Course Handbook

Graduate Diploma/Degree in

Child and Adolescent Mental Health Practice

Academic year 2019-20

Course Leader Sharon Pagett

School of Nursing

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Dear student

Welcome to the School of Nursing within the College of Health and Well-being at the University of Central Lancashire.

There are approximately 37,000 students and staff here at UCLan, so you are joining a well-established community, all of whom aim for the same thing... a great learning experience for all and, ultimately, graduate employment. Our aim is to develop practitioners who have caring and compassion as central tenets of their educational experience and, with our clinical partners, we will strive to help you develop skills in practice as well as an extensive knowledge base.

Here in the School of Nursing we are proud that 98% of our student's secure graduate employment, embarking on education is a huge commitment, personally and financially; we know, we did it too! We know how daunting it can be to study at University, but we are friendly bunch who simply want you to be the best you can be, both academically and in practice.

I could use this space to tell you about our outstanding resources, our leading edge research and our dedicated team of lecturers, but those things speak for themselves and will have already influenced your choice to come to UCLan. I could tell you about the great support that we can provide and signpost you to these; I could tell you about the many opportunities that will be afforded you whilst you are here, but all that will reveal itself within the pages of this handbook, the communications you receive from your lecturers and course leaders and the partnerships that you will engage in during clinical practice. So, I would urge you to immerse yourself in your studies, make the most of all that is available, and develop an enquiring mind, a commitment to hard work and a willingness to make a difference. However, if you feel that you are struggling, personally or academically, please let us know as soon and we **will** listen and do our utmost to support you and to help you make good, healthy decisions. We need you to be prepared to do your best and we will support your progression to a fulfilling and life-changing career.

I am delighted that you have chosen the University of Central Lancashire for your studies and would like to wish you every success in your journey of learning, discovery and personal development.

Dr Karen Wright

Head of School of Nursing

1.1 Rationale, aims and learning outcomes of the course

Your part-time course is an 18 month programme of study at the University (2 Years for the Degree pathway). We have worked closely with staff from Child and Adolescent Mental Health Services who have been involved in the design and development of this course. As you are part-time students you will be employed within a work / practice setting where you have contact with children, young people and their families enabling you to link your work experience with study in the university.

This student handbook is designed to help you get started and to find your way through the next 18mths/2 years of study as easily as possible. The course leader and module leaders will keep you focused and provide information, guidance and help at the appropriate times in the course.

The course offers you a specialist academic qualification that can allow you to specialise in child and adolescent mental health practice in a variety of services. The Graduate Diploma/Degree in Child and Adolescent Mental Health Practice is a recent development, but one that is firmly grounded in government policies and plans to develop the healthcare workforce in the United Kingdom.

Services that have responsibility for children and young people such as the NHS and Education Services are undergoing constant change and need practitioners who are knowledgeable and skilled in their field of practice but also adaptable and flexible.

The course will be kept under review by the course management team to ensure that it meets the needs and demands of contemporary practice. Your views are also important and you will be asked to take part in course review and evaluation in different ways during your study period with us.

The course student handbook is designed to help you find important information that you need to know about the course structure, content and assessment, together with relevant information, policies and regulations related to the course the School of Nursing and the wider University.

If you have any points that you wish to raise regarding the course at any point, please refer to the course leader and / or module leader who will ensure that your views are directed to the appropriate person or committee.

1.2 Course Team
Sharon Pagett (course leader) SPagett@uclan.ac.uk   01772 895530
Sarah Traill   SLTraill@uclan.ac.uk   01772 895104
Nick Bohannon   NBohannon@uclan.ac.uk 01772 893709
Emma Jones   EJones14@uclan.ac.uk   01772 895117
Gill Pope   GPope@uclan.ac.uk   01772 893774

Please note that staff details may change at times due to changes in personnel.

1.3 Expertise of staff
The team have a range of skills and experience in Mental Health, Children's Mental Health, Paediatric Nursing, Research, Forensic Mental Health, Community Nursing and Social Work which enables the team to offer students a wide range of experience and skills to help students develop their skills. The course leader has 15 years clinical experience in a variety of CAMH

settings such as Day Units; Primary Care Services and Core CAMH services. We are also fortunate that we are able to access clinicians in practice to input into the course however this is dependent on the needs of clinical practice.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Students will also be contacted through Blackboard and are encouraged to check for updates on the site on a regular basis.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Celeste Foster, Lecturer in Mental Health Nursing, University of Salford

2. Structure of the course
2.1 Overall structure
The university year is divided into 'semesters' and there are two semesters a year, with a summer period. Your modules are scheduled to run across Semester 1 (September to December) and semester 2 (January to April). At the start of each academic year we will provide more detailed information as to the structure of the year ahead.

The following diagrams demonstrate the planned schedule of modules each year. More detailed information can be accessed through the electronic timetable system e.g. timetables, rooms, attendance dates.
https://www.uclan.ac.uk/students/

Modules have been sequenced to occur in a particular order so that your development is progressive and the knowledge and skills developed in one module provides a foundation for the content of the next module. The first module within the course focuses on 'normal' development in children and young people and family dynamics and processes. The other module delivered in the first semester focuses on developing skills in structured reflection and an appreciation of the underpinning evidence base needed for working with children and young people. The module in the second semester of year one focuses on developing capabilities in the assessment and screening of children and young people with emotional and/or behavioural problems and understanding the services and interventions that are appropriate to use, dependent on an individuals needs. The option modules that follow in the first semester of year two; focus on developing skills in using therapeutic interventions and an appreciation of the evidence base and research supporting those interventions. Consequently, attempting to undertake modules out of sequence would disadvantage students and limit the progressive structure and delivery of the course.

Study days will be on Fridays throughout the first year of the course between 09.00 and 16.00 hours. Morning sessions will be 09.00-12.00 and afternoon sessions 13.00-16.00 hours.

Year 1:   2019/20
- Please note that the dates below relate to study days at the University. Individual tutorials will continue after these dates, assessment information for each module will be given at the start of each individual module.

Year 1:   2019/20
September 2019 – April 2020 Semester 1 and 2

2019   Semester 1

September				October				November					December			
			27	4	11	18	25	1	8	15	22	29	6	13		

2020   Semester 2

January				February				March				April			
10	17	24	31	7	14	21	28	6	13	20	27				

Year 2
September 2020 – December 2021 Semester 1

Re-enrolment will occur September 2020

(For those students undertaking the Graduate Diploma the course will end in December 2020 once all assessments have been completed). Please note Option modules run on different days details will be given at the start of semester 2 in year 1.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity

expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Year 1 Semester 1

NU3147 **Processes of Childhood and Family Life** **Core Module**
The aim of the module is to develop the knowledge and understanding of the practitioners in relation to the development of children within family groups and the effects that differing parenting approaches, social backgrounds and routines can have on this process.

NU2021 **Evidence Based Practice and Reflection** **Core Module**
In order to apply research to practice students need to develop the ability to make critical judgements about the value of research and research articles to their own practice. This critical facility feeds into the development of an evidence based practice approach in the clinical setting. The module involves facilitating students in the use of a variety of different models of structured reflection.

The aim of this module is therefore to extend students' knowledge and skills in both research and reflective processes enabling students to utilise theory in their practice ensuring effective clinical practice

Year 1 Semester 2

NU3024 **Enhancing Practice: Child and Adolescent Mental Health** **Core Module**
The aim of this module is to offer students the opportunity to critically examine health and social care issues within the remit of their individual area of practice with a focus on child and adolescent mental health. Students will be provided with opportunity to analyse the roles of the multidisciplinary/multi-agency teams within the 4 Tier classification of services, explore and debate issues surrounding assessment, therapeutic management of child/adolescent and their family's needs, and resources issues. To provide appropriate effective professional family focused care to children and young people with mental health disorders within a complex health and social care system.

What Modules will I Undertake in Year 2?

**Option Modules Available**

Year 2 Semester 1

In semester one of year two you will select either two standard level six or one double level six option module to complete.

There are a number of option modules that students can undertake, these modules may however run on different days of the week and may not all be available in semester 1 of year two which could prolong the course for some students. Students are advised to seek out this information prior to returning to their studies in September 2017. They will be asked by the course leader to indicate which option module they wish to undertake in semester 2 of year 1. There are limitations in place on some of the option modules such as minimum numbers of students so all option modules may not be available to students every intake; there are also specific requirements for some modules such as CBT (clinical supervision must be in place) and Dual Diagnosis (you must be working with clients with a dual diagnosis) these will be discussed with you by the course leader in semester 2 year 1.

Option Modules Level 6:

NU 3035   Facilitating Cognitive Behavioural Interventions with Children, Adolescents and   Parents (double module 40 credits)

NU 3307   Solution Focused Interventions (single module 20 credits)

NU 3022   Enhancing Solution Focused Interventions (single module 20 credits)

NU 3090   Dual Diagnosis (single module 20 credits)

NU 3609   Self Harming Behaviours (single module 20 credits)

NU 3019   Managing Relationships, Teams and Environments (single module 20 credits)

NU 3161   Enhancing Capability for Working with Personality Disorders (single module 20 credits)

Details of all the option modules will be available on the courses Blackboard space. If you are unsure about which option modules may be the best for you please arrange to meet with your personal tutor to discuss this further.
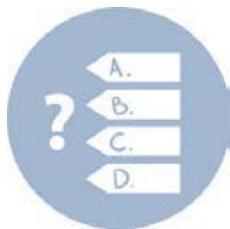
2.3 Course requirements
Core modules are highlighted above also 40 credits from the option modules listed are required for the graduate diploma, those undertaking the degree are also required to complete the professional practice 40 credit module.

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

You can undertake the professional practice module which is a 40 credit module and this which will complete your programme of study to degree level.

2.5 Study Time

2.5.1   Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2   Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Each module requires 12 half or full day's attendance at the university; this will be made up of lectures small group work and discussion.
https://www.uclan.ac.uk/students/

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Sharon Pagett
SPagett@ucaln.ac.uk
01772 895530

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

Students can check their attendance record through myUCLan.
Attendance information can be shared with employers who sponsor your place on this course

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Teaching will involve a broad range of teaching methods including lectures, discussion groups, seminar presentations; problems based learning, role play and experiential learning, structured reflection, small group supervision and video assisted learning. Module handbooks will include more information on this.

A key element of the course is reflective practice. You will be taught a range of reflective models and then have opportunity to use them within the study days in small groups with peers facilitated by lecturers and experienced clinicians from Child and Adolescent Mental Health services. Some of this reflection will then be utilised in assessed course work assignments.

Each module will include a focus on patient and carer perspectives. The course is underpinned by a commitment to developing patient centred care in students. The involvement of patients and carers in the delivery and evaluation of teaching will be undertaken in a variety of ways including:

- use of video and audio assisted learning resources portraying patient and carer viewpoints on care and treatment
- a focus on patient advocacy
- invitation by specialist voluntary groups to meet with students to share their experiences
- inclusion of narrative in problem based learning packages
- reflective essays focusing on practice and patient / carer perspectives
- structured reflection / clinical supervision raising patient and carer needs / perspectives and ethical issues

- introduction to guided self-help materials / resources that empower children, young people and families to manage their own mental health
- encouragement to visit a range of specialist centres / groups / organisations that provides insight into patient and carer perspectives

You will need access to working with children and or young people and their families throughout the course. Students are encouraged to have a practice based supervisor to help with integrating evidence into practice. You are also encouraged to complete a personal development profile as you progress throughout the course to demonstrate evidence of learning and achievement of the core capabilities, this is for your personal development and is not assessed.

Problem Based Learning (PBL) is well established in professions such as medicine, engineering and law. In the traditional approach, the teacher starts by giving new information, describing relevant problems, then showing how the information can be used to solve the problems. But with PBL, the teacher describes the problem - the scenario or situation that the students are asked to investigate - and then the *students* work out what they need to learn, and how to apply their new knowledge as solutions to the problem. The teacher's role is as a facilitator of the student group, keeping them on track and helping them identify resources.

The aims of PBL are to develop your competency in a number of skills which will be important in your professional life:

- Problem-solving
- Self-directed learning
- Small group learning
- Critical thinking skills
- Integration of different parts of the curriculum

Having an actual problem at the beginning provides a concrete application; a peg to hang new knowledge on. Many people find it much easier to learn from examples than from abstract theory. Building up their own links and experiences helps students recall information, so PBL helps them to learn and comprehend new material more easily. In PBL we take a collection of information pertinent to the problem. We learn a little about each and synthesise it to solve the problem, like a jigsaw! PBL will be used as a teaching and learning method in a number of modules on the course.

3.2 Study skills
There are a variety of services to support students and these include
WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Details of how to access resources and the library will be given in the first weeks of your course.
Information on the library can be found at:
https://www.uclan.ac.uk/students/study/library/index.php

From the 2nd week in September 2019 the library will be open 24/7; for details of opening hours and service availability see

http://www.uclan.ac.uk/students/study/library/opening_hours.php

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

https://www.uclan.ac.uk/students/study/library/index.php

Blackboard will also have a range of resources and links that students can access.
All course material will be uploaded to Blackboard along with further suggested reading for some of the sessions.

3.4 Personal development planning
The university encourages students to consider their personal development while on the course resources can be found within the Learning Development Unit which can be accessed from (http://www.uclan.ac.uk/students/wiser/index.php)

3.5 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
 Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

This course can help to support and develop students' skills in working with children and young people with mental health problems in a variety of different settings it is an academic course and not a professional qualification.

4. Student Support

Personal tutors offers general support and advice the personal tutor for all those on the graduate diploma/degree is the course leader Sharon Pagett. As this is a part time course set meetings are not arranged; however if you wish to speak to your personal tutor please contact them to arrange an individual appointment, for students on this course contact details are SPagett@uclan.ac.uk 01772 895530.

4.1 Academic Advisors
Academic advisors will be allocated for each module and this information will be given at the start of each module.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

5. Assessment
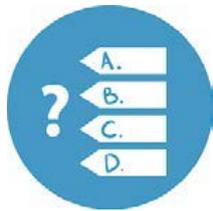
5.1 Assessment Strategy
There are a range of assessments utilised within the course ranging from annotated bibliographies the production of patient information leaflets and written assignments. Some of the modules also have a student presentation element. Further details on the assessments will be given at the start of each module and information will also be included in the module handbooks, formative feedback is also an important aspect of the course and this will be given on a regular basis throughout the course and can be both verbal and written.

5.2 Notification of assignments and examination arrangements
Information on the assessment for each module will be given at the start of the module and will also be made available on Blackboard.
Assignment submission id through turnitin information on this will be given at the start of each module.

5.3 Referencing
APA 6th edition referencing is followed by the university guidelines on this will be made available on Blackboard for students.

5.4 Confidential material
All students should be aware of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Students are encouraged to give feedback throughout the course this can be done formally through questionnaires or more informally within the teaching session. We also encourage students to be involved in course management meetings regarding the course further information on these will be given at the start of the course.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Preston campus
3. University School/Centre	School of Nursing & Caring Sciences
4. External Accreditation	N/A
5. Title of Final Award	Graduate Diploma Child and Adolescent Mental Health Practice
6. Modes of Attendance offered	Part-Time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	QAA framework for HE qualifications (2008)
9. Other external influences	No Health Without Mental Health (2011)DOH (2004) *Every Child Matters: Next Steps.* New Horizons the vision for improving mental Health across all ages (2009) Age appropriate environment duty following changes to S131 of the mental health act (2010)London: Department of Health.

	Local (North West) Core Capabilities for those working with Children, Adolescent and their Families around Mental Health The Ten Essential Shared Capabilities for Mental Health Practice (NIHME / Sainsbury Centre) (2004)
10. Date of production/revision of this form	August 2014

11. Aims of the Programme

- To foster the development of core capabilities and specialist knowledge and skills, fundamental to promote the mental health of children, young people and their families
- To enhance understanding of inter-professional, multi-disciplinary and inter-agency working that demonstrate partnership working and a needs led service responsive to the emotional well being of children, young people and their families
- To enable personal, professional and educational students needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1 Evaluate the knowledge base that underpins and informs practice within the context of current and future practice with children, young people and their families
A2 Critically apply theory to practice in order to enhance professional competence
A3 Reflect upon academic, personal and professional development
A4 Use research to plan, implement and evaluate concepts and strategies leading to improvements in care provision

Teaching and Learning Methods

Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.
Resources will be made available through Blackboard, as appropriate.

Assessment methods

Essay , Case Formulation, Case study, Production of Health Promotion Leaflet,

B. Subject-specific skills

 B1 Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise within the context of the changing environment of health and social care and education, utilising inter-professional, multi-disciplinary and inter-agency working
B2 Utilise specialist knowledge, skills and expertise relating to the range of treatment and services available for children, young people and their families within health and social services, education, independent and voluntary sector organisations
B3 Exercise capabilities necessary for supporting child development, family life and family systems
B4 Utilise knowledge and skills for assessment, screening and referral of children, young people and families with mental health problems

B5 Develop and use flexible and innovative approaches to practice appropriate to the needs of children, young people and their families within national and local policies and procedures
B6 Analyse the perspectives of organisational, economical, political, legal and ethical frameworks that influence service provision
B7 Evaluate the role and mechanisms by which the Child and Adolescent practitioner contributes to the emotional well being of the wider community
B8 Assess the emotional well being of children, young people and their families and other carers, identifying and initiating appropriate strategies for effective care

Teaching and Learning Methods

The student is placed at the centre of a co-operative learning process that will develop skills and knowledge to critically analyse and evaluate approaches to child and adolescent mental health and social care provision. Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.
Resources will be made available through Blackboard. Clinical supervision will be utilised in appropriate modules.

Assessment methods

Case Study, Case Formulation, Presentation, Essay, audio taped assessments will be used in some option modules.

C. Thinking Skills

C1 Actively engage in critical reflection and develop the skills of reflective practice
C2 Formulate a strategy for the continuation of learning and development
C3 Identify and critically appraise key research to support evidence based practice

Teaching and Learning Methods

The student is placed at the centre of a co-operative learning process that will develop skills and knowledge to critically analyse and evaluate approaches to child and adolescent mental health and social care provision. Formal lectures will be used to introduce topics and provide a framework for further study. An integrated theory/practice Problem Based Learning (PBL) approach will also be utilised with lecturing staff guiding and supporting students. Seminars, discussions and debate will extend analytical skills, promoting professional critical thought required at this level of study and practice. Analysis and evaluation will result from critical reflection on the study of recent research and reports, on instances of conflict and /or difficult decision-making in practice.
Resources will be made available through Blackboard.

Assessment methods

Essay, Case Formulation, Case Study, Production of a Health Promotion Leaflet

D. Other skills relevant to employability and personal development

On successful completion of the programme the student will be able to
D1 Demonstrate skills in problem solving, data collection and interpretation
D2 Demonstrate I.T skills via Blackboard and on-line resources literature searching, PBL, presentation skills using
      PowerPoint.
D3 Demonstrate skills in team-working, working within a multi-disciplinary team and inter-agency
      working

| D4 | Enhance skills in self awareness and self management |
| D5 | Demonstrate use of personal development planning by managing own learning and reflection on practice |

Teaching and Learning Methods

Scheduled opportunities which provide the student with feedback about their progress towards meeting the module outcomes / transferable skills are available through the use of critical incident analysis, feedback, presentations, PBL and personal tutorials.

Assessment methods

Essay, Case Study, Presentations, Case Formulation, Production of a Health Promotion Leaflet

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6	NU3024	Enhancing Practice: Child and Adolescent Mental Health (C)	40	**Graduate Diploma** Requires 100 credits at Level 6
	NU3147	Processes of Childhood and Family Life (C)	20	
		Plus 40 credits at level 6 derived from the option modules below		
		Option Modules		
	NU3035	Facilitating Cognitive Behavioural Interventions with Children, Adolescents and Parents	40	
	NU3307	Solution Focussed Interventions	20	
	NU3090	Dual Diagnosis – Substance Misuse and Mental Health Co-Morbidity	20	
	NU3609	Self harming Behaviours	20	
	NU3019	Managing Relationships, Team & Environments	20	
	NU3161	Enhancing capability for working with personality disorder	20	
Level 5	NU2021	Evidence Based Practice and Reflection (C)	20	And 20 credits at Level 5

15. Personal Development Planning

Develop knowledge and skills in using different structured models of reflection
Experience small group supervision using the Padeksy model of Cognitive supervision
Those undertaking the NU3025 Cognitive Behaviour Therapy with Children Adolescents and Families module will establish a supervision contract
Establish a learning contract and use Personal development portfolio with practice based supervisor setting personal goals to guide learning
Exposure to skills based workshops and experiential learning including feedback from self, peers and lecturers
Identify personal strengths and needs for development linked with developing specialist knowledge and skills working with children, young people and their families

16. Admissions criteria

A core professional qualification in, for example, nursing, social work, occupational therapy, counselling, health visiting, school nursing or teaching or working within the field of child mental health plus the academic equivalent to 120 credits at level 4and 80 credits at level5.

Students need to be working with children and adolescents and have access to a suitable clinical supervisor.

17. Key sources of information about the programme

- Graduate Diploma Fact sheet
- Graduate Diploma Flyer
- Mental Health Division Web Page
- Road shows

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills								Thinking Skills			Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	D1	D2	D3	D4	D5
LEVEL 6	NU3024	Enhancing Practice: Child and Adolescent Mental Health.	C	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√
	NU3035	Facilitating Cognitive Behavioural Interventions with Children Adolescents and Parents.	O	√	√	√		√	√		√	√			√	√		√	√	√	√	√	√
	NU3307	Solution Focussed Interventions	O		√	√		√	√		√	√		√		√		√	√	√	√	√	√
	NU3090	Dual Diagnosis – Substance Misuse and Mental Health Co-Morbidity	O	√	√	√		√	√		√	√	√		√			√	√	√	√	√	√
	NU3609	Self Harming Behaviours	O	√	√	√		√	√		√	√	√			√		√	√	√		√	√
	NU3019	Managing Relationships, Teams and Environments	O	√	√	√		√	√	√		√	√			√	√	√	√	√	√	√	√
	NU3161	Enhancing capability for working with personality disorder	O	√	√	√		√	√		√	√	√	√		√	√	√	√	√		√	√
	NU3147	Processes of Childhood and Family Life	C	√				√	√	√			√	√			√		√			√	√	√
L 5	NU2021	Evidenced Based Practice and Reflection.	C	√	√	√	√									√	√	√	√	√	√	√	√

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbook*