

## UNIVERSITY OF ESSEX

### PROGRAMME SPECIFICATION UNIVERSITY TEMPLATE

NB: When entering data, please avoid using bullet points/numbered bullets, or any other formatting styles, ie. italics, underline or bold. It is recommended that you use plain text with paragraph returns and keep the layout as simple as possible. This will avoid any formatting problems when the programme specifications are copied into the MIS Apps database and then shown on the University website. Thank you for your co-operation.

#### SECTION A

<b>Awarding Body/Institution</b>	University of Essex
<b>Teaching Institution</b>	The Tavistock and Portman NHS Foundation Trust
<b>Professional accreditation by</b>	For those undertaking the family observation module on this post graduate certificate course, who successfully complete the course, will also gain the equivalent of Foundation level training in Systemic Psychotherapy professionally accredited by the Association for Family Therapy and Systemic practice in the UK (AFT).
<b>Final Award</b>	Post Graduate Certificate
<b>NQF Level of Qualification</b>	7
<b>Full / Part Time</b>	Part Time
<b>Course Title</b>	Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice
<b>QAA Benchmark Group</b>	The QAA benchmarks for Counselling & Psychotherapy 2013 has been taken into account
<b>2<sup>nd</sup> QAA Benchmark Group</b>	
<b>3<sup>rd</sup> QAA Benchmark Group for Joint Schemes</b>	
<b>JACS Code</b>	
<b>Revision Date</b>	March 2015
<b>Admissions Criteria</b>	<p>An appropriate professional qualification relevant to their chosen career (or equivalent) and at least two years practice experience since qualification (preferably more).</p> <p>A first degree, degree equivalent or evidence of other relevant post registration education/experience.</p> <p>To be in full time or part time posts in which applicants are working with children and/or families experiencing difficulties, be they behavioural, emotional or psychological (this may include managing, teaching or supervising staff) where the candidate has a remit to make a difference in their work (as candidates will be required to bring examples of their work for discussion and reflection).</p> <p>After successful interview students will need to complete a Satisfactory Disclosure and Barring Service (DBS) Check to take up a place (this is undertaken by the Trust)</p> <p>In the case of applicants whose first language is not English, then the normal requirement for postgraduate courses is IELTS 6.5 (minimum 6.0 in each component) TOEFL IBT 91 + (min 18 in each component) depending on the course; UEL and the Trust also accept other English language requirements including country specific examinations.</p>

	<p>International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.</p> <p>Students wishing to undertake D24 as an entry requirement for M34 will be required to demonstrate that they have had personal experience of some form of psychotherapy, prior to the M34 course and/or will be expected to undertake therapy during the lifetime of the M34 course at UEL/Tavistock and Portman Trust.</p>
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**SECTION B**

<b>Course Aims</b>	<ul style="list-style-type: none"> <li>• Develop a rigorous theoretical framework, drawing upon developmental, psychodynamic and systemic theory, for understanding and working with the emotional well-being and mental health of children, adolescents and families; including an understanding of the risk and protective factors that contribute to good mental health and well-being or mental ill health</li> <li>• Develop advanced knowledge of clinical capabilities and skills in working with children and families drawing upon relevant theory, evidence-based interventions and practice based evidence, appropriate to the presenting concerns</li> <li>• Enhance and develop observational skills, particularly in working with unconscious and systemic processes in direct work with children, adolescents and families and in interdisciplinary and interagency work within organisations.</li> <li>• Develop an understanding of relevant theory, for critically understanding the organisational dynamics of the care of children, adolescents, families and adults, particularly in relation to mental wellbeing and mental health practice how these dynamics can both aid and impede effective communication.</li> <li>• Work skilfully with diversity reflecting upon the impact of difference, equity, ethnicity, culture, social class, power and oppression in clinical and professional relationships; exploring the lived experience of service users and their carers and how practice interventions have been experienced by service users and carers</li> </ul>
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<b>Course Outcomes</b>	
<b>A. KNOWLEDGE AND UNDERSTANDING</b>	
<p>Learning methods</p> <p>Lectures. Group discussion in seminars. Exploration of therapeutic practice in work practice discussion seminars. Tutorials. Private study, assignment preparation.</p>	<p>Assessment methods</p> <p>Assignments Seminar observation and feedback Tutorial/supervisor observation and formative feedback</p>
<p>Learning Outcomes</p> <p><b>A1</b> A systematic understanding of theories and research about child, adolescent and family development, of the aetiology of mental health difficulties, their impact upon developmental outcomes and presenting issues</p> <p><b>A2</b> A critical understanding of developmental, psychodynamic and systemic theoretical frameworks and of their application to therapeutic work with children, adolescents and families, when working with emotional and mental health difficulties</p> <p><b>A3</b> Theoretical and experiential knowledge about working with diversity; ethnicity, culture, social class, power and oppression in clinical and professional relationships</p> <p><b>A4</b> Theoretical and experiential knowledge about the functioning of organisations and multi-agency dynamics and an understanding of the impact of the work with children and families, upon agencies and professional systems</p> <p><b>A5</b> Current knowledge about legislation and policy pertaining to the field of the emotional wellbeing and child, adolescent and family mental health and the need for partnership in multiagency work</p>	

<b>B. INTELLECTUAL/COGNITIVE SKILLS</b>	
<p><b>Learning methods</b></p> <p>The reflective opportunities generated by child observation and family observation.  Group discussion in seminars and the experiential group.  Preparation of seminar presentations and assignments.  Three day experiential group relations conference.  Attendance at experiential group.</p>	<p><b>Assessment methods</b></p> <p>Assignments  Seminar observation and feedback  Tutorial/supervisor observation, feedback, formative feedback and clinical assessment</p>
<p><b>Learning Outcomes</b></p> <p><b>B1</b> Thoughtfulness in making sense of a client’s use of language, state of mind and communications</p> <p><b>B2</b> The ability to make links between observations and the use of personal experience in reflexive ways, as a tool for learning, judgement and intervention, conceptualising and presenting thoughts and ideas derived, logically and coherently to clients and colleagues</p> <p><b>B3</b> The ability to critically review, evaluate and utilise theory, evidence based practice, research and practice based evidence in order to recognise presenting issues, have a clarity about treatment options developing; clearly formulated analytical arguments</p> <p><b>B4</b> The capacity to think about family narrative and the social, cultural and ethnic background of the child, young person, adult and family/parents, their specific needs and the implications for the practitioner client relationship</p> <p><b>B5</b> Recognition of the importance of exploring the lived experience of service users and their carers and the impact of this on an ongoing therapeutic relationship</p>	

<b>C. PRACTICAL SKILLS</b>	
<b>Learning methods</b>  Supervised work discussion seminars. Child observation and or family observation.	<b>Assessment methods</b>  Case discussion in supervised work practice seminars and assignments and clinical assessment. Tutorials.
<b>Learning Outcomes</b>	
<b>C1</b>	A capacity to develop emotionally empathetic and respectful relationships with children, families and carers and recognise the potential within these for initiating change and transformation within an individual's mental well-being
<b>C2</b>	The critical use of observational skills and practical capabilities in in relation to particular therapeutic modalities and recognise the impact and interplay between professional and personal experience
<b>C3</b>	A capacity to recognise and begin to work with both conscious and unconscious processes in individual, group and organisational contexts in child, adolescent and family mental health practice; of the different professional identities, roles and responsibilities of those involved and some of the complexities of interdisciplinary and interagency work, in the context of an integrated service agenda
<b>C4</b>	The ability to explore and evaluate in partnership with service users and carers, your own and their experience of the service, identify and explore gaps in the provision of services for children, young people and their families and think about how these might be met, in the context of ever evolving change

<b>D. KEY SKILLS</b>	
<p>Learning methods</p> <p>Group participation Presentations; verbal and written Researching and writing assignments using electronic data bases in the library and excellent library facilities</p>	<p>Assessment methods</p> <p>Assignments Presentation and engagement capacities can be assessed in groups and clinical work Formative assessment and feedback</p>
<p>Learning Outcomes</p>	
<p><b>D1 Effective Communication</b> <u>-Communicate effectively by presenting ideas, thoughts and reflective evidence to others in a clear and concise manner, in written reports and in oral presentations.</u></p>	
<p><b>D2 Information Technology</b> <u>Demonstrate an advanced ability to use information technology to access readings, journals and relevant papers</u></p>	
<p><b>D3 Numeracy</b> <u>Analyse and present data where necessary where necessary, using mathematical techniques</u></p>	
<p><b>D4 Problem solving</b> <u>Articulate complex issues and problems and consider interventions and solutions</u></p>	
<p><b>D5 Working with others</b> <u>Recognise dynamic issues in working as part of a group or team and generate and develop ideas in a cohesive and inclusive way.</u></p>	
<p><b>D6 Improving own learning and performance</b> <u>Through self-directed and reflective learning plan activities and consider one's own performance</u></p>	

## SECTION C

### Course Structure

Please note that for PG courses, the status of each module on exit awards (e.g. PGDip and PGCert on a Masters degree) should be indicated by adding additional columns

Year 1						
Component No.	Compulsory/ Core	FULL Module Code	Module Title	NQF Level	Component Credits	PG Cert
1	Compulsory	Module A	Therapeutic Practice, Concepts and Contexts: applications for practice in working with young people, adults and families with emotional and mental health difficulties		20 credits at level 7	Post grad cert
2	Compulsory	Module Ba  Module Bb	Young Child Observation Seminar OR  Family Observation and systemic theory  NB. Only one of the above options Ba or Bb or is selected		20 credits at level 7	Post grad cert
3	Compulsory	Module C	Introduction to Developmental Science Research and Presenting Issues		20 credits at level 7	Post grad cert
4	Compulsory	Module D	Experiential group		Non-credit rated/Non assessed	Post grad cert
5	Compulsory	Module E	Working Conference Interagency Working: Exploring complex realities (3 day group relations conference)		Non-credit rated/Non assessed	Post grad cert

#### Additional Notes on Module Choices (if applicable)

**Only one of the above options in the observations modules is chosen by students Ba, or Bb is selected**

Unit Ba Young Child Observation Seminar or Unit Bb Family Observation and systemic theory

## SECTION D

### Web page address:

<http://www.tavistockandportman.nhs.uk/training/courses/child-adolescent-and-family-mental-well-being-multidisciplinary-practice-d24>

### Rules of assessment

Students are assessed academically and in respect of their clinical practice. Over the year students undertake three written assignments that are linked to distinct curriculum areas and are assessed on their clinical work with children and families. The three written assignments are linked to the three distinct Module A, B (Ba or Bb) & C and a percentage mark is given for each of these pieces of work.

Module A: Therapeutic Practice, Concepts and Contexts: applications for practice in working with children, young people and families with emotional and mental health difficulties - A 4000 word reflective essay supported by additional evidence of clinical work congruent with modality of work i.e.2 process recordings or 2 transcripts of videotaped clinical sessions.

In Module A there is an assessment of the student's clinical work with children, young people and or families by their work discussion group leader at the end of the academic year, which is marked at pass or fail.

Both of the two assignments for this Module, the academic and clinical assessment components, need to be passed. In addition, given the significant weight given to developing clinical capability in students over the lifetime of this course, this unit is not compensable if failed.

OPTION Module Ba: Young Child Observation Seminar - A reflective commentary of 3,250 words

OR

OPTION Module Bb: Family Observation and Systemic Theory - A theoretically informed essay of 3,500 words, which will include a transcription of a section of the interview with a family and the family genogram.

Module C: Introduction to Developmental Science Research and Presenting Issues - An essay of 3,500 words on some aspect of child development research studied and children's presenting issues, in response to a question taken from a specified list provided at the beginning of the academic year.

A core element of the course is a weekly experiential group in term time and three-day conference Interagency working: exploring complex realities which students are required to attend, although there is no formal assessment of these. The conference explores the complexities of interdisciplinary and interagency working in mental health work with children, young people, adults and families. Attendance at this conference is required for successful completion of the Postgraduate Certificate.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

The students' professional practical work experience is the basis for much of the learning. This is evidenced in the work discussion seminars and the detailed exploration of therapeutic practice with a child or family where the students are required to apply theory, legislation and research to cases with which they are working in their agencies. Two of the three assignments are based on the students work experience.