UNIT 2: Problems, disorders and populations

Module: Children, young people and families

Module co-ordinator: Judith Young

2017-18 (2015 Cohort i.e. Year 3)
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Aims and learning objectives of the module:

This module will introduce trainees to working with children, young people and families. This module aims to help trainees to apply their knowledge of normal child development to understanding and working with children and families where there are psychological or developmental difficulties. Trainees will develop skills in assessing children and families, learn how to incorporate systemic factors into formulations and develop skills in creative therapeutic intervention skills appropriate for this client group. Trainees will develop an awareness of inter-agency working, working with Looked After children and safeguarding/risk issues. They will develop skills in communicating with children and young people, including communicating complex psychological terminology and understanding to young people, parents, carers, multi-disciplinary team professionals and members of other agencies. Trainees will be introduced to concepts of vulnerability and resilience, understand the importance of supporting parents and promoting the welfare of children and young people.

Teaching will be integrated with relevant sessions from other modules (e.g. theoretical approaches, core competencies, systemic practice).

YEAR 2 (2015 Cohort)

16. Looked after and accommodated children
   - Introduction to working with LAAC
   - Understanding the impact of chronic trauma or abuse on psychological development
   - Using attachment theory to understand common difficulties for looked after children
   - Working with parents/foster carers
   - The role of the clinical psychologist and working with other agencies (e.g. social services)

YEAR 1 (2015 Cohort)

1. Introduction to child development theory and working with children, young people and families module (1 day)
   - Introduction to working with children, young people and families and relevant government policies: understanding context of services.
   - Overview of the module and discussion of child development day

1. Taking a developmental history (1 hours)

Year 1 and 2 curriculum for 2016&17 intake is being revised in line with the curriculum update. These details are for information only.
- What to ask and what to listen for when taking a developmental history
- What is relevant and significant: making sense of information gathered
- How to take a hypothesis-testing approach in interviewing
- How to draw a genogram

2. Interviewing parents (2 hours)
   - Experiential session: in small groups, trainees will have the opportunity to interview a parent about their child’s development.
   - Reflection as a class on the interview practice will follow.

3. Preparation for child development day (3 hours)
   - Trainees will receive guidance in preparation for the child development day (following week). Small group preparation of tasks for the day.

4. Child development day (one day)
   - Practical tasks to explore developmental issues with children aged 0-11 years.

- Trainees will divide into four groups to explore one domain of child development per group
- Trainees will have experience of designing age appropriate activities for children across the age range
- Reflective session about the day will focus on interpreting observations and findings from activities in terms of developmental theory

NB Sessions 1-5 Prep for and Child Development Day were a bit disjointed in 2014 – consider with 2015 timetable planning

5. Functional analysis and behaviour management (half day)
   - Introduction to behavioural methods of working with pre-school and school-age children and their families and adults.
   - Review of relevant theories and models (learning theory, social learning theory, developmental theory, attachment theory)
   - Review of functional analysis.
   - Using assessment tools: questionnaires; diaries; ABC charts.
   - Interventions and intervention monitoring (e.g. parenting strategies.
   - Applications to specific childhood problems (e.g. sleep, eating, temper).
   - Family context and family resources to implement strategies.
6. **Internalizing problems: anxiety and depression in children** (half day)
   - Understanding how problems of depression and anxiety present in children at different developmental stages
   - Assessing internalising problems in children
   - Formulation: understanding problems in the context of the family system
   - Interventions for internalising problems: working with parents and children

7. **Externalizing problems: Attention Deficit Hyperactivity Disorder** (half day)
   - Presentation, aetiology, prevalence, co-morbidities
   - Assessment and formulation
   - Effective interventions for children with ADHD
   - Working with parents and schools

8. **Safeguarding and working with the Children Act** (half day)
   - Understanding the background to the introduction of the Act, key principles and main elements
   - Implications of the Act for clinical practice

   - Understanding the systems that are in place to implement the Act
   - Impact on the work of clinical psychologists and the contribution of clinical psychology to safeguarding children
   - Guidance on practical issues in respect of suspected safeguarding problems (trainees should have completed the online level 1 training provided by the Trust)

9. **Risk assessment with children and young people** (half day)
   - Understanding of risk in young people: self-harm, suicide
   - Developmental understanding of risk
   - Conducting risk assessments with young people: taking account of systems (family, school, social services)
   - Awareness of relevant policies and guidelines on management of risk

10. **Autistic Spectrum Disorders in children** (half day)
    - Presentation, prevalence, aetiology
    - Assessment and formulation of difficulties associated with ASD
    - Interventions for children and families with ASD

11. **Eating disorders in adolescence** (half day)
    - Overview of anorexia nervosa and bulimia nervosa and latest research findings
- Presentation, aetiology, prevalence
- Assessment of eating disorders in young people
- Applying theory to practice: formulation and understanding the impact of developmental stage (cognitively, socially, emotionally and physically)
- Introduction to evidence based interventions for eating disorders

12. Neurodevelopmental difficulties and disorders (half day)
- Introduction to atypical development in children
- Recognition of signs of atypical psychosocial development
- Understanding common developmental problems and their impact on the child and family

13. Creative therapies with children (Half day)
- Using creativity in therapy with children
- A workshop based day focusing on a variety of creative approaches to working with children and young people.

14. PTSD in children (Half day)
- Presentation of PTSD in children

Teaching sessions from other modules, which have significant content, related to CHILDREN AND FAMILIES

Introduction to systemic practice
CBT with children and young people
CBT with Parents
WISC assessment
Paediatric clinical health psychology
Paediatric Diabetes
Paediatric Neuropsychology
Systemic practice workshop 1: introduction to systemic theory and school of systemic practice
Systemic practice workshop 2: working with reconstituted families,
Systemic practice workshop 3: formulation.

Additional Learning Resources
A self-directed learning session on risk assessment with children and young people is available on Blackboard in the module folder.
Key references


HCPC (2015) standards of proficiency covered in the teaching on this module:

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practice in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
9. Be able to work appropriately with others
10. Be able to maintain records appropriately
11. Be able to reflect on and review practice
12. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice

15. Understand the need to establish and maintain a safe practice environment

BPS (2015) competencies covered in the teaching on this Module:

1. Generalizable meta-competencies
2. Psychological Assessment
3. Psychological Formulation
4. Psychological Intervention
5. Evaluation
6. Research
7. Personal and professional skills and values
8. Communication and teaching
9. Organisational and systemic influence and leadership