MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Child &amp; Adolescent Mental Health: Early Identification and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>APM012</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Nursing</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
</tbody>
</table>

MODULE SUMMARY

Module outline and aims

This module is aimed at all students working professionally who are interested in developing their knowledge and understanding of early identification of emotional, behavioural and social problems when working with children, young people and their families.

This module will explore and examine, through theoretical and reflective practice seminars, knowledge of assessments and early interventions that can promote resilience. A critical evaluation of the concepts and contemporary theories that underpin early identification will form a base on which greater understanding can be gained from reflecting on current practice.

You will be able to identify strategies and key principles that encourage collaborative working and referral in the wider system. You will be able to update your knowledge surrounding key influential policy and legislation.

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 the evidence base and theoretical frameworks available related to early intervention, policy and collaborative practice.
- Demonstrate enhanced levels of knowledge and conceptual ability in relation to assessment through identifying strengths and risk with the child’s and young person’s environment.
- Identify and analyse the cultural, environmental and economic factors that promote mental health.
- Increase your critical understanding of communication and systemic practice in the wider system to enhance collaborative practice.
- Demonstrate a competent level of knowledge of the legal framework, assessment processes and professional accountability.

**Skills:**

- Explore how risk is conceptualised in health and social care and critically evaluate tools for risk assessment that are currently in use
- Explore the application of risk theory to specific areas of practice such as forensic mental health care.

**Values and attitudes:**

- Recognise the professional’s duty of care to children within their families and the complexities of formal power and how this impacts on practice
- Develop and sustain collaborative relationships
- 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 when working within the complex systems considering anti-oppressive and anti-discriminatory practice including the perspectives of service users and carers.

**HOW WILL I LEARN?**

The module will be delivered over 7 study days. Each day will include the following activities:-

- Reflective Practice Seminars
- Lectures
- Journal group seminar

**Teaching pattern:**

This module will run every year in term two (Spring term) over seven consecutive weekly study days, taking place over the first year of the MSc programme.

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>Seminar</td>
<td>14</td>
<td>61</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Lecture</td>
<td>14</td>
<td>61</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td></td>
<td><strong>28</strong></td>
<td><strong>122</strong></td>
<td>0</td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The written assessment comprises of 3,000 words and provides you with an opportunity to draw on your practice experience to demonstrate your theoretical understanding of early intervention and the role and function of assessment from a collaborative, inter-agency and user perspective. Specific learning outcomes achieved through assessment of this module are identified in the module handbook.

Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000 word essay</td>
<td>Written assignment, including essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Allen, G (2011) DOH Early Intervention


Department of Education (2010). Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children
Department of Health (2010). Keeping children and young people in mind: the Government's full response to the independent review of CAMHS


Department of Health (2004) *National Service Frameworks for Children Young People and Maternity Services*

Department of Health: (2009) *Healthy Lives, Brighter Futures; the Strategy for children and young people*

Department of Health and Department for children Schools and Families (2009) Statutory Guidance on promoting the Health and Well-being of Looked After Children


**Useful Journals**
British Journal of Social Work
Child and Adolescent Mental Health
Journal of Adolescence
Journal of Child Health Care
Journal of Interprofessional Care
Useful sites
www.ejournals.ebsco.com/Home.asp
www.dfes.gov.uk/everychildmatters
www.dfes.gov.uk
www.tso.co.uk
www.blackwellpublishing.com/journals/camh
www.doh.gov.uk
www.mind.do.uk
www.rcpsych.ac.uk
www.youngminds.co.uk
www.aimh.org.uk
www.aft.org.uk
www.cabinetoffice.gov.uk
www.cebmh.wame.ox.ac.uk
www.eppic.org.uk
www.gscc.org.uk
www.mentalhealth.org.uk
www.ncvcco.org.uk
www.parenting-forum.org.uk
www.pippin.org.uk
www.rip.org.uk
www.scie.org.uk
www.soton.ac.uk
www.spn.org.uk
www.safeguardingchildren.org.uk
www.waimh.org.uk

Version: 4.0
Version date: August 2017
For Use From: 2017-18

Appendix: see
http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/ for the full list of JACS codes and descriptions

<table>
<thead>
<tr>
<th>CODES</th>
<th>HESA Code</th>
<th>Description</th>
<th>Price Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Subject allied to medicine</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODES</th>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B760</td>
<td>Mental health nursing</td>
<td>100%</td>
</tr>
</tbody>
</table>