

Liverpool John Moores University

Title: Social, Emotional and Mental Health Difficulties
Status: Definitive
Code: **7102AEPSN** (124169)
Version Start Date: 01-08-2019

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Martin Cole	Y
Christopher O'Brien	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22

Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	4
Seminar	8
Tutorial	2
Workshop	8

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	C/W	Critical reflection on policy and practice in relation to SEMHD (4500 words equivalent)	100	

Aims

To expand knowledge and understanding of Social Emotional and Mental health Disorders (SEMHD) through learning based on critical engagement with current educational theory, research, policy and practice

To develop critical professional practice through analysis of reflection on and engagement with this knowledge and understanding in professionals' professional settings

To develop professionally and personally through engagement with the module

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate knowledge and critical understanding of key theoretical frameworks and concepts in SEMHD
- 2 Critically analyse and reflect upon how institutional structure and organisation impact on the learning and behaviour of children and young people with SEMHD
- 3 Synthesise, analyse and critically reflect upon research findings and other evidence to inform practice in supporting children and young people with SEMHD
- 4 Evaluate and critically reflect on the impact of learning on professional practice

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Coursework	1	2	3	4
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Outline Syllabus

Key concepts and theoretical frameworks in SEMHD, including aetiology and maintaining factors;

The national and institutional context, and Using best evidence-based practice to support children and young people with SEMHD

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based, practice as appropriate.

Notes

This course is part of the MA Advanced Educational Practice in Special Educational Needs and is designed to meet the professional needs of practitioners within the education sector.