

Module Title and Code

PS3452 Clinical Case Studies in Child and Adolescent Mental Health

Lecturer(s)

Dr Audrey Sheridan & Dr Abigail Whyte

Contact Hours

One semester: 11 lectures; 114 hours independent study

ECTS Value

5 ECTS (=125 student hours)

Rationale and Aims

This course aims to provide the student with a framework for understanding the emergence and maintenance of some of the common mental health and developmental difficulties which arise during childhood and adolescence. Through case examples from the field of child and adolescent mental health, the course will explore some theoretical models applied to the conceptualisation and treatment of a range of mental health difficulties. Biological, cognitive, behavioural, systemic and psychodynamic approaches will be discussed in relation to the development of psychological disorders frequently seen in child and adolescent mental health services. Research directions in the field of mental health will be explored and the continuum between normal and atypical development will also be examined.

For whom is the module intended?

Psychology Junior & Senior Sophister SH/TSM students and Higher Diploma in Psychology Years 1& 2 students.

How does it fit in to the academic programme?

This module provides advanced coverage of material in some of the essential aspects of the discipline of psychology and is required to be covered by the professional accreditation body, Psychological Society of Ireland.

Is it mandatory or optional?

Optional

Are there prerequisites?

Cognate foundation modules.

From a teaching point of view, what are the intentions of the lecturer?

To provide students with a framework for understanding evaluating the issues involved and the theoretical models used to conceptualise psychological difficulties in children and adolescents within mental health services.

Course Content

1. Clinical Psychology within Child and Adolescent mental Health Services (CAMHS)
2. The emergence of mental health difficulties in childhood- overview and case presentation
3. Depression in childhood and adolescence,
4. Anxiety in childhood and adolescence,
5. Treatment of emotional and behavioural difficulties in children and adolescence
6. ADHD and developmental difficulties.
7. Pervasive Developmental disorders and the autistic spectrum
8. Cognitive and behavioural therapies,
9. Play therapy and analytic therapies
10. Family systems approaches
11. Practitioner issues within clinical psychology; clients and teams.

Indicative Resources

As this is an advanced research-led taught module, state-of-the-art and up-to-date journal articles from the relevant research literature will be made available throughout the module.

Learning Outcomes

On successful completion of this course, students will be able to:

- appreciate the types of mental health and developmental difficulties that present to child and adolescent mental health settings [PO 2,7,8];
- be familiar with incidence, clinical features of and modes of treatment of common psychological difficulties such as anxiety and depression, attention deficit-hyperactivity disorders, autistic spectrum disorders and behavioural difficulty [PO3,4,7];
- have a critical understanding of theoretical models used to conceptualise psychological difficulties as they emerge in children and adolescents [PO1,2];
- explain issues of co-morbidity and context in the emergence of psychological difficulties in children and adolescents [PO1,2,3,4];
- be familiar with mental health service provision in Ireland through primary care and child and adolescent mental health service (CAMHS) networks [PO6,7,8];
- evaluate research on the development and maintenance of psychological difficulties [PO1,2,4].

Methods of Teaching and Student Learning

The format of lectures is conventional but students are encouraged to ask questions and to engage the lecturer in discussion where practicable. Both the reduced numbers in these optional modules and the fact that the module is based in the lecturer's own area of research expertise and interest facilitates increased class discussion and debate.

Inclusive curriculum: Each lecture and any supporting and accompanying documentation is posted on our school website to facilitate independent study and self-paced learning.

Methods of Assessment

This module is assessed by continuous assessment of one report (2,500 words, 32%) and one written examination (68%) in the annual session. The exam is 2 hours 30 minutes in duration and students are required to answer two questions discursively.

It is expected that:

- (i) a range of areas should be covered in addressing each question. A poor mark will be awarded to essays/answers that do not integrate a majority of the relevant topics covered in the lectures; and
- (ii) responses should be critical, original and synthetic and should be based on reading beyond the lecture notes.

Students are given very detailed guidelines in their handbook as to grading criteria for degree classes.

Evaluation

All modules are evaluated by students by means of CAPSL survey requested by the School and all feedback is noted and incorporated in module design where appropriate for delivery of the module in subsequent years.

Feedback is also delivered via student representatives at the School's once a term staff-student meetings, at School Committee meetings and at the Committee for Undergraduate Teaching & Learning meetings.