Child and Adolescent Mental Health

www.le.ac.uk/greenwood

Greenwood Institute of Child Health
Background to the Course

The Greenwood Institute of Child Health was opened in 1993. This was an academic development supported by the University of Leicester, the Leicestershire Partnership NHS Trust and the Institute’s benefactor, Dr Hugh Greenwood.

The Greenwood Institute has responsibilities in teaching and research. We organise and teach the undergraduate child psychiatry curriculum, are involved in teaching on other related parts of the medical undergraduate curriculum and actively support and participate in teaching postgraduate child mental health. We conduct, supervise and manage research in child mental health and related areas.

Our aim is to work collaboratively with other departments and agencies in teaching and research in order to achieve an appropriate skills mix in each area of activity, ensuring a high standard of attainment for all our students.
Aims

The principal aims of the course are to equip practitioners with a sound, academic knowledge of the range of factors that influence child mental health, and to enable students to effectively question – and to build on – the basis of their understanding and perspectives. This knowledge will underpin students’ existing practical experience with evidence-based expertise, but will also develop an appreciation of the strengths and limitations of research evidence.

The course will also provide a sound and thorough understanding of key disorders in childhood and adolescent mental health, and explore the principles in their management.

By completing the course students should be able to enhance their careers in the field of child and adolescent mental health, and to generate new skills for the benefit of their clients and service provision.

Why Study Child and Adolescent Mental Health at Leicester?

- An internationally respected, formal qualification awarded by the University of Leicester.
- The opportunity to learn in a multi-disciplinary forum from tutors who have an extensive wealth of experience in clinical practice and academia relating to child and adolescent mental health and research.
- An evidence-based framework of child mental health and other key issues relevant to child mental health professionals to support practice-based experience.
- Theoretical background supported by clinical relevance to improve the delivery of clinical care, especially in areas which are major components of the child mental health worker role, such as primary care, inter-agency and community services.
- Implications for practice worldwide by sharing knowledge and experience.
- An opportunity to learn using a variety of learning methods, including critical evaluation.
- Studying part-time allows students to easily fit their course commitments into working and family life.
- Flexibility to choose the level of study to suit individual needs, with progression opportunities from the Certificate to the Diploma to the MSc.
Learning Outcomes

By completing the course students should be able to:

• Compare and contrast how mental health and illness are understood in different contexts and cultures.

• Evaluate the impact of sociological and legal factors on how mental health is formulated.

• Describe child and family development and evaluate the strengths and limitations of the different explanatory theories.

• Describe and critically evaluate the relevance of biological, psychological and social aetiological factors in child mental health.

• Describe the different components of an effective child mental health assessment.

• Reflect on their own assessment skills and those that need further improvement.

• Describe the presentation of some common child mental health problems.

• Describe the key principles of commonly used therapies including behaviour therapy, cognitive therapy, social skills training, family therapy and family work and counselling support.

• Identify those problems that can be managed in primary care and those that need referral to more specialist services.

• Apply the learning from the module to their own practice.

• Critically evaluate their organisation’s part in the management of children with multiple needs.

Relevance to Child and Adolescent Mental Health Services

Managers may ask why is this course of benefit to CAMHS, and of relevance to workforce plans?

Our answer is that the objectives, content and structure of this course are guided by national workforce plans to improve and increase professional skills and staff across a number of agencies, in order to achieve a comprehensive CAMHS and provide an effective and evidence-based service. Practitioners who completed our previous courses have re-invested their new skills to their own service and professional discipline. For these reasons, the course will appeal to service and professional managers, as it provides excellent “value for money”.

We will be delighted to discuss the relevance of the course to high service quality and workforce plans directly with interested service or professional managers, and commissioners.

Our Academic Department was previously commissioned by the Department of Health to develop and evaluate national CAMHS training guidelines for commissioners.

Who Will the Course Benefit?

Our Postgraduate Certificate in Child and Adolescent Mental Health is relevant to all those working with children and adolescents who have a need for formal training to become recognised child and adolescent mental health professionals and/or to enhance their existing skills. The following professional groups will find it of particular interest:

• Doctors

• Registered mental health nurses

• Psychologists

• Paediatric nurses

• Teachers

• Occupational therapists

• School nurses and other nurses

• Professionals working in voluntary agencies

• Social workers

• Other child health professionals who have a particular responsibility for child mental health in any international health and welfare systems

The part-time aspect of the course opens up the opportunity to those with commitments that would normally prevent full-time study. We are not able to offer a full-time option.
Staff

We offer a unique opportunity to students to learn from a wealth of expertise from both clinical and academic staff attached to the local Child and Adolescent Mental Health Service, the University of Leicester and other outside agencies. The wide range of clinical and academic experience offers students a solid base to start their studies from and a comprehensive structure to support them during their course.

Staff from the University of Leicester include:

**Professor Nisha Dogra**  
Course Director, Module Leader  
Professor of Psychiatry Education  
Honorary Consultant in Child and Adolescent Psychiatry  
BM, DCH, MRCPsych, PhD, MA, PG Cert. Systemic Family Therapy

Nisha has been involved in a wide variety of teaching and training events in undergraduate and postgraduate education, locally, nationally and internationally. Nisha is a member of the Institute of Learning and Teaching, which recognises quality teachers. Her research interests include effective methods of training, evaluation of training, young people's perceptions of mental health services, training in diversity and its impact on healthcare outcomes and service delivery. Clinical areas of interest include adolescents, substance misuse in young people and audit.

**Professor Panos Vostanis**  
Module Leader  
Professor and Honorary Consultant in Child and Adolescent Psychiatry, Director of the Greenwood Institute  
MB, MD, MRCPsych

Panos has been involved in the development of a multi-agency training programme in child mental health. His current research addresses the mental health needs of children exposed to trauma and living in adversity, the detection of protective factors, and the evaluation of treatment interventions and service models. Target populations include homeless children and families, young people looked after by local authorities, children living in deprived communities, victims of violence and abuse, young offenders and children of war.

**Dr Michelle O’Reilly**  
Module Leader  
Senior Lecturer in Psychology and Research Consultant  
BSc (Hons), MSc, PhD

Michelle’s main role is as a research methodologist where she specialises in teaching and supervising qualitative research. Michelle is trained in qualitative methods, particularly discursive psychology and conversation analysis and undertook a PhD in which she examined children with behavioural problems in family therapy.
Certificate

The modules for the Certificate are entitled “Mental Health and the Community” and “Specific Mental Health Problems of Childhood and their Management”.

Assessment will be via presentations, student-led sessions, tutorials and assignments.

Successful students will be offered the opportunity to progress onto Diploma and MSc level. The Diploma includes two further 30-credit modules on specialist topics such as consultation, research methods, service development and evaluation and will involve an extra year of study. The Master’s involves the completion of a research dissertation during the third year, which is supported through individual and group supervision.

Induction and Certificate Modules

Induction Course

An overview

The induction materials have been designed to give students a good head start with their studies by familiarising them with the fundamental support structures within the university and also to give them an understanding of the skills that they will need to develop during the course.

Module 1: Mental Health and the Community (30 credits)

An overview

The aim of this module is to provide a sound academic knowledge base of the factors that influence child mental health and also to enable students to effectively question the basis of their understanding and perspectives and to build on these. The module is divided into four key units which are: Setting the Context; Child and Family Development; Aetiology of Child Mental Health Problems; and Assessment in Child Mental Health. The emphasis is on a sound theoretical knowledge of normal development and critical analysis of the theories of development.

Module 2: Specific Mental Health Problems of Childhood and Therapeutic Interventions (30 credits)

An overview

This module aims to provide a sound and thorough understanding of key disorders in child mental health and their management. It considers the group of mental health problems that can occur in childhood and adolescence as well as considering specific common disorders/problems. It is also designed to cover the key principles in the management of child mental health problems. There is an overview of strategies available with an emphasis on planning management with effective resource use. The principles of team working to deliver quality care will be addressed. Students will also be expected to consider in more detail those strategies that can be applied by non-mental health professionals. This module includes extensive practice-based learning, which is reflected in the total hours of study for the course.
Progression

From 2013 we will be offering a Diploma and MSc in Child and Adolescent Mental Health. Students who successfully complete the Certificate will be eligible to continue to the Diploma and then Master’s.

Diploma

The Diploma in Child and Adolescent Mental Health is comprised of two modules:

Module 3: Research Methods in Child and Adolescent Mental Health (30 credits)

An overview

This module provides a sound academic knowledge base of the broad practical issues involved in conducting a research project with children and also to enable students to effectively question the basis of their understanding and perspectives in terms of how they might influence the research process.

Module 4: Service Development, Evaluation and Provision (30 credits)

An overview

This module is designed to reflect on the key areas that are central to the role of a mental health worker. The module focuses on different service models and how these can be developed and evaluated. The objectives of liaison, consultation and multiagency working are explored as models of engaging with other services and agencies. It aims to describe a range of service models, to consider how to develop and evaluate such services and working with other agencies. The module also considers the specific issues and skills required to undertake service delivery and evaluation effectively.

Master’s Degree

Students who have been successful in completing the Diploma will be invited to continue their studies for a third year and complete a research dissertation in order to be awarded an MSc in Child and Adolescent Mental Health.

An overview

The Master’s dissertation is designed to build on the concepts taught in earlier modules within an academic research framework. The MSc utilises the skills that students have learned and addresses more advanced research issues by implementing different research methodologies, designing and implementing a comprehensive research protocol, gathering and analysing data, relating the findings to established literature and formulating a conclusion and future research questions.
Facilities Teaching and Assessment

Facilities

We invest over £6m a year in our award-winning Library. As a Leicester student, you will have access to over a million printed volumes and a digital library of thousands of electronic journals and 350,000 books. The Library website gives you access to the online catalogue and electronic resources wherever you are. This includes the Leicester Research Archive, a digital collection of research output from members of the University. See www.le.ac.uk/library

How will I be taught?

Each module will be taught over the course of a semester. Teaching and learning methods will vary from seminars, podcasts, tasks, case studies, guided exploration of written materials and group work and group discussions. Directed study and reflective practice and self-assessment of learning will be key aspects of your learning and development.

How will I be assessed?

A variety of methods will be used to assess modules including essays, MCQs, case study presentations and video interviews with children and families.

“The MSc in Child Mental Health is a course I wish was available ten years ago. I have been afforded the opportunity to expand my knowledge base, but more importantly to increase my depth of knowledge. The teaching and organisation of the course has been of a high standard throughout. I would highly recommend this course to any professional working in or with an interest in child and adolescent mental health.”

Duncan Clark, Lead Clinician, NHS Lanarkshire Child & Family Service
Entry Requirements/How to Apply

Entry Requirements

The prerequisites to entry for the Certificate are that applicants are working in the field of child and adolescent mental health, or a related area, whether this is paid or voluntary employment. Applicants will need to hold an honours degree (at least 2:2) or equivalent professional qualification from any discipline, which involves the care of or working with children and adolescents (including teachers, residential care workers, nurses, etc). If you are in any doubt about whether your qualification or experience is appropriate or not, please discuss this with the course organisers.

Applicants whose first language is not English and who have not lived in a country where the first language is English for at least three years immediately prior to the commencement of the course are required to provide evidence of a minimum standard of English language ability. The usual requirement is a score of 6.5 or above in the British Council’s International English Language Testing System (IELTS) or its equivalent, for example, a score of 575 in a Test of English as a Foreign Language (TOEFL) including a score of 4.0 in the Test of Written English (TWE).

Where one of the above qualifications has not recently been obtained or where, for any other reasons, there is doubt about an applicant's English language ability, the University reserves the right to set a special test of competence, validated by its English Language Teaching Unit.

N.B. It is emphasised that this course is not aimed at students looking to continue their undergraduate studies, it is designed for practising professionals.

How to Apply

Applications can be completed online. Please visit www.le.ac.uk/study and search for the course.

Fees

Please see www.le.ac.uk/pgfees for up-to-date fee information.

Contact

The Greenwood Institute is based two miles from the main University of Leicester Campus and is within easy reach of motorways and railway connections and can also be reached by bus from the city centre. We are housed on the Leicestershire Child and Adolescent Mental Health Service site. A map can be found on our website at www.le.ac.uk/greenwood

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About the University

Some universities consider their primary purpose to be high quality research, others concentrate on excellent teaching. Here at Leicester we think that the two are not only complementary, they’re inseparable. We believe that teaching is more inspirational when delivered by passionate scholars engaged in world-changing research – and that research is stronger when delivered in an academic community that includes students.

We think that a university should be about empowering people to explore what they don’t know. We achieve this through passionate, dedicated research and teaching.

When we were named University of the Year for 2008-9 by the Times Higher Education, the judges applauded Leicester’s very different approach, calling us “elite without being elitist.” Of Britain’s top 15 universities only one – Leicester – exceeds its government benchmarks for inclusivity.

Our dedication to providing an excellent student experience can be seen in our consistent performance in the National Student Survey. Since the launch of the survey in 2005, Leicester has consistently featured amongst the top-10 universities in England for student satisfaction.

With these ideas at heart, Leicester is reframing the values that govern academia and re-defining what a university needs to be in the 21st century; we are constantly finding new ways of being a leading university.
All information in this brochure was correct at the time of going to press. However, changes and developments are part of the life of the University, and alterations may occur to the programmes and services described in this brochure.