

SJPS4005 Children's Mental Health and Well-being

Week Commencing	Lecture	Lecture content	Seminars
02.10.17	1	Lecture content What is mental health in children? • Well-being/mental health defined • Developmental standards • Important legislation/services to help protect children • The Good Child Report • Safeguarding children and young people (2014) • Working Together to Safeguard Children • CAMHS • UNCRC • https://www.childrenssociety.org.uk/sites/default/files/TheGoodChildhoodReport2015.pdf • http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/Cchildrens_Plan_Summary.pdf	Activity UNCRC - Balloon-activity and photo activity Group task – 4 groups: jigsaw classroom – (group summaries of important policies/legislation) Resources • https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people • http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx • http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf Homework – read the 2 culture papers on moodle and answer the following question in 600 words file:///C:/Users/c.greenway/Downloads/Culture%20paper%201.pdf file:///C:/Users/c.greenway/Downloads/culture%20paper%202.pdf
09.10.17	2	Lecture content Depression and Anxiety Symptoms Demographics Aetiology Effects on home life and school life Interventions Papers Bailey, V. (2001). Cognitive–behavioural therapies for children and adolescents. <i>Advances in Psychiatric Treatment</i>, 7(3), 224-232. Creswell, C., Waite, P., & Cooper, P. J. (2014). Assessment and management of	Read the following paper. Cognitive–behavioural therapies for children and adolescents by Veira Bailey Create a poster on appropriate interventions http://apt.rcpsych.org/content/7/3/224.full Resources Explore a variety of resources

		anxiety disorders in children and adolescents. Archives of disease in childhood, 99(7), 674-678. D'Souza, S., Thompson, J. M., Slykerman, R., Marlow, G., Wall, C., Murphy, R., ... & Waldie, K. E. (2016). Environmental and genetic determinants of childhood depression: The roles of DAT1 and the antenatal environment. Journal of affective disorders, 197, 151-158. Weeks, M., Ploubidis, G. B., Cairney, J., Wild, T. C., Naicker, K., & Colman, I. (2016). Developmental pathways linking childhood and adolescent internalizing, externalizing, academic competence, and adolescent depression. Journal of Adolescence, 51, 30-40.	for children suffering with depression/anxiety http://iacapap.org/wp-content/uploads/E.1-Depression-2015-update.pdf http://www.therapistaid.com/(videos/guides/worksheets) https://www.nice.org.uk/guidance/cg28/resources/cg28-depression-in-children-and-young-people-full-guideline-2 http://www.rcpsych.ac.uk/healthadvice/parentsandyoungpeople/depressioninyoungpeople.aspx http://www.youngminds.org.uk/about/whats_the_problem/mental_health_statistics
16.10.17	3	Lecture content Disruptive behaviour disorders (ODD and CD) Characteristics Developmental considerations Diagnostic Criteria Prevalence and Co-morbidity Aetiology/risk factors Interventions Papers Ezpeleta, L., Granero, R., de la Osa, N., Penelo, E., & Domènech, J. M. (2012). Dimensions of oppositional defiant disorder in 3-year-old aediatrics . Journal of Child Psychology and Psychiatry, 53(11), 1128-1138. Frick, P. J. (2012). Developmental pathways to conduct disorder: Implications for future directions in research, assessment, and treatment. Journal of clinical child & adolescent psychology, 41(3), 378-389. Harvey, E. A., Breaux, R. P., & Lugo-Candelas, C. I. (2016). Early development of comorbidity between symptoms of attention-deficit/hyperactivity disorder (ADHD) and oppositional defiant disorder (ODD). Journal of abnormal psychology, 125(2), 154. Henggeler, S. W., & Sheidow, A. J. (2012). Empirically supported family-based treatments for conduct disorder and delinquency in adolescents. Journal of Marital and Family Therapy,	Activity Create a classroom fact sheet on how to recognise the signs of, and how to improve, symptoms of ODD/CD Resources http://iacapap.org/wp-content/uploads/D.2-ODD-072012.pdf http://www.fcps.edu/dss/osp/prc/resources/additional/documents/ODD.pdf

		38(1), 30-58. Hong, J. S., Tillman, R., & Luby, J. L. (2015). Disruptive aediatri in preschool children: distinguishing normal aediatrics from markers of current and later childhood conduct disorder. The Journal of aediatrics, 166(3), 723-730. Reavy, R., Stein, L. A. R., Quina, K., & Paiva, A. L. (2014). Assessing Conduct Disorder A New Measurement Approach. Journal of Correctional Health Care, 20(1), 4-17.	
23.10.17	4	Lecture content Child abuse and neglect Definitions Child abuse statistics in UK and outcomes for neglected children The impact on well-being/self-harm Risk factors Interventions Papers Cantón-Cortés, D., Cantón, J., & Cortés, M. R. (2016). Emotional security in the family system and psychological distress in female survivors of child sexual abuse. Child abuse & neglect, 51, 54-63. Font, S. A., & Berger, L. M. (2015). Child maltreatment and children's developmental trajectories in early to middle childhood. Child development, 86(2), 536-556. Lewis, T., McElroy, E., Harlaar, N., & Runyan, D. (2016). Does the impact of child sexual abuse differ from maltreated but non-sexually abused children? A prospective examination of the impact of child sexual abuse on internalizing and externalizing behavior problems. Child abuse & neglect, 51, 31-40. Konopka, L. M. (2015). The impact of child abuse: neuroscience perspective. Croatian medical journal, 56(3), 315. Radford, L., Corral, S., Bradley, C., & Fisher, H. L. (2013). The prevalence and impact of child maltreatment and other types of victimization in the UK: Findings from a population survey of caregivers, children and young people and young adults. Child abuse & neglect, 37(10), 801-813. Soliman, F., Mackay, K., Clayton, E., Gadda, A., Jones, C., Anderson, A., ... & Taylor, J. (2016). The landscape of UK child protection research between 2010 and 2014: Disciplines, topics, and types of maltreatment. Children and Youth Services Review, 65, 51-61.	In your group discuss the impact of maltreatment/ abuse on academic achievement. Is it always a negative outcome? (Three papers provided for each student) Resources https://www.nspcc.org.uk/global-assets/documents/research-reports/therapeutic-services-sexually-abused-children-evidence-review.pdf http://ino.sagepub.com/content/4/3/145.full.pdf+html

30.10.17		Reading week	
06.11.17	5	Lecture content Substance misuse in young people 1. Substance use and misuse in young people 2. Prevalence and pattern of use in children and young people 3. Social and family factors 4. Early intervention and assessment References: Fuller, E. (2015). <i>Smoking, drinking and drug use among young people in England: 2014</i>. Health and Social Care Information Centre. Retrieve from: https://www.gov.uk/government/statistics/smoking-drinking-and-drug-use-among-young-people-in-england-2014 Taylor, M. F., Coall, D., Marquis, R., & Batten, R. (2016). Drug addiction is a scourge on the Earth and my grandchildren are its victims: The tough love and resilient growth exhibited by grandparents raising the children of drug-dependent mothers. <i>International Journal of Mental Health and Addiction</i>, 14(6), 937-951. doi: 10.1007/s11469-016-9645-7 Public Health England. (2017, February). <i>Drug misuse prevention overview</i>. Retrieved from: https://pathways.nice.org.uk/pathways/drug-misuse-prevention Squeglia, L. M., Tapert, S. F., Sullivan, E. V., Jacobus, J., Meloy, M. J., Rohlfing, T., & Pfefferbaum, A. (2015). Brain development in heavy-drinking adolescents. <i>American Journal of Psychiatry</i>, 172(6), 531-542.	Students to develop an educational programme addressing substance misuse prevention in children.
13.11.17	6	Lecture content The family 1. Is there a normal family? 2. Family structure and cultural variations 3. Attachment in understanding the family 4. Working with the family in challenging times 5. Case formulation and systemic family therapy References: Barfield-Cottledge, T. (2015). The triangulation effects of family structure and attachment on adolescent substance	Students will be provided with vignettes to develop a case formulation.

		use. <i>Crime & Delinquency</i>, 61(2), 297-320. doi: 10.1177/0011128711420110 Barker, P. (2007). <i>Basic Family Therapy</i> (6th ed.). Oxford: Blackwell. Lee, B. J., & Yoo, M. S. (2015). Family, school, and community correlates of children's subjective well-being: An international comparative study. <i>Child Indicators Research</i>, 8(1), 151-175. doi: 10.1007/s12187-014-9285-z	
20.11.17	7	Lecture content Resilience 1. What is resilience? 2. Resilience and mental health in young people 3. Understanding the development of resilience in the family 4. Relational resilience 5. Promoting and facilitating resilience in the community References: Davydov, D. M., Stewart, R., Ritchie, K., & Chaudieu, I. (2010). Resilience and mental health. <i>Clinical Psychology Review</i>, 30(5), 479-495. Fletcher, D., & Sarkar, M. (2013). Psychological resilience. <i>European Psychologist</i>, 18, 12-23. Gilligan, R. (2000). Adversity, resilience and young people: The protective value of positive school and spare time experiences. <i>Children & Society</i>, 14(1), 37-47. doi: 10.1111/j.1099-0860.2000.tb00149.x Petty, K. (2014). Ten Ways to Foster Resilience in Young Children - Teaching Kids to "Bounce Back". <i>Dimensions Of Early Childhood</i>, 42(3), 35-39. Zautra, J., Reich, J. W. (2011). Resilience: The meanings, methods, and measures of a fundamental characteristic of human adaptation. In S. Folkman (Ed.) <i>The Oxford Handbook of Stress, Health and Coping</i>. New York, N.Y.: Oxford University Press.	Activities: A. Mindfulness, yoga and stress management exercises B. Developing resiliency exercises for children & young people
27.11.17	8	Lecture content Child Poverty and Deprivation 1. What do we mean by child poverty and deprivation? 2. Characteristics 3. Demographics 4. Aetiology 5. Risk factors	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324103/Child_poverty_strategy.pdf http://www.savethechildren.org.uk/sites/default/files/docs/UK_Poverty_Rip_Off_Brief_1.pdf

		6. Interventions http://www.savethechildren.org.uk/sites/default/files/docs/No_Child_Left_Behind_1.pdf Using the resources above – in 3 groups create 3 posters that that highlights the extent of Poverty in the UK today Poster 1 – The state of Poverty in the UK today Poster 2 – Interventions that are currently in place in the UK to try to alleviate Poverty Poster 3 - What are the future goals/interventions?	
04.12.17	9	Lecture content Atypical development – ADHD 1. What Is ADHD? 2. History 3. Symptom groups 4. Developmental Course 5. Prevalence and demographics 6. Etiological Factors 7. Impact of ADHD on the child and Family 8. Interventions Papers Alloway, T. P., & Cockcroft, K. (2012). Working memory in ADHD: a comparison of British and South African children. <i>Journal of attention disorders</i>, 1087054711417397 Beau-Lejdstrom, R., Douglas, I., Evans, S. J., & Smeeth, L. (2016). Latest trends in ADHD drug prescribing patterns in children in the UK: prevalence, incidence and persistence. <i>BMJ open</i>, 6(6), e010508. Harvey, E. A., Metcalfe, L. A., Herbert, S. D., & Fanton, J. H. (2011). The role of family experiences and ADHD in the early development of oppositional defiant disorder. <i>Journal of consulting and clinical psychology</i>, 79(6), 784. Renoux, C., Shin, J. Y., Dell'Aniello, S., Fergusson, E., & Suissa, S. (2016). Prescribing trends of attention-deficit hyperactivity disorder (ADHD) medications in UK primary care, 1995–2015. <i>British journal of clinical pharmacology</i>. Russell, G., & Ford, T. (2014). The costs and benefits of diagnosis of ADHD: commentary on Holden et al. <i>Child and adolescent psychiatry and mental health</i>, 8(1), 1.	Activity Create a toolkit for the classroom for those with ADHD. Three groups – a tool kit for each (attention, impulsivity and hyperactivity) Resources https://slpemad.files.wordpress.com/2015/04/essentials-of-adhd-assessment-for-children-and-adolescents-sparrow-elizabeth-p-erhardt-drew.pdf http://www.adhd-institute.com/http://www.russellbarkley.org/factsheets/ADHD_School_Accommodations.pdf http://islingtoncamhs.whittington.nhs.uk/wp-content/uploads/2014/02/UK_TeacherGuide-website-info.pdf

11.12.17	10	Lecture content Atypical development –ASD 1. What Is ASD? 2. History of ASD 3. Impairments 4. Classroom case studies 5. Attitudes surrounding those with ASD. Papers Gillespie-Lynch, K., Brooks, P. J., Someki, F., Obeid, R., Shane-Simpson, C., Kapp, S. K., ... & Smith, D. S. (2015). Changing college students' conceptions of autism: An online training to increase knowledge and decrease stigma. <i>Journal of autism and developmental disorders</i>, 45(8), 2553-2566. Ranson, N. J., & Byrne, M. K. (2014). Promoting peer acceptance of females with higher-functioning autism in a mainstream education setting: A replication and extension of the effects of an autism anti-stigma program. <i>Journal of autism and developmental disorders</i>, 44(11), 2778-2796. Russell, G., Rodgers, L. R., Ukoumunne, O. C., & Ford, T. (2014). Prevalence of parent-reported ASD and ADHD in the UK: findings from the Millennium Cohort Study. <i>Journal of autism and developmental disorders</i>, 44(1), 31-40. Staniland, J. J., & Byrne, M. K. (2013). The effects of a multi-component higher-functioning autism anti-stigma program on adolescent boys. <i>Journal of autism and developmental disorders</i>, 43(12), 2816-2829.	Activity Create a small scale study to help decrease negative attitudes towards ASD. Resources http://www.autismeurope.org/files/c.pdf http://www.ark.ac.uk/publications/updates/update84.pdf
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Course work

Assignment (2500 words) 60%

Promotional Leaflet (1500 words) 40%

Reading list

Claveirole, A. and Gaughan, M. (2010) *Understanding Children and Young People's Mental Health*, London: Wiley-Blackwell.

Collins, J. and Foley, P. (2008) *Promoting Children's Well-being: Policy and Practice (Working Together for Children)*, London: Policy Press.

Dogra, N. (2008) *A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals*, (2nd Edition) Jessica Kingsley Publishers Ltd.

Haugaard, J. J. (2008) *Child Psychopathology*. McGraw-Hill Higher Education

Thompson, M., Hooper, C., Laver-Bradbury, C. and Gale, C. (2012) *Child and Adolescent Mental Health: Theory and Practice*, (2nd Edition): Hodder Arnold.

Bradshaw, J. (2011) *The Well-Being of Children in the UK (3rd Edition)*. London: Policy Press.

McAuley, C. and Reose, W. (2010) Child Well-being: Understanding Children's Lives. London: Jessica Kingsley Publishers.

Riley, J., Wragg, T. & Burrell, A. (2007) Promoting Children's Well-being. London: Network Continuum Education.

Timimi, S., Bentall, R. & Sanders, P. (2009) A Straight-talking Introduction to Children's Mental Health Problems. London: PCCS Books.