

## Liverpool John Moores University

Title: The Multi-Agency Approach to Dealing with Mental Health in Children and Young People  
Status: Definitive  
Code: **7114PSCPD** (126567)  
Version Start Date: 01-08-2021  
Owning School/Faculty: Justice Studies  
Teaching School/Faculty: Justice Studies

| Team               | Leader |
|--------------------|--------|
| Daniel Silverstone | Y      |

**Academic Level:** FHEQ7  
**Credit Value:** 20  
**Total Delivered Hours:** 24  
**Total Learning Hours:** 200  
**Private Study:** 176

### Delivery Options

Course typically offered: S1 & S2 & Summer

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 22            |
| Workshop  | 2             |

**Grading Basis:** 50 %

### Assessment Details

| Category     | Short Description | Description                       | Weighting (%) | Exam Duration |
|--------------|-------------------|-----------------------------------|---------------|---------------|
| Essay        | AS1               | 2,500 Word Essay                  | 60            |               |
| Presentation | AS2               | 10 minute Presentation and Poster | 40            |               |

### Aims

*This programme will critically examine the multi-agency approach in assessing, understanding and dealing with mental health in children and young people, from the perspective of the front-line practitioners involved in teaching, policing and health-care.*

*After initially considering the varying types of mental disorder that children and young*

people may suffer from, together with the signs and symptoms that are associated with those conditions, the module follows a developing case study throughout each of the following sessions.

Students will evaluate how the issues may manifest and are then managed by the teaching professional within a classroom environment before considering the role of the police service when called upon to respond to such an issue.

Having studied the responsibilities of the police professional in initially dealing with all aspects of a child or young person who is suffering from a mental disorder - as a potential victim, witness or offender, the programme then considers the role of health-care professionals who will become involved in such cases and the options available for treatment.

The student will evaluate the respective role and responsibilities of the agencies involved in the relevant multi-agency safeguarding arrangements, procedures and protocols and assess how these agencies work together in addressing all aspects of such cases including the interventions and support, both to the individual and those affected.

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically assess the variation of mental health disorders that may affect children and young people and how such conditions may present
- 2 Critically evaluate the individual role and responsibilities of key professionals in teaching, policing and health care when dealing with all aspects of such cases
- 3 Critically assess the areas of potential dilemma and professional conflict that may arise between agencies and the options to resolve
- 4 Critically evaluate the various agencies involved in dealing with mental health in children and young people and how key professionals and agencies work together to address the issues and support those involved

## **Learning Outcomes of Assessments**

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

|                         |   |   |   |   |
|-------------------------|---|---|---|---|
| 2500 Word Essay         | 1 | 2 | 3 | 4 |
| Presentation and Poster | 1 | 2 | 3 | 4 |

## **Outline Syllabus**

*Mental Disorders that Children and Young People may suffer from - the Signs and Symptoms and how to Assess*

*The Teacher / Classroom Perspective – Current Guidelines, Supporting Agencies and the Involvement of Parents / carers*

*Escalation of the problem, Current Guidelines and Options for Action*

*The Police Perspective – Responding to Incidents; Police Powers, Guidelines and Responsibilities*

*Police Powers and the Safeguards for Detainees and Their Release from Police Detention*

*The Health-Care Perspective – Frontline Professionals, Mental Health Specialists and the Current Guidelines*

*Available Treatments, Outcomes and Comparison with Adult Mental Health Services*

*Joint Agency Safeguarding – Understanding individual and Organisational roles and responsibilities, the Multi-Agency Approach and the Current safeguarding arrangements, procedures and protocols*

## **Learning Activities**

Lectures and workshops (with some online activity where necessary).

One of the key themes running through this module will be the development of the skills and knowledge to link theory and professional practice.

Where necessary, the module will utilise blended learning techniques, combining traditional teaching strategies with immersive learning and e-learning.

Students will be encouraged to monitor their own learning in this module, supported by an experienced and knowledgeable mentor, through their Personal Development Plans.

Lectures will be delivered by the module Lead and other LCAPS staff, together with guest speakers from relevant professional backgrounds who have particular credentials and expertise in parts of the curriculum.

Skills will be increased through case studies, through practical application in the workshops to highlight the issues under discussion and through plenary sessions and feedback.

Students will be expected to engage in self directed and supported learning to develop their knowledge and the practical application of it. Any issues raised during lectures can be further explored during plenary sessions, within smaller groups, with their allocated mentor and/or the module team.

## **Notes**

Programme code: 36239

There are no professional body requirements at present. Developments of the College of Policing are constantly monitored and incorporated, where appropriate.

Benchmark Statement:

There are no subject benchmarks for police studies but cognisance has been taken

of the evolving police professionalisation agenda and where applicable the requirements of the College of Policing, together with appropriate National Occupational Standards for policing set out by Skills for Justice, the Benchmark Statements for Criminology and other QAA Benchmark Statements when appropriate.

**Mode and Duration of Study:**

This CPD module will be offered on a part time basis and through delivery on-site (at LJMU), off-site or through a blended delivery process incorporating some distance learning where necessary.

The university's Virtual Learning Environment, Canvas, will be utilised to support the delivery of this programme.

This programme will be available from March 2019 and whilst the intake month is flexible, it is possible to commence the programme in semester 1, semester 2 or during the summer period. The duration of study will usually be across 18 weeks,

**Criteria for Admission:**

The entry requirement is a first degree at 2:2 or above, international equivalent. This CPD module is open to recruitment for Police Officers or Police Staff and to those working in the teaching and healthcare professions. It is also of relevance to individuals in other law enforcement and partner agencies who will deal with issues around mental health in children and young people as a key element of their work processes.

**Name of Final Award:**

Certificate of Professional Development - The Multi-Agency Approach to Dealing with Mental Health in Children and Young People.

**Student Support:**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of; student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.

**Assessment Regulations:**

As a programme leading to academic award by LJMU, this module operates within the University's Academic Framework, details of which are available at <https://www.ljmu.ac.uk/about-us/public-information/academic-qualityand-regulations/academic-framework>

**Attendance Requirements**

Students should strive to attend all taught sessions in line with the University's

Attendance Policy.

This course was written in March 2019.

Methods for Evaluating and Improving Quality:

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable. The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA), published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

The University uses the results of student feedback from internal and external student surveys, module evaluation questionnaires and meetings with student representatives to improve the quality of programmes. The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements.

The University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements. The assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations. The academic standards are comparable with those in other UK higher education institutions of which external examiners have experience.

Alignment for CME:

For the purposes of CME, this CPD programme will be reviewed alongside the MSc in Advanced Policing (35837)

Alignment to External Examining:

This CPD programme will be considered by a Board of Examiners and the same existing arrangements in respect of the External Examiner for the LCAPS MSc in Advanced Policing Studies will be utilised. This arrangement will be subject to approval via the appropriate University mechanisms.