MODULE TITLE	Core Skills for Working with Young People with Mental Health Problems and Families				CREDIT VALUE	15
MODULE CODE	PYC3001		MODULE CONVENER		Dr Catherine Gallop	

DURATION	TERM	1	2	3	Number Students Taking Module (anticipated)	23
	WEEKS	5	0	0		

DESCRIPTION – summary of the module content

Applying evidence-based psychological therapies to children, young people and their families requires a combination of fundamental academic knowledge and clinical skills together with a reflective approach to practice. This module delivers the Department of Health's Improving Access to Psychological Therapies for Children and Young People Programme (CYP-IAPT) national curriculum of core knowledge and skills you will need in order to practice effectively as an evidence-based psychological therapist. You will explore how session-by-session measurement and routine outcome monitoring are fundamental components of effective practice. You will have the opportunity to reflect on the importance of user involvement in all aspects of CYP IAPT.

MODULE AIMS – intentions of the module

In this module you will develop your practice in evidence-based psychological therapies for children, young people and families. You will develop the knowledge and core competences required to be an effective practitioner, as determined by the national curriculum for the CYP IAPT Programme.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)
On successful completion of this module *you should be able to*:

Module Specific Skills and Knowledge:

1	Synthesise theory and practice in planning, delivering and reflecting on evidence-based psychological therapies for children, young people and families
2	Apply the generic core competences in evidence-based psychological therapies for children, young people and families
3	Identify how you meet the relevant national core competency standards in psychological therapies for children, young people and families
4	Evaluate the use of routine outcome monitoring in therapy practice

Discipline Specific Skills and Knowledge:

5	Address systematically complex therapy practice problems that may be framed within unpredictable contexts, thinking critically, creatively, and independently
6	Critique the wider ethical and professional issues encountered within psychological therapy practice

Personal and Key Transferable/ Employment Skills and Knowledge:

7	Appraise your personal strengths and weaknesses in training and experience, and reflect upon the implications for your further training needs
8	Function independently and reflectively as a learner and practitioner

SYLLABUS PLAN – summary of the structure and academic content of the module

This module is taught through weekly whole day workshops and half-day small group tutorials in terms one and two. Topics derived from Roth and Pilling (2005) will form the core content of the workshops: mental health services for young people and families, including assessment, outcome measurement, service user involvement, and evidence-based treatments; core competences for addressing mental health problems in young people and supporting parents; ethical issues associated with treating mental health problems in this age group; child protection and professional issues. There will be plenty of opportunities for skills practice and discussion of clinical issues through simulation and problem-based learning.

This module normally involves at least five days of teaching, one at the HEI site and four in the workplace. You will also be expected to dedicate considerable private study time (about five days) to complete the portfolio and prepare for and reflect on supervision.

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	28.75	Guided independent study	121.25	Placement/study abroad	0

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching	23	Lectures and workshops
Scheduled Learning and Teaching	5.75	Small group tutorials – these will be used to debate and reflect upon salient practice issues
Guided Independent Study	36	Reading and preparation for workshops and tutorials
Guided Independent Study	50	Independent role playing/practice with colleagues or personal reflection to develop practice skills
Guided Independent Study	35.25	Preparation of assignments

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
MCQ examination	30 minutes	1-4	Written

SUMMATIVE ASSESSMENT (% of credit)

Coursework	0	Written exams	100	Practical exams	0

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Short answer question examination (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	100	1 hour	1-4, 5-6	Written
Supervisor assessment of clinical competences (this is pass/fail only and must be passed; failure in this assessment will lead to failure in the module and the programme)	0	3,000 words	1-4	Supervisor written feedback
Clinical portfolio (this is pass/fail only and must be passed; failure in this assessment will lead to failure in the module and the programme)	0	3,000 words	1-4, 7-8	Supervisor written feedback

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Short answer/multiple choice examination	Short answer/multiple choice examination	1-4, 5-6	Four weeks after written feedback
Clinical portfolio	Clinical portfolio	1-4, 7-8	Four weeks after written feedback
Supervisor rating of competency	Supervisor rating of competency	1-4	Four weeks after written feedback

RE-ASSESSMENT NOTES

Three assessments are required for this module. In all cases re-assessment will be the same as the original assessment. Where you have been referred/deferred for any form of assessment detailed above you will have the opportunity to retake within four weeks from the date that feedback was provided.

If you pass re-assessments taken as a result of deferral, your re-assessment will be treated as it would be if it were your first attempt at the assessment and the overall module mark will not be capped.

If you pass re-assessments taken as a result of referral (i.e. following initial failure in the assessment), the overall module mark will be capped at 40%.

If you fail re-assessments taken as a result of referral (i.e. following initial failure in the assessment), you will be failed in the module and as a consequence you will be failed in the programme and your registration as a student of the University will be terminated.

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

- Child IAPT National curriculum (2012). London: Department of Health
- Roth, A.D. and Pilling, S. (2007). *Core competencies required to deliver effective psychological therapies.* London: HMSO, Department of Health.
- Fonagy, P. and Target, M. (2005). What works for whom: a critical review for children and adolescents. London: Routledge

ELE – All resources will be made available on ELE. This includes additional material covered in the tutorials, the required readings, information about assessment and additional material (e.g., videos).
Other resources: DVD/audio competency clips from IAPT and University of Exeter teaching team.

CREDIT VALUE	15	ECTS VALUE	7.5
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	6	AVAILABLE AS DISTANCE LEARNING	NO
ORIGIN DATE	09/12/2014	LAST REVISION DATE	15/12/2014
KEY WORDS SEARCH	Supervision, young people, children, improving access to psychological therapies, IAPT, cognitive behaviour therapy, parenting, competency assessment		