

**PG Certificate in Evidence-Based Psychological Treatments (part-time)  
For students entering in 2014/5**

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:	04/Aug/2014
Programme Director:	Dr Kate Sherratt
Programme Advisor:	Ms Pam Myles
Board of Studies:	
Accreditation:	Training will count towards individual accreditation by the British Association for Behavioural and Cognitive Psychotherapies (BABCP)

**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.

**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>
PYMIN1	Introduction to CBT and evidence-based psychological treatment	20	7
	OR		
PYMIN3	Introduction to CBT and evidence-based psychological treatment (APEL route)	20	7
	AND		
PYMTM1	Treatments and models 1	20	7
PYMTM2	Treatments and models 2	20	7

**Part-time or modular arrangements**

The Certificate is taken part-time over 12 months.

**Progression requirements**

All modules are compulsory and there are no pre-requisites. Students will normally be permitted a maximum of two years in which to complete sufficient credits to qualify for the award of Postgraduate Certificate.

**Summary of Teaching and Assessment**

Assessment is by essays which assess clinical knowledge.

To pass the Postgraduate Certificate, students must attain  $\geq 50\%$  in all 3 modules and assessments therein.

Additionally, students must have attended at least 80% of the teaching days in each module of the programme.

The Certificate is awarded on a Pass / Fail basis only.

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

### **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. Applicants whose academic qualifications do not meet these formal standards but who have substantial clinical experience will be considered on an individual basis.

**Admissions Tutor:** Kate Sherratt

### **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-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, 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)

Support for graduate students in the School of Psychology and Clinical Language Sciences 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 knowledge. It is likely that this knowledge will be in much demand and will facilitate progression within their specific career structure.

### **Opportunities for study abroad or for placements**

There is no requirement or opportunity for study abroad or placements within this programme.

### **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 Care Excellence.
3. Which psychological treatments are evidence-based

##### **Teaching/learning methods and strategies**

Methods include lectures, group discussions and small group work.

##### *Assessment*

1-7 will be assessed by knowledge-based assessment relating to the content of the workshops on evidence-based psychological treatment.

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

### **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 Care 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 apply what they have learned to current patients

#### **Teaching/learning methods and strategies**

Methods include lectures, group discussions and small group work.

#### *Assessment*

For 1-5, there will be a knowledge assessment relating to the content of the workshops on evidence-based psychological treatment.

#### **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

#### **Teaching/learning methods and strategies**

Discussion of theoretical material relevant to patients. Workshops / small group work and discussion.

#### *Assessment*

For 1-3, there will be a knowledge assessment relating to the content of the workshops on evidence-based psychological treatment.

#### **D. Transferable skills - *able to:***

1. Communicate concisely
2. Work with a group
3. Plan and implement an intervention
4. Solve practical problems
5. Use IT to write, to present information visually, to communicate and to find information
6. Manage time
7. Condense complex orally delivered information

#### **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 part of all of the compulsory workshops. 3 and 4 are emphasised throughout the programme. Similarly 5, 6 and 7 pervade all aspects of the programme.

#### *Assessment*

1, 3 and 4 are formally assessed as coursework. An adequate standard in 2, 5, 6 and 7 is required to pass the programme.

**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.**