

## MODULE SPECIFICATION

### KEY FACTS

Module name	Promoting Child and Adolescent Psychological Development
Module code	NMM056
School	School of Health Sciences
Department or equivalent	Division of Nursing
UK credits	15
ECTS	7.5
Level	7

### MODULE SUMMARY

#### Module outline and aims

This module is aimed at students who have professional contact with children, young people, their parents and their families and are interested in developing their knowledge and understanding of what influences psychological development of the human personality.

This module will enable students to explore conceptual frameworks and the evidence base surrounding human psychological development from infancy through to young adulthood which forms the platform for the individual's lifelong mental health. This will include a critical analysis and evaluation of the range of factors and influences (for instance- genetic, cognitive, environment) and the consequences that impact on emotional and behavioural development enabling the student to demonstrate a synthesis of the major critical theories of development that shape personality and mental health of the individual.

These considerations will form a foundation for the professional in identifying and screening for risk and vulnerability.

### 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 child and adolescent development.
- Understand the range of factors and influences that impact on emotional and behavioural development and be aware of the consequences

- Examine the key developmental transitions and milestones in childhood/adolescence.
- Demonstrate a competent level of identifying risk and vulnerability to emotional and behavioural well being.

Skills:

- Demonstrate a synthesis of the major critical theories of child and adolescent development.
- Understand the relationship between genetic, social and economic factors and demonstrate a theoretical understanding of the trajectory of emotional and behavioural problems in children, young people and families
- Examine issues of risk and resilience in child and adolescent mental health.
- Identify contribution of different disciplines to good practice in child, adolescent and family care.
- Evaluation of current policy and professional frameworks in relation to meeting the psychological needs of children and young people.
- Critically reflect on the cultural, ethnic and religious contexts of parenting in a multi- cultural society.

Values and attitudes:

- Recognise the professional duty of care to children and young people within their families and the complexities of formal power and how this impacts on practice
- 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 considering anti-oppressive and anti-discriminatory practice including the perspectives of service users and carers.

**HOW WILL I LEARN?**

Seminars, Student directed

*Teaching pattern:*

<b>Teaching component</b>	<b>Teaching type</b>	<b>Contact hours (scheduled)</b>	<b>Self-directed study hours (independent)</b>	<b>Placement hours</b>	<b>Total student learning hours</b>
Mental Health	Seminars	14	61	0	75
Mental health	Lectures	14	61	0	75
<b>Totals:</b>		28	122	0	150

## **WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

### Assessments

The poster presentation requires you to communicate an understanding of the issues relevant to the mental health of the developing child and adolescent to your local policy makers and service providers and to provide a supplementary supporting paper of 2000 words summarising the relevant issues. Specific learning outcomes achieved through assessment of this module are identified in the module handbook.

*Assessment pattern:*

<b>Assessment component</b>	<b>Assessment type</b>	<b>Weighting</b>	<b>Minimum qualifying mark</b>	<b>Pass/Fail?</b>
Poster presentation and supporting 2000 word essay	Poster presentation and 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**

\*Indicates key texts

Arbuckle, M. B. and Herrick, C. (editors) (2006) *Child & adolescent mental health: interdisciplinary systems of care*. London: Jones and Bartlett Publishers.

Bailey, S and Shooter, M (eds.) (2009). *The Young Mind; An essential guide to mental health for young adults, parents and teachers*. Bantam Press.

\*Boyd, D. and Bee, H. (2012) *The Developing Child*. 13<sup>th</sup> ed. London: Pearson

Bowlby, J. (2006) *A Secure Base*. Routledge: London [New ed.]

Cairns, K and Stanaway C (2004). *Learn the child: a good practice guide for social workers, carers and teachers*. British Association of Adoption and Fostering

Coleman, J. (2001) *Key Data on Adolescence*. Brighton: Trust for the Study of Adolescence.

Cohen, D. (2002) *How the Child's Mind Develops*. London: Routledge.

\*Cowie, H. (2012) *From birth to sixteen: children's health, social, emotional and linguistic development*. London: Routledge,

Daniel, B. and Wassell, S (2002) *Resilience in the Early Years, the Middle Years, Adolescence* (3 vols) Jessica Kingsley. London.

\*Douglas, H. (2010) *Containment and reciprocity: integrating psychoanalytic theory and child development research for work with children*. London: Routledge.

Frosch, S. and Phoenix, A. and Pattman, R. (2002) *Young Masculinities: Understanding Boys in Contemporary Society*. London: Palgrave.

Gilligan, R (2009). *Promoting Resilience*; BAAF, London.

Helman C (2007) *Culture, Health and Illness*. 5th ed London, Hodder Arnold.

\*Howe, D (2005) *Child Abuse & Neglect, Attachment, Development and Intervention*.

Palgrave Basingstoke

Leatherhard, A., (ed) (2003) *Inter-professional Collaboration From Policy To Practice*. London, New York. Routledge.

\*Madge, M. (2001) *Understanding Difference: The Meaning Of Ethnicity For Young Lives*. London: National Children's Bureau.

Meltzer, H. (2003) *The Mental Health of Looked After Children*. London: Office of National Statistics.

Nadel, J. Muir, D. (2005) *Emotional development: recent research advances*. Oxford: Oxford University Press.

Pugh, G. (2001) *Contemporary Issues in the Early Years*. 3<sup>rd</sup> ed. London: Paul Chapman Publishing.

\*Schmidt Neven, R. (2010) *Core Principles of Assessment and Therapeutic Communication with Children, Parents and families: towards the promotion of child and family wellbeing*. Routledge.

Southall, A (2005) *Consultation in Child and Adolescent Mental Health Services*. Radcliffe Oxford.

Thompson, S & Thompson, N. (2008). *The Critically Reflective Practitioner*. Palgrave MacMillan Press.

Salzberger-Wittenberg, I (2005) *Emotional Experience of Learning and Teaching*. Taylor & Francis e-library or London: Routledge.

\*Schaffer, D. R. (2006) *Key concepts in developmental psychology* [electronic resource] London; Thousand Oaks, CA: Sage Publications.

Scott, A. and Shaw, M. and Joughin, C. (2001) *Finding the Evidence: A Gateway to the Literature in Child and Adolescent Mental Health*. 2<sup>nd</sup> ed. London: Gaskell.

\*Turk, J. (2007) (4th ed.) *Child and adolescent psychiatry: a developmental approach*. Oxford: Oxford University Press.

Vlemickx, K. and Smeeding, T. M. (2001) *Child Wellbeing, Child Poverty and Child Policy in Modern Nations: What Do We Know?* The Policy Press.

Weare, K (2008) *Child and Adolescent Mental Health Today: A Handbook* Pavilion Brighton.

Winnicott, D.W. (1982) *Playing and Reality*. London: Routledge.

Winnicott, D.W. (1986) *Home is Where we Start From*. London: Pelican.

Wise, I. (2000) *Adolescence: Psychoanalytic Ideas*. London: IPA.

## **Government and international policy documents**

DoH (2003) *Getting the Right Start: National Service Framework for Children Emerging findings Report*. London HSMO

DoH (1989) *The Children Act: An Introduction*. London: HMSO.

\*Early Intervention: The Next Steps. An Independent Report to Her Majesty's Government Graham Allen MP

<http://www.dwp.gov.uk/docs/early-intervention-next-steps.pdf>

Mental Health Foundation (1999) *Bright Futures: Promoting Children and Young People's Mental Health*. London: MHF.

United Nations (1989) Convention on the Rights of the Child.

<http://www.tufts.edu/departments/fletcher/multi/texts/BH953.txt>

## **Useful Journals**

- ❖ Adolescence
- ❖ Development and Psychopathology
- ❖ Journal of Youth and Adolescence
- ❖ Journal of Child Psychology and Psychiatry
- ❖ Journal of Child and Adolescent Psychiatric Nursing
- ❖ Journal of Child Health Care
- ❖ Journal of Child Psychotherapy
- ❖ Journal of Inter-professional Care
- ❖ Journal of Infant Mental health
- ❖ New directions For Child and Adolescent Development (e-journal)

## **Useful Websites**

[www.arts-therapy.demon.co.uk](http://www.arts-therapy.demon.co.uk)

[www.ncb.org.uk](http://www.ncb.org.uk)

[www.legislationhmsso.gov.uk](http://www.legislationhmsso.gov.uk)

<http://www.dwp.gov.uk/docs>

[www.official-documents.co.uk](http://www.official-documents.co.uk)

[www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)

[www.parenting-forum.co.uk](http://www.parenting-forum.co.uk)

[www.spn.org.uk](http://www.spn.org.uk)

[www.tsa.uk.com](http://www.tsa.uk.com)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.dfes.gov.uk/everychildmatters](http://www.dfes.gov.uk/everychildmatters)

[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)

<http://www.scie.org.uk>

[www.youngminds.co.uk](http://www.youngminds.co.uk)

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**Appendix:** see <http://www.hesa.ac.uk/content/view/1805/296/> for the full list of JACS codes and descriptions

<b>CODES</b>		
<b>HESA Code</b>	<b>Description</b>	<b>Price Group</b>
05	Nursing and Paramedical Studies	C

  

<b>JACS Code</b>	<b>Description</b>	<b>Percentage (%)</b>
B760	The study of principles and techniques to allow nurses to provide care for persons with mental, emotional or behavioural disorders.	100