Child and Adolescent Mental Health: Key Theories and Research 7KNIM744

Level: 7
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 module can form part of the BSc or PG Programmes. The module contributes to your programme of study by focusing on the key theories and research that underpins child and adolescent mental health practice.

Choose an item.

**Module aim**
The module will enable practitioners to have an advanced understanding of key theories and research in the field of child and adolescent mental health. The module aims to help practitioners develop knowledge, understanding and aesthetic frameworks required to manage care for children and adolescents with mental health problems/illness in paediatric, school, adolescent ot CAMHS settings.

The relationship between the theory and practice of assessment and treatment of mental health needs will be explored. The use of practice experiences will encourage the development of a personal model of assessment and treatment that is appropriate to the work context and grounded in evidence based practice. Participants will be encouraged to apply the principles learned in the classroom to their specific clinical contexts.

**Learning outcome**
On completion of this module you (students) will be able to:
- Demonstrate an advanced understanding of theories of child development within the context of child and adolescent mental health
- Demonstrate expert knowledge of theories and concepts within child and adolescent mental health
- Exhibit advanced knowledge of clinical guidelines, protocols and policies and how they underpin clinical practice
- Demonstrate expert skills in appraising/assessing the quality of evidence and research to clinical practice
- Critically explore the type of emergencies that children and adolescents with mental health problems are at risk of experiencing.
- Analyse and improve how we work with children and adolescents with mental health problems in Tiers 1-4.
- Understand the ways in which children and adolescents with mental health problems may express physical and psychological pain and distress, and to consider how this may be assessed in the practitioner’s specific clinical context.

**Teaching arrangements**
The module will be taught using a combination of lectures, workshops and seminars, utilising a scenario approach and supported by e-learning materials and guided independent study. Each session is prefaced with preparatory reading, which you are expected to undertake. This will help to ensure that you are well prepared for each session and that you make the most of the learning available through the session. In addition to such reading, lecturers will provide additional materials and references to support their individual sessions. Guest practitioners will also be involved in teaching delivery from NHS Trust partners.

Other module content, including directed activities and discussion board, are available through KEATS, the College e-learning service.
Submitting coursework
For this module you are assessed by separate formative and summative assignments. Detailed assignment guidelines will also be available on the KEATS module page.

Assessment criteria
Taught Postgraduate Marking Criteria (L6) with Florence Nightingale Faculty of Nursing & Midwifery (discipline specific) criteria will be used in the assessment of your work. In addition a module specific marking rubric will be used. Both will be accessible on the KEATS module page.

Formative assessment
The formative assessment is a Multiple Choice Questionnaire which is completed online on the KEATS module site.

Summative assessment
For this module you are assessed by the module team through a 2,000 words Child Development and Mental Health Case Study. You will be required to:

- Analyse a case study with reference to the literature on child development and child and adolescent mental health.
- Choose one aspect of development as the main focus for the essay – e.g. cognitive, emotional, social development.
- The case study should be taken from your clinical area. Briefly describe your work area and your role within it.
- It is essential that you address the issue of confidentiality, and that the child and work area cannot be identified from your work.
- Give only a brief background to the case, before moving on to discuss the case study in relation to your chosen aspect of child development.
- The assignment will be marked for evidence that you have met the learning outcomes for the module, including application of theory to practice.

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 W 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 10 Jan 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 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 Ian Hamilton, University of York. 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 (unrated) mark for their coursework 4 weeks following submission. 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.

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 the Module Leader Dr Annmarie Grealish.

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.

Resubmission date: Tuesday 11 April 2017
Learning resources

Session 1 – Introduction to the module, CAMHS and Policies
This session will introduce the module content including the overall aims of the module, teaching and learning strategies as well as how the module will be assessed. By the end of the session students will have knowledge of the national and local policies in relation to CAMHS, children and adolescents.

References:


New Economics Foundation and Action for Children (2009) Backing the future: why investing in children is good for all of us
http://neweconomics.org/sites/neweconomics.org/files/Backing_the_Future_1.pdf


Session 2 – Child Development, Attachment and Resilience

By the end of the session students will be able to:

- Have an understanding of the physical, cognitive, social, psychosocial and moral development to children and adolescents
- Understand the specific developmental theorists (Freud, Erikson, Piaget, Kohlberg and Vygotsky) and demonstrate an understanding of infancy, childhood and adolescence
- Describe the concept of attachment emotional development and its relevance for the mental health of children
- Enhance your understanding of attachment theory and influences that impact on emotional and behavioural development
- Appraise the professional’s role in working with children and adolescents with behavioural disorders.

References:
Session 3 – Autism Spectrum Disorders
By the end of the session students will be able to:

- Have a theoretical understanding of Autism Spectrum Disorders, the background of the understanding of such disorders and be able to recognise key areas of concern in your clinical area
- Enhance your ability to communicate with and effectively support young people with ASD in your clinical area
- Recognise the differences in mental health presentations in the context of ASD and understand the relevance of considering the wider mental health needs and associated risks of these young people

References:
Session 4 – Self Harm
By the end of the session students will be able to:

- Understand the complexities around the definition of “self-harm”
- Appreciate the scale of the problem in young people
- Gain knowledge of the risk and protective factors
- Enhance skills in the assessment and management of self harm
- Be aware of good practice and promising treatments in the management of self harm
- Understand key research evidence
- Acquire confidence in talking to young people, their families and their carers about self harm

References


Session 5 – Engagement & Assessment of Children, Families, Adolescents and Young People and Subsequent Care Planning

By the end of the session students will be able to:

- Critically evaluate the key areas of assessment, risk assessment and outcome measures in CAMHS
- Enhance your understanding of the young person’s willingness to contribute to the assessment, planning and implementation of the assessment process
- Build on your key skills that are required to establish a rapport with children and adolescents who are experiencing mental health problems
- Build on your key assessment skills with children, young people and their families to undertake effective assessments and to elicit vital information such as; Interviewing, Questioning, Observation, Listening, Summarising, Accurate empathy and reflective listening, Giving constructive feedback, Dealing with Conflict and, Working for change with children, young people and their families
- Identify the key engagement skills to build the therapeutic relationship with children, young people and their families
- Understand the nature and process of goal setting (e.g. SMART and SMARTER), what it is, what it entails and how goal setting can help children and young people improve wellbeing and better health outcomes.
- Enhance your skills on how to reassure and advise parents and professionals on the care management of children and adolescents.

References:


Session 6 – Families Parenting and Parenting interventions

By the end of the session students will be able:

- To understand the impact of families and parenting styles on children’s development
- To have an understanding of the issue of boundaries within families
- To develop some observation skills in relation to working with families
- To have a basic understanding around working with families in CAMHS
- Understand key research evidence pertaining to parenting interventions

References:


**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**
Session content has been revised in light of student comments which is reflected in the timetable.
## Timetable

### Child and Adolescent Mental Health: Key Theories and Research (Level 7)

**Timetable 2016-2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Start time</th>
<th>Session</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Oct 2016</td>
<td>11.00-16.00</td>
<td>1. Introduction to course, CAMHS and Policies</td>
<td>FWB1.67</td>
<td>Dr Annmarie Grealish</td>
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<tr>
<td></td>
<td></td>
<td>2. Child Development, Attachment and Resilience</td>
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</tr>
<tr>
<td>18 Oct 2016</td>
<td>11.00-16.00</td>
<td>3. Autism Spectrum Disorders</td>
<td>FWB1.67</td>
<td>Melissa Beaumont</td>
</tr>
<tr>
<td>1 Nov 2016</td>
<td>10.00-14.00</td>
<td>4. Self-harm – assessment and management</td>
<td>FWB1.67</td>
<td>Dr Gemma Trainor</td>
</tr>
<tr>
<td>15 Nov 2016</td>
<td>11.00-16.00</td>
<td>5. Engagement &amp; Assessment of children, families, adolescents and young</td>
<td>FWB1.67</td>
<td>Dr Annmarie Grealish</td>
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<td></td>
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<td>people and subsequent care planning</td>
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<tr>
<td>29 Nov 2016</td>
<td>11.00-16.00</td>
<td>6. Families, Parenting and Parenting interventions</td>
<td>FWB1.67</td>
<td>Melissa Beaumont</td>
</tr>
</tbody>
</table>

### Location key:
FWB – Franklin-Wilkins building, Waterloo campus