Child and Adolescent Mental Health:
Assessment & Treatment Module 7KNIM765

Level: 7
Credits: 30

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

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.
Contents

Module overview ........................................................................................................................................... 3
  Module aim .................................................................................................................................................. 3
  Learning outcome ..................................................................................................................................... 3
  Teaching arrangements ............................................................................................................................. 4
  Submitting coursework .............................................................................................................................. 5
  Assessment criteria .................................................................................................................................... 5
  Formative assessment ............................................................................................................................... 5
  Summative assessment .............................................................................................................................. 5
  Results and resubmissions for coursework .............................................................................................. 6

Learning resources ....................................................................................................................................... 7
  Session 1 – Assessment, Engagement and Formulation Healthcare .............................................................. 7
  Session 2 – Interpersonal Psychotherapy for Adolescents (IPT-A) ............................................................... 8
  Session 3 – Dialectical Behaviour Therapy (DBT) for Adolescents (Part 1) ................................................. 8
  Session 4 – Assessing Autism .................................................................................................................. 9
  Session 5 – Practical Skills on Dialectical Behavior Therapy (DBT) for Adolescents (Part 2) ...................... 9
  Session 6 – Self-Harm in Young People .................................................................................................. 10
  Session 7 – Eating Disorders in Young People ....................................................................................... 11
  Session 8 – Introduction to Cognitive Behaviour Therapy (CBT) for Adolescents with Depression and Psychosis .................................................................................................................. 12
  Websites: .................................................................................................................................................. 13

Module evaluation ....................................................................................................................................... 13
  Action from previous evaluations ............................................................................................................. 13
  Timetable .................................................................................................................................................... 14
Module overview
This module can form part of the BSc or PG Programmes. The module contributes to your programme of study by developing your critical understanding of the assessment and treatment of common mental health problems in childhood and adolescence.

Module aim
The module will enable practitioners to have a critical understanding of the assessment and treatment of common mental health problems in childhood and adolescence. The module aims to help practitioners develop knowledge, understanding and evidence-based interventions required to manage care for children and adolescents with mental health problems/illness in paediatric, school, adolescent or CAMHS settings. The relationship between assessment, treatment and evidence-based interventions for common mental health problems in children and adolescence will be explored. 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 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 advanced clinical skills and a comprehensive understanding of child and adolescent mental health assessment, including a comprehensive understanding of screening tools, assessment tools, risk assessment and the concept of their validity and reliability
- Demonstrate a comprehensive understanding of case formulation and develop the skills in case formulation with a particular focus on psychological therapies such as CBT, IPT, DBT
- Demonstrate a good understanding of evidence-based interventions for children and adolescents such as Cognitive Behavior Therapy (CBT), Interpersonal Psychotherapy for adolescents (IPT-A)
- Demonstrate a comprehensive understanding and critical awareness of theory and research pertaining to the treatment of child and adolescent mental health including the ability to critique current practice and develop new hypotheses
- Demonstrate the ability to critically explore the type of emergencies that children and adolescents with mental health problems are at risk of experiencing and how we work with children and adolescents with mental health problems in Tiers 1-4.
- Demonstrate the ability to assess and treat common mental health difficulties such as anxiety, depression, self-harm/self-injury and eating disorder in children and adolescents 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 practice.

Other module content, including directed activities and discussion board, are available through KEATS, the university 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 (L7) 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
Formative assessment for this module takes the form of ongoing feedback in relation to the activities you will undertake in a small group during seminars and self-directed study periods.

Summative assessment
For this module you are assessed by the module team through a 3,000-word Assessment Case Study.

You will be required to:
- The case study should be taken from your clinical area and 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.
- Choose a child or adolescent case that you have worked with, in which you have been personally involved in mental health assessment.
- Provide a rationale for using a case formulation, choose one aspect of formulation e.g. the ‘4Ps’, CBT, IPT, etc (500 words maximum).
- Give a critical account of the assessment of this young person, including what you consider to be the strengths and limitations of the assessment.
- Your critique and analysis should be with reference to relevant literature, such as empirical studies and national guidelines.
- Briefly describe the treatment plan for the young person, making links between this plan, your assessment and the case formulation.
- Provide a reflection on the process as a practitioner, considering what you might do differently in the future and why.

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 enroll.

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 17 July 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.

**Resubmission date: Tuesday 16 October 2018, 11:59am**
Learning resources

Introduction to the module
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.

Session 1 – Assessment, Engagement and Formulation Healthcare
By the end of the session students will be able:

- To have a good understanding of key theoretical and practice issues involved in conducting a generic CAMHS assessment.
- To have a good understanding of the use of multi-axial diagnosis in CAMHS.
- To have an understanding of the relationship between diagnosis and formulation in CAMHS.
- To develop skills in case formulation.
- To have an understanding of service user perspectives and empowerment on CAMHS treatment
- To consider ways in which service user perspectives and empowerment can inform their practice.

References


Treatment for Adolescents with Depression Study (TADS) Team (2007). The Treatment for Adolescents with Depression Study (TADS): Long-term effectiveness and safety outcomes. Archives of General Psychiatry, 64, 1132-1144.

Session 2 – Interpersonal Psychotherapy for Adolescents (IPT-A)

By the end of the session students will be able:

- To have a good understanding of interpersonal psychotherapy for adolescents (IPT-A)
- To have an understanding of the practical link between the young person’s mood (depression) and the 5 disturbing life events (which is either 1) bereavement, 2) role dispute, 3) role transition or 4) social isolation) 5) parenting that either trigger or follow from the onset of the mood disorder.
- To develop some basic skills in IPT-A for depression.

References


Session 3 – Dialectical Behaviour Therapy (DBT) for Adolescents (Part 1)

By the end of the session students will be able:

- To have a good understanding of Dialectical Behavior Therapy (DBT) for adolescents
- To have an understanding of the DBT biosocial theory, how to structure DBT and to be able to discuss the content of the four skills modules
- To have a good a good understanding of the core treatment strategies for managing difficult behaviour and avoiding therapeutic impasses.

References


New York.


**Session 4 – Assessing Autism**

By the end of the session students will be able:

- To have an understanding of the identification and assessment of autism spectrum disorders (ASD) across the tiers of CAMHS, including within specialist clinic settings.
- To have an understanding of common co-morbidities.
- To consider how to enhance their assessment skills in relation to young people with autism
- To have an understanding of relevant screening and assessment tools.
- To have an understanding of the evidence base and NICE guidelines relevant to the assessment and treatment of autism
- To gain an understanding of CAMHS treatment packages to support young people with autism.

**References:**


**Session 5 – Practical Skills on Dialectical Behavior Therapy (DBT) for Adolescents (Part 2)**

By the end of the session students will be able:

- To develop some basic skills in DBT for adolescents.

**References:**


### Session 6 – Self-Harm in Young People

By the end of the session students will be able:

- To increase their understanding of self-harm, and increase awareness of the implications of self-harm.
- Critically appraise the use of risk assessment skills to identify adolescents at risk of suicidal behaviour.
- Critically discuss the principles of therapeutic engagement with adolescents experiencing suicidal thoughts and behaviours.

### References:


Session 7 – Eating Disorders in Young People

By the end of the session students will be able:

- To have a good understanding of eating disorders, and increase awareness of the implications of eating disorders.
- The key features of different types of eating disorders.
- Risk factors and protective factors for eating disorders.
- Critically discuss the principles of therapeutic engagement and therapeutic responses to adolescents with eating disorder
- The clinical management of young people with eating disorders in Tier 4.

References:


Session 8 – Introduction to Cognitive Behaviour Therapy (CBT) for Adolescents with Depression and Psychosis

By the end of the session students will be able:

- To have a good understanding of the assessment of depression and psychosis in young people, including issues around diagnosis.
- To have an understanding of screening tools used for depression and psychosis in young people including the concepts of validity and reliability as they apply to assessment/outcome measures.
- To have an understanding of the formulation of depression and psychosis in young people, with a particular focus on cognitive behaviour therapy CBT).
- To develop some basic skills in CBT and practical experience of using CBT techniques with young people with depression and psychosis

References:


Further reading will be given on a weekly basis to students in preparation for the following week’s session. This reading will be available on the KEATS site for the module.

**Websites:**
- Young Minds: http://www.youngminds.org.uk/
- Every Child Matters: http://www.everychildmatters.gov.uk/
- Sure Start: http://www.surestart.gov.uk
- National Service Framework: http://www.dh.gov.uk/
- Society of Clinical Child and Adolescent Psychology: http://effectivechildtherapy.org/
- National Alliance on Mental Illness: http://www.nami.org/

**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.
<table>
<thead>
<tr>
<th>Teaching mode</th>
<th>Date</th>
<th>Session</th>
<th>Start time</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>University based study</td>
<td>17 January 2017</td>
<td>Introduction to the Module 1. Assessment, Engagement and Formulation</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Dr A Grealish</td>
</tr>
<tr>
<td>University based study</td>
<td>18 January 2017</td>
<td>2. Interpersonal Psychotherapy for Adolescents (IPT-A)</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Dr A Grealish</td>
</tr>
<tr>
<td>University based study</td>
<td>31 January 2017</td>
<td>3. Introduction to Dialectical Behavior Therapy (DBT) for Adolescents (Part 1)</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Melissa Beaumont</td>
</tr>
<tr>
<td>University based study</td>
<td>1 February 2017</td>
<td>4. Assessing Autism</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Sheryl Gettings</td>
</tr>
<tr>
<td>University based study</td>
<td>14 February 2017</td>
<td>5. Practical Skills on Dialectical Behavior Therapy (DBT) for Adolescents (Part 2)</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Melissa Beaumont</td>
</tr>
<tr>
<td>University based study</td>
<td>15 February 2017</td>
<td>6. Self-Harm in Young People</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Dr Gemma Trainor</td>
</tr>
<tr>
<td>University based study</td>
<td>28 February 2017</td>
<td>7. Eating Disorder in Young People</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Dr Gemma Trainor</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>University based study</td>
<td>1 March 2017</td>
<td>8. Cognitive Behaviour Therapy (CBT) for Adolescents with depression and psychosis</td>
<td>11.00-16.00</td>
<td>FWB1.68</td>
<td>Dr A Grealish</td>
</tr>
</tbody>
</table>

**Location key:**
FWB – Franklin-Wilkins building, Waterloo Campus