

PG Certificate in Evidence-Based Psychological Treatments (part-time)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Programme length:	1 year
Date of specification:	29/Sep/2017
Programme Director:	Dr Katherine Simons
Programme Advisor:	Ms Pam Myles
Accreditation:	This programme may contribute towards individual accreditation with the British Association for Behavioural and Cognitive Psychotherapies (BABCP).

Summary of programme aims

The aims of this programme are (1) to train clinicians in evidence-based psychological treatments as recommended by the National Institute for Health and Care Excellence (NICE), and (2) to train clinicians so that they optimise outcomes for their patients. Students are introduced to topics of relevance to evidence-based psychological theories and treatments, with an emphasis on current research data.

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:

<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

This will be run as a part-time course.

Progression requirements

All modules are compulsory. PYMIN1 or PYMIN3 must be completed and passed (at 50%) prior to credits being awarded for PYMTM1 or PYMTM2.

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

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

Assessment is by an in class-test and two essays which assess theoretical and clinical knowledge.

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 assessment must be passed with a mark of 50 or more. In addition, in order to pass, students must have attended 80% of the teaching days in each module of the programme.

The Postgraduate 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

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, and nursing) and a further mental health qualification (e.g., in clinical psychology). 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 whose academic qualifications do not meet these formal standards but who have substantial clinical experience will be considered on an individual basis.

Admissions Tutor: Pam 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, 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

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:

Teaching/learning methods and strategies

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 Clinical Excellence.
3. Which psychological treatments are evidence-based.
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.

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.

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. Constructively discuss and appraise the clinical work of themselves and others presented in small discussion groups
4. Understand advanced evidence-based psychological theories for multiple, co-occurring psychological disorders.

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.

Teaching/learning methods and strategies

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

Assessment

For 1-4, 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 learned, with formative feedback and other written assignments. 2 is part of all of the compulsory workshops. 3 is emphasised throughout the programme. Similarly 5, 6 and 7 pervade all aspects of the course.

Assessment

1 and 3 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.