MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Promoting Child and Adolescent Psychological Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>NMM056</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>
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</table>

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:

<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>Seminars</td>
<td>14</td>
<td>61</td>
<td>0</td>
<td>75</td>
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<tr>
<td>Mental health</td>
<td>Lectures</td>
<td>14</td>
<td>61</td>
<td>0</td>
<td>75</td>
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<tr>
<td>Totals:</td>
<td></td>
<td>28</td>
<td>122</td>
<td>0</td>
<td>150</td>
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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:

<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>Poster presentation</td>
<td>Poster presentation and written assignment, including essay</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
</tr>
<tr>
<td>and supporting 2000 word essay</td>
<td></td>
<td></td>
<td></td>
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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


Government and international policy documents


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


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
www.ncb.org.uk
www.legislationhmso.gov.uk
http://www.dwp.gov.uk/docs
www.official-documents.co.uk
www.rcpsych.ac.uk
www.parenting-forum.co.uk
www.spn.org.uk
www.tsa.uk.com
www.youngminds.org.uk
www.dfes.gov.uk/everychildmatters
www.tso.co.uk
www.blackwellpublishing.com/journals/camh
www.doh.gov.uk
www.mind.do.uk
http://www.scie.org.uk
www.youngminds.co.uk
### Appendix:
See [http://www.hesa.ac.uk/content/view/1805/296/](http://www.hesa.ac.uk/content/view/1805/296/) for the full list of JACS codes and descriptions

<table>
<thead>
<tr>
<th>HESA Code</th>
<th>Description</th>
<th>Price Group</th>
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<tbody>
<tr>
<td>05</td>
<td>Nursing and Paramedical Studies</td>
<td>C</td>
</tr>
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</table>

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