MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Child and Adolescent Mental Health: Therapeutic Approaches and the Evidence Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM013</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
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<tr>
<td>Level</td>
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MODULE SUMMARY

Module outline and aims

This module is aimed at students who have professional contact with children, young people and their families and are interested in developing their knowledge and understanding of therapeutic approaches to their psychological care.

Through theoretical seminars this module will examine both the evidence base and efficacy of contemporary psycho-therapeutic approaches. These will include systemic, parenting, psychodynamic, cognitive, and pharmaceutical modalities.

These approaches will be further examined within reflective practice where an emphasis on working safely and collaboratively with difference, vulnerability and complex need will be explored. The importance of the professional relationship, its boundaries and limitations will be central to these seminars.

Both the theoretical and reflective practice seminars will be supported by critical analysis and evaluation of relevant reading within the journal group.

A service user perspective will influence this module.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Analyse and critically evaluate theoretical concepts and the evidence base surrounding module topic.
- Demonstrate enhanced levels of knowledge and conceptual ability in relation to psycho-therapeutic approaches with children, young people and their families.
- Identify and analyse the cultural, environmental and economic factors that promote mental health including service user perspectives.
- Increase your critical understanding of communication and collaborative practice.
- Demonstrate a competent level of knowledge of the legal framework, and
professional accountability to enhance safe and ethical practice

Skills:

- Effectively assess need and implement an effective therapeutic approach
- Have knowledge and a deeper theoretical understanding of factors involved in the trajectory of mental health problems in children and young people
- Work with difference and complexity using professional boundaries
- Understand and identify influential policy and legislation relating to safe professional practice
- Practice effective inter-agency communication and collaboration

Values and attitudes:

- Recognise your duty of care to children within their families and the complexities of formal power and how this impacts on practice
- Develop and sustain collaborative relationships
- Explore critically through reflection and discussion the factors at an inter-personal, intra-personal and systemic level which can impact on practise delivery. equity of access and parity of service provision across agencies and boundaries
- Critically analyse the influence of culture and diversity when working within the complex systems considering anti-oppressive and anti-discriminatory practice including the perspectives of service users and carers.

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
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</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>Seminars</td>
<td>14</td>
<td>61</td>
<td>0</td>
<td>75</td>
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<tr>
<td>Mental health</td>
<td>Lectures</td>
<td>14</td>
<td>61</td>
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<td><strong>Totals:</strong></td>
<td></td>
<td><strong>28</strong></td>
<td><strong>122</strong></td>
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WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

This assessment provides you with an opportunity to demonstrate your knowledge of a therapeutic approach and share that information with your peers through a seminar case presentation which will critically evaluate the evidence base and therapeutic efficacy. The written supporting paper enables you to reflect upon the seminar and highlight strengths and areas for future development. The topic for the seminar presentation must be negotiated with the Module Leader. Specific learning outcomes achieved through assessment of this module are identified in the module handbook.
Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
</table>
| Seminal presentation and 1,000 word reflective account | • Oral assessment and presentation  
• Written assignment, including essay | 100%      | 50%                     | N/A        |

Assessment criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the assessment regulations and policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

Allen, G (2011) DOH Early Intervention


Department of Education (2010). Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children

Department of Health (2010). Keeping children and young people in mind: the Government's full response to the independent review of CAMHS


Department of Health: (2009) Healthy Lives, Brighter Futures; the Strategy for children and young people

Department of Health and Department for children Schools and Families (2009) Statutory Guidance on promoting the Health and Well-being of Looked After Children


tobacco and alcohol at age 10: birth cohort study. Addiction 103. 17731-43


**Useful Journals**
British Journal of Social Work
Child and Adolescent Mental Health
Journal of Adolescence
Journal of Child Health Care
Journal of Interprofessional Care
The Journal of Child Psychology & Psychiatry and Allied Disciplines
Journal of Child Psychotherapy
Journal of Family Therapy
Journal of Inter-professional Care

**Useful sites**
[www.dfes.gov.uk/everychildmatters](http://www.dfes.gov.uk/everychildmatters)
[www.dfes.gov.uk](http://www.dfes.gov.uk)
[www.tso.co.uk](http://www.tso.co.uk)
[www.blackwellpublishing.com/journals/camh](http://www.blackwellpublishing.com/journals/camh)
[www.doh.gov.uk](http://www.doh.gov.uk)
[www.mind.do.uk](http://www.mind.do.uk)
Appendix: see http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/ for the full list of JACS codes and descriptions

<table>
<thead>
<tr>
<th>HESA Code</th>
<th>Description</th>
<th>Price Group</th>
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<tbody>
<tr>
<td>06</td>
<td>Health and Community Studies</td>
<td>C</td>
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<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
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<tr>
<td>L520</td>
<td>The study of Social Work services aimed at support of vulnerable/under-privileged children in society</td>
<td>100</td>
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