UNIVERSITY
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UNIVERSITY OF SUSSEX
SCHOOL OF PSYCHOLOGY

PG Cert in Low Intensity Psychological Interventions for Children and Young People (CYP)

Module 1
Developmental Models, Psychopathology, and Healthcare Legislation for Children and Young People (CYP)
995C8 2017/2018

Autumn Term 2017

Module Convenor: Dr Gavin Lockhart

NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first seminar.

This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Office in Pev1 2A13 or via psychology@sussex.ac.uk

MODULE INFORMATION & REQUIREMENTS

Module Structure, Aims and Objectives

This module consists of lectures, seminars/workshops, facilitated web-based learning and action learning groups (see Course Handbook and the Umbrella Course Site on Study Direct for further detail/description of these activities). The module is delivered across six teaching days over six consecutive weeks.

By the end of the module students will have gained knowledge in: the application of developmental models to understanding and working with mental health difficulties in CYP; the presentation, diagnosis and measurement of mental health difficulties in CYP; relevant healthcare legislation, policies and frameworks associated with working with CYP in mental health care. Students will also have been introduced to key concepts in the therapeutic relationship and group processes as relevant to working with CYP.

The module aims to introduce/reacquaint students to developmental models and consider their relevance to mental health difficulties and working with mental health difficulties in CYP. Diagnostic systems and the theoretical and empirical debates over their utility will be reviewed, alongside knowledge of how mental health difficulties present in CYP and measures that can be utilised in their measurement and treatment. This teaching will be supplemented with videos of CYP talking about both their experiences of mental health difficulties and use of questionnaires within treatment. The module will also cover legislation and policies in healthcare relevant to CYP and consider the implications for clinical practice, in addition to service delivery models in CYP mental health care. Finally, students will have an introduction to the theory and practice of developing therapeutic relationships with CYP in both individual and group settings, including some experiential learning.

Module Learning Outcomes.

By the end of the module, a successful student should be able to:

1. Demonstrate knowledge, understanding and critical awareness of concepts of mental health and mental illness for CYP

2. Demonstrate knowledge, understanding and critical awareness of diagnostic category systems in mental health

3. Demonstrate knowledge, understanding and crtitical awareness of a range of social, medical and psychological explantory models

4. Demonstrate knowledge and understanding of relevant mental health policy and health and social care legislation

Pre-Requisites

The course does not require prior learning or experience in the field of mental health so there are no pre-requisites for this module. References for independent study will be provided for both

those new to working with CYP or mental health and those with prior experience who wish to extend their understanding of the above areas.

Module Contact Information
Convenor: Dr Gavin Lockhart
Location: John Maynard Smith Building 5D19
Telephone: 01273 876679 / 07391 010916
E-mail: G.Lockhart@sussex.ac.uk
Usual Working Days: Monday, Wednesday, Thursday, Friday

Teaching and Learning
The syllabus details for the module is available via links on the Psychology teaching web pages and via Sussex Direct.

Teaching Days

There will be six one-day lecturers/workshops over six consecutive weeks. Teaching days combine face-to-face teaching, clinical skills practice and an action learning group, with attendance from 9.00am to 5.00pm. Face-to-face teaching includes lectures, facilitated web-based learning, group discussion, debate and reflection. Skills practice includes role play, self-reflection and self-practice (practicing techniques learnt on oneself). Tutor supported action learning groups are aimed at encouraging peer group reflection on teaching and clinical skills practice from each day, to identify further learning that may be required, and to develop personalised learning plans for this using a range of learning methods. In addition to independent study some predefined pre-learning and home practice may be set for specific teaching days.

Students will be expected to actively participate in all components of teaching days and to complete independent study both prior to and following teaching days, with a requirement of 150 hours combined teaching and independent study for each module.

To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture (see lecture attendance etiquette in the Course Handbook and outlined further below).

As part of their honorary contracts with Sussex Partnership NHS Foundation Trust students will also be required to complete online mandatory training (approximately 12 hours maximum) and attend at least one classroom-based mandatory training day during module 1/2 in addition to the University teaching days. Full details of the mandatory training requirements of the Trust are provided on the Umbrella Course Site on Study Direct.

The orientation period on clinical placement begins in the final weeks of module 1 and continues throughout module 2. Students will be informed of their placement details ahead of time and will be supported by their placement link person to complete an induction checklist and placement contract through the first few weeks of orientation.

It is **CRUCIAL** for you to understand that formal examination of this module will be based on material covered in the lectures, seminars **AND** your "essential reading" and self-study/practice for each week. It is also important for you to understand that lectures will **NOT** attempt to 'cover' all such material (and nor will seminars). That is, lectures and seminars are not intended to provide an alternative to you learning the material in your essential reading or additional practice, self-practice and reflection. Any attempt to rely solely on learning material and activities presented in lectures and seminars will severely restrict your ability to do well during formal assessment of this module and to fully understand and effectively deliver the assessment/intervention methods taught throughout the course. Lectures (and seminars) are intended to fulfil functions other than repeating or précising material covered in the essential readings.

Lectures on this module are intended to perform several functions. First, they will provide another 'channel' of communication, allowing you to hear as well as read about (selected) material relevant to the module.

A second function of the lectures is to allow you to review material you have learned so far. If you have already done the essential reading associated with the lecture, ask yourself how well the lecturer has covered that material.

A third function of the lectures is to illustrate the nature of a critical approach to students. The lecturer will sometimes simply explain material. At other times, however, the lecturer will critique the material in some way. University education is about learning how to constructively critique as well as simply absorb information.

You should note that all the study skills advice in existence suggests that straightforward 'absorption' of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from 'interrogating' that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

Clinical based learning and role play allow for theory/practice synthesis. In a clinical module it is vital that the theoretical elements of a subject underpin clinical practice. The clinical based learning, self-reflection, self-practice and role play in the classroom facilitates such synthesising, allowing 'safe space' in which to practice clinical skills and receive feedback. It will be expected that you will undertake role play throughout the module and participate in giving sensitive yet constructive feedback to fellow students.

It is important that learning opportunities are maximised wherever possible during the course. Therefore, we would like you to consider abiding by the following guidance: Arrive in good time for the start of the lecture. If you are unavoidably late please try to inform your course convenor or a fellow student in advance, enter the room with minimum disturbance and do not interrupt the lecturer.
- Please arrive on time for teaching
- Mobile phones should be OFF (or at least on silent if you need to be contacted) and should not be used during group activities/skills practice

- Please do not engage in private conversations while the tutor or your fellow students are talking or during group activities/skills practice
- Please be respectful and considerate in the way in which you address the tutor and fellow students
- Do not pack-up and/or leave before the lecture AND questions are finished.
- Respect rights of confidentiality at all times

All of the above are very distracting for the lecturer and your fellow students and will affect the teaching experience.

Independent study. This might involve extra reading or skills practice with colleagues or others. Not everything you will need or want to know will be covered in the lectures, seminars or essential readings. You need to become familiar with the material you are guided towards and it will be important to take the opportunity to continue to practice newly learnt clinical skills outside of the classroom setting.

Office Hours Your module convenor will be available to discuss or ask about anything module-related on a negotiated basis. Please contact the module convenor to arrange to meet if you need to. In the early weeks of the course you will be assigned a tutor (one of our Psychological Therapies Programme team). Your tutor will again be available on a negotiated basis to offer guidance/support regarding module assignments.

Study Direct You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Module convenors and tutors would prefer to receive queries via the Study Direct module forum than by email.

Books and Reading
Below is some suggested reading. It is recommended that you obtain access to copies in preparation for the module.

- Bee, D., & Boyd, H. (2011). *The Developing Child (13th ed.)*. Pearson Education, New Jersey.
- Carr, A. (2002; 2006). *The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach*, Brunner-Routledge, Hove. Ch 1, Ch 4
- Fuggle, P., Dunsmuir, S. & Curry, V. (2013). *CBT with Children, Young People and Families*. London, Sage. Ch. 1, 2 & 4

You will need to go beyond these texts in preparing for seminars and essays. Use it as a starting point to orient yourself to particular fields of interest, and then pursue other material that appears to you to be relevant. Further references will be also provided on Study Direct and in lecture handouts. There are also extensive web-based materials associated with this module. Details on how to access these will be given at the induction meeting.

Assessment
Assessment details of how, when and where to submit your work can be found on your assessment timetable on Sussex Direct https://direct.sussex.ac.uk

Module Evaluation:
- 2000-Word (theoretical) Essay (100%): Developmental models, mental health difficulties and healthcare legislation

Usually assessment is via e-submission, Sussex Direct will show the mode of assessment. Where submission is listed as – School office, two copies of your written assignment must be submitted to the Psychology School Office, Pevensey 1 2A13 before the deadline. Students must ensure they have completed the relevant coversheet which can be found in the school office.

Drafts
- In principle we our happy to read drafts to support students in developing their written work
- A draft submission can constitute an excerpt of a paper or an essay plan
- A draft should constitute no more than 25% of the total word count or 500 words
- Any draft submission should include a clear request or set of questions identifying specifically what the student wants feedback on
- Tutors will comment on academic style, depth of the work and links to the original question
- Tutor's will make no comment on whether a draft submission is likely to lead to a pass or fail
- No draft submission will be commented on in a two week period prior to assignment submission

Marking
In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the School Office when work is ready to collect.

Students will get feedback in hardcopy and electronically via Sussex Direct
https://direct.sussex.ac.uk

Information on the following can be found at the link below:
- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

Plagiarism and Collusion

Plagiarism is the use, without acknowledgement, of the intellectual work of other people and the act of representing the ideas or discoveries of another as one's own written work submitted for assessment.

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others.

Information on how to avoid plagiarism and collusion can be found here;

http://www.sussex.ac.uk/adqe/standards/academicmisconduct

http://www.sussex.ac.uk/s3/?id=33

Recordings
Any recordings due for submission will need to be handed to the module tutor directly. They will be submitted via encrypted data stick, secure email or on CD in line with the relevant audio and visual recording procedural guidance for each trust and will be stored in accordance with the relevant audio and visual recording procedural guidance for each trust. Details of policies and procedures for submission will be clarified at the start of term and information given on Sussex direct.

Student Evaluation
You will be able to provide feedback on the module, how will be confirmed during the module. We want the module be as good as it possibly can be so all and any feedback is gratefully received.

Teaching Day Topics (NB. Order may be subject to change)

Day 1
• Introduction to, and overview of, the course • Introduction to adult learning • Introduction to professionalism and ethical practice • Developmental theories: implications for understanding and working with mental health difficulties in CYP
Day 2
• Developmental theories and milestones: implications for understanding and working with mental health difficulties in CYP • The biopsychosocial model • Family trees, timelines and diversity • Action Learning Groups
Day 3
• Mental health difficulties in CYP: presentation, diagnostic criteria and prevalence rates • Measuring mental health difficulties in CYP • Action Learning Groups

Day 4
• Legislation: Mental Health Act, Mental Capacity Act, Safeguarding Adults & Children • Action Learning Groups
Day 5
• NICE guidance and care pathways in CAMHS • Care Programme Approach and Team Around the Family meetings • Action Learning Groups
Day 6
• Introduction to therapeutic relationship with CYP • Introduction to group process • Action Learning Groups