



## **Module Specification**

### **Mental Health and Well-Being of Children and Young People**

Version: 2024-25, v2.0, 18 Mar 2024

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## Part 1: Information

**Module title:** Mental Health and Well-Being of Children and Young People

**Module code:** UZUSKA-20-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 20

**ECTS credit rating:** 10

**College:** College of Health, Science & Society

**School:** CHSS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Maternal and Child Health

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** Mental Health and Well-Being of Children and Young People 2024-25

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This CPD course is appropriate for any professional working with children and young people. It explores what childhood is, the impact of trauma, brain development and how as professionals we can help keep young people and their families safe.

**Features:** Module Entry requirements: Must be working currently in an environment that includes children or young people

**Educational aims:** This course aims to deliver education on where the concept of childhood comes from and what has influenced this. To explore how to engage with young people, including acknowledge what can hinder this and what theories may support professionals to do this. The course also aims to support confidence in working with parents, carers and other professionals and enhance competence in how to help keep young people safe when they have thoughts of self harm and/or suicide.

**Outline syllabus:** The syllabus would typically include:

Infancy and young children:

Attachment and relationship formation in vulnerable children

Promoting infant mental health

Parenting

Parental mental health

5 to 11 year olds:

Self esteem and self concept

Parenting

Exploring neurodiversity

Young People:

Developing a sense of self

Peers and peer pressure

How to work with young people who feel unsafe

Developmental theories:

Children experiencing Trauma

Assessment of need and referral pathways

Caring for children from ethnic minority groups

Vulnerable children

Risk, resilience, problems and need

### Part 3: Teaching and learning methods

**Teaching and learning methods:** A variety of approaches will be used which may include:

Seminars

Distance learning

Lecturer and facilitator led

Individual presentations

Role play

Case study presentation

Group work

Videos and people with lived experiences sharing their experience

e-learning (Blackboard)

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critically analyse the concept of childhood and what influences childhood.

**MO2** Critically analyse the challenges that can arise when working with children and young people such as engagement, legal frameworks, neurodevelopment and diversity.

**MO3** Critically evaluate how working with family, carers and support networks can impact on care and treatment for young people

**MO4** Critically evaluate approaches that can be used to support the assessment and safety of children and young people

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Total = 200

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzuska-20-m.html) via the following link <https://uwe.rl.talis.com/modules/uzuska-20-m.html>

## **Part 4: Assessment**

**Assessment strategy:** This assessment is a 3000-word assignment. It will critically explore how professionals can work with children and young people in order to support them within services.

This assignment topic can be applied to a variety of health and social care professions and can align to the student's relevant area of practice. It allows students to critically explore, through a written assignment, topics from the module.

A formative assignment session will be provided, where students can share ideas and receive peer feedback, in addition to receiving feedback from their lecturer.

### **Assessment tasks:**

#### **Written Assignment (First Sit)**

Description: 3000 word reflective assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

#### **Written Assignment (Resit)**

Description: 3000 word reflective assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: