

Overview

Programme Code	33207
Programme Title	Improving Access to Psychological Therapies
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	Karen Rea
Link Tutor(s)	

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award		See Learning Outcomes Below

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	
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Accreditation

Programme Accredited by

PSRB Name	Type of Accreditation	Valid From Date	Valid To Date	Additional Notes

British Psychological Society (BPS)	Accredited by the British Psychological Society (BPS) against the requirements for qualification as a Psychological Wellbeing Practitioner.		
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	April	LJMU Taught	1 Years
Part-Time, Face to Face	January	LJMU Taught	1 Years
Part-Time, Face to Face	July	LJMU Taught	1 Years
Part-Time, Face to Face	October	LJMU Taught	1 Years

Aims and Outcomes

Educational Aims of the Programme

The programme aims to: Equip students with the knowledge and skills to implement and evaluate a range of evidence-based low-intensity psychological treatments for people with common mental health problems in primary care settings. Enable students to function effectively as mental health practitioners in primary care settings, equipped with core knowledge and skills in engagement, assessment, problem formulation, collaborative decision making and evaluation. Enable students to function as effective case managers liaising and networking widely with other statutory and non-statutory agencies to facilitate patient centred individualised mental health care for the primary care population. Facilitate the development of knowledge and collaborative skills to promote concordance with medication and treatment for people with common mental health problems. Develop the knowledge and ability of students to engage in, and disengage from therapeutic relationships through the application of appropriate interpersonal theories and skills, demonstrating ethical discernment and sound clinical judgement. Foster the development of collaborative philosophies within students to enable them to work in partnership with patients as unique human beings who have individualised mental health needs. Enable students to operate effectively as fully contributing members of the primary health care team. Produce practitioners who are able to recognise and respect the cultural diversities that arise in health care, challenge discriminatory practice and endeavour to give of their best without prejudice. Lay the foundation for career-long development and lifelong learning in students in order to support best practice and the maintenance of appropriate standards. Understand the complexity of people's health, social and occupational needs and services to support people to recovery through returning to work or other meaningful activity.

Learning Outcomes

Code	Description
PLO1	Demonstrate critical knowledge of and competence in using 'common factors' to engage patients, gather information, build a therapeutic alliance with people with common mental health problems, manage the emotional content of sessions and grasp the client's perspective or 'world view'.

Code	Description
PLO2	Demonstrate critical knowledge of and competence in responding to peoples needs sensitively with regard to all aspects of diversity, including working with older people, the use of translation services and taking into account any physical and sensory difficulties service users may experience in accessing services.
PLO3	Demonstrate knowledge of and competence in using supervision to assist the trainee's delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems.
PLO4	Demonstrate competence in planning a collaborative low-intensity psychological or pharmacological treatment programme for common mental health problems, including managing the ending of contract.
PLO5	Demonstrate knowledge, understanding and competence in using behaviour change models in identifying intervention goals and choice of appropriate interventions.
PLO6	Demonstrate in-depth knowledge, understanding and critical awareness of concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models.
PLO7	Demonstrate in-depth understanding of and competence in the use of a range of low-intensity, evidence based psychological interventions for common mental health problems.
PLO8	Critically evaluate the role of case-management and stepped-care approaches to managing common mental health problems in primary care, including ongoing risk management appropriate to service protocols.
PLO9	Demonstrate critical knowledge of, and commitment to a non-discriminatory, recovery oriented values base to mental health care and to equal opportunities for all and encourage peoples active participation in every aspect of care and treatment.
PLO10	Demonstrate critical knowledge of and competence in gathering patient -centred information on employment needs, wellbeing, and social inclusion and in liaison and signposting to other services delivering employment, occupational and other advice and services.
PLO11	Critically evaluate a range of evidence-based interventions and strategies to assist patients manage their emotional distress and disturbance.
PLO12	Demonstrate critical knowledge of and competence in patient centred information gathering to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact this has on their daily living.
PLO13	Demonstrate competence in accurate recording of interviews and questionnaire assessments using paper and electronic record keeping systems.
PLO14	Demonstrate theoretical and competence in planning a collaborative low intensity psychological and/or pharmacological treatment programme for common mental health problems, including managing the ending of contact.
PLO15	Critically analyse and demonstrate competency in delivering low intensity interventions using a range of methods including face-to-face, telephone and electronic communication.
PLO16	Demonstrate a critical understanding of and competence in managing a caseload of people with common mental health problems efficiently and safely.
PLO17	Demonstrate critical knowledge of, and competence in applying the principles, purposes and different types of assessment undertaken with people with common mental health disorders.

Code	Description
PLO18	Demonstrate knowledge of and competence in accurate risk assessment to patient or others.
PLO19	Demonstrate a critical sensitivity and respect for and the value of individual differences in age, sexuality, disability, gender, spirituality, race and culture.
PLO20	Demonstrate critical knowledge of, and competence in responding to peoples needs sensitively with regards to all aspects of diversity, including working with older people, the use of interpretation services and taking into account any physical and sensory difficulties patients may experience in accessing services.
PLO21	Demonstrate a critical awareness and understanding of the power issues in professional / patient relationships.
PLO22	Demonstrate knowledge of and competence in gathering patient-centred information on employment needs, well-being and social inclusion.
PLO23	Demonstrate critical knowledge of and competence in recognising patterns of symptoms consistent with diagnostic categories of mental disorder from a patient centred interview and is able to assess and recognise any risks to self and others posed by patients.
PLO24	Demonstrate an appreciation of and critically evaluate the workers own level of competence and boundaries of competence and role and an understanding of how to work within a team and with other agencies with additional specific roles which cannot be fulfilled by the worker alone.
PLO25	Demonstrate a critical understanding of what constitutes high-intensity psychological treatment and how this differs from low-intensity work.
PLO26	Demonstrate knowledge and understanding of, and competence in using behaviour change models and strategies in the delivery of low-intensity interventions.
PLO27	Demonstrate critical knowledge of and competence in recognition and accurate assessment of risk posed by patients to themselves and others.
PLO28	Demonstrate critical knowledge of and competence in the use of standardised symptom assessment tools and other psychometric instruments to aid problem recognition and definition and subsequent decision making.
PLO29	Demonstrate critical knowledge of and competence in giving evidence based information about treatment choices and in making shared decisions with patients.
PLO30	Demonstrate a critical understanding of, and competence in the use of, low-intensity, evidence based psychological interventions for common mental health problems. This work will be supported by the use of the COM-B Model.
PLO31	Demonstrate critical knowledge of and competence in supporting people with medication for common mental disorders, to help them optimise their use of pharmacological treatment and minimise any adverse effects.
PLO32	Demonstrate critical knowledge of and competence in developing and maintaining a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance.

Programme Structure

Programme Structure Description

All modules are assessed using a variety of strategies including: Essays, critical reflections, clinical simulations, exams All modules include supervised clinical practice, students must demonstrate successful achievement of practice skills underpinned by the application of knowledge and intellectual skills. Pattern of study: Semester 1: 7200PQHEAL and 7201PQHEAL Semester 2: 7202PQHEAL Semester 1 modules 7200PQHEAL and 7201PQHEAL can also be undertaken as stand alone modules The following will also be a requirement of the course • The student will be made aware of and must adhere to the LJMU Fitness to practice policy which will include the student agreeing to clear and transparent communication between themselves ,services and the course team at LJMU • That the student will successfully complete and submit at least 1 live recording of their intervention work with a patient to meet the requirements of the programme assessment strategy.

Programme Structure - 60 credit points	
Level 7 - 60 credit points	
Level 7 Core - 60 credit points	CORE
[MODULE] 7200PQHEAL Engagement and Assessment of Patients with Common Mental Health Problems Approved 2022.01 - 20 credit points	
[MODULE] 7201PQHEAL Evidence Based Low Intensity Treatments for Common Mental Health Disorders Approved 2022.01 - 20 credit points	
[MODULE] 7202PQHEAL Values, Diversity and Context Approved 2022.01 - 20 credit points	
Level 7 Optional - No credit points	OPTIONAL

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Approved variance from Academic Framework Regulations

Variance
The following variances to the Academic Framework Regulations were approved by Chairs Action of Education Committee on 12 June 2016 - Students must pass all the required sections of each assessment - All assessment tasks in each module must be passed independently - Students can only be given 2 opportunities to pass the assessments - Two of the assessment items (Skills Assessment and Practice Skills Assessment Document) for the following modules have a nominal pass threshold of 50% but are recorded as pass/fail; this is a requirement of the BPS and IAPT National Curriculum for both UG and PG routes; 7200PQHEAL 7201PQHEAL 7202PQHEAL

Teaching, Learning and Assessment

lectures, seminars, case discussion groups, experiential learning sessions, reflective practice, formative and summative skills assessments, Practice based learning, guided reading and independent study A range of assessments are used within the programme to assess knowledge and understanding including: Written critical reflection/ case report: A1, A2, A3, A4, A5, A6, A7, A8, A9,A10, A11, A12, A13 Examination:A1, A2, A3, A4, A5, A6, A7, A8, A9,A10, A11, A12, A13 Clinical simulation: A1, A2, A3, A4, A5, A6, A7, A8, A9, A11, A12 Practice Skills Assessment: A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13 Competencies in practice are continually assessed during supervised clinical practice via the Practice Skills Assessment Document (pass/fail) that form part of the student practice portfolio. Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny.

lectures, seminars, case discussion groups, experiential learning sessions, reflective practice, formative skills assessment, Practice based learning, guided reading and independent study A range of assessments are used within the programme to assess knowledge and understanding including: Written critical reflection/case report: B1,B2, B3, B4, B5, B6 Exam: B1,B2, B3, B4, B5, B6 Clinical simulation: B2, B3, B4 Practice Skills Assessment: B1, B2, B3, B4, B5, B6 Competencies in practice are continually assessed during supervised clinical practice via the Practice Skills Assessment Document (pass/fail) that form part of the student practice portfolio. Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny.

lectures, seminars, case discussion groups, experiential learning sessions, reflective practice, formative skills assessment, Practice based learning, guided reading and independent study A range of assessments are used within the programme to assess knowledge and understanding including: Written critical reflection/case report : C1, C2, C3, C4, C5, C6 Exam: C3, C4, C5, Clinical simulation: C1, C2, C3, C4, C5, C6 Practice Skills Assessment: C1, C2, C3, C4, C5, C6 Competencies in practice are continually assessed during supervised clinical practice via the Practice Skills Assessment Document (pass/fail) that form part of the student practice portfolio. The appropriately trained clinical Supervisor will provide weekly supervision and assess the clinical competencies of the programme through a variety of methods - direct observation, analytical discussion of clinical interviews undertaken by the student, observations and shadowing.

lectures, seminars, case discussion groups, experiential learning sessions, reflective practice, formative skills assessment, Practice based learning, guided reading and independent study A range of assessments are used within the programme to assess knowledge and understanding including: Written critical reflection/case report: D1, D2, D3, D4, D5, D6, D7 Examination: D1, D2, D3, D4, D5, D6, D7 Clinical simulation: D5, D6, D7 Practice Skills Assessment: D1, D2, D3, D4, D5, D6, D7 Competencies in practice are continually assessed during supervised clinical practice via the Practice Skills Assessment Document (pass/fail) that form part of the student practice portfolio. Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny.

Opportunities for work related learning

Students on the programme are employed in primary care areas on a full-time basis. Thus they are enabled and supported to implement the skills acquired within the practice area by clinical supervisors. Evidence of their skills is demonstrated by submission of a completed practice skills assessment document assessed and signed by the Supervisor.

Entry Requirements

Type	Description
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Alternative qualifications considered	<p>Core requirements: Academic criteria: An Honours Degree of 2:2 or above, preferably in a health related subject or equivalent. Demonstration of ability to study at Level 7* Motivation, interest and determination to participate in a programme of this nature. That the candidate has the learning capability, study opportunity and commitment to embark on the programme. This is to be determined at pre-course interview. Clinical Practice criteria: Step 2 primary care mental health service structure in place to ensure that trainees are able to demonstrate programme learning. Sufficient trained supervisors in place to provide appropriate supervision Full support of the Service Manager who should provide agreed protected time (one day study, one day supervised clinical practice) per week. The student will have access in services to recording equipment. * In various circumstances candidates without an Honours Degree may be considered for entry. In this situation the candidate must demonstrate by use of a portfolio that they have appropriate skills for successful level 7 study. As part of this process they may be expected to complete a written assignment to determine their academic ability. This assignment may be used 'diagnostically' by the selection team. RPL/RPEL will be considered in accordance with LJMU regulations.</p>
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Extra Entry Requirements