PGCert in Cognitive Behaviour Therapy for Older Adults
For students entering in 2014/5

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:	04/Aug/2014
Programme Director:	Ms Pam Myles
Programme Advisor:	
Board of Studies:	Evidence-Based Psychological Treatment
Accreditation:	Training will count towards individual accreditation by the British Association for Behavioural and Cognitive Psychotherapies (BABCP)

Summary of programme aims

The aims of the programme are (1) to train clinicians in application of cognitive behavioural therapy (2) train clinicians in how to adapt CBT for use within older adults with mental health problems, and (3) provide up to date information on the relevant evidence base for these interventions. Students are introduced to topics of relevance to evidence-based psychological theories and treatments, with an emphasis on current research data. Students are exposed to a variety of teaching methods and practical experience.

Transferable skills

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

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 **(APEL route)**	20	7
	AND BOTH		
PYMOP1	CBT with older people with depression and anxiety - fundamentals	20	7
PYMOP2	CBT with older people - advanced	20	7

Part-time or modular arrangements

The PG Certificate is taken part-time over a period of up to 3 years.

Progression requirements

Successful completion of either the Introductory module or the APEL is required before completing the further two modules.

Summary of Teaching and Assessment

Assessment is by examinations which assess clinical knowledge and clinical skills.
To pass the Postgraduate Certificate, students must gain attain >=50% in all 3 modules. Additionally students must have attended at least 80% of the teaching days in each module of the programme. The 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 a postgraduate qualification in mental health (e.g., a doctorate in clinical psychology, occupational therapy, community psychiatric nurse) and an Honours degree in a discipline connected to mental health (e.g., psychology, neuroscience). Applicants without these

qualifications may be required to pass a preliminary standardised ‘Knowledge and Skills Assessment'. 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: 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-sessional 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 graduate students in the School of Psychology and CLS is aimed at both learning and pastoral support. Learning support includes 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. Such issues would routinely be covered in supervision sessions. A comprehensive handbook is available for the course; this is available on-line, 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 prospects
Graduates will have rare skills in that by completing the course, they will have demonstrated strong clinical knowledge and 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

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Knowledge and Understanding

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A. Knowledge and understanding of:

1. Evidence-based psychological treatments and the importance that they occupy in the provision of therapeutic services.
2. The role of the National Institute for Health and Care 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.

Teaching/learning methods and strategies

Methods include lectures, group discussions and small group work.

Assessment
1-7 will be assessed by (i) knowledge exam/essay relating to the content of the workshops on evidence-based psychological treatment.

6. The interface between research, clinical practice and the policies endorsed by the National Health Service.
7. Evidence-based protocols for treating psychological disorders.

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.
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 exam/essay 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.
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 exercises and discussion.

Assessment
For 1-3, there will be a knowledge exam/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 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.