

PGCert Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems (full-time)

UCAS code:

For students entering Part 1 in 2016/7

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Life Sciences Faculty
Programme length:	12 months
Date of specification:	13/Jun/2017
Programme Director:	Ms Pam Myles
Programme Advisor:	Prof Shirley Reynolds
Board of Studies:	Psychology
Accreditation:	BPS

Summary of programme aims

The aims of this course accord with the Department of Health programme ‘Child and Young person: Improving Access to Psychological Therapies’ (CYP IAPT). This is a taught certificate to train new staff entering Children and Adolescent Mental Health Services (CAMHS) to deliver evidence-based low intensity psychological treatments. These students will be trained to perform a number of roles under the direct supervision of more senior members of staff including:

- Assessing children and young people's mental health difficulties
- Liaising with referrers
- Planning treatment with children, young people and their families
- Delivering low-intensity evidence-based interventions

Trainees will undertake this programme alongside full time employment in an NHS commissioned child and adolescent mental health service. They will be trained to work with a diverse range of children young people and families, and in collaboration with different organisations (e.g. schools, local authority, NHS). The programme will develop workers’ decision- making abilities and enable them to use supervision and to recognise when and where it is appropriate to seek further advice, a step up or a signposted service.

Students are exposed to a variety of teaching methods and practical experience, culminating in the assessment of both the theoretical and skills aspects of the modules. The Post graduate Certificate is appropriate for candidates who have graduate-level standing.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to 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 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

PYMFPC	Fundamental Principles for Working with CYP	20
PYMEAC	Engagement and Assessment of Common Mental Health Problems in CYP	20
PYMLIC	Evidence-Based Low Intensity Interventions for CYP	20

Progression requirements

All modules are compulsory. There are no prerequisites.

Students will normally be permitted a maximum of two years in which to complete sufficient credits to qualify for the award of Post Graduate Certificate.

Summary of Teaching and Assessment

Assessment will include video recordings of clinical work with children, young people and their families, reflective analysis, in class tests, and practice outcomes portfolio.

To be awarded the Post Graduate Certificate, students must pass every module (pass mark 50). In addition, in order to pass, students must have attended 100% of the teaching days in each module of the programme.

Please note: Completion of studies is dependent on employment within an NHS commissioned Child and Adolescent Mental Health Service, access to a clinical caseload and clinical and case management supervision. Students must successfully pass all modules of the PWP CYP (Psychological Wellbeing Practitioner) training programme. Therefore a student's studies may be terminated if they are no longer working in an appropriate service and no longer have access to a clinical caseload or access to clinical and case management supervision. 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 CAMHS service provider and the University of Reading. Criteria are set by the CYP IAPT programme. Entrants must provide evidence, on the basis of prior experience and other educational achievement, that they have the ability to study at level 7 and have the potential to pass all skills-based assessments within the programme.

Graduates who hold an Honours degree of Lower Second Class Honours or above should apply for the Postgraduate Certificate in Brief Evidence-Based Psychological Treatments (CYP IAPT Pathway)

Admissions Tutor: 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

Support for 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 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. A comprehensive handbook is available for the programme; this is available online, 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 learning

Career prospects

Career prospects for graduates of this programme are excellent. Students will be employed by NHS commissioned CAMHS providers during their one year training, and for one further year. Graduates will have demonstrated strong clinical skills and excellent patient outcomes for the treatment of depression, anxiety and behaviour problems in children and young people.

Opportunities for study abroad or for placements

This programme consists of a taught component delivered via the University and 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. Engagement and assessment of CYP with common mental health problems
2. Treatment of CYP with common mental health problems
3. Issues relating to values, culture, policy and diversity for CYP with common mental health problems
4. Working within an employment, social, educational and healthcare context.

Teaching/learning methods and strategies

Knowledge will be gained through a combination of lectures, seminars, discussion groups, guided reading, problem-based learning, clinical skills supervision and independent study. Skills based competencies will be developed through a combination of self-reflection/self-practice clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace.

Assessment

1-4 will be assessed by (i) video recordings of clinical assessment and treatment, (ii) reflective analysis (iii) in-class test (iv) presentation (v) Successful completion of Practice Outcomes.

Skills and other attributes

B. Intellectual skills - *able to*:

1. Understand the difference between low and high intensity treatments for common mental health problems
2. Understand the scientific basis of the therapies that they are delivering
3. Understand how the interventions should be adapted according to relevant cultural issues, and issues relating to values and diversity
4. View the interventions in the wider context of health, education and social care
5. To apply what they have learned to children, young people and families referred to CAMHS with anxiety, depression and behaviour problems.

Teaching/learning methods and strategies

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Assessment

1-5 will be assessed by (i) video recordings of assessment and treatment of children and young people, (ii) reflective analysis (iii) in-class tests (iv) successful completion of Practice Outcomes.

C. Practical skills - *able to*:

CYP Psychological Wellbeing Practitioners will acquire a wide range of competencies described in the National Curriculum and also in the Job Description for Workers Providing Low-Intensity Interventions'. These competencies include the following:

- Engagement and assessment of children and young people with common mental health problems (including an assessment of risk)
- Provision of support so that people can self-

Teaching/learning methods and strategies

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- manage their recovery
- Facilitation of recovery and social inclusion- including return to work, meaningful activity or other occupational activities.

Assessment

Assessment will be by (i) video recordings of assessment and treatment of children and young people, (ii) reflective analysis (iii) in-class tests (iv) successful completion of Practice Outcomes.

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/referral to appropriate sources
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

Teaching/learning methods and strategies

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Assessment

Assessment will be by (i) video recordings of assessment and treatment of children and young people, (ii) reflective analysis (iii) in-class tests (iv) successful completion of Practice Outcomes.

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.