

**PG Diploma in Evidence-Based Psychological Treatments (IAPT Pathway)
For students entering in 2013/4**

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 year
Date of specification:	06/Dec/2013
Programme Director:	Dr Craig Steel
Programme Advisor:	Pamela Myles
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	British Association for Behavioural and Cognitive Psychotherapies (BABCP) Level 2

Summary of programme aims

The aims of the programme are (1) to train clinicians in evidence-based psychological treatments for depression and anxiety as recommended by the National Institute of Health and Clinical Excellence (NICE) and in accordance with the Department of Health programme 'Improving Access to Psychological Therapies' (IAPT), (2) to provide 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), (3) 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 of anxiety and depression, 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 and submission of high quality tapes from assessment and therapy. The programme is designed to meet BABCP Minimum Standards requirements in respect of Theoretical and Clinical Skills and Supervised Clinical Practice (i.e., Level 2).

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>
PYMFUN	Fundamentals of Evidence Based Treatments (CBT)	40	7
PYMANX	Theory and Practice for Anxiety Disorders	40	7
PYMDEP	Theory and Practice for Depression	40	7

Part-time or modular arrangements

N/A

Progression requirements

All modules are compulsory and there are no prerequisites.

Summary of Teaching and Assessment

Assessments will include: formative tapes of CBT assessment and therapy sessions, rated by student and supervisor; summative therapy tapes rated by course team members and self-rated by students; students' written reflective analyses of therapy skills; case reports, essay and the completion of an accreditation portfolio marked by course team members.

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

To pass the Postgraduate Diploma, students must gain an average mark of 50 or more for the course as a whole and in every module (PYMFUN, PYMANX and PYMDEP). Within these modules, every summative assessment must be passed with a mark of 50 or more. In addition, in order to pass, students must have attended at least 85% 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.

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.

Please note: Completion of studies is dependent on employment within an IAPT service and access to an IAPT clinical caseload. Students must successfully pass all modules of the HI (High Intensity) training programme. A student's studies may be terminated if they are no longer working in an IAPT service, and hence no longer have access to an IAPT caseload. All coursework, must be directly related to IAPT service clinical work. If a student leaves their employment to work for a non-IAPT service then clinical work from this new service will not be accepted as coursework. If a student leaves their IAPT employer to work for another IAPT service then coursework may be accepted if directly related to IAPT service clinical work. However, the student must be able to prove that they are continuing to receive regular CBT supervision from a BABCP accredited practitioner. Further information on the classification conventions, including borderline criteria, is available at www.reading.ac.uk/web/FILES/exams/PGclassification-post-2008.pdf.

Admission requirements

Entrants to this programme will be those selected by the IAPT service provider and University of Reading.

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) and a further mental health qualification (e.g., in clinical psychology.) Applicants without these qualifications will 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. We discourage applications from holders of Third Class degrees. Applicants without a core professional are required to successfully complete a Knowledge, Skills and Attitudes (KSA) portfolio before starting the programme.

Admissions Tutor: The Admissions Tutors for this programme are Pamela Myles (Director of Training) and the lead of the applicant's IAPT service.

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. Learning support includes the use of dedicated clinical and supervision rooms, facilities to videotape clinical sessions and the provision of audio equipment to record the session. 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 session. 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 sought-after skills in that by completing the course, they will have demonstrated strong clinical skills and excellent patient outcomes for the treatment of depression and anxiety. 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. Graduates from the course will be expected to have met BABCP accreditation requirements which will further aid their career progression.

Opportunities for study abroad or for placements

The IAPT pathway consists of a taught component delivered via the University and also an active contribution to service delivery within the NHS. There are no opportunities for study abroad or alternative placements within the programme.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. CBT for depression and anxiety 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. The particular importance of cognitive behavioural theory and therapy.
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 anxiety and depression.

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.

Skills and other attributes

B. Intellectual skills - able to:

1. Critically evaluate CBT for depression and anxiety and understand the resultant level of recommendation by the National Institute for Health and Clinical Excellence
2. Identify leading psychological treatments for depression and anxiety
3. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups
4. Understand advanced evidence-based psychological theories for depression and anxiety
5. Use advanced evidence-based psychological

Teaching/learning methods and strategies

Lectures / small group work; audio and video recordings; 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.

treatments in their own clinical setting for anxiety and depression

6. 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., reduced number of sessions).
4. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups.
5. Deliver CBT for depression and anxiety to a high level of competency.
6. Acquire the specific competencies described for the effective delivery of CBT for depression and anxiety.

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.
7. Manage time.
8. Condense complex orally delivered Information.
9. Give constructive feedback.

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.

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.