

## MODULE SPECIFICATION

### KEY FACTS

Module name	Child & Adolescent Mental Health: Early Identification and Assessment
Module code	APM012
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 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.

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

## 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:*

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
3,000 word essay	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

Allen, G (2011) DOH Early Intervention

Barker, J. and Hodes, D. (2007) *The Child in Mind – A Child Protection Handbook*. London: City & Hackney Primary Care Trust.

Barnes, J. and Freude-Lagevardi, A (2002) *From pregnancy to early Childhood: early interventions to enhance the mental health of children and families*. London: Mental Health Foundation. [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

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 (2000) *Framework for the Assessment of Children in Need and Their Families*. London: HM The Stationery Office.

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

Department of Health and Department of Education and Skills (2007) Good practice guidance on working with parents with learning disability. London; Department of Health.

Farrington, D. (1995) The development of offending and antisocial Behaviour from Childhood. *Journal of Child Psychology and Psychiatry* 36, 929-964

Fitzgerald, J. (2000) Lessons from the past: Experience of inquiries and review. NSPCC (ed) (2001) *Out of sight*, second edition. London: NSPCC.

Fonagy, P, Target, M., Cottrell, D., Philips, J., Kurtz, Z. (2000) *What Works for What Child: A systematic review of the literature on the effectiveness of intervention in child and adolescent mental health*. New York: Guildford

Hawkins, P. Shotet, R. (2007) *Supervision in the Helping Professions* Oxford: Open University Press

Hobart, C & Frankel, J (1998) *Good Practice in Child Protection* (3rd edn) Stanely Thornes. <http://publications.dcsf.gov.uk/default>

Harbin, F. and Murphy, M. (eds) (2000) *Substance Misuse and Child Care: How to Understand, Assist and Intervene When Drugs Affect Parenting*. Russell House Publishing.

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

HM Government (2008) Safeguarding Children in Whom illness is fabricated or induced. <http://www.everychildmatters.gov.uk/socialcare/safeguarding/>

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

Hughes, D, (2009) *Attachment-focused parenting: effective strategies to care for children* New York, London: W. W. Norton,

Jackson, C., Hill, K. and Lavis, P. (Eds.) (2008) *Child and Adolescent Mental Health Today: A Handbook* Pavilion Publishing, Brighton,

James, H. (2004) 'Promoting Effective Working with Parents with Learning Disabilities'  
Child Abuse Review 13, 1 31-41.

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

Macleod, J, Hickman, Bowen, E., Alati, R., Tiling, K. and Davey Smith, G. (2008)  
'Parental drug use, early adversities, later childhood problems and children's use of tobacco and alcohol at age 10: birth cohort study. Addiction 103. 17731-43

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

Main, M. and Solomon, J. (1982) Discovery of an insecure disorganised attachment pattern in Parkes, C. M. and Stevenson-Hinde J. (Eds) *The Place of Attachment in Human Behaviour*, London: Routledge.

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

O'Hagan, K. (2007) *Identifying Emotional and Psychological Abuse: A Guide For Childcare Professionals*. Oxford: Open University Press.

Obholzer, A, and Zagier Roberts V. (eds) (1994) *The Unconscious at Work*. London, New York: Routledge.

Reder, P, Lucey, C (Eds) (1995) *Assessment of parenting: psychiatric and psychological contributions*. East Sussex: Routledge.

Reder, P., McClure, M. and Jolley, A. (2000) *Family Matters: The Interface Between Child And Adult Mental Health*. London, New York: Routledge.

Schmidt-Neven, Ruth. (2010) *Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families: Towards the Promotion of Child and Family Wellbeing*. Routledge.

Waddel, M. (2002) *Inside Lives*. London: Karnac Books.

Weare, K, Gray, G (2003) *What works in Developing Children's Emotional and Social Competence and Wellbeing?* London: Crown Printers.

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

### **Useful Journals**

British Journal of Social Work  
Child and Adolescent Mental Health  
Journal of Adolescence  
Journal of Child Health Care  
Journal of Interprofessional Care

The Journal of Child Psychology & Psychiatry and Allied Disciplines  
Journal of Child Psychotherapy  
Journal of Family Therapy  
Journal of Inter-professional Care

**Useful sites**

[www.ejournals.ebsco.com/Home.asp](http://www.ejournals.ebsco.com/Home.asp)  
[www.dfes.gov.uk/everychildmatters](http://www.dfes.gov.uk/everychildmatters)  
[www.dfes.gov.uk](http://www.dfes.gov.uk)  
[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)  
[www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)  
[www.youngminds.co.uk](http://www.youngminds.co.uk)  
[www.aimh.org.uk](http://www.aimh.org.uk)  
[www.aft.org.uk](http://www.aft.org.uk)  
[www.cabinetoffice.gov.uk](http://www.cabinetoffice.gov.uk)  
[www.cebmh.wame.ox.ac.uk](http://www.cebmh.wame.ox.ac.uk)  
[www.eppic.org.uk](http://www.eppic.org.uk)  
[www.gsccl.org.uk](http://www.gsccl.org.uk)  
[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)  
[www.ncvcco.org.uk](http://www.ncvcco.org.uk)  
[www.parenting-forum.org.uk](http://www.parenting-forum.org.uk)  
[www.pippin.org.uk](http://www.pippin.org.uk)  
[www.rip.org.uk](http://www.rip.org.uk)  
[www.scie.org.uk](http://www.scie.org.uk)  
[www.soton.ac.uk](http://www.soton.ac.uk)  
[www.spn.org.uk](http://www.spn.org.uk)  
[www.safeguardingchildren.org.uk](http://www.safeguardingchildren.org.uk)  
[www.waimh.org.uk](http://www.waimh.org.uk)

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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/](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

**CODES**

HESA Code	Description	Price Group
B	Subject allied to medicine	

  

JACS Code	Description	Percentage (%)
B760	Mental health nursing	100%