

Ad Hoc Professional Development in Evidence-Based Psychological Treatments For students entering in 2012/3

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	N/A
Faculty:	Life Sciences Faculty
Programme length:	4 years
Date of specification:	15/Apr/2013
Programme Director:	Pamela Myles
Programme Advisor:	Pamela Myles
Board of Studies:	
Accreditation:	This programme may contribute towards individual accreditation with the British Association for Behavioural and Cognitive Psychotherapies (BABCP)

Summary of programme aims

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

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. The transferable skills will depend on the number and type of modules selected by the student.

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.

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PYMFUN	Fundamentals of Evidence Based Treatments (CBT)	40	7
<i>or</i>			
PYMINT	Introduction to Evidence Based Psychological Treatments	20	7
<i>or</i>			
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
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	20	7

Dissemination

PYMEAA	Engagement and Assessment of Common Mental Health Problems	20	7
<i>or</i>			
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
<i>or</i>			
PY3TRT	Evidence-based low-intensity treatment of common mental health problems (GC)	20	6
PYMVEC	Values, Employment, Context	20	7
<i>or</i>			
PY3VEC	Values, Employment, Context (GC)	20	6
PYMSUP	Supervisor Training	20	7
PYMPHY	Interface between Physical and Mental Health (Foundation)	20	7
PYMPH2	Interface between Physical and Mental Health (Advanced)	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
PYM0EP	Empirical Project (for MSc only)	60	7
PYMIPT	Practitioner Training for Interpersonal Psychotherapy For Depression	30	7
PYMCFD	Practitioner Training for Counselling for Depression	30	7
PYMCOU	Practitioner Training for Couple Therapy for Depression	30	7

Part-time or modular arrangements

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. 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.

Students will normally register in the first instance for an ad hoc programme. They will transfer to the specific postgraduate programme (PG Certificate, PG 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 four years in which to complete sufficient credits to qualify for the award of Postgraduate Certificate or Diploma, and a maximum of seven 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 the 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 may 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 will not be permitted to take further modules, and will be required to leave the programme.

Summary of Teaching and Assessment

Assessments will vary depending on which modules are taken, but may include examinations, case reports, rating of recordings of therapy sessions, case presentations, role-plays, reflective analyses, essays and a portfolio.

The University's taught postgraduate mark 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

Postgraduate Certificate

To qualify for the award of Postgraduate Certificate, students must gain an overall average of 50% or more over 60 credits, with no module mark below 40. Specific requirements for achieving a pass in individual modules (as set out in the module description) must also be met. Additionally, students must have attended at least 80% of the teaching days in each of the modules they have taken. The Postgraduate Certificate is awarded on a Pass / Fail basis only.

Postgraduate Diploma

To qualify for the award of Postgraduate Diploma, students must gain an overall average of 50 or more over 120 credits. 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. Specific requirements for achieving a pass in individual modules (as set out in the module description) must also be met. Additionally, students must normally have attended at least 80% of the teaching days in each of the modules they have taken.

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 module mark below 40.

MSc

To qualify for the award of MSc, students must gain an overall average of 50 or more over 180 credits, including the Project module. 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. Specific requirements for achieving a Pass in individual modules (as set out in the module description) must also be met. Additionally, students must normally have attended at least 80% of the teaching days in each of the modules they have taken.

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 180 credits and a mark of 50 or more for the Project, and must not have any 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 180 credits and a mark of 60 or more for the Project, and must not have any mark below 40.

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'.

Admissions Tutor: The Admissions Tutors for this programme 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 is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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 Clinical Language Sciences is aimed at both learning and pastoral support. 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 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. A comprehensive handbook is available for the programme; this is available online, as are a wealth of other resources via the Department's intranet. There is an active Student - Staff Committee with postgraduate representation.

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.

Opportunities for study abroad or for placements

There may be an opportunity for a placement if required.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. CBT and the importance that it occupies in the provision of therapeutic services
2. The role of the National Institute of Health and Clinical Excellence.
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
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.

Teaching/learning methods and strategies

Methods include lectures, group discussions and small group work. The methods are further supported by practical experience, 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.

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.

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

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

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

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.

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.
5. Solve practical problems.
6. Use IT to write, to present information visually, to communicate, and to find information. Manage time.
7. Condense complex orally delivered information
8. Give constructive feedback

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.

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.

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 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.