will be extended), a video recording of therapy using a standardised rating scale, a clinical log, a training log, and a 1,000 reflective analysis and feedback from supervisors and young people / their parents on the experience of the therapy offered plus a report of the therapist's clinical outcomes over the training period. In addition, there will be an audit of cases: To pass the course, the students will need to have treated a minimum of 8 cases for at least 5 sessions for 3 different types of disorders (depression and at least two anxiety disorders) across all three modules. The audit, log books and reports will go into a portfolio that must be passed in order for the module and course to be passed.

PYMPAR

Summer Term

The assessment has four parts:

1. One assessment of a video recording of an individual parent training for conduct disorder using a standardised rating scale
2. One case report of individual treatment (2,500 words) related to (1)
3. One 1,000 word related reflective analysis related to (1)
4. One extended essay (5-7,000 words)

Autumn Term

The assessment has four parts:

5. One assessment of a video recording of group parent training for conduct disorder using a standardised rating scale
6. One report of running a parent training group (3-4,000 words) related to (1)
7. One 1,000 word related reflective analysis related to (1)
8. Portfolio comprising reports on feedback from supervisors and young people and / or parents on their experience of the therapy offered and report of the therapist's clinical outcomes over the training period.

Assessment and classification

All students will be awarded Certificates of Completion for any modules passed. Students who pass modules totalling 120 credits at level 7 may be considered for the award of Postgraduate Diploma.

To qualify for the award of Postgraduate Diploma, students will be required to achieve an overall weighted average of at least 50% over modules totalling 120 credits at level 7, with no module mark below 50.

If further criteria are met as specified in the University's *Marking Criteria and Classification Framework for Taught Postgraduate Programmes*, the Diploma may be awarded with Merit or Distinction.

A student who accepts the award of Diploma may be permitted to return to the University at a later date in order to complete further credits to qualify for the award of MSc Professional Development in Evidence-Based Psychological Treatments. 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 5 years.

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 (fail)

0-39%: Unsatisfactory work (fail)

Teaching

Teaching will use didactic materials, video and role-play illustrations of key therapeutic techniques and experiential learning.

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.)

Admissions Tutor: Roz Shafran

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see 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 will be no opportunities for placements as the students will need to be working in their own CAMHS.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Mental health services for young people, including assessment, outcome measurement, service user involvement, and evidence-based treatments
2. Core competences for addressing mental health problems in young people
3. Ethical issues associated with treating mental health problems in this age group
4. Cognitive behavioural treatment for anxiety and depression in young people or
5. Theory and interventions associated with parent training for conduct disorders

Teaching/learning methods and strategies

Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, including 'homework assignments' which also facilitate learning e.g., producing a cognitive behavioural formulation for a patient, keeping personal thought records and designing and implementing behavioural experiments.

Assessment

1-5 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) log books, (v) reports of patient outcome and experience, (vi) essays (depending on module)

Skills

Skills and other attributes

B. Intellectual skills - able to:

1. Evaluate the competency framework 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. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups

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

4. 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

C. Practical skills - *able to*:

1. Engage and treat young people with mental health problems to a competent standard
2. Assess clients with mental health problems
3. Treat clients with mental health problems using either cognitive behaviour therapy or parent training

(i) case reports, (ii) formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions, (iv) log books, (v) reports of patient outcome and experience, (vi) essays (depending on module)

Teaching/learning methods and strategies

Direct discussion of theoretical material relevant to patients within supervision context; 'homework' to plan intervention for next therapy session, seminars. Workshops/small group work; audio and video-tape; role-play exercises and discussion; 'homework', case material preparation and presentation

Assessment

i) case reports, (ii) Formal assessment of assessment and treatment sessions with patients, (iii) ability to reflect on those sessions, (iv) case-reports, (v) log books, (vi) reports of patient outcome and experience, (vii) essays (depending on module)

D. Transferable skills - *able to*:

1. Communicate concisely.
2. Describe the problems experienced by patients.
3. Work with a group.
4. Plan and implement an intervention.
5. Solve practical problems.
6. Use IT to write, to present information
7. visually, to communicate, and to find information.
8. Manage time.
9. Condense complex orally delivered information
10. Give constructive feedback

Teaching/learning methods and strategies

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 are 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.