

# Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice ( D24 )

This programme is only offered at: **Tavistock and Portman NHS Foundation Trust.**

<b>Final award</b>	PGCert
<b>Intermediate awards available</b>	N/A
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation -</b>	
<b>Relevant QAA Benchmark statements</b>	N/A
<b>Date specification last up-dated</b>	July 2014

## Profile

### The summary - programme advertising leaflet

#### Programme content

Within the fields of child care and child and adolescent mental health there are a range of professionals engaged in the task of safeguarding and promoting the emotional and psychological well being of children. This inter-professional course aims to work with professionals across all sectors to develop knowledge and skills in the complex field of child, adolescent and family mental health. The course is organised within a psychodynamic and systemic theoretical framework and draws on relevant research evidence, practical clinical experience and legislation.

The course provides understanding of essential issues in therapeutic work with children young people and families. These will include the latest developmental theory and research in childhood and family development, key presenting issues, key therapeutic concepts in the context of the contemporary socio-political and legal contexts of child care and mental health care practice in England and Wales. It aims to develop sophisticated observational and assessment skills for use in practice work with children young people and families and in use with inter-professional colleagues and agencies the student comes into contact with. The course draws on students' personal and practice experience and facilitates the integration of relevant theoretical ideas and research in order to advanced clinical and supervisory practice.

The course encourages the development of critical analysis and an awareness of self in relation to the integration of theory and practice. Anti-oppressive practice forms an integral part of the teaching on the course. Particular attention is paid to anti-oppressive practice, first by examining the place of difference in the development of self, and later reflecting on the impact of difference, power and oppression in clinical and professional relationships.

This course represents the common provision which we believe should underpin practice with children and their families, across the children's workforce. This Postgraduate Certificate is a one year course in its own right and is also a possible pathway to one of five linked Postgraduate Diploma/MA courses:

- Postgraduate Diploma in Applied Systemic Theory (D4\*)
- Postgraduate Diploma/MA in Psychological Therapies with Children, Young People and Families (M34)
- Postgraduate Diploma/MA in Child and Adolescent Primary Mental Health Care Work (M42\*)
- Postgraduate Diploma/MA in Child Protection and Complex Child Care (M22\*)

*\* Validated by the GSCC for the Higher Specialist and Advanced Award in Social Work (Children, Young People and Families).*

This approach allows the Trust to make better use of the rich multidisciplinary mix of students for shared exploration and learning, in the presence of an integrated children's service (ICS) policy agenda, whilst also maintaining the balance between small group teaching and larger lectures/seminars.

The course is underpinned by the Common Core of Knowledge and Skills central to The Every Child Matters agenda which is shaping child care policy and practice in England and Wales and CAMHS common core functions (Skills for Health/DOH 2007). It is designed to provide an advanced level of study for Counsellors, Social workers, Child and adolescent primary mental health care workers, CAMHS practitioners, Nursing practitioners and Fostering and adoption staff and Carers.

The course would be suitable for practitioners in Counselling, Social work, nursing, CAMHS, CPMHW, Education and other childcare/family settings and welcomes applications from the statutory, voluntary and private sectors.

### **At UEL/Tavistock and Portman NHS Trust**

The unique character of the course is rooted in the following:

- A specific and integrated multimodal theoretical framework drawing upon psychodynamic and systemic theory for understanding, safeguarding and promoting good developmental outcomes and emotional and psychological well being for children, young people and families.
- A multidisciplinary course with candidates drawn from the range of disciplines, in which this rich wealth of experience is used to promote greater understanding of the issues and explore the difficulties and potential of inter-professional and multi agency work with children, young people and families.
- The use of a range of different teaching methods, such as application seminars, child observation, family observation and work practice discussion seminars, through which the course draws upon and integrates the individual's practice experience with relevant theory and research.
- Teaching by practising clinicians, practitioners and researchers in the field of child and family work.
- A focus on the organisational dynamics of child and family care and mental health practice in the Interdisciplinary and Inter-agency context of an Integrated Service Agenda (ISA).
- A focus on developing highly capable skilled and reflective practitioners, able to apply ideas and work creatively in complex and changing environments.

## **Admission requirements**

1. Normally, an appropriate professional qualification relevant to their chosen career. Progression onto one of the four linked MA pathways may require students to hold a professional qualification. Social workers should have a C.Q.S.W. or Dip.SW or equivalent.
2. Normally, at least two years practice experience since qualification, preferably more.
3. Normally a first degree, degree equivalent or evidence of other relevant post registration education/experience.
4. To be in full time or part time posts in which they are working with children and/or families experiencing difficulties (this may include managing, teaching or supervising staff) as candidates will be required to bring examples of their work for discussion and reflection.
5. Candidates eligible to register for a post Qualifying Award in Social Work at the Higher Specialist and Advanced Level undertaken over the second and third years of some Integrated PGDip/MA's validated against GSCC competences (D4, M22, M42) will need a PQ Award in Specialist Social Work (children, young people and families) or demonstrate at interview that their practice experience meets the specialist level requirements and that they are ready to engage with higher specialist and advanced levels of learning and practice.
6. Students wishing to undertake M34 will be required to demonstrate that they have had personal experience of some form of psychotherapy, prior to the 2nd and 3rd years of the course and or will be expected to undertake therapy during the lifetime of the course.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

## **English Language Requirements**

In the case of applicants whose first language is not English, then the normal requirement for postgraduate courses is IELTS 6.5 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. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate courses.

All applicants are sent a detailed written account of the course and an application form.

## **Selection**

By: (a) Application form

(b) A written reference from the student's workplace supporting their application and another relevant reference

(c) By interview. Candidates are required to bring to the interview a written account of a piece of work with a child, young person or family which they will be expected to discuss

All interviews are undertaken by staff members from the Tavistock Clinic. Applicants are expected to submit photocopies of their professional and academic qualifications at interview. In addition all students offered a place are required to have an enhanced CRB check which will be arranged the Trust.

Students that apply to enter stages of the course may be admitted through normal Accreditation of Prior Experiential Learning (APEL) or Accreditation of Prior Certificated Learning (APL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate evidence that they have the required learning outcomes as listed in the units for which they are seeking exemption.

### **Programme structure**

The Postgraduate Certificate (60 M level credits) consists of one day a week study over one academic year.

### **Learning environment**

This taught course consists of the following: lectures, observation seminars, application seminars, supervised work discussion seminars of therapeutic practice undertaken in work placement, tutorials, an experiential group. In addition, students are expected to attend a non assessed 3 day working conference exploring inter-agency work in child and family settings; Interagency Working: Exploring its complex realities in order to successfully complete the Post Graduate Certificate

### **Assessment**

Candidates are assessed academically and in respect of their clinical practice. In Year 1 candidates 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 curriculum Units A, B (a or b) & C and a percentage mark is given for each of these pieces of work.

**Unit A:** Therapeutic Practice, Concepts and Contexts: applications for practice in working with children, young people and families with emotional and mental health - A 4000 word reflective essay + additional evidence of clinical work congruent with modality of work i.e.2 process recordings or 2 transcripts of videotaped clinical sessions.. This counts towards 70% of the overall aggregate mark.

In Unit A there is an assessment of the student's clinical work with children and families by their work discussion group leader at the end of the academic year, which counts as 30% of the aggregate mark.

Both of the two assignments for this Unit, 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 Unit Ba:** Young Child Observation - A reflective commentary of 3,000 words (based on 3 child observation reports of 1500 words)

**OR**

**OPTION Unit Bb:** Family Observation and Systemic Theory - A theoretically informed essay of 3500 words, which will include a transcription of a section of the interview and the family genogram.

**Unit C:** Introduction to Child Development 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 three day conference which students are required to attend although there is no formal assessment. The conference explores the complexities of interdisciplinary and interagency working in mental health work with children, young people and families. Attendance at this conference is required for successful completion of the Postgraduate Certificate.**

### **Relevance to work/profession**

The candidates' professional practical work experience is the basis for much of the learning. This is evidenced in the work discussion seminars and the supervision 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.

### **Thesis/Dissertation/project work**

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### **Added value**

1. The opportunity for candidates to engage in multi-disciplinary and multi-agency learning and share inter-professional experience in the context of policy imperatives regarding integrated children's services (ICS)
2. The Tutors are working practitioners: Tutors include practising psychiatrists, clinical and educational psychologists, social workers, nurses, child and adolescent psychotherapists, psychologists, family therapists. Many of them work in other clinics, hospitals or therapeutic settings. Training is designed to provide a space in which individuals may learn to think, to experiment, and to develop a greater capacity for observation and reflection.
3. Different opportunities to learn from experience and different training forums have been designed to provide a space in which individuals may learn to think, to experiment, to consider the personal/professional interface of such work and to develop a greater capacity for observation and reflection.
4. Expert research: the training we provide is further enriched by the strength of our research activities. Many of the staff who teach and practice at the Clinic, are actively involved in research activities and are recognised nationally and internationally as experts in their field subject.

5. The course serves as the 1st year for one of 4 possible Post grad Diploma/MA pathways offering both a rich multidisciplinary student cohort but equally a choice of possible pathways into further specialism
6. Social Workers undertaking the relevant GSCC validated pathways (D4, M22, M42) can obtain the Higher Specialist/Advanced Award in Social Work and with successful completion of the MA the full Advanced Award in Social Work (Children, Young People and Families)
7. Supervised Clinical work: Students who undertake clinical training in the 2nd (M22, M42, M34) and 3rd year (M34) do supervised clinical work either in The Tavistock & Portman NHS Foundation Trust or in another institution. Clinical trainees are responsible to a senior member of staff for all the clinical work they do in connection with their training and provided with supervision on their work.
8. Flexible and relevant learning: the course has been developed to meet the needs of those who work in the CAMH mental health field, or whose work contains a mental health dimension. Our aim is to provide a rich resource for a wide range of professionals, disciplines and those working in relevant voluntary sector organisations.

### **Your future career**

The course equips students with the knowledge and skills for advancement in clinical work, management or consultancy in working with children, young people and families

### **How we support you**

Candidates are supported through individual and group tutorials. There are also regular course meetings whereby the candidates can engage with a dialogue with staff about the course. The library provides an excellent service for candidates studying in the field of child care/ mental health including electronic access to journals.

### **Bonus factors**

The opportunity to undertake supervised work practice seminars with a range of highly skilled professionals in the Tavistock Centre which has an international reputation for its work in the field of child, adolescent and adult mental health.

In 2006-07 the trust implemented MOODLE. MOODLE is a virtual learning environment accessible to students on courses validated by the trust's university partners. Each academic course has been allocated a MOODLE page which contains substantial information and resources. Students can hold virtual meetings in chat rooms and debate over a longer period of time using the discussion forum. MOODLE represents a significant technological advance for the Trust and offers excellent support to students, particularly those studying part time or at a distance. Students also have access to UEL libraries.

This stimulating and creative course offers a unique opportunity for qualified professionals working in all branches of the caring professions with children, young people and families to engage in study for a higher academic award and to develop knowledge, skills and capabilities in understanding the essential issues in therapeutic work with children young people and families; such as the latest developmental theory and research in childhood and

family development, key presenting issues and evidence based practice in relation to these and key therapeutic concepts.

The course draws on students' personal and practice experience and facilitates the integration of relevant theoretical ideas and research in order to advanced clinical and supervisory practice.

It aims to develop sophisticated observational and assessment skills for use in practice work with children young people and families and in use with inter- professional colleagues and agencies the student comes into contact with. The course encourages the development of critical analysis and an awareness of self in relation to the integration of theory and practice.

The course is informed by the current legal, policy and research frameworks underpinning child care practice in England and Wales. Learning is supported through lectures, seminars (including seminars supervising therapeutic practice undertaken in the student's agency), an experiential group and individual tutorials. The course encourages the development of critical analysis and an awareness of self in relation to the integration of theory and practice. Anti-oppressive practice forms an integral part of the teaching on the course. The multi-professional nature of both the course membership and teaching staff encourages collaborative links with other agencies and disciplines.

Excellent library facilities are available.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Develop a rigorous theoretical framework for understanding and working with child and adolescent mental health and emotional well-being and an understanding of the factors and processes that can lead to mental ill health
- Develop a sound theoretical framework for understanding, safeguarding and promoting child and adolescent mental health
- Enhance and develop professional expertise particularly in working with unconscious and systemic processes
- Develop informed and skilled inter-professional and inter-agency practice
- Work skilfully with diversity

#### **What will you learn?**

##### **Knowledge**

- To develop a critical understanding of the psychodynamic and systemic therapeutic theoretical frameworks and models and of their application to work with children, adolescents and families
- Theories and research about child, adolescent and family development

- Theories and research about the aetiology of abuse and its impact on developmental outcomes for children
- Theoretical concepts relevant to working effectively with children and families where there are concerns about emotional and psychological well being and knowledge of relevant legislation and policy framework re CAMHS and of services provided to children
- Theoretical and experiential knowledge about working with diversity
- Theoretical and experiential knowledge about the functioning of institutions and the impact and management of child and family dynamics on professional systems and practice
- The opportunity to develop, explore and apply knowledge and skills obtained in relation to 4 specific Post-grad Dip/MA pathways.

### **Thinking skills**

- The integration of theory and practice leading to the capacity to conceptualise and develop hypotheses based on different theoretical models.
- The capacity to reflect and use personal experience as a tool for learning and intervention
- The ability to use theory to communicate with (and supervise) others

### **Subject-Based Practical skills**

- The capacity to analyse practice data in all its forms
- The integration of practice data and theory leading to the capacity to conceptualise and develop hypotheses based on different theoretical models and evidenced based practice
- Enhance and develop professional expertise particularly in working with unconscious processes and systemic processes in individual, familial and organisational contexts
- Recognise the impact and interplay between professional and personal experience
- Work skilfully with diversity and the impact of socio-economic, cultural ethnic and gender issues.
- Develop effective multidisciplinary communication in the context of evolving integrated children's services (ICS)
- Develop the skills of others

### **Skills for life and work (general skills)**

- Effective communication skills – verbal and written
- Skills in analysis and conceptualisation
- The ability to manage appropriate boundaries.

## **Structure**

### **The programme structure**

#### **Introduction**



All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this course is **60 credits at M level**. There are three units of 20 credits:

**Unit A: Therapeutic Practice, Concepts and Contexts: applications for practice in working with children, young people and families with emotional and mental health difficulties** (runs over three terms and is both an academic and clinical unit accompanied by work practice discussion seminars)

**Option Unit Ba) Young Child Observation Seminar OR Unit Bb) Family Observation and systemic theory** (runs over three terms and involves students undertaking a child/young person observation or family observation) (Choice of Unit will be for M22 (Unit Ba) and D4 (Unit Bb) students dependent on requirements' of MA t[pathway if proceeding to PGDip/MA)

**Unit C: Introduction to child development research and presenting issues** (runs over three terms alternating child and young person's development with presenting issues)

In order to successfully complete the course candidates must obtain all 60 credits must also complete the 3 day group relations working conference. Candidate cannot be awarded partial credits.

### **Typical duration**

The Postgraduate Certificate is normally undertaken over the course of one academic year

### **How the teaching year is divided**

The teaching year begins in October and ends in June and is divided into three terms

### **What you will study when**

All elements of the course are compulsory and take place over the course of the academic year.

Lecture series in Therapeutic practice, Concepts and contexts + work practice discussion groups

Lectures in Child and Young person development and Presenting issues

Young Child Observation or Family Observation and systemic theory seminars

Experiential Group (For some MA pathways)

3 day group relations experiential conference. Interagency working: exploring its complex realities

60 M level credits

<b>Yr</b>	<b>Unit title</b>	<b>Credits</b>	<b>Status</b>
M	Unit A Therapeutic Practice, Concepts and Contexts: applications for practice in working with children, young people and families with emotional and mental health difficulties and work practice discussion seminars	20	Core
M	Unit Ba Young Child Observation Seminar <b>OR</b> Unit Bb Family Observation and systemic theory	20	Core (Ba or Bb)
M	Unit C Introduction to child development research and presenting issues	20	Core
	Experiential group	Non credit rated AASW credits	Core
	Workshops: Working with Diversity and The perspective of Service Users: holding on to professional values when working with complexity	Non credit rated AASW credits	*
	Working Conference (year 1) Interagency Working: Exploring its complex realities (3 day group relations conference)	Non credit rated AASW credits	Core

*\*Core or Optional dependent on course pathway(Core for GSCC validated MA pathways)*

D24 is a pre-requisite for M22, M42 and an optional first year for D4, all of which have been accredited by the General Social Care Council (GSCC) to offer higher specialist and advanced learning for registered Social Workers eligible to study at Higher Specialist and

Advanced Award levels (Children, Young People and Families). Any registered Social worker undertaking D24 who wishes to register with the GSCC for any of the above courses will need to successfully demonstrate all the competency requirements of D24 details of which are attached to each unit specification.

### **Requirements for gaining an award**

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.

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## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

#### **Knowledge is developed through:**

- Lectures
- Group discussion in seminars
- Supervision of therapeutic practice in work practice discussion seminars
- Tutorials
- Private study, assignment preparation

#### **Thinking skills are developed through:**

- 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 working conference
- Attendance at experiential group and Diversity and Service user workshops\*

#### **Practical skills are developed through:**

- Supervised work discussion seminars
- Child observation and or family observation

#### **Skills for life and work (general skills) are developed through**

- Group participation
- Presentations; verbal and written
- Researching and writing assignments using electronic data bases in the library and excellent library facilities

### **Assessment**

#### **Knowledge is assessed by**

- Assignments
- Seminar observation and feedback
- Tutorial/supervisor observation and feedback

### **Thinking skills are assessed by**

- Assignments
- Seminar observation and feedback
- Tutorial/supervisor observation and feedback

### **Practical skills are assessed by**

- Case discussion in supervised work practice seminars and assignments
- Tutorials

### **Skills for life and work (general skills) are assessed by**

- Assignments
- Presentation and engagement capacities can be assessed in groups and clinical work

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

- Before this course started the University checked that:
- there would be enough qualified staff to teach the course
- adequate resources would be in place
- the overall aims and objectives were appropriate
- the content of the course met national benchmark requirements
- the course met any professional/statutory body requirements
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy, and student support mechanisms

This is done through a process of course approval which involves convening a panel of academic experts including some subject specialists from other institutions. Each panel scrutinises available documents and talks to the staff who will teach the course before deciding whether it can be approved

#### **How we monitor the quality of this programme**

The quality of this course is monitored each year through evaluating:

- external examiner reports (considering quality and standards)
- statistical information (considering issues such as the pass rate)
- student feedback

Drawing on this and other information an Review and Enhancement Process is drawn up by the staff who teach the course that is reviewed at departmental and faculty level.

Once every five years the University undertakes an in-depth review of the whole subject area. This is undertaken by a panel that includes at least three external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This course has a course committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the course (e.g. library/technician staff). The committee is responsible for the quality of the course. It oversees preparation of the Review and Enhancement Process and proposes changes to improve quality. The course/subject area committee plays a critical role in the University's quality assurance procedures.

### **The role of external examiners**

The standard of this course is monitored by two external examiners. External examiners have two primary responsibilities:

- To ensure the standard of the course
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- g that regulations are followed
- Providing feedback to the University through an annual report that enables us to make improvements for the future

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Feedback from student representatives on course committee
- Anonymised Unit and Course evaluation forms at the end of units/years
- Staff & student plenary session

Students are notified of the action taken through:

- Circulating the minutes of the course committee
- Regular verbal feedback via the programme coordinator

## Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- An Annual Quality Assurance report to GSCC who will provide feedback in respect of the programme's performance in relation to developing professional competence.
- The Social Work Board of Studies holds consultative meetings with employers and service users to review programme performance.

## Further Information

### Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
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### Where you can find further information

Further information about this programme is available from:

- The UEL web site [www.uel.ac.uk](http://www.uel.ac.uk)
- UEL Manual of General Regulations and Policies [www.uel.ac.uk/qa/manual/](http://www.uel.ac.uk/qa/manual/)
- UEL Quality Manual [www.uel.ac.uk/qa/qualityass\\_resp.htm](http://www.uel.ac.uk/qa/qualityass_resp.htm)
- The Tavistock & Portman NHS Trust website [www.tavistockandportman.nhs.uk](http://www.tavistockandportman.nhs.uk)
- [The Tavistock & Portman NHS Trust programme website](#)