Module Title: Professional Development in Child & Adolescent Mental Health Care

Module Code: HEA00034H

Module Level*: 6

Word Limit /Exam Duration: [1] 2,000 words [2] N/A


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/

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/

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/

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

Assessment Guidance

Formative Assessment

For Part 1 – Essay
Level Six students participate in additional facilitated group clinical supervision in the Department. The sessions lead to each student’s identification of an aspect of practice or service provision they would like to develop. Some exploration of the processes associated with the proposed development also takes place within the clinical supervision and the ideas generated are consolidated and expanded upon in the written essay assignment.

For Part 2 – portfolio
In week three of the module students participate in a session which includes initial construction of the practice portfolio. Student progress in developing the portfolio is monitored by tutorials with their personal supervisor at the university and also through monthly meetings with their clinical supervisor in practice until its submission.

Summative Assessment

Part 1 – Essay
“Identify an aspect of your practice or service which might benefit from development and formulate a strategy for change”.

The written assignment should:
- identify an aspect of practice or service delivery requiring development
- offer a rationale for the desirability of that development
- devise an action plan for change
- identify resources to be accessed to support the development
- identify potential barriers to change
- offer possible strategies to address potential barriers
- establish evaluative mechanisms to monitor progress
- incorporate personal reflection on the student’s strengths and limitations in following the change/development process
- be informed by pertinent theory, principles and research

MARKERS’ GUIDELINES FOR THE ESSAY

Knowledge
An aspect of personal practice or/wider service provision for development should be identified with a clear rationale. The essay should embody the principles of the action planning process and include a strategy for achievement of the development.
Resources to be accessed to accomplish change should be identified. Evaluative mechanisms to monitor progress should be established. Specific reference should be made to pertinent theory and evidence.

**Structure and organisation (including presentation)**
Essays should be logically and systematically structured, with a clear introduction establishing the work’s proposed parameters, and a summary conclusion drawing together themes and findings in a coherent manner. Ideas should be clearly and unambiguously articulated. The study should be well presented in accordance with presentation guidelines.

**Application of theory to practice (including critical reflection)**
The student should identify the potential benefits to clients of realisation of their development plan. Potential barriers to change implementation should be identified and strategies to address those barriers articulated.

**Analysis (including evaluation)**
Arguments for change should be balanced and considered, supported by appropriate research findings and experience. There should be evidence of personal reflection on the student’s strengths and limitations in following the change/development process. There should be evidence of analysis and synthesis of key ideas associated with the essay’s chosen focus.

**Use of source material**
The essay should be informed by both contemporary and seminal research, appropriately integrated throughout. Material used should be suitably acknowledged utilising the Department’s accepted system of referencing.

**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:

1. Demonstrate awareness of the issues surrounding young offenders, homeless people, those who misuse drugs and alcohol, and the services they might usefully receive.
2. Examine ways in which users and carers currently contribute to the planning, delivery and evaluation of care programmes and service provision and how this might be developed further for the future.
3. Demonstrate awareness of BME issues in the delivery of CAMHS
4. Demonstrate awareness of issues of gender in the delivery of CAMHS.
5. Show familiarity with safeguarding children issues and procedures.
6. Recognise ethical and legal issues which have implications for child and adolescent mental health care practice.
7. Demonstrate awareness of the pattern of local CAMHS provision in relation to broader national trends.

**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.

Date last reviewed: September 2014
Reviewer: P Turner

Date last updated: September 2014

Date last reviewed by External Examiner: