

## **PGDip in Systemic Family Practice for Children and Young People 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 systemic family practice 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 systemic work with families), (3) to increase students' knowledge base of theory and research in systemic family practice (SFP), and to promote a critical approach to the subject. Students are introduced to topics of relevance to systemic family practice 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/](http://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 basic skills of systemic family therapy addressing common mental health problems in childhood and adolescence
- To train students in specific evidence-based family interventions for working with young people with depression & self-harm and conduct disorder
- To train students in specific evidence-based family interventions for working with young people with eating disorders

The five areas to be covered (core skills, basic skills in systemic family therapy, family practice training in working with depression & self-harm, systemic practice training in working with conduct disorder and family practice in working with eating disorders) will be taught in separate modules. The core skills training module will have a credit value of 60 units; the basic skills in systemic family therapy and family practice in working with eating disorders will have a credit value of 30 units while family practice training in working with depression & self-harm and family practice training in working with conduct disorder will have a credit value of 15 units each and must be taken together. It will be compulsory for students to take the core 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 the 30 credit basic skills module in systemic family therapy followed by either the 15 credit module in depression & self-harm AND the 15 credit module in conduct disorder, OR the 30 credit eating disorders module. Students 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 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 Skills for working with young people with mental health problems	60	7
PYMSFP	Basic Skills of systemic family practice	30	7

#### *Optional Modules*

Code	Title	Credits	Level
PYMDSH	Family interventions for working with young people with depression and self-harm	15	7
PYMSCD	Family interventions for working with young people with Conduct Disorder	15	7
PYMSED	Family interventions for working with young people with eating disorders	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 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**

PYMBAS - assessed with one essay (4000 words), assessment of their video-recording of an assessment session using a standardised rating scale, a portfolio submitted at the end of the course which includes logs and reports on feedback from supervisors and young people and/or parents on their experience of the therapy offered.

PYMSFP - assessment of a video-recording of an assessment/formulation session using a standardised rating scale, and 1000 word related written reflective analysis and 4000 word related case study, a portfolio demonstrating completion of clinical hours, reflective learning and ability to take charge of own learning and a reflective learning diary, and a supervision report showing a satisfactory standard of clinical work.

PYMDSH - assessment of a video-recording of a therapy session with a family containing a child or adolescent with depression or self-harm using a standardised rating scale, and 1000 word related written reflective analysis and 5000 word related case study, a portfolio demonstrating completion of clinical hours, reflective learning and ability to take charge of own learning and a reflective learning diary, and a supervision report showing a satisfactory standard of clinical work. PYMSCD - assessment of a video-recording of a therapy session with a family containing a child or adolescent with conduct disorder using a standardised rating scale, and 1000 word related written reflective analysis and 5000 word related case study, a portfolio demonstrating completion of clinical hours, reflective learning and ability to take charge of own learning and a reflective learning diary, and a supervision report showing a satisfactory standard of clinical work

PYMSED - assessment of two video-recordings of therapy sessions with families containing a child or adolescent with eating disorders using a standardised rating scale, with 1000 word related written reflective analysis and 5000 word related case study to accompany each recording, a portfolio demonstrating completion of clinical hours, reflective learning and ability to take charge of own learning and a reflective learning diary, and a supervision report showing a satisfactory standard of clinical work

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](http://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. Basic skills in Systemic Family Therapy
5. Theory and interventions associated with systemic family work with depression & self-harm, and conduct disorder
6. Theory and interventions associated with systemic family work with eating 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 systemic formulation for a patient and keeping personal learning logs.

##### *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) 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

##### **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)

##### **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 a systemic family practice approach

##### **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)

#### **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**

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.**