



BACHELORS DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF PSYCHOLOGY

Student name:		Student number:	
Programme:	BSc Applied Psychology		
Module:	Mental Health and Well-being in Children and Young People	Module Level (4, 5, 6):	4
Module code:	SSAP4005	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Dr Charlotte Greenway	Internal Verifier:	
Assignment Title:	Part 1 (1000 words) - Using one childhood disorder you have studied, outline its characteristics, causes and prevalence rates. Part 2 (1500 words) - Discuss appropriate interventions and treatments for this childhood disorder.	Assignment No (x of x):	1 of 2
Hand Out Date:	2 nd October 2017	Submission deadline:	12.00pm Friday 24th November 2017
Return date of provisional marks & written feedback:	22.12.17@ 4.00pm		

Referencing:	In the main body of your submission, you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have cited to complete this assignment, in the appropriate referencing format (i.e., APA style for Psychology).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the only submission and acts as a receipt for the student. Late submission will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, Refer. All requests for consideration of extenuating circumstances should be submitted to the Academic Office using the Extenuating Circumstances Form (GA1).	Date:	12.00pm Friday 24th November 2017.
Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.			YES
			NO ☒

DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

Learning Outcomes tested (from module syllabus)	Assessment Criteria: To achieve each outcome a student must demonstrate the ability to:
• demonstrate an understanding of the mental health issues children face • identify appropriate treatments and interventions to improve mental health and well-being in children • organise their knowledge and learning through the use of a range of information resources, and present their work at the appropriate level.	The learning outcome asks you to demonstrate an awareness of the importance of a child's well-being and the impact that poor well-being has on the child and to identify appropriate treatments and interventions to improve mental health and well-being in children. Your answer needs to be translated through research that shows your understanding of childhood disorders and to discuss appropriate interventions and treatments that have been successful in dealing with your specific disorder. Your work must be presented in an essay format via Turnitin. Your essay must provide a fluency of writing, grammar, spelling and punctuation. The font must be 12pt, Times Roman or Arial. The text should be 1.5 or double-lined spacing. Use supporting research with appropriate references throughout the text and in the reference section at the end of your essay (APA format). Please see your essay guide for further information on essay format and structure.

TASK DESCRIPTION

Part 1 (1000 words) - Using one childhood disorder you have studied, outline its characteristics, causes and prevalence rates.

Choose **one** childhood disorder.

You are expected to provide an overview of what constitutes your chosen disorder. For example, if your selected issue is depression, you should give a precise, appropriately referenced definition of depression; do not use a generic or psychology dictionary or website. The definition should be from an academic source. Then explain some of the characteristics associated with children's depression and prevalence rates and causes.

Your introduction should state what you will discuss in your essay (your chosen disorder). Your introduction should signpost the reader – tell me what to expect in your essay. You must remain in the third person (no I's – I will discuss etc. – instead – this essay will discuss/explore...). Your definition of your childhood disorder could go here too. Tell me how you will go about answering the question – i.e., *this essay will outline...*

Your main body should outline the issue at hand, its characteristics, prevalence etc. These sections should be brief (the whole section is approx. 1000 words).

Briefly, conclude this part of the essay before moving to part 2.

Part 2 (1500 words) - Discuss appropriate interventions and treatments for this childhood disorder.

This part of the question requires you to explore some relevant, empirically-based interventions and treatments. This should not be a list of interventions - provide empirical research that has been successful in treating this disorder.

What can professionals do to help? (organisations/professionals: YoungMinds, CAHMS and/or treatments/interventions: counselling, CBT, Play therapy etc.) What can these interventions offer? Outline research that explores the effectiveness of each of your interventions.

Conclusion – summarise what you have said in the essay (no new research or ideas here). What have you found out about the interventions/treatments for your chosen disorder? What might future research do to improve the current situation for these children?

You **MUST** use appropriate literature for your references.

DO NOT rely on websites (generic or psychology-based). You must use textbooks, journal articles and relevant fact-based sources (i.e., NICE and ONS for statistics/prevalence rates).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five common assessment criteria overleaf.

Common Assessment Criteria Applied	Specific guidance in relation to each assessment criteria
Research-informed Literature	You MUST include empirical research to outline one childhood disorder and appropriate interventions and treatments. Do not reference generic websites such as simplypsychology.com or www.webmd.com You must use journals and textbooks or factual research-oriented websites. You need to include a wide range of research-informed literature.
Knowledge and Understanding of Subject	You are expected to answer the question accurately. Do not tell me everything about your chosen mental health issue. The critical point here is raising awareness of the therapies/ interventions out there. Your knowledge and understanding need to be specific these interventions and the role of these professionals.
Analysis	Provide a signposted essay with a balanced argument with appropriate literature. Look for research that provides evidence to support your chosen interventions and the effectiveness of each of your interventions.
Research and problem-solving skills	Linked to research-informed literature. Include relevant treatments and interventions.
Academic and Professional Skills	The third person, no emotive language, no contractions (do not, not don't). Use APA referencing format (see your reference booklet on Moodle). See essay writing guidelines.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* of which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied

1. Research-informed Literature

The extent of research and own reading, selection of credible sources, application of appropriate referencing conventions.

2. Knowledge and Understanding of Subject

The extent of knowledge and understanding of concepts and underlying principles associated with the discipline.

3. Analysis

Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence

4. Research and problem-solving skills

Deployment of appropriate research methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.

5. Academic and Professional Skills
Professional: individual and collaborative working; deployment of appropriate media; presentation and organisation.

Assignment Mark (Assessment marks are subject to ratification by the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions

4. Research and problem-solving skills Effective deployment of appropriate research methods, materials, tools and techniques. Extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts Formulation of innovative and creative solutions to solve problems.	Limited or no use of appropriate research methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of appropriate research methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Academic and Professional Skills Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Academic format/structure is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Academic format/structure is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Academic format/structure is suitable but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Academic format/structure is in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Academic format/structure is consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Academic format/structure is consistent and professional . Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Academic format/structure is of Exceptionally high standard. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

You can use this form to reflect on the areas that you feel you have performed well and or that you need to develop. Please retain this form in your feedback folder and bring it with you to your feedback/personal tutor session

Student name:		Student P number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			