Adolescent Healthcare: Meeting the Challenge 6KNIE610

Level: 5
Credits: 15

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This handbook must be read in conjunction with module information provided on KEATS, the King's E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Postgraduate Programme Handbook, available on KEATS and via the Student Services Centre.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
This is a freestanding module.

Module Aims
This optional module aims to prepare practitioners to meet the needs of adolescents requiring health care. It is open to final year preregistration students on the adult, child or mental health programmes as well as to post-qualification nurses and other health care professionals.

Learning outcomes
- Demonstrate a good knowledge and understanding of normal and abnormal growth and development (biological, psychological, social and family) of adolescents.
- Examine and determine the sociological, psychological and biological determinants of health and illness as experienced by the client/patient.
- Appraise current services’ ability to promote the health of young person’s using the WHO Orientation Programme on Adolescent Health as the framework for delivering preventive services.
- Understand major causes and effects of, and acceptable prevention/intervention strategies for the health and psychosocial morbidities affecting youth.
- Demonstrate problem-solving skills with youth and interact therapeutically with adolescents from different racial, cultural, and socioeconomic groups and different family structures and lifestyles.
- Understand the issues involved in adolescents with chronic impairments and their families particularly as they relate to adaptation around transitional periods.
- Demonstrate a working understanding of the principles of advocacy identifying and facilitating ways of increasing the young person’s participation in their care and service developments.
- Translate relevant health and social policies, examine political philosophies and identify their impact on health and social care service provisions.
- Evaluate your perception of your role, re-examine your professional practices and competencies in relation to the client group.
- Review and discuss current research findings and their potential application and utilisation in practice.
- Collaborate and contribute as part of a multidisciplinary team, having knowledge of health planning, policy and administration.
- Set and pursue clear learning goals, exploit new opportunities for intellectual and professional growth in a manner so that behaviour is consistent with beliefs.
Teaching arrangements
The course spans over six weeks. Attendance is required on the Fridays indicated on the timetable. Please refer to the programme handbook for the attendance policy. Some sessions are designated for directed reading or other work and attendance in class is not required.

To facilitate your learning there are a number of learning strategies:

- Lectures
- Small group work
- Workshops
- Directed reading
- E-Learning
Submitting coursework
Submission your assignment is electronically through TurnItIn online via KEATS. (Please see guidance below).

For this module you are assessed by Joan Walters, Sarah Clyne and Lynne Wainwright.

Assessment criteria
Title: Service review

- Review a service provision available to a specific client group (adolescents).
- Give a written account of your findings and put forward feasible proposals for its further development or improvement, using literature findings discuss the rationale for your proposals.

Word Count:
Up to 3000 words

Formative assessment
A draft outline of up to 500 words can be submitted up to Tuesday 9 May 2017
Although there will be group tutorials, students can contact Joan Walters for individual tutorial support. The last date for this is also Tuesday 9 May 2017.

Summative assessment
It is suggested your work contains the following information:

An exploration of key concepts derived from the theoretical aspects of the module (physical, cognitive, social and emotional development), these should be integrated in the work submitted.

Consider using a variety of sources and modes for obtaining information, for example, managers and practitioners, informal discussion with young people and carers, as well specialists in the field or researchers, visiting voluntary organisations, talking to lay members of the public. Please note that this is not a piece of research and you will not be interviewing or conducting surveys. Seek further guidance from your module leader.

In this review it is suggested that you focus on an aspect of a service delivery to allow for an in-depth examination e.g. counselling services, sexual health clinics, inpatient wards, outpatients clinic, GP practice, Emergency Department or a group of patients with a particular health care issue e.g. sexually transmitted diseases, teenage pregnancy cystic fibrosis, renal disease, depression anorexia, parasuicide, obesity, transition services for a particular group of patients

All work must include:
- Terms of reference and scope of study
- An acknowledgement that you need to maintain the confidentiality of the organisation – clinic, ward, Trust etc.
- A brief overview of the patient/client group
- Identify how this study will contribute to improving standards of care
- Highlight relevance to professional practice - responsibility, accountability, ethics and other professional issues
- Highlight the size of the problem in the geographical area selected for study. Statistics from government/district health reports may be used as evidence.
• An overview of services available in your area or area selected for review. Does it meet the needs of the population? It is suggested that utilise a tool such as ‘You’re Welcome Quality Criteria’ to give structure to your review. There are 10 criteria so you may only choose two or three of them to ensure a good level of analysis. This will be linked with a demonstration of your knowledge of adolescent development by explaining their importance to the adolescent/young person.
• Research, guidelines and protocols for delivery of the service? Use these findings critically analyse these documents.
• Discussion of any health and social policies which influence service provision,
• Proposals for improving or further developing services should be feasible and must demonstrate some understanding of the issues involved in providing such a service - consider resource implications, client autonomy and empowerment, cultural / religious aspects, race, gender and equity.
• To conclude, write a summary of the key points from your discussion and a reflection on your learning based on this experience and the areas for future personal development

Coursework submission are provided on the modules KEATS site. It is essential that you use your candidate number on all assignments/examinations. Your candidate number, which will begin with X for the academic year 2016/17, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline, please refer to the information in your programme handbook on “mitigating circumstances”. If you require further support in these circumstances, you are advised to contact KCLSU.

Submission date for coursework: Tuesday 16 May 2017

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is a hard copy please ensure you date stamp it and submit it to the submission room G15 James Clerk Maxwell Building. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information. Please label the file with your candidate number and double-check you have submitted the correct file.

The external examiner for this module is Stephan Cash. Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.

The College and its Examination Boards in the ten Faculties (Institutes/Schools, King’s Learning Institute and the Association of King’s College (AKC), work with over 500 external examiners to ensure the quality and standard of our taught awards. Find the latest report on the External Examiners Report page, navigate to the Faculty of Nursing and Midwifery section.
Results and resubmissions for coursework

Students will receive a provisional (unratified) mark for their coursework. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard copy submission you can collect your coursework and feedback from the Student Services Centre.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Student Services Centre ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance or please use King’s Libguides site.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Joan Walters.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to resubmit your work.
Learning resources

Session 1 – Introduction: Overview of Course, Assessment Guidelines & Nature of Adolescence

Learning outcomes
• Overview of the course content and assessment criteria.
• Introduction and orientation health care providers to the unique characteristics of adolescence
• Recall the participants own positive and negative experiences of adolescence and its impact on own development
• Define the terms "adolescence", and the three age groups - "young people", "adolescents" and "youth"

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 2 – Overview of Adolescent Development and Common Issues in Adolescent Health

Learning outcomes
• Describe the nature and sequence of changes during adolescence
• Outline key data on the global and national magnitude of selected priority problems affecting adolescents
• Understand the importance of health and health-related behaviours of young people to public health
• Identify important reasons for investing in adolescent health and development

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 3 – Creating Adolescent/Youth Friendly Adolescent Services

Learning outcomes
• Describe how adolescents typically view health-care providers and health services
• Describe the perspectives of adult “gatekeepers” on efforts to make it easier for adolescents to get the health services they need
• Identify key policies and guidance on creating adolescent/youth friendly services
• Describe the role that health services need to play to promote adolescent health

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html
Session 4 – Adolescent Transition

Learning outcomes
- Define adolescent transition
- Identify key policies and guidance on transition
- Outline possible models for transition

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 5 - The Adolescent & Law

Learning outcomes
- Consider the nature and status of children’s rights in the UK
- Explore how children’s rights apply to adolescents as they mature into competent adults
- Including inconsistencies in different areas of children’s lives
- To address issues of balancing competing rights
- To consider the implications for the health care of adolescents, including confidentiality and information sharing

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 6 – Tutorial

Session 7 – Adolescent Sexual Health

Learning outcomes
- Outline the consequences of too early, unprotected sexual activity among adolescents
- Discuss the scope of adolescent pregnancy
- Identify the needs of adolescents for sexual and reproductive health information and services
- Describe the barriers to adolescents obtaining sexual and reproductive health information and services
Session 8 – Adolescent Mental Health Part 1

Learning outcomes
- Examine adolescent development with reference to developmental theories
- Increase awareness and gain understanding of common mental health problems which can emerge in adolescence
- Consider developmental models of understanding risk factors and protective factors for mental health in adolescence
- Access and appraise key resources to improve your adolescent mental health knowledge base
- Utilise relevant resources to be better equipped for providing mental health support to young people

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 9 – Guided Study: Gender Orientation
Please see work on e-learning site

Sessions 10 & 11 - Communication Workshop

Learning outcomes
- Identification of how adolescents and young people communicate
- Identification of the barriers to communicating with adolescent and young people
- Exploration of skills to aid communication with adolescents and young people.

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Sessions 12 & 13 – Youth Work with Health, Education & the Community

Learning outcomes
- Understanding of the role of youth work in health and education
- Identification of community resources available to young people
- Increase awareness and gain understanding of multi-agency working

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 14 – Tutorial
Session 15 – Adolescent Mental Health Part 2

Learning outcomes

• Increase awareness and gain understanding of common mental health problems which can emerge in adolescence
• Consider developmental models of understanding risk factors and protective factors for mental health in adolescence
• Access and appraise key resources to improve your adolescent mental health knowledge base
• Utilise relevant resources to be better equipped for providing mental health support to young people

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html

Session 16 – Adolescent Safeguarding/Evaluation

Learning outcomes

• Critically evaluated current issues arising in practice in relation to the protection of children.
• Developed and reviewed aspects of personal decision making within the multi-agency setting.
• Explored and debated issues which influence effective identification of children in need or at risk.
• Determined and evaluated the practitioners’ role in the gathering, reporting and recording of information.
• Identified and evaluated strategies which might raise awareness of child protection in health care settings.

Indicative reading
Please access MYREADINGLISTS (Adolescent Healthcare) - https://kcl.rl.talis.com/lists/B8625040-D364-BoA5-2F3F-0466EBD4066C.html
Journals

Archives of Pediatrics & Adolescent Medicine
Child & Adolescent Social Work Journal
Child and Adolescent Mental Health
Child and Adolescent Psychiatry and Mental Health
Child and Youth Care Forum
Child and Youth Services
Children’s Legal Rights Journal
Current problems in Pediatric and Adolescent Health care
European Child & Adolescent Psychiatry
Journal of Adolescent Health
Journal of Adolescent Research
Journal of Child and Adolescent Psychiatric Nursing
Journal of Clinical Child and Adolescent Psychology
Journal of Early Adolescence
Journal of Pediatric and Adolescent Gynaecology
Journal of Research on Adolescence
Journal of the American Academy of Child & Adolescent Psychiatry
Journal of Youth and Adolescence
Journal of Youth Studies
New Directions for Child and Adolescent Development
New Direction for Youth Development
New Directions for Child and Adolescent Development
World Youth Report
Youth Justice
Youth and Society
Module evaluation
At the end of the module you are requested to complete the short online evaluation which will be available on your module KEATS site. Student evaluations are very important to us and are required by Health Education England and the regional London Local Education and Training Boards.

Action from previous evaluations
For 2015/16 the request has been for an increase in the mental health content. For 2016/17 this has been increased from one to two sessions.
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<th>Teaching mode</th>
<th>Date</th>
<th>Type of Session</th>
<th>Title</th>
<th>Time</th>
<th>Lecturer</th>
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<td>10 Feb 2017</td>
<td>Introduction</td>
<td>Introduction – What is adolescence?</td>
<td>09.00-10.00</td>
<td>Joan Walters</td>
<td>WEC RM 2</td>
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<td>Lecture</td>
<td>Overview of Adolescent Development</td>
<td>10.30-11.45</td>
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<td>Overview of Common Health Issues in Adolescent Health</td>
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<td>14.00-16.00</td>
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<td>17 Feb 2017</td>
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<td>The Adolescent &amp; Law</td>
<td>13.00-15.00</td>
<td>Jennie Driscoll</td>
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<td>11.00-13.00</td>
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<td>RedThread</td>
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**Location key:**

WEC – Weston Education Centre, Denmark Hill Campus (CR2 = Classroom 2; BWS = Bill Whimster Suite)