

## Course Guide

# Postgraduate Diploma Children & Young People's IAPT Therapy: Autism Spectrum Disorders and Learning Disabilities Module

This course is delivered alongside the core skills module, both are worth 60 credits towards 120 credit post graduate diploma certified by UCL.



### What does training involve?

The PG Dip in CYP IAPT Therapy (ASD/LD Module) starts in January 2019 and will be completed over 2 years. Students will be required to attend university 1 day per week during the first year and 1 day per fortnight during the second year. Teaching is scheduled for Mondays. The remaining time in role will be spent working clinically within your service with children, young people with ASD and/or LD, their families, schools and wider systems.

### Module summary

The ASD/LD module will provide you with an opportunity to gain understanding, expertise, and a broad range of skills and practical strategies required to meet the needs of children and young people with ASD and LD. Due to the heterogeneity of the unique strengths and difficulties in this population, the focus of the

curriculum is to cover the main assessment and treatment approaches recommended by the NICE guidelines, which have the evidence-base for improving mental health, adaptive functioning and emotional well-being of this population.

The main aim of the CYP IAPT ASD/LD Module is to facilitate the integration and application of the learned concepts within the clinical practice. It is therefore an integral part of the training to video-record your clinical work and to reflect on your practice in small facilitated practice tutor groups. Feedback from current students is that this is one of the most helpful components of the course, which makes it stand out from other trainings and significantly facilitates professional growth.

The ASD/LD module is made up of 3 main sub-units:

### Module 1 – Autism/Learning Disability Core Knowledge and Skills

This Module is covered during the first term, and it covers relevant legislation, medical and social models of disability and practice as well as covering the reasonable adjustments required in practice. The key learning outcomes of this module are:

- Core knowledge of aetiology, presentation and course of children and young people with ASD and LD
- Awareness and understanding of neuro-developmental and mental health conditions commonly co-occurring with ASD and LD
- Awareness of relevant legislation and signposting to the critical theoretical foundations that inform approaches to working with children and young people with ASD and LD.

## Module 2: Assessment Module

This is the first clinical Module, taught over the second term. Students will be supported to develop skills necessary for enhancing the quality of diagnostic process and clinical evaluation with children with possible ASD and LD. The teaching will cover the following key areas:

- To raise awareness and aid recognition of the possible core signs and symptoms of ASD and LD in children who have not been previously identified.
- To increase awareness of commonly co-occurring mental health and other neuro-developmental problems, and how these present and can be assessed with children and young people with ASD and/or LD.

## Module 3: Intervention Module

Due to the broad range of therapeutic skills needed to meet the needs of this population, this module forms the most substantial part of the course, and covers the following intervention approaches:

- Models for post-diagnostic support for families and young people
- Teaching on implementation of specialist ASD/LD interventions targeting core deficits
- Training on delivering evidence-based interventions for co-occurring mental health conditions, adapted for ASD/LD

## Caseload Requirements

Unit	Case Requirement
Assessment Module	A minimum of 3 comprehensive assessments as part of a multi-disciplinary team. This would involve contributing to diagnostic assessments of ASD and/or LD, in the context of co-morbid mental health and neuro-developmental difficulties.
Intervention Module	4 cases; at least 2 cases involving individual intervention, 1 case where intervention will be delivered via parent/carer, and one involving a broader system (e.g. school). At least one case will have ASD and at least one case will have LD.

**Workplace supervision:** Students are required to ensure students receive a minimum of one hour per fortnight workplace supervision from a practitioner who has specialist skills and knowledge in working with infant mental health. Supervisor training can be provided. Supervisors retain clinical oversight of students work.

**Assessment:** Students will be assessed through written case reports, keeping a log of your clinical practice and submitting recordings of your practice with written reflections based on these.

## Entry Requirements

This programme is aimed for practitioners in specialist ASD/LD services and the broader CAMHS community.

Essential	Desirable
Two years experience of working within a professional setting concerned with the mental health of children and young people or families (e.g. as a mental health worker).	A training in a mental-health related profession (e.g. psychology, nursing, social-work, occupational therapy, speech and language therapy, special needs teaching, psychotherapy, counselling).
Basic level of clinical competence and experience of having worked with this clinical group for at least one year.	Degree level qualification - if applicants do not have a core profession listed above yet they have sufficient experience listed in the essential criteria, you can submit alternative evidence of your academic capability, please contact <a href="mailto:cypiapttherapy@annafreud.org">cypiapttherapy@annafreud.org</a> for further information)
Capability to complete academic work at postgraduate diploma level	High level of motivation to improve mental health, emotional well-being and self-realisation in this client group.