

PROGRAMME SPECIFICATION

CP.Improving Access to Psychological Therapies for Psychological Well Being Practitioners

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
JACS Code	B940
Programme Duration	Part-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	CP.Improving Access to Psychological Therapies for Psychological Well Being Practitioners
Programme Leader	Karen Rea

Educational aims of the programme

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.

Target award Learning Outcomes - Certificate of Professional Development

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Analyse and be competent 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'.
2. Analyse and be competent 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.
3. Analyse and be competent 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.
4. Analyse and be competent in recognition and accurate assessment of risk posed by patients to themselves and others.
5. Analyse and be competent in the use of standardised symptom assessment tools and other psychometric instruments to aid problem recognition and definition and subsequent decision making.
6. Analyse and be competent in giving evidence based information about treatment choices and in making shared decisions with patients.
7. Analyse and be competent 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.
8. Analyse and be competent in supporting people with medication for common mental disorders, to help them optimise their use of pharmacological treatment and minimise any adverse effects.
9. Analyse and be competent in developing and maintaining a therapeutic alliance with patients during their treatment programme, including dealing with issues and events that threaten the alliance.
10. Analyse and be competent 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.
11. Demonstrate knowledge of and be competent in using supervision to assist the trainee's delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems.
12. Demonstrate competence in planning a collaborative low-intensity psychological or pharmacological treatment programme for common mental health problems, including managing the ending of contract.
13. Demonstrate knowledge, understanding and competence in using behaviour change models in identifying intervention goals and choice of appropriate interventions.
14. Analyse concepts of mental health and mental illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models.
15. Analyse and be competent in the use of a range of low-intensity, evidence based psychological interventions for common mental health problems.
16. Analyse and 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.
17. Analyse and apply 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.
18. Analyse and be competent 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.
19. Analyse and evaluate a range of evidence-based interventions and strategies to assist patients manage their emotional distress and disturbance.
20. Demonstrate competence in accurate recording of interviews and questionnaire assessments using paper and electronic record keeping systems.
21. Understand the theory of, and be competent in planning a collaborative low intensity psychological and/or pharmacological treatment programme for common mental health problems, including managing the ending of contact.
22. Analyse and demonstrate competency in delivering low intensity interventions using an appropriate range of methods.
23. Analyse and be competent in managing a caseload of people with common mental health problems efficiently and safely.
24. Analyse and be competent in applying the principles, purposes and different types of assessment undertaken with people with common mental health disorders.
25. Demonstrate knowledge of and competence in accurate risk assessment to patient or others.
26. Demonstrate sensitivity and respect for and the value of individual differences in age, sexuality, disability, gender, spirituality, race and culture.

27. Demonstrate 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.
28. Critically analyse and respond to power dynamics in professional / patient relationships.
29. Analyse and be competent in gathering patient-centred information on employment needs, well-being and social inclusion.
30. 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.
31. Distinguish between high and low intensity psychological treatments.
32. Demonstrate knowledge and understanding of, and competence in using behaviour change models and strategies in the delivery of low-intensity interventions.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching and learning methods used to enable outcomes to be achieved are; 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:

Written critical reflection/case report: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32

Exam: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32

Clinical simulation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 20, 21, 22, 23, 24, 25, 30, 31, 32

Practice Skills Assessment: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32

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. Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny.

Programme structure - programme rules and modules

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: 6200PQHEAL and 6201PQHEAL

Semester 2: 6202PQHEAL

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.

The students will complete the academic study within 12 months but will have up to a further 12 months to complete the clinical requirements of the programme.

Level 6	Potential Awards on completion	Certificate of Professional Development
Core	Option	Award Requirements
6200PQHEAL ENGAGEMENT AND ASSESSMENT OF PATIENTS WITH COMMON MENTAL HEALTH		60 core credits at level 6 0 option credits at level 6

PROBLEMS (20 credits) 6201PQHEAL EVIDENCE BASED LOW INTENSITY TREATMENTS FOR COMMON MENTAL HEALTH DISORDERS (20 credits) 6202PQHEAL VALUES, DIVERSITY AND CONTEXT (20 credits)		
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

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

Criteria for admission

Other

Core requirements:

Academic criteria:

120 credits at academic level 4 and 5, preferably in a health and social care related subject or equivalent.

Demonstration of ability to study at degree Level*

To be determined at pre-course interview: 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.

Clinical Practice criteria:

Step 2 primary care mental health service structure is 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 to 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 the required credits 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 6 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.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

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, teaching, learning and assessment methods of each module can be found in module and programme guides.