

PG Dip in Evidence-Based Psychological Treatments

For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	N/A
Faculty:	Life Sciences Faculty
Programme length:	1 years
Date of specification:	01/Sep/2011
Programme Director:	Pamela Myles
Programme Advisor:	Prof Roz Shafran Dr Craig Steel
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	British Association for Behavioural and Cognitive Psychotherapies (BABCP) Level 1.

Summary of programme aims

The aims of the programme are (1) to train clinicians in evidence-based psychological treatments as recommended by the National Institute for Health and Clinical Excellence (NICE), (2) train clinicians so that they are optimising 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. 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.

Programme content

Compulsory modules:

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PYMINT	Introduction to Evidence-Based Psychological Treatment	20	7
PYMTP1	Theory and Practice for Axis I Disorders	20	7
PYMTP2	Theory and Practice for Axis I and Axis II Disorders	20	7
PYMATP	Advanced Theory and Practice	20	7
PYMCT1	Focused Clinical Training and Supervision: Basic Level	20	7
PYMCT2	Focused Clinical Training and Supervision: Complex Problems and Dissemination	20	7

Part-time or modular arrangements

The Diploma is taken part-time over 12 months. There are no additional part-time or modular arrangements.

Progression requirements

All modules are compulsory and there are no pre-requisites.

Assessment and classification

Assessments will include: examinations, case reports, rating of therapy tapes and a case presentation. 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

Further information on the classification conventions, including borderline criteria, is available at www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf.

To pass the Postgraduate Diploma, students must gain an overall average of 50 or more over 120 credits and in modules PYMINT, PYMCT1 and PYMCT2. Within these modules, every assessment must be passed with a mark of 50 or more. The total credit value of all modules marked below 40 must not exceed 30 credits and of all modules marked below 50 must not exceed 55 credits. Additionally, students must have attended at least 80% of the teaching days in each module of the programme.

To qualify for Merit, students must meet all the criteria for a Pass and additionally must gain an overall average of 60 or more over 120 credits and have no mark below 40.

To qualify for Distinction, students must meet all the criteria for a Pass and additionally must gain an overall average of 70 or more over 120 credits and have no mark below 40.

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 standardised 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 but who have substantial clinical experience may also be considered. We discourage applications from holders of Third Class degrees.

Admissions Tutor: Pamela Myles

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-sessional 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

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 the Charlie Waller Institute resource library, the departmental book collection, a specially selected and maintained reprint collection, networked PCs and printers and photocopying facilities. Students will also have access to members of staff within the Department 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 programme; this is available on-line, as are a wealth of other resources via the department's intranet. There are opportunities 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 programme, 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. This will normally be completed within the student's employment setting such as an NHS Trust; students who do not have access to suitable clients through their employment will need to arrange a placement, with the support of the programme team.

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:

Teaching/learning methods and strategies

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

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