Child and Adolescent Mental Health: Key Theories and Research – 6KNIH305

Level: 6
Credits: 15

Module leader: Dr Annmarie Grealish
Tel: 020 7836 3521
Email: annmarie.grealish@kcl.ac.uk

Module deputy: Dr Gemma Trainor
Tel: 020 7848 3639
Email: gemma.trainor@kcl.ac.uk

Academic support: Dr Annmarie Grealish and Dr Gemma Trainor

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.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
Contents

Module overview .......................................................................................................................... 3

Submitting coursework................................................................................................................... 5

Assessment criteria ....................................................................................................................... 5

Formative assessment ................................................................................................................... 5

Summative assessment ................................................................................................................. 5

Results and resubmissions for coursework .................................................................................. 6

Learning resources ....................................................................................................................... 7

Session 1 – Introduction to the Module, CAMHS & Policies ....................................................... 7

Session 2 – Child Development, Attachment and Resilience ....................................................... 8

Session 3 – Autism Spectrum Disorders ....................................................................................... 9

Session 4 – Engagement & Assessment of Children, Families, Adolescents & Young People & Subsequent Care Planning ................................................................. 10

Session 5 – Self-Harm: Assessment & Management ................................................................. 11

Session 6 – Families Parenting & Parenting Interventions ........................................................ 12

Module evaluation ....................................................................................................................... 8

Action from previous evaluations ............................................................................................... 8

Timetable ..................................................................................................................................... 14
**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.

**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 or CAMHS settings. It aims to enable different healthcare practitioners, working with children, young people and families experiencing mental health problems, in a variety of environments, to enhance their existing practice and develop specialist knowledge and skills. It is imperative that practitioners are able to carry out assessments, and respond to the variety of service demands placed upon them within all contexts where children, young people and families experience mental health problems or access mental health services. The relationship between the theory and practice of assessment and treatment of mental health needs will be explored in this module. 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. This module is underpinned by a belief that you, as a student, will bring knowledge, practice skills and expertise that can be further developed. This ensures that, as a practitioner, you become a credible focus for practice enhancement within your own specialist setting.

This module is appropriate for a range of practitioners working relevant fields of practice or students preparing for these roles, for example: mental health nurses, children’s nurses, school nurses, health visitors, social workers, occupational therapists, teachers or counsellors.

**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 university’s 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 & Palliative Care (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 Y for the academic year 2017/18, 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 April 2018, 11.59am

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 David Coyle, Bangor University. Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.
The university 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’s section.

**Results and resubmissions for coursework**

Students will receive a provisional (unratified) 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.

**Re-submission date: Tuesday 17 July 2018, 11:59am**
Learning resources

Session 1 – Introduction to the Module, CAMHS & 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:


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 – Engagement & Assessment of Children, Families, Adolescents & Young People & 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 5 – Self-Harm: Assessment & Management**

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 6 – Families Parenting & 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
As part of the university’s Student Voice Strategy, King’s uses an electronic module evaluation system known as EvaSys. This provides an opportunity for you to feedback on different aspects of the module through a series of pre-set questions and qualitative comments. At the end of the module you will receive an automated invitation via your KCL email account to complete your evaluation online.

Please take the time to complete as your feedback is important. It informs ongoing developments to individual modules to ensure that the learning needs and expectations of the Faculty’s student community are met to a high standard.

To strengthen the feedback cycle, a report summarizing the quantitative results for the module as a whole and the module lead’s reflections on your feedback will be sent to you after the online evaluation survey has closed.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Start time</th>
<th>Session</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 January 2018</td>
<td>11.00-16.00</td>
<td>1. Introduction to course, CAMHS and Policies</td>
<td>FWB 1.68</td>
<td>Dr Annmarie Grealish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Child Development, Attachment and Resilience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 January 2018</td>
<td>11.00-16.00</td>
<td>3. Autism Spectrum Disorders</td>
<td>FWB 1.68</td>
<td>Melissa Beaumont</td>
</tr>
<tr>
<td>13 February 2018</td>
<td>11.00-16.00</td>
<td>4. Engagement &amp; Assessment of children, families, adolescents and young people and subsequent care planning</td>
<td>FWB 1.68</td>
<td>Dr Annmarie Grealish</td>
</tr>
<tr>
<td>27 February 2018</td>
<td>11.00-16.00</td>
<td>5. Self-harm – Assessment and Management</td>
<td>FWB 1.68</td>
<td>Dr Gemma Trainor</td>
</tr>
<tr>
<td>14 March 2018</td>
<td>11.00-16.00</td>
<td>6. Families, Parenting and Parenting interventions</td>
<td>FWB 3.14</td>
<td>Melissa Beaumont</td>
</tr>
</tbody>
</table>

**Location key:**

FWB – Franklin-Wilkins building, Waterloo campus