

**PGDip in Interpersonal Psychotherapy for Adolescents with Depression
For students entering in 2014/5**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Psychology
Faculty:	Life Sciences Faculty
Programme length:	12 months
Date of specification:	04/Aug/2014
Programme Director:	Ms Pam Myles
Programme Advisor:	Prof Shirley Reynolds
Board of Studies:	
Accreditation:	The programme will be accredited by the Improving Access to Psychological Therapies Programme Board.

Summary of programme aims

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 specific aims of the course are (1) to train clinicians in interpersonal psychotherapy for adolescents with depression in accordance with NHS England's 'Children and Young People's Improving Access to Psychological Therapies' (CYP-IAPT), (2) to provide practical intensive and detailed skills training to facilitate skill development to a defined standard of competency (detailed in the national curriculum for interpersonal psychotherapy for adolescents), (3) to increase students' knowledge base of theory and research in interpersonal psychotherapy (IPT), and to promote a critical approach to the subject. Students are introduced to topics of relevance to interpersonal psychotherapy and relevant theories and treatments, 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 recordings from assessment and therapy.

As with the adult programme and other children & young people's programmes, 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 core competences for working with children and young people i.e.,
- The core values of CYP IAPT
- Young people's and parents' participation
- The CYP IAPT active outcomes framework
- Evidence-based practice and practice-based evidence
- The process of organisational change
- The clinical knowledge base for CAMHS
- Fundamentals of therapy adapted to CYP-IAPT principles
- Shared aspects of evidence-based practice with children
- Introduction to CBT for children and young people
- Introduction to parenting programmes
- Introduction to interpersonal psychotherapy for adolescents
- Introduction to systemic work with families
- To train students in the core therapeutic skills of interpersonal psychotherapy addressing depression in adolescence

Each of these two areas (core competences and core therapeutic skills in interpersonal psychotherapy for adolescents with depression) will be taught in two separate modules. Both modules will have a credit value of 60 units. It will be compulsory for students to take the core competences 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 the 60 credit interpersonal psychotherapy for adolescent depression module.

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 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.
- 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

Code	Title	Credits	Level
PYMBAS	Core Competences for working with young people with mental health problems	60	7
PYMIPA	Core Therapeutic Skills in Interpersonal Psychotherapy for adolescents with depression	60	7

Part-time or modular arrangements

This will be run as a full time course.

Progression requirements

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.

Students will normally register in the first instance for the Postgraduate Diploma 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 two years in which to complete sufficient credits to qualify for the award of Postgraduate Diploma.

A student who accepts the award of Postgraduate 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 (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 five years.

Summary of Teaching and Assessment

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

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: 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

Programme specific learning support includes a compulsory induction period where students have the opportunity to meet their tutors and personal tutor. During the induction period, students are also made aware of the various support services provided by the University - study advisors, library, Blackboard, etc - as well as being informed of any practical requirements such as parking permits. It is during the induction period that students are given the Programme Handbook which details policy procedures and programme specific information.

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. Core therapeutic skills in Interpersonal Psychotherapy for Adolescents with Depression
5. Theory and interventions associated with Interpersonal Psychotherapy for Adolescents with Depression

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 systemic formulation for a patient and keeping personal learning logs.

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 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 Care 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
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 young people with depression
3. Treat young people with depression using an Interpersonal Psychotherapy approach

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

Teaching/learning methods and strategies

Lectures/small group work; audio and video-tape; role-play exercises and discussion; "homework assignments' to produce a systemic formulation for a patient and keep personal learning logs; 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) 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; video recordings; roleplay 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)

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.