# Assessment Guideline

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Dysfunction &amp; Therapeutic Interventions in Child &amp; Adolescent Mental Health</th>
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<tbody>
<tr>
<td>Module Code</td>
<td>HEA00058I</td>
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<tr>
<td>Module Level*</td>
<td>5</td>
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## Marking Criteria
Guidelines should be read in conjunction with the marking criteria guidance for the module level* noted above: [http://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/](http://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/)

## Confidentiality
It is a breach of confidentiality to disclose any personal information about a patient, service user, colleague, staff or any other person or place that could in principle enable them to be identified. For further guidance please refer to the departmental policy on Confidentiality at the following link: [www.york.ac.uk/healthsciences/student-intranet/exam-assess/conduct/confidentiality/](http://www.york.ac.uk/healthsciences/student-intranet/exam-assess/conduct/confidentiality/)

## Assessment Timing
The deadline for correctly presenting a submission is 4.30pm on the published submission date. The submission deadline is published on the Programme Assessment Schedule available on the following link: [http://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/](http://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/)

## Referencing
You must reference your work in accordance with departmental referencing guidelines which you can access via the following link: [http://www.york.ac.uk/integrity/harvard.html](http://www.york.ac.uk/integrity/harvard.html)

## Assessment Guidance

### Formative assessment:
There will be a group tutorial to discuss the Plan of Care assignment at the last taught session on the module. Students will be required to present to course lecturers and peers the proposed focus of their assignment and an outline of the plan of care. Feedback will be provided by the course lecturers.

### Summative assessment:
Has two parts:

#### Part 1 - Essay - Plan of Care
"Outline a care plan designed to address the mental health needs of a young person and their family in your care context offering a rationale for the plan’s features. Reflect on the effectiveness of your involvement in its delivery”.

#### Marking Criteria

**Knowledge**
The assignment should focus on the care needs of a child and family with whom the student is involved professionally in practice. The student will produce an evidence-based plan of care for the chosen recipient(s) introduced by a brief case history. The plan should embody an appropriate model/framework of care and a rationale should be offered for its use. Consideration should be given to relevant professional, inter-agency working, and legal issues.

Express reference should be made by the student to the fact that permission has been obtained from the subject client and/or family for their inclusion as the focus of the assignment. In addition the student should confirm that anonymity and confidentiality have been guaranteed. **Failure to do this will result in failure of the assignment. The maximum mark available in this circumstance will be 39%.**

**Structure and Organisation [including presentation]**
There should be a logical and systematic approach to the plan of care with a clear introduction and structure for the main body of the work together with a summary conclusion drawing together themes, findings and issues. The work should be legible, error-free and presented in accordance with departmental guidelines.

**Application of Theory to Practice [including reflection]**
The plan of care should be justified by reference to appropriate theoretical underpinnings. The work should include an evaluation of the care offered, including honest reflection on the student’s personal effectiveness within the care process. Argument and discussion offered should be balanced and considered supported by both personal reflection and also appropriate source material.

**Analysis [including understanding]**
Some analysis of the wider implications of the experience of this care delivery episode for the student’s future practice should be evident.

**Use of Source Material**

Appropriate theories and research findings should be utilised to support the adoption of chosen models, interventions, strategies and methods of working. Evaluative and reflective arguments should similarly be substantiated by the use of source material where appropriate. The departmental system of referencing should be used.

**Part 2 – Practice Portfolio**

Students are required to successfully achieve the following named practice-based learning outcomes demonstrated through their compilation of a portfolio of evidence:

- Demonstrate the ability to plan, implement and evaluate group work with young people.
- Demonstrate the ability to plan, implement and evaluate family work.
- Demonstrate the ability to plan, implement and evaluate individual work with young people.
- Demonstrate the ability to work therapeutically with young people and their families experiencing:
  a) psychosis
  b) an eating disorder
  c) a developmental disorder
  d) a mood disorder
  e) challenging behaviour
- Provide evidence of how inter-agency collaboration can contribute to effective plans of care

**MARKERS GUIDELINES - PORTFOLIO**

**Knowledge**

[Specific criteria for success addressed. Knowledge and understanding of key concepts displayed. Accurate material presented]

**Structure and organisation (including presentation)**

[Material presented logically and coherently. Portfolio material learning-outcome-focused, and evidence offered systematically to support achievement of each outcome success criterion (the bullet points detailed for each learning outcome). A variety of sources of evidence to demonstrate successful outcome achievement presented. Volume of evidence to be determined collaboratively between student and clinical supervisor]

**Application of Theory to Practice (including reflection)**

[Evidence of theory/practice linkage. Clear summaries of key aspects of source material with an explanation of their significance to the student and their practice. Extracts from an on-going, outcome-focused reflective learning journal may be presented]

**Analysis (including understanding)**

[Each outcome concluded by a student statement on what has been learnt from addressing the outcome with an indication of how it might change their practice]

**Use of Source Material**

[Contemporary source material used to support evidence. Relevant literature/research fully referenced using Harvard system]

Please note that for this module there are two pieces of assessment:

1. The Portfolio assessment element is marked on a Pass/Fail basis
2. The Essay assessment element is given an academic mark

Due to the nature of the assessment for this module the University’s anonymous marking policy does not apply to the Portfolio assessment as students can be identified through the content or delivery of the assessment. Therefore assessments submitted should be identified with the **student’s name only** and not the student’s examination candidate number.

However the essay is anonymously marked and therefore should be submitted with the **student’s examination candidate number only**.