

Clinical Diploma in Applied Psychological Skills and Competencies in Mental Health

Detailed Course Description Document

Clinical Diploma in Applied Psychological Skills and Competencies in Mental Health

Target Group: This post graduate diploma is suited for practitioners and workers mental health and allied fields looking towards improving their skills and competencies in psychological interventions, particularly in Cognitive Behavioral Therapy. It is designed to cater for individuals with different professional backgrounds involved in psychological work. These include nurses, doctors, psychiatrists, psychologists, social workers, occupational therapists, counselors and therapists. The competencies and skills that are the focus of the course covers a wide range of psychiatric and psychological problems and this Diploma that is run in collaboration between the College of Medicine and Health Sciences at the United Arab Emirates University and the National Rehabilitation Centre (NRC) Abu Dhabi, also offers an option to specialize in Substance Misuse.

The Content: The course is made up of 6 modules. The contents of the modules (12 units) will be selected from 14 courses which include 1. Assessment and outcome measurement, 2. Basic counseling skills, 3. Basic group skills, 4. Behavioral interventions, 5. Basic CBT skills, 6. CBT for depression, 7. CBT for anxiety, 8. Anger management, 9. Trauma and Grief 10. Motivational Interviewing, 11. Relapse Prevention, 12. Family therapy, 13. Mindfulness Based CBT, and 14. Dialectical Behavior Therapy (Appendix A). The methods of teaching will be a blended approach of didactic teaching, experiential workshops, course work and virtual learning. It is expected that the students are currently involved in supervised clinical work and reports from supervisors will be integral to the course. Whilst the teaching and workshops will be based on cutting edge knowledge and evidence base, there will be a strong emphasis on considerations of cultural appropriateness and cultural adaptation.

Teaching Faculty: The main teaching faculty is made up of staff at the United Arab Emirates University and the National Rehabilitation Centre Abu Dhabi. In addition there will be visiting faculty from King's College London.

1. Dr Shamil Wanigaratne BSc, D.Clin.Psych, C.Psychol, FBPSS, Consultant Clinical Psychologist NRC, Adjunct Professor UAEU and Visiting Associate King's College London
2. Dr Ossama Tawakol Osman, M.D., DABPN, FAPA, Associate Professor, Department of Psychiatry and Behavioural Sciences, College of Medicine and Health Sciences UAEU.

Teaching methods: Since the Diploma is aimed at practitioners there will be a number of different teaching methods employed in the course. These would include, didactic teaching, experiential workshops, seminars, DVD's, online-internet based teaching, work assignments and case reports.

Teaching times: As the course is aimed at practitioners, the course aims to have flexible teaching arrangements. Didactic teaching and workshops will be on Fridays and Saturdays and some workshops may be on Saturdays and Sundays.

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Credit hours: The Diploma will involve 200 teaching hours, proof of 40 hours of supervision and 60 hours of preparation and self study.

Fees: The fees for the course will be AED 20,500 payable in two installments.

Accreditation: Each workshop will also carry the Health Authority of Abu Dhabi (HAAD), Continuous Medical Education (CME) credits.

Specialization in Substance Misuse: Candidates wishing to specialize in Substance Misuse will have to submit a special assignment on an addiction related topic and two case studies on substance misusing patients and provide evidence and supervision reports on working in this area.

Admission criteria:

Qualification /criteria	Essential	Recommended
1 st degree from an university recognized by UAEU in a health related field	Currently involved in clinical work and receiving supervision.	Psychology, Nursing, Medical, Psychiatry, Social Work, Occupational therapy
1 st degree in a non health related field form a university recognized by UAEU	Currently involved in mental health work and proof of receiving supervision from a mental health professional.	At least one years' experience of working in a clinical setting.
Proof of currently receiving supervision or commitment form identified supervisor	Commitment from supervisor to write a report and co-sign supervision log.	
Competency in English	Satisfy selectors of competence at an interview	IELTS 6 / TOEFL 70 (Internet based) equivalent or first degree to have been taught in English

Application Processing, Examination and Graduation Ceremony Fees: A fee of AED 20,500 Dirhams is paid by each candidate to the UAEU. This fee is inclusive of the application processing fee, one full examination, one re-sit exam, and their cost for the graduation ceremony.

Admission procedure:

Application

Completed UAEU application form and the following checklist:

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- Current CV / résumé
- Three letters of reference (including one from your employer)
- Photocopy of your passport
- Copy of UAE Identification Card (for UAE residents)
- Four passport size photos (with your name written on the reverse)
- Original copy of your undergraduate transcript / degree with marks included
- Your specialty practice license from the appropriate health authority

Selection

1. All applicants meeting the admission criteria above will be invited for an interview
2. Applicants who fulfill criteria and satisfy the interview panel would be offered a place in the Diploma course

Criteria for award of the Diploma:

1. Attendance at 80% of teaching sessions
2. Satisfactory completion of all set coursework and assignments
3. Passing Multiple Choice (MCQ) exam (60% minimum)
4. Passing oral clinical exam (60 % minimum)
5. Combined minimum mark of at least 75%
6. Submission of co-signed supervision log (Appendix A)
7. Submission of rating form by supervisor (Appendix B)

Recommended Texts for the Course

Beck, A.T. (1976). Cognitive Therapy and the Emotional Disorders. New York: International Universities Press.

Beck, A.T., Rush, A.J., Shaw, B.F. & Emery, G. (1979). Cognitive Therapy of Depression. New York: Guilford Press.

Beck, J. (1995). Cognitive Therapy: Basics and Beyond. New York: Guilford Press

Brookes, M. and Wanigaratne, S. (2003). The Which Guide to Counselling and Therapy. Which Ltd, London.

Carr A. (2006) Family Therapy; concepts, process and practice. Chichester. John Wiley

Corey, G. (2012) Theory and Practice of Group Therapy (8th Edition). Brookes/Cole, Belmont, CA.

Greenberger, D., Padesky, C.A. (1995) Mind over Mood: Change how you feel by changing the way you think. Guilford Press. New York.

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Kassinove, H. & Tafrate, R. (2002). Anger management: The complete treatment guidebook for practitioners. Impact Publishers, Inc: Atascadero.

Linehan, M.M. (1993) Cognitive-Behavioral Treatment of Borderline Personality Disorder. Guilford Press, London.

Linehan, M.M. (1993) Skills Training Manual for Treating Borderline Personality Disorder. Guilford Press, London.

Marlatt, G.A. and Gordon, R. (1985). Relapse Prevention. Guilford, New York.

Miller, W.R. and Rollnick, S. (2002). Motivational Interviewing: Preparing people to change. Guilford Press, New York.

Minuchin S. (1975) Families and Family Therapy. London Tavistock.

Mitcheson, L. et al (2010). Applied Cognitive and Behavioural Approaches to the Treatment of Addiction. Wiley-Blackwell, Chichester.

Shafran, R., Brosnan, L. and Cooper, P. (2013). The Complete CBT Guide for Anxiety. Robinson, London

Tribe, R & Morrissey, J. (2015) (eds) The Handbook of Professional and Ethical Practice for Psychologists, Psychotherapists & Counsellors. Brunner- Routledge, London

Vetere A and Dallos R (2003) Working Systemically with families; formulation, intervention and evaluation. London Karnac.

Williams, M., Teasdale, J., Segal, Z. and Kabat-Zinn, J. (2007). The Mindful Way through Depression: Freeing yourself from Chronic Depression. Guilford Press, New York.

Yalom, I. D. (2005). The Theory and Practice of Group Psychotherapy. 5th Edition with M. Leszcz. Basic Books, New York.

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Biographies of Teaching Faculty

Dr Shamil Wanigaratne BSc., Dip.Psych., D.Clin.Psych., C.Psychol., FBPSS.

Dr Shamil Wanigaratne is a Consultant Clinical Psychologist and Senior Advisor to H.E. Director General at the National Rehabilitation Centre, Abu Dhabi. He is also Adjunct Professor at the United Arab Emirates University and Visiting Associate at King's College London. Until April 2011 he was Consultant Clinical Psychologist and Head of Clinical Psychology of the Addictions Clinical Academic Group at King's Health Partners / South London and Maudsley NHS Foundation Trust and Honorary Senior Lecturer in Psychology at the Institute of Psychiatry, Kings College, University of London. He has worked as a psychologist in the field of Substance Misuse since 1987. He has conducted research and published widely on psychological aspects of addiction, including the only British therapist's manual on Relapse Prevention and articles on race, culture and substance use in the UK. He has made a long standing contribution to clinical psychology training in the UK and also helped establish a Masters course in clinical psychology in Sri Lanka. He is a founder member of the British Psychological Society's Faculty of Addictions and the charity UK-Sri Lanka Trauma Group. He is currently Chair of the UK-Sri Lanka Trauma Group a UK registered charity and Director of Samuthana the King's College London Resource Centre for Trauma, Displacement and Mental Health in Sri Lanka. In 2011 in recognition of his of his contribution to his field and profession he was elected as a Fellow of the British Psychological Society.

Address: National Rehabilitation Centre, PO Box 55001, Abu Dhabi

DR. OSSAMA TAWAKOL OSMAN, M.D., DABPN, FAPA

Associate professor, Department of Psychiatry and Behavioral Sciences, College of Medicine and Health Sciences, United Arab Emirates University and Consultant Psychiatrist, Oud Al Touba Health Center, Alain Hospital and Twam hospital

Graduated from Cairo University and completed general psychiatry training in the United States at the Southern Illinois University School of medicine. Completed specialized fellowship training in Clinical Psychopharmacology at the National Institute Mental Health (NIMH) in Bethesda, Maryland. Subsequently, held full time Faculty academic positions at the University of South Florida in Tampa, Florida, SIU College of medicine in Illinois, then as an Associate professor of Psychiatry at Mercer University School of Medicine in Georgia, U.S.A. Dr. Ossama was also a medical Director for Al-Amal Drug Treatment Hospital (275 beds) in Jeddah, Saudi Arabia. Dr. Ossama has extensive experience with program development both in the USA and Middle East. In the UAE he had developed the first UAE Joint Psychiatry Residency Training Program.

Altogether, has 30 years of diverse academic and clinical psychiatry experience both in the U.S. and the Gulf region. Also has several peer-reviewed publications and awards in the field of Mental Health. His research is community based and interdisciplinary. Dr. Ossama is *Board Certified by the American Board of Psychiatry and Neurology in Psychiatry. He is a Fellow of the*

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*American Psychiatric Association and President of the American-Arab Psychiatric Association
and has strong interest in advancing Global Mental Health research in the Middle East.*

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By Laws

The general by laws pertaining to Post Graduate Diploma Courses will apply to this course. In addition the following by laws will apply to this course.

Examination

1. Both exams (MCQ's and Oral) will be marked out of a 100.
2. The Passing Score for Multiple Choice (MCQ) exam (60% minimum)
3. The Passing Score for oral clinical exam (60 % minimum)
4. The combined score will be weighted as follows: MCQ (40%) and Oral (60%) of the total weighted score.
5. It will be necessary for candidates to gain 75% combined mark from both examinations to satisfy the requirements to pass this section.
6. If a candidate fails one part of the exams (a score of less than 60%) they have a choice of re-sitting that part only or re-sitting both parts. In case the candidate pass both parts but do not obtain a combined score of 75% then s/he must repeat the Oral Exam.
7. A maximum of 3 re-sit attempts in 12 months will be allowed of each part before a candidates in deemed to have failed the course.

Supervision

1. Proof of regular supervision is an essential criterion for selection for the course.
2. The course will require candidates to provide proof of ongoing supervision a minimum of one individual or group session per month.
3. If no evidence of supervision is provided for a period of 3 months and a satisfactory reason for this is not provided, the student will be asked to withdraw from the course or be suspended until a satisfactory supervision arrangement is put in place.
4. Co-signed supervision logs must be provided at the end of the course as part of the requirement to be awarded the diploma.
5. Satisfactory overall supervisors report is also an essential requirement to be awarded the Diploma.

Professional Conduct

1. Candidates who belong to a health related profession would be expected to adhere to the ethics and code of professional conduct of that professional group.
2. Those who do not belong to a professional group would be expected minimally adhere to the conduct guidelines provided by the course.

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3. Students who carry a license from a health authority would be expected to adhere to ethical standards the code of conduct of the licensing body.
4. Any student found to be in breach of the conduct guidelines or involved in any unethical behavior will be subjected to an investigation and if proved would be expelled from the course.

Attendance

1. Attendance at teaching sessions and workshops will be recorded and monitored.
2. If it appears that a student will not be reaching the 80% attendance mark the student will be advised that he/she would not be allowed to sit for exams and may be advised to withdraw from the course.

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 Appendix A

Overview of revised curriculum

Module	Units / topics	Aims	Teaching methods
Assessment & outcome measurement	1. Assessment, outcome measurement and report writing	To gain an overview of the principles of assessment and outcome measurement including risk assessment.	2 day workshop and course work
Basic counseling skills	2. Basic counseling skills	To gain an overview and practice basic counseling skills including elements of communication in therapy.	2 one day workshop and course work
	3. Basic group skills	To gain an overview and practice basic group skills and outline Yalom's curative factors.	2 one day workshop
Cognitive Behavior Therapy	4. Behavioral approaches	To gain an understanding of the application of learning theories into clinical practice	One day workshop and course work
	5. Introduction to CBT	To gain a broad understanding and practice basic CBT skills	2 day workshop
	6. CBT for depression	To consolidate basic CBT skills and develop specific skills to work with depression	2 day workshop
	7. CBT for anxiety	To develop CBT skills to work with a range of anxiety disorders	2 day workshop
	8. Grief and Post Traumatic Stress Disorder	To develop skills to work with Grief and PTSD	2 day workshop
	9. Anger management	To develop CBT skills to work with anger	One day workshop and course work
Family Therapy	10. Introduction to family work	To develop basic understanding and skills of family work.	3 day workshop

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Addictions	11. Introduction to Motivational Interviewing	To develop a basic understanding and practice basic Motivational Interviewing skills	2 day workshop
	12. Relapse Prevention and CBT for Addiction	To gain an overview of the Marlatt and Gordon model of Relapse Prevention and CBT skills in working with addiction	2 day workshop
New therapies	13. Introduction to Mindfulness Based Cognitive Therapy	To gain an overview of Mindfulness based approaches and practice basic mindfulness techniques	2 day workshop
	14. Introduction to Dialectical Behavior Therapy	To gain an overview of Dialectical Behaviour Therapy and practice skills for working with Borderline Personality Disorder	2 day workshop

Detailed curriculum

Module	Units / topics	Aims	Objectives
Assessment & outcome measurement	1. Assessment, outcome measurement and report writing	To gain an overview of the principles of assessment and outcome measurement including risk assessment.	<ul style="list-style-type: none"> To provide an overview of competencies based approach to psychological work To outline the principles of assessment and different approaches To outline the basics of assessment including risk assessment and cultural sensitivity To describe hypothesis driven assessment To outline the use of instruments in the assessment process and list common instruments used

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			<ul style="list-style-type: none"> • To outline the link between assessment and outcome measurement • To practice assessment skills • To describe what comes after assessment
Basic counseling skills	2. Basic counseling skills	To gain an overview and practice basic counseling skills including elements of communication in therapy.	<ul style="list-style-type: none"> • To be able to describe the difference between counseling and normal helping relationships • To outline the main schools of counseling and therapy • To outline the basic Rogerian principles • To outline basic ethical principles of counseling • To describe key elements and modes of communication in counseling • Practice basic counseling skills • To outline the functions of supervision
	3. Basic group skills	To gain an overview and practice basic group skills and outline Yalom's curative factors.	<ul style="list-style-type: none"> • To outline the history of group therapy • To discuss culture and groups • To outline different types of group work • To outline what is meant by the group process • To outline Yalom's curative factors • To practice group therapy skills (experiential learning)
Cognitive Behaviour Therapy	4. Behavioral approaches	To gain an understanding of the application of learning theories into clinical practice	<ul style="list-style-type: none"> • To outline learning theories • To describe the history of application of learning theories in (Behaviour Therapy) clinical settings • To outline the evidence base for effectiveness of BT • To outline the theory and practice of behavioral activation <p style="text-align: right;">To outline the theory and practice of contingency</p>

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		management
5. Introduction to CBT	To gain a broad understanding and practice basic CBT skills	<ul style="list-style-type: none"> To be able to outline the basics of cognitive behavioural theory of emotional problems To describe the basic principles / foundation for treating emotional problems / disorders used in CBT To describe what CBT generally 'looks like' in the therapy room To be able to visualise an initial therapy session after assessment and the structure (not content) of subsequent therapy sessions
6. CBT for depression	To consolidate basic CBT skills and develop specific skills to work with depression	<ul style="list-style-type: none"> To describe clinical presentations of depression To outline assessment of depression To outline recommendations for clinical treatment To outline the Cognitive model of depression To describe the role of assessment, formulation and evaluation in the treatment of depression To practice applying cognitive behavioural techniques for depression To outline evaluation of outcome and when further interventions are needed.
7. CBT for anxiety	To develop CBT skills to work with a range of anxiety disorders	<ul style="list-style-type: none"> To outline the basis of our current understanding of anxiety To describe the spectrum of anxiety disorders To list common diagnostic tools used in this area To outline the cognitive model of panic disorder

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			<ul style="list-style-type: none"> • To practice formulating a case of panic according to the model • To practice CBT interventions for panic and health anxiety • To outline the skills of trouble shooting and dealing with problems of maintenance of anxiety disorders • To describe how to evaluate the outcome of interventions
	8. Grief and Post Traumatic Stress Disorder	To develop skills to work with Grief and PTSD	<ul style="list-style-type: none"> • To outline the theories of grief and response to trauma • To describe normal and abnormal responses • To describe interventions for unresolved grief • To outline CBT approaches to treating PTSD • To practice CBT interventions to PTSD
	9. Anger management	To develop CBT skills to work with anger	<ul style="list-style-type: none"> • To describe the concept of anger behaviour • To Identify functions of anger behaviour • To describe three potential indicators of problematic anger behavior • To outline three psychological models of working with anger • To describe the Novaco's cognitive behavioral model of working with anger • To practice how to apply CBT principles and skills for anger prevention and management in a role play context • To outline ways of evaluating and measuring outcome
Family Therapy	10. Introduction to family work	To develop basic understanding and skills of family work.	<ul style="list-style-type: none"> • To describe some basic systemic family therapy concepts: circularity, pattern, relationship and the connections between beliefs,

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			behaviour, relationships and emotions <ul style="list-style-type: none"> • To be able to use structural concepts to describe families and family interaction. • To be able to identify the reasons for meeting with families and relate this to the evidence base. • To understand and describe some of the challenges in convening and working with family groups. • To have some skills in questioning • To describe the important contextual factors for families • To describe the family life cycle model and its relationship to ideas about change • To be able to talk appreciatively with families and build on resilience and strength.
Addictions	11. Introduction to Motivational Interviewing	To develop a basic understanding and practice basic Motivational Interviewing skills	<ul style="list-style-type: none"> • To describe the history and background to MI. • To outline motivation and the process of behavior change • To outline the 'spirit' of MI • To outline the principles of MI • To practice both the non-directive and directive counseling skills of MI • To outline the differences between phase 1 and 2 of MI • To practice ways of dealing with 'resistance' .
	12. Relapse Prevention and CBT for Addiction	To gain an overview of the Marlatt and Gordon model of Relapse Prevention and CBT skills in working with addiction	<ul style="list-style-type: none"> • To describe the problem of relapse in general with special emphasis on addictions • To describe the concept of relapse prevention in general and the issue of maintenance of change

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			<ul style="list-style-type: none"> • To outline Marlatt and Gordon Model and other models of Relapse Prevention in Addictions • To outline key elements of the Marlatt and Gordon Model and the new Dynamic Model • To experience of practical aspects of doing relapse prevention therapy • To outline problems and limitations of Relapse Prevention • To describe any cultural issues in implementing relapse prevention • To design a group and individual Relapse Prevention programme • To demonstrate the ability to conduct a relapse prevention session • To describe and practice CBT techniques used in addition treatment
New therapies	13. Introduction to Mindfulness Based Cognitive Therapy	To gain an overview of Mindfulness based approaches and practice basic mindfulness techniques	<ul style="list-style-type: none"> • Outline of Third Wave Cognitive Therapies • To outline the concept of mindfulness • To outline the history of MBCT • To describe possible mechanisms for its benefits • To outline neurological evidence • To describe mindfulness-based interventions • To practice mindfulness techniques
	14. Introduction to Dialectical Behavior Therapy	To gain an overview of Dialectical Behavior Therapy and practice skills for working with	<ul style="list-style-type: none"> • To outline the features of Borderline Personality Disorder (BPD) • To outline the process of

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		Borderline Personality Disorder	diagnosing BPD <ul style="list-style-type: none">• To outline the history of Dialectical Behavior Therapy (DBT)• To outline the key aspects of DBT including Biosocial theory• To describe and practice techniques in key areas such as emotional regulation, interpersonal effectiveness and distress tolerance.• To outline principles of working with BPD patients
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Date	
Name of Supervisor	
Name of Supervisee	
Place of supervision	
Period of supervision	
Mode of supervision	Case discussion – audio tape – video- role play – direct observation (Please circle)

Generic skills and competencies (please rate)

	Skill / competency	Very good	Good	Adequate	Poor	Very poor
	Developing rapport with patients	5	4	3	2	1
	History taking / presenting	5	4	3	2	1
	Identifying / describing problem	5	4	3	2	1
	Selecting intervention approach / mode	5	4	3	2	1
	Formulation	5	4	3	2	1
	Intervention	5	4	3	2	1
	Troubleshooting / awareness of limitations	5	4	3	2	1

Comments

Overall rating of supervisee

Very good	Good	Adequate	Poor	Very poor
5	4	3	2	1

Willingness to accept feedback during supervision

Very good	Good	Adequate	Poor	Very poor
5	4	3	2	1

Below is a list of workshops that were included in the programme. Please indicate which of the workshops that you have observed in your supervision that your supervisee has applied in his/her clinical work?

Workshop	Yes	No	Comments
Assessment			

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Basic counselling Skills			
Basic group skills			
Basic CBT			
CBT for depression			
CBT for anxiety			
Anger management			
Family therapy			
Motivational Interviewing			
Relapse Prevention			
Mindfulness based CBT			
Introduction to Dialectical Behaviour Therapy			

Comments

Signature of Supervisor

Signature of supervisee