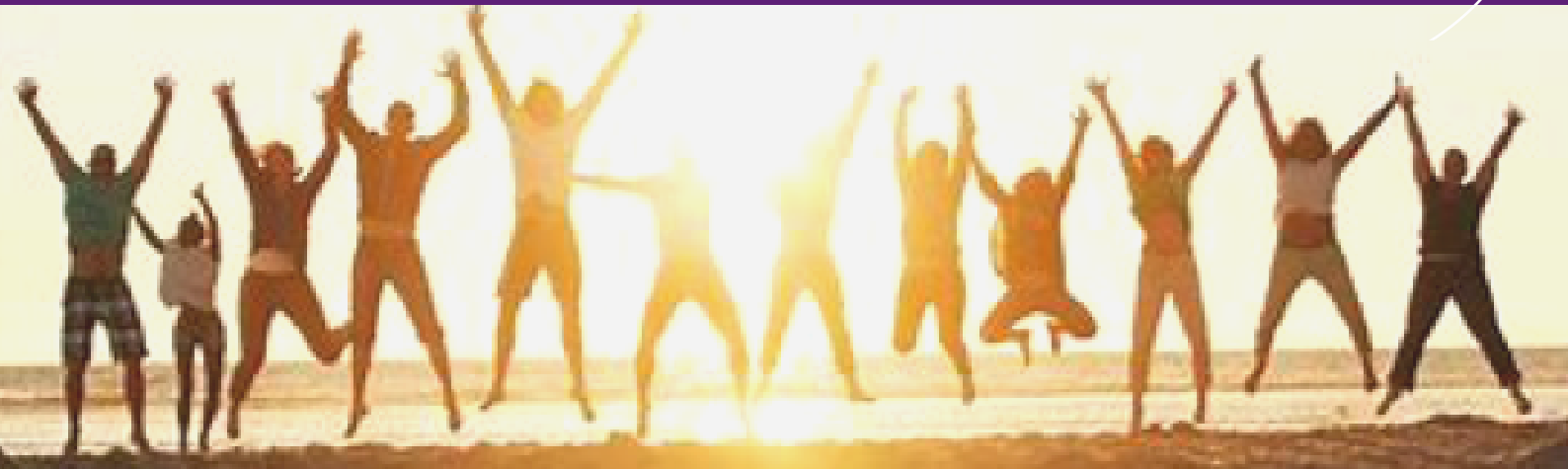


## Child and Adolescent Mental Health - All Wales Post Registration Module 2022 Bangor University



### What is the module about?

This dynamic and young person-centred module has been enhancing practice in North Wales for 17 years. This module has more recently been developed to be hosted in partnership with Health Education Improvement Wales (HEIW) and all Health Boards across Wales in 2022. Students who apply to study this module will be part of this exciting development to enhance practice and foster learning in child and adolescent mental health pan Wales. This could not come at more crucial time for the wellbeing of children and the challenges lockdown and COVID has placed on young people's emotional health (Welsh Parliament 2020). Previous students have found the module content to be very helpful in their new roles.

“

*If you're new to CAMHS then this is the course for you. It will give you such a comprehensive overview of what interventions are offered to children and young people and the evidence base behind them. I'm sure you will find this course will help you to improve the quality of life for young people, families and their carers.*

**(Testimonial from a previous student).**

### What topics will I cover?

A range of exciting evidence-based topics, theory and competencies are included in the module syllabus. This will enable the practitioner to coproduce child centred, bespoke, systemic, formulation focused care practice with children, young people, their carers, family, and friends.

The taught and non-taught elements of the module are designed to equip the student with specific knowledge and approaches required to work in the field of Child and Adolescent Mental Health Services (CAMHS). The student will also learn about how to support young people particularly during transitional ages (NICE 2016), while working within the local and national transition policies (Welsh Government 2020).

Topics range from

- Service design & structure
- Legal frameworks
- Psychopathology and treatment approaches
- Trauma informed care
- Therapeutic interventions
- Early intervention and prevention.

## How will I be assessed?

This post graduate module is delivered at levels 6 (Degree) and 7 (Masters) and leads to 40 academic credit points. The taught element will run from 12th January 2022 to 25th May 2022. Students who have a professional registration but do not have a degree award can study the module at level 6 with a reduced assessment. Students will need to (1) be in employment in health or social services, (2) have direct contact with children, young people (C&YP) and/or carers/ families in the context of their emotional well-being, (3) have the support of a practice mentor and (4) will need to have the approval of their manager in writing to be eligible to attend.

The assessment includes a variety of activities including -

- Case Presentation
- Case Formulation
- Clinical Competencies
- Clinical Assignment

This module is suitable for allied professionals including nurses, social workers and occupational therapists currently working with young people during/post transition/crisis. A recent student found the course content to be very useful in her new role;

“

*I found the CAMHS module, interesting, accessible and really informative. It set me in good stead as a newly qualified nurse embarking on a career in community CAMHS.  
(Testimonial from a 2020 student).*



## How do I apply?

All applications will need to be made through the direct applications website at Bangor University. Please see the module website for more details on how you can do this.

<https://www.bangor.ac.uk/health-sciences/post-registration-modules.php.en>

## Where will I study?

For the academic year 2021-22, Bangor University will adopt a blended learning approach. This will enable us to facilitate teaching across Wales and learn from each other's experiences. Blended learning is generally defined as an approach to education that combines online educational materials and opportunities for interaction online. In addition, it is valuable to think in terms of learning hours, not contact hours, and to consider the variety of teaching and learning activities that a student will undertake including private study, discussion forums, online lectures and one to one supervision.



If you would like further information about this course please contact:

Dr Marjorie Ghisoni, Module Lead  
[m.ghisoni@bangor.ac.uk](mailto:m.ghisoni@bangor.ac.uk) 01248 3833139  
or Dr Seren Roberts, Mental Health Lead  
[seren.roberts@bangor.ac.uk](mailto:seren.roberts@bangor.ac.uk) 01248 383929