

PGCert Brief Evidence-Based Interventions for Children and Young People with Common Mental Health Problems (full-time)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Programme length:	12 months
Date of specification:	23/Feb/2018
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 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 modules:

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

Part-time or modular arrangements

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.

All students will be awarded Certificates of Completion for any modules passed. Students who pass modules totalling 60 credits at level 7 may be considered for the award of Postgraduate Certificate.

To qualify for the award of Postgraduate Certificate, 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 auto fails on skills-based assessments will be marked as 0. In addition, in order to pass, students must have attended 100% of the teaching days in each module of the programme.

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

The University's taught postgraduate marks classification is as follows:

Pass categories

Greater than 50% = pass for academic assessments

Greater than 50% = pass for clinical assessments

Failing categories

Less than 50% for academic assessments

Less than 50% for clinical assessments

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 IAPT service provider and University of Reading.

Criteria are set out in the IAPT National Implementation Plan. For those entrants to this programme with an Honours Degree, it is expected that they will have gained a degree class equivalent of 2(2) or better (i.e., 50 %+). Those holding Third Class Honours may apply and each case will be considered on its own merits.

Completion of studies is dependent on employment within an 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 an appropriately accredited practitioner.

Admissions Tutor: Ms Pamela Myles-Hooton

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, In-sessional English Support Programme, the Study Advice and Mathematics Support teams and IT Services. 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 the Support Centres. If a student has a general enquiry and is unsure where to seek help, they should visit their Support Centre. There are five Support Centres across the University, including one based at the London Road Campus. The Support Centre will be able to advise on matters such as extenuating circumstances, module selection, suspensions, withdrawals, timetable queries and transferring programme. The Support Centre will also be able to signpost students to Carrington building where other University services related to disability, financial support, counselling and wellbeing, accommodation and careers can be found. More information on what student services are available can be found here: <http://student.reading.ac.uk/essentials>.

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.

Graduates will have sought-after skills in that by completing the course, they will have demonstrated strong clinical skills and excellent patient outcomes for the treatment of depression and anxiety at Step 2. 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 (IAPT).

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.

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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

Teaching/learning methods and strategies

Knowledge will be gained through a combination of lectures, seminars, discussion groups, guided reading, problem-based learning, clinical skills

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

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

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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.