



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Mental Health and Well-being of Children and Young People				
Module Code	UZZSPB-15-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) Integrated Professional Development MSc Advanced Practice MSc Specialist Practice MSc Public Health MSc Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Mental Health and Well-being of Children and Young People TBC	Module Entry requirements	N/A		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
--------------------------	------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Examine the historical perspectives and the development of current CAMHS provision (Component A) • Analyse the relationship within and between agencies that promote children and young people's health, education and wellbeing. (Component A) • Discuss legal and policy frameworks to working with children, young people and their families (Component A) • Evaluate and reflect on practice and ways of working (Component A) • Analyse developmental theories and their relationship to the mental health of children and young people (Component A) • Analyse frameworks for assessment and referral processes (Component A) • Evaluate ways of engaging children and young people in assessments and interventions used (Component A) • Critically evaluate the way the family can impact upon children and young people's mental health (Component A) • Analyse and evaluate the roles and responsibilities of professionals when engaging in interventions with children, young people and their families and

	<p>carers (Component A)</p> <ul style="list-style-type: none"> • Demonstrate an ability to critique evidence based practice (Component A)
Syllabus Outline	<p>Current policy drivers</p> <p>Infancy and young children</p> <ul style="list-style-type: none"> • Attachment and relationship formation in vulnerable children • Promoting infant mental health • Parenting • Parental mental health • Eating and sleep patterns <p>5 to 11 year olds</p> <ul style="list-style-type: none"> • Self esteem and self concept • Parenting <p>Young People</p> <ul style="list-style-type: none"> • Developing a sense of self • Peers and peer pressure • Transition from CAMHS to Adult services • Developmental theories • Children experiencing loss and bereavement (for example, divorce and death) • Assessment of need and referral pathways • Caring for children from ethnic minority groups • Vulnerable children • Risk, resilience, problems and need
Contact Hours	36 hours
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Practice experience • Simulation • Technology enhanced learning • Simulation and skills • Workshops • Lectures and Seminars • Focus groups • Enquiry based learning • Case based learning • Role play •
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core readings

It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

Indicative reading list

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Benamer, S and White K (2008) *Trauma and Attachment*. _the John Bowlby Memorial

Conference monograph 2006 London: Karnac Books.

Christenson, K., Riddoch, G., Eggers Huber, J. (2009) *DBT Skills, 101 Mindfulness Exercises and Other Fun Activities for Children and Adolescents*. Authorhouse: Bloomington.

Dallos, R. & Draper, R. (2010). *An Introduction to Family Therapy: Systematic Therapy and Practice* [online]. 3rd ed. Buckingham: OUP [Accessed 17 February 2013].

Dogra N and Leighton, S (2009) *Nursing in child and adolescent mental health* McGraw-Hill Open University Press.

Gerhardt S. (2004) *Why Love Matters. How affection shapes a baby's brain* [online]. London: Brunner-Routledge [Accessed 17 February 2013].

Rutter M (2010) *Rutter's child and adolescent psychiatry* Wiley-Blackwell.

Stallard P (2002) *Think good - feel good a cognitive behaviour therapy workbook for children and young people* Wiley.

Timimi, S. (2005) *Naughty Boys: Anti-social Behaviour, ADHD and the Role of Culture*. London: Palgrave Macmillan.

Thompson M (2012) *Child and adolescent mental health : theory and practice* London: Hodder Education.

Williams R & Kerfoot M(2005) *Child and adolescent mental health services – strategy, planning, delivery and evaluation* Oxford.

Part 3: Assessment

Assessment Strategy	The assessment for this module allows a diverse range of students to be able to explore their own current and future practice. The purpose of this piece of work is to give students the opportunity to explore in detail the current services that are available for a specific group of infants, children or young people that you are engaged in working with.
---------------------	---

Identify final assessment component and element	A
% weighting between components A and B (Standard modules only)	A:
	B:
	100%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word assignment	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.