# Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MSc Psychological Therapy in Primary Care</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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## Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The overall aim of the MSc is to extend the knowledge of the theoretical foundations of human behaviour and psychological disorders acquired during undergraduate training and to teach and develop the necessary skills to apply a range of psychological therapy techniques to treat common mental health disorders in adults in a primary care.

- Graduates should be able to undertake psychological assessment and treatment using evidenced-based Cognitive Behavioural Therapy techniques. They should be able to work effectively under the supervision of any chartered psychologist considered suitable by an NHS Head of Service and to undertake clinical work of a focused and time-limited nature delivering psychological interventions (individual, group and self-help) for mild to moderately severe cases of common mental health disorders.

## Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

### Knowledge and understanding
- Students will develop their knowledge of the prevalence, diagnostic criteria, presentation and current psychological theories of common mental health disorders. They will also develop an understanding of the demands on and organisation of mental health service provision in the Scottish NHS and how these should be delivered according to specific professional codes of conduct and ethical guidelines.

### Subject-specific skills and other attributes
- Students will acquire and develop the ability to assess common mental health disorders by means of standardised scales, interview techniques and observation. They will also acquire the ability to develop clinical formulations based on information obtained from casenotes, interviews, standardised scales and observation and the therapeutic skills to deliver appropriate psychological treatments for common mental health disorders and evaluate progress and outcome of treatment.

### Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Students will extend and develop their understanding of research methodology and applied statistics in a clinical setting and their ability to critically appraise research findings. They will acquire the ability to work collaboratively with multi-disciplinary teams and to present critical analyses of clinical work in the form of case reports and presentations. Analytical thinking, critical assessment and problem solving will all be necessary both for critical self-assessment of treatment efficacy and the oral and written communication of patient status.

## Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- A variety of methods of assessment will be employed to enable students to demonstrate the
achievement of the learning outcomes. This includes the writing of 2 case-reports, an essay, the planning and writing of a systematic review dissertation, oral presentation of the research dissertation and 2 examinations.

- An additional component that is essential to both the development and assessment of training is the clinical practice supervised by NHS based clinicians. This practice is monitored through weekly supervision by trained NHS clinical supervisors and monthly supervision by clinical academic staff. A key component of this process is the audio recording of clinical practice and the scrutiny of these recordings during supervision sessions. Recordings are also submitted with the case reports and assessed using standardised measures. The case reports in conjunction with the assessments made in collaboration with NHS colleagues at three points throughout the academic year, form the basis of an evaluation of clinical competence that is essential to the appropriate development of effective clinicians.

- The joint course team from the University of Dundee and the University of Stirling are committed to ensuring that the curriculum continues to meet the demands of the National Health Service. To do this we regularly participate in development activities with NHS colleagues and contribute to various working parties involved in workforce planning and development. Regular monitoring via a joint internal review body takes place and an advisory group consisting of members of NHS service managers and supervisors, NES commissioners and the two universities meets regularly to review and advise on progress and outcomes.

| Professional/statutory body accreditation or recognition: | Discussions on this issue are now underway with the British Association of Behavioural and Cognitive Psychotherapists and the British Psychological Society and members of the course team, as of 2014, are sitting on a national committee convened by the BPS to develop policy with regard to MSc level graduates of NHS funded training programmes. |

Further details:

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: 29th January 2014