

**PG Diploma Evidence-Based Psychological Treatment for Children and Young People (C& Y IAPT)  
For students entering in 2016/7**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Faculty:	Life Sciences Faculty
Programme length:	1 years
Date of specification:	26/Sep/2016
Programme Director:	Dr Hannah Whitney
Programme Advisor:	Ms Pam Myles
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	This programme will be accredited by the Improving Access to Psychological Therapies Programme Board and the British Association for Behavioural and Cognitive Psychotherapy (BABCP) Level 2.

**Summary of programme aims**

The aims of this programme are closely tied to the aims of the Government's programme to expand the 'Improving Access to Psychological Therapies' (IAPT) programme and to extend it to children and adolescents. The overall aim of this 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. HEIs are expected to follow a well-specified national curriculum.

Specific aims are:

To provide students with the basic competences for working with children and young people i.e.,

- Fundamental cognitive-behavioural (CBT) skills with children
- Fundamental parent training skills
- Cultural aspects of childhood and parenting
- Working with groups of young people and parents
- Service user participation (children, young people and parents)
- Treatment outcomes and evaluation
- Assessment of common childhood disorders
- To train students in specific evidence-based cognitive behavioural interventions for a wide range of anxiety disorders and depression
- To train students in evidence-based parent training interventions so that they will be able to understand the causes and interventions for conduct disorders.

**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 the 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**

*Compulsory module*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PYMBAS	Basic Skills for working with young people with mental health problems	60	7

### *Additional modules*

#### *Either both*

PYMTHD Cognitive behaviour therapy for depression in young people 30 7

*and*

PYMTHA Cognitive behaviour therapy for anxiety disorders in young people 30 7

*or*

PYMPAR Parent Training for conduct disorder in young people 60 7

### **Part-time or modular arrangements**

This will be run as a full-time course.

### **Progression requirements**

PYMBAS is a compulsory module, and subsequent modules are dependent on course requirements.

Completion of studies is dependent on employment within a Children and Young People's IAPT service, Therefore, a student's studies may be terminated if they are no longer working in a service that is no longer involved in the IAPT project.

Students will be permitted a maximum of two years in which to complete sufficient credits to qualify for the award of Postgraduate Diploma.

### **Summary of Teaching and Assessment**

#### **Teaching**

Teaching will use didactic materials, video and role-play illustrations of key therapeutic techniques and experiential learning.

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

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 must gain an average mark of 50 or more for the programme as a whole, and a mark of at least 50 in every module. Within each module, every skills-based assessment must be passed with a mark of 50 or more, all portfolio assignments passed (marked as a Pass/Fail) and every written academic assessment must be passed with a mark of 50 or more. Any autofails on skills-based assessments will be marked as 0. In addition, in order to pass, students must have attended 80% of the teaching days in each module of the programme.

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.

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 (fail)

0-39%: Unsatisfactory work (fail)

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 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 standardised '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 profession are required to successfully complete a Knowledge, Skills and Attitudes (KSA) portfolio before starting the programme.

Completion of studies is dependent on employment within a Children and Young People's IAPT service. Therefore, a student's studies may be terminated if they are no longer working in a service that is involved in the IAPT project.

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 supervision from a BABCP accredited practitioner.

**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)

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### **Career prospects**

Graduates will have sought-after skills in that by completing the training, 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 for children and young people. 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. Mental health services for young people, including assessment, outcome measurement,

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

Methods include lectures, group discussions and small group work. The methods are further

- 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. Cognitive behavioural treatment for anxiety and depression in young people or
  5. Theory and interventions associated with parent training for conduct disorders

supported by practical experience, including 'homework assignments' which also facilitate learning e.g., producing a cognitive behavioural formulation for a patient, keeping personal thought records and designing and implementing behavioural experiments.

*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, (vii) case presentation (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. Use advanced evidence-based psychological treatments in their own clinical setting
6. 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 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, (iv) log books, (v) reports of patient outcome and experience, (vi) essays (vii) case presentation (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 either cognitive behaviour therapy or parent training

**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; audio and video-tape; role-play exercises and discussion; 'homework', case material preparation and presentation

*Assessment*

1-3 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) case-reports, (v) log books, (vi) reports of patient outcome and experience, (vii) essays, (viii) case presentation (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

**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

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

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, 6 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.**