



MODULE TITLE		Engagement and Assessment Skills with Children, Young People and Families			CREDIT VALUE	15
MODULE CODE		PYCM008		MODULE CONVENER	Dr Catherine Gallop	
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated)	23
	WEEKS	6	0	0		

DESCRIPTION – summary of the module content

Child and adolescent mental health practitioners assess children, young people and families with a range of mental health problems. This assessment must reflect the child and their family's perspective and must be conducted with the child and family's needs paramount. The assessment should reflect a shared understanding of the child or young person's current difficulties and inform how decisions are made with the family about the best next steps for the child and the family. Possible next steps include giving advice and psycho-education, referral to another agency, care within the multidisciplinary CAMHS team (e.g. for medication or formal psychological therapy) or a low intensity intervention (e.g. guided self-help, brief behavioural activation) delivered by the practitioner themselves.

As a CAMHS practitioner you must be able to undertake a child-centred interview which identifies the child's current difficulties, their goals and those of their family/parents, their strengths and resources and any risk to self or others. You need to understand the child in the context of their family, culture, wider social environment, developmental stage and temperament. You need to engage the child or young person and their carer(s) and other family members and to establish therapeutic alliances. You need to gather appropriate information from different sources, be able to make sense of this and with the family develop a shared understanding. You also need to understand how the child's difficulties fit within a diagnostic framework, identify other physical, developmental or psychological difficulties (e.g. epilepsy, autistic spectrum disorders, attachment history) and know what evidence-based interventions are likely to be appropriate.

No formal pre-requisites are required but you must be able to demonstrate familiarity with diagnostic systems (ICD and/or DSM) as a helpful shorthand to describe symptom patterns and syndromes and familiarity with standard models and approaches for anxiety disorders, depression, and other disorders with an evidence-base for both the models and the treatment.

MODULE AIMS – intentions of the module

The aims of the module are to equip CAMHS practitioners with a good understanding of the incidence, prevalence and presentation of common mental health problems and evidenced-based treatment choices. Skills teaching will develop core competences in active listening, engagement, alliance building, patient-centred information gathering, information giving and shared decision-making.

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	Demonstrate and use core engagement skills (i.e. listening, reflection, alliance building, active questioning, sense checking, and empathy)
2	Use a range of methods (e.g. interview, questionnaire, observation) to conduct comprehensive, structured assessments with children, adolescents and parents which consider multiple historical, family and contextual factors
3	Develop a shared understanding with the child/young person and their family which highlights key factors, identifies goals and outlines the next steps
4	Draw on knowledge of diagnoses and evidence-based practice to help the family make a decision about appropriate interventions
5	Make informed assessments concerning risk in relation to children and young people
6	Assess any current risk to the child or young person, or of the child or young person to others and take appropriate actions
7	Understand and use current diagnostic frameworks relevant to child and adolescent mental health problems
8	Use routine outcome measures (in conjunction with other information gathered) to assess the child's current difficulties and subsequently track change over time
9	Use observational methods, questionnaires, and interviews with the family to develop a shared understanding

	of their current difficulties
10	Carry out a basic functional analysis of a child's presenting difficulties
11	With the family, develop a treatment plan based on the assessment
Discipline Specific Skills and Knowledge:	
12	Summarise basic and essential factual and conceptual knowledge of the subject, and demonstrate a critical understanding of this knowledge
13	Review and evaluate established work and identify some of the strengths and weaknesses of this work
Personal and Key Transferable/ Employment Skills and Knowledge:	
14	Describe a range of key professional and ethical issues related to professional practice within mental health settings and personal development
15	Evaluate your strengths and weaknesses, challenge received opinion and develop your own criteria and judgement, and seek and make use of feedback

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

The module content, module-specific learning objectives, style of delivery and assessment for this module are as dictated by the enhanced evidence-based practice CYP IAPT curriculum. Teaching content will include:

Knowledge Concerning Core Competences, Assessment of Common Mental Health Problems – Concepts of mental health and mental illness; diagnostic classification systems in mental health; patient-centred interviewing; social, medical and psychological explanatory models of mental health; recognition of patterns of symptoms and relation of these to diagnostic categories of mental health difficulties; risk and risk assessment; standardised symptom assessment tools and psychometric instruments; treatment choices and shared decision making; patient attitude and effect on medication and psychological therapy treatment choice; electronic record-keeping systems; recording of interviews and pencil-based questionnaire assessments.

Intensive Skills Practice – Use of 'common factors' communication skills to effectively engage clients and develop an effective therapeutic alliance; patient-centred information gathering; deriving a collaborative definition of the clients main mental health difficulties and impact on daily living; recognising and assessing risk; use of standardised symptom assessment tools and psychometric instruments; managing the emotional content of sessions; appreciation and understanding of the patients perspective or world view.

Brief description of teaching and learning methods:

The aims of this module will be achieved through a series of workshops, which will incorporate lectures, role-plays, and small group discussions. They will be supplemented by e-learning material and experience of putting into practice what has been learned within the workplace. Teaching will be provided by course tutors, supplemented by national experts where appropriate.

Skills-based competences will be learned through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learned through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Knowledge will also be supplemented through e-learning sessions available on the MindEd e-portal. There are six timetabled teaching days. It is anticipated that five days will be delivered at the HEI in a combination of workshops, skills classes, and lectures and that one day will be delivered at the workplace using learning sets in groups. Students will also be expected to work independently between formal teaching sessions.

E-learning sessions to support classroom or workplace learning, or for use in private study could include:

- The therapeutic alliance
- Conducting a developmental assessment
- Overview of diagnostic assessment
- Assessing and managing risk

Contact hours: (Each day is 5.75 hours for accreditation purposes)

- 6 days in total
- 5 day in class in theoretical teaching and clinical simulation
- 1 day in the workplace undertaking supervised practice
- Total contact hours: 34.5 hours

LEARNING AND TEACHING

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

Scheduled Learning and Teaching activities	34.5	Guided independent study	115.5	Placement/study abroad	0
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DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching	28.75	Lectures and practical classes – these will be used to develop clinical competencies in assessment and engagement through tutor supervised small group role-play
Scheduled Learning and Teaching	5.75	Problem-based learning – undertaking PBL as part of a group within the workplace supported by the tutor
Guided independent study	33	Reading and preparation for seminars
Guided independent study	25	Reading and preparation for Problem-based learning including MindEd sessions
Guided independent study	25	Reading and preparation for assignments
Guided independent study	32.5	Self-practice and self-reflection on role plays with fellow students undertaken outside of teaching sessions and 'blogging' of personal reflections upon practice

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
Clinical skills competency assessment of an intervention session	Up to one hour	1-11	Oral/written
Reflective commentary	1,000 words	12-15	Written

SUMMATIVE ASSESSMENT (% of credit)

Coursework	25	Written exams	0	Practical exams	75
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DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Reflective commentary related to assessment session (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	25	1,000 words	12-15	Written and oral
Clinical skills competency assessment (video recording of an assessment session) (this is an assessment of competency and must be passed; failure in this assessment will lead to failure in the module and the programme)	75	Up to one hour	1-11	Written and oral
Clinical portfolio (this is pass/fail only and must be passed; failure in this assessment will lead to failure in the module and the	0	3,000 words	1-11	Written

programme)				
Supervisor assessment of clinical competences to include direct observation of each of the treatment strategies taught, whether through video recording or live supervision – all must reach 50% minimum to be deemed competent on a standardised measure (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	1-11	Written

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
Reflective commentary	Reflective commentary	12-15	Four weeks from the date that feedback was provided
Clinical skills competency assessment	Clinical skills competency assessment	1-11	Four weeks from the date that feedback was provided
Clinical portfolio	Clinical portfolio	1-11	Four weeks from the date that feedback was provided
Supervisor assessment	Supervisor assessment	1-11	Four weeks from the date that feedback was provided

RE-ASSESSMENT NOTES

Four 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 50%.

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.

- 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

Core Reading: cyp refs for assessment and engagement

- Bennett-Levy, J., Richards, D.A, Farrand, P. et al (2010). *Oxford Guide to Low Intensity CBT Interventions*. Oxford: Oxford University Press.
- Lovell, K. and Richards, D. (2008). *A Recovery Programme for Depression*. London: Rethink.
- Silverman, J., Kurtz, S. and Draper, J. (2005). *Skills for Communicating with Patients*. Oxford: Radcliffe

Wider Reading:

- American Psychiatric Association (1994). *The Diagnostic and Statistical Manual of Mental Disorders (DSM IV)*

4th ed. Washington DC: American Psychiatric Association.

- Bazire, S. (2003). *Psychotropic Drug Directory 2003/2004: The Professionals Pocket Handbook and Aide Memoire*. Salisbury: Fivepin Publishing.
- Goldberg, D. and Huxley, P. (1992). *Common Mental Health Disorders: A Biosocial Model*. London: Routledge.
- Myles, P. and Rushforth, D. (2007). *A Complete Guide to Primary Care Mental Health*. London: Robinson.
- World Health Organisation (1992). *ICD-10 Classification of Mental Health and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: World Health Organisation.

ELE: College to provide hyperlink to appropriate pages

CREDIT VALUE	15	ECTS VALUE	7.5
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	7	AVAILABLE AS DISTANCE LEARNING	NO
ORIGIN DATE	09/12/2014	LAST REVISION DATE	20/01/2015
KEY WORDS SEARCH	Children and young people, CYP, Improving Access to Psychological Therapies, IAPT, engagement, assessment, common mental health problems, primary care, evidence-based psychological therapies, clinical competency		

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