

**PGCert Traumatic Stress Studies (part-time)**  
**For students entering in 2017/8**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	N/A
Programme length:	12 months
Date of specification:	15/Mar/2018
Programme Director:	Dr Craig Steel
Programme Advisor:	Ms Pam Myles
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	This programme will count towards individual accreditation by the British Association for Behavioural and Cognitive Psychotherapies (BABCP)

**Summary of programme aims**

The aims of this programme are (1) to train clinicians in application of cognitive behavioural therapy for the treatment of traumatic stress, (2) to train clinicians so that they optimise outcomes for their patients, and (3) to provide up to date information on the relevant 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:*

Code	Title	Credits	Level
PYMIN1	Introduction to CBT and evidence-based psychological treatment	20	7
or			
PYMIN3	Introduction to CBT and evidence-based psychological treatment ( <b>AP(E)L route</b> )	20	7
	AND		
PYMBWT	Foundation skills for working with trauma and PTSD	20	7
PYMAWT	Advanced skills for working with trauma	20	7

**Part-time or modular arrangements**

This will be run as a full-time course.

**Progression requirements**

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**

Teaching will use didactic materials, video and role-play illustrations of key therapeutic techniques and experiential learning. Assessment is by examinations which assess 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 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. The Postgraduate Certificate is awarded on a Pass/Fail basis only. Further information on the classification conventions, including borderline criteria, is available at <http://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, 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. 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:** Dr Katherine Simons

### **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 sought-after skills in that by completing the training, they will have demonstrated strong clinical skills. It is likely that these skills 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 for 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.

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

Methods include lectures, group discussions and small group work.

2. The role of the National Institute for 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.

#### *Assessment*

1-7 will be assessed by (i) a knowledge in-class test relating to the content of the workshops on evidence-based psychological treatment, (ii) clinical assessment via standardised vignettes.

### **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 Clinical 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.
5. Apply what they have learned to current patients.

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

Lectures/small group work; audio and video recordings; role-play exercises and discussion.

#### *Assessment*

For 1-5, there will be a knowledge in-class test relating to the content of the workshops on evidence-based psychological treatment. There will also be a clinical assessment via standardised vignettes.

#### **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; audio and video recordings; role-play.

#### *Assessment*

For 1-3, there will be a knowledge exam relating to the content of the workshops on evidence-based psychological treatment. There will also be a clinical assessment via standardised vignettes.

#### **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.**