



# **GREENWOOD INSTITUTE OF CHILD HEALTH**

**Postgraduate Certificate in Child and  
Adolescent Mental Health  
(leading to Diploma and MSc)**

**Brochure for Academic Year  
2008/2009**

# *Child and Adolescent Mental Health*

## **The Greenwood Institute**

The Greenwood Institute of Child Health was officially opened in 1993 on the outpatient site of the Leicestershire Child and Adolescent Mental Health Service. This was an academic development supported by the University of Leicester, the Leicestershire Partnership NHS Trust and the Institute's benefactor, Dr Hugh Greenwood.

Since 1998 Professor Panos Vostanis has headed the Institute and Dr Nisha Dogra has been with the Institute since 1993. Both are responsible for the quality of research and the forging of links with other organisations that has given the Greenwood Institute its international reputation.

The Greenwood Institute has responsibilities in teaching and research. It organises and teaches the undergraduate child psychiatry curriculum, is involved in teaching on other related parts of the medical undergraduate curriculum and actively supports and participates in teaching postgraduate child mental health. It conducts, supervises and manages research in child mental health and related areas.

Our aim is to work collaboratively with other departments and agencies in teaching and research in order to achieve an appropriate skills mix in each area of activity, ensuring a high standard of attainment.

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## **Introduction**

Following the successful completion of our first intake on the Postgraduate Certificate/Diploma/MSc in Child and Adolescent Mental Health, this course was reintroduced in September 2005 following some changes to ensure that it remains up-to-date and to benefit from the addition of new members of teaching staff.

This is a unique opportunity for students to learn in a multi-disciplinary forum from tutors with a wide range of clinical and academic expertise. The Greenwood Institute of Child Health is an academic centre of international reputation. To find out more, please visit our website at [www.le.ac.uk/gi](http://www.le.ac.uk/gi).

To meet workforce demand, we are primarily offering a Postgraduate Certificate in Child and Adolescent Mental but aspiring students will be offered the opportunity to continue their studies onto Diploma and MSc level. During 2001-2004, out of a total of twelve students, twelve successfully completed the PG Certificate and all went on to achieve the PG Diploma. Out of those twelve, we are very pleased to announce that five went on to study at Masters level. During 2005-2006, five students completed their PG Certificate and a further three have gone on to the Diploma.

In order to meet the demand for the course the decision was made in 2006 to run the courses in parallel, rather than waiting for three years to welcome new students. So as the Diploma course began in September 2006, a further fourteen students also embarked upon the postgraduate Certificate programme. We hope, in future, to have three cohorts of students studying at Certificate, Diploma and MSc level.

Our current aim is to continue to run all postgraduate levels in parallel, thus providing a comprehensive postgraduate educational programme and qualifications tailored to the needs of practitioners and their services.

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## **Aims of the Course**

The principal aim of the course is to equip practitioners with a sound knowledge and understanding of a range of topics in child and adolescent mental health. This knowledge not only underpins students' existing practical experience with evidence-based expertise, but also develops an appreciation of the strengths and limitations of research evidence and, at Masters stage, its application. This should enable students to enhance their careers in the field of child and adolescent mental health, and to generate new skills for the benefit of their clients and service provision.

## **What does the Course offer?**

- A second to none opportunity to learn in a multi-disciplinary forum from tutors who have an extensive wealth of experience in clinical practice and academia relating to child and adolescent mental health and research.
- An evidence-based framework of child mental health and other key issues relevant to child mental health professionals to support practice-based experience.
- Theoretical background supported by clinical relevance to improve the delivery of clinical care, especially in areas which are major components of the child mental health worker role, such as primary care, inter-agency and community services.
- An opportunity to learn using a variety of learning methods, including critical evaluation.
- The benefits of studying part-time – allowing students to easily fit studying into working and family life.

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- Flexibility to choose the level of study to suit individual needs, with progression opportunities from the Certificate to the Diploma to the MSc.
- An internationally respected, formal qualification awarded by the University of Leicester.

"The MSc in Child Mental Health is a course I wish was available ten years ago. I have been afforded the opportunity to expand my knowledge base, but more importantly to increase my depth of knowledge. The teaching and organisation of the course has been of a high standard throughout. The academic supervision has been second to none. I would highly recommend this course to any professional working in or with an interest in child and adolescent mental health.

I would also recommend this course as a valuable investment in staff training for any manager being asked to financially contribute to a staff member's participation. Not only have I benefited from participation in the course, service users have directly benefited and it has made a significant contribution to my personal career development."

*Duncan Clark, Lead Clinician, NHS Lanarkshire Child & Family Service*

## **Who will the Course benefit?**

Our Postgraduate Certificate in Child and Adolescent Mental Health is relevant to all those working with children and adolescents who have a need for formal training to become recognised child and adolescent mental health professionals and/or to enhance their existing skills. The following professional groups will find it of particular interest:

- Registered mental health nurses
- Paediatric nurses
- Teachers
- Occupational therapists
- School nurses and other nurses

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- Professionals working in voluntary agencies such as the NSPCC, Open Door, etc.
- Social workers
- Other child health professionals who have a particular responsibility for child mental health

The part-time aspect of the course opens up the opportunity to those with commitments that would normally prevent full-time study. We are not able to offer a full-time option for home students.

## **Relevance to CAMHS**

Managers may ask why is this course of benefit to CAMHS, and of relevance to workforce plans? Our answer is that the objectives, content and structure of this course are guided by national workforce plans to improve and increase professional skills and staff across a number of agencies, in order to achieve a comprehensive CAMHS and provide an effective and evidence-based service. Practitioners who completed our previous courses have re-invested their new skills to their own service and professional discipline. For these reasons, the course will appeal to service and professional managers, as it provides excellent "value for money".

We will be delighted to discuss the relevance of the course to high service quality and workforce plans directly with interested service or professional managers, and commissioners.

Our Academic Department has been commissioned by the Department of Health to develop and evaluate national CAMHS training guidelines for commissioners.

## **Course Structure**

The Postgraduate Certificate will run from September 2008 to June 2009. The Certificate comprises two 30-credit modules, both involving six teaching days, or thirty-six hours of contact time, plus practice-based learning and private study. The days will be spread over the academic terms. On average, there will be two

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taught days each month. Teaching will take place at the Greenwood Institute of Child Health.

The modules for the Certificate are entitled "*Mental Health and the Community*" and "*Specific Mental Health Problems of Childhood and their Management*".

Assessment will be via presentations, student-led sessions, tutorials and assignments.

Successful students will be offered the opportunity to progress onto Diploma and MSc level.

The Diploma includes two further 30-credit modules on specialist topics such as consultation, research methods, service development and evaluation and will involve an extra year of study. The Masters involves the completion of a research dissertation during the third year, which is supported through individual and group supervision.

## **Induction and Certificate Modules**

### ***Induction Course***

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#### **Overview**

The induction days have been designed to give students a good head start with their studies by familiarising them with the fundamental support structures within the university and also to give them an understanding of the skills that they will need to develop during the course. The induction is a mandatory part of the course. Overnight accommodation is offered to students who travel a long distance, and there are opportunities for students and staff to get to know each other over buffet lunches and an evening meal.

#### **Dates**

The induction will take place on 9<sup>th</sup> and 10<sup>th</sup> September 2008.



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## **Objectives**

After induction students should:

- Be familiar with university facilities, including computer access.
  - Be aware of support services for students.
  - Be able to access the University library website, including electronic journals and databases.
  - Have an understanding of the critical appraisal skills required for postgraduate study.
  - Have an understanding of written and oral presentation skills required for postgraduate study.
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## **Module 1: *Mental Health and the Community (30 credits)***

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### **An overview**

This module begins by considering definitions of mental health and mental illness. The prevalence of mental health problems in the community and other subgroups will be explored. It is designed to address the predisposing, precipitating or perpetuating environmental factors that impact on child mental health. It then focuses on all aspects of child, adolescent and family development and their relationship and impact on mental health. The emphasis is on a sound theoretical knowledge of *normal* development and critical analysis of the theories of development.

### **Dates**

The module will be taught over six single full days. Students will be expected to undertake preparation between the taught sessions. Dates will be:

- 30<sup>th</sup> September 2008
- 14<sup>th</sup>/28<sup>th</sup> October 2008
- 11<sup>th</sup>/25<sup>th</sup> November 2008
- 9<sup>th</sup> December 2008

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## **Module aims**

To provide a sound academic knowledge base of the factors that influence child mental health and also to enable students to effectively question the basis of their understanding and perspectives and to build on these.

## **Module objectives**

By the end of this module students should be able to:

- Justify their definitions of mental health and mental illness.
- Outline the key features needed to assess mental health.
- Demonstrate interviewing techniques that are sensitive to the needs of children and their families.
- Evaluate the part that cultural influences play in the understanding and presentation of mental health.
- Compare and contrast the potential positive and negative impact of social factors on children.
- Recognise the impact of child abuse on children and families.
- Outline the legal framework as it relates to the care of children.
- Identify the laws relating most to their practice.
- Justify their approach in ethical dilemmas.
- Demonstrate an understanding of the current policies regarding child and adolescent mental health.
- Describe development in childhood and adolescence.
- Critically evaluate a model of family development.
- Compare and contrast the relevance of attachment and personality to development.
- Evaluate the impact of external influences on development.

## **Assessment of the module**

Completion of the module is based on satisfactory achievement in the written work and on attendance for at least 80% of the sessions. In addition there is one assessment, which will be an essay relating aspects of the taught module to students' own practice (5000 word limit).

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## **Module 2:   *Specific Mental Health Problems of Childhood and Therapeutic Interventions (30 credits)***

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### **An overview**

This module considers the range of mental health problems that can occur in childhood and adolescence as well as considering specific common

disorders/problems. It is also designed to cover the key principles in the management of child mental health problems. There is an overview of strategies available with an emphasis on planning management with effective resource use. The principles of team working to deliver quality care will be addressed. Students will also be expected to consider in more detail those strategies that can be applied by non-mental health professionals.

### **Dates**

The module will be taught over six single full days. Students will be expected to undertake preparation between the taught sessions. The dates for these sessions are:

- 27<sup>th</sup> January 2009
- 10<sup>th</sup>/24<sup>th</sup> February 2009
- 11<sup>th</sup> March 2009
- 4<sup>th</sup>/19<sup>th</sup> May 2009

### **Module aims**

To provide a sound and thorough understanding of key problems and disorders in child and adolescent mental health and their management.

### **Module objectives**

By the end of this module students should be able to:

- Describe the presentation of behavioural problems, ADHD, self-harm, emotional problems, early onset psychosis, autism and learning disabilities.
- Identify those problems that can be managed in primary care.
- Apply the learning from the module to their own practice.

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- Identify those problems that need referral to a secondary service.
- Outline the key interventions for child mental health problems including behaviour therapy, cognitive therapy, social skills training, family therapy and family work, counselling support, psychodynamic psychotherapy and psychopharmacology.
- Critically evaluate their organisation's part in the management of children with multiple needs.

## **Assessment of the module**

Completion of the module is based on satisfactory achievement in the written work and on attendance for at least 80% of the sessions. In addition there will be one assessment in which students will complete a workbook of two case studies on different disorders/problems and the management of these cases, justifying the approaches used and an outline of how the problem was explained to the family and young person (2500 word limit per case study).

Successful students are offered the opportunity to continue their studies to the Diploma in Child and Adolescent Mental Health, which is a further year of study.

## **Postgraduate Diploma in Child and Adolescent Mental Health**

The Diploma in Child and Adolescent Mental Health is comprised of two modules:

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### ***Module 3: Research Methods in Child and Adolescent Mental Health (30 credits)***

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#### **An overview**

This module is designed to provide both a theoretical appreciation and practical application for research in child health related subjects. Students will be given a generalised overview of the importance and relevance of research and be guided through the different types of data collection and analytic methods. A clear focus on the differences and similarities between quantitative and qualitative approaches will be provided and an encouragement to consolidate learning

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through practice will be necessary. Students will come to appreciate how to carry out statistical measures and compare this with qualitative analysis. The module includes extensive and intensive learning, which is reflected in the total hours required.

**Dates: The Diploma teaching days are Wednesdays (6 days total)**

## **Module objectives**

Upon completion of the module students should be able to:

- Identify the importance and relevance of research
- Assess the relevance and have practical experience of applying an ethical code
- Formulate a research question or hypothesis
- Describe the complexity of research and be able to compare and contrast the approaches
- Undertake simple statistical analysis using SPSS
- Be able to differentiate between approaches, be able to justify their preferences for particular methods.
- Be able to organise their work
- Be able to apply research principles to child mental health research and evaluate such research
- Be able to critically analyse published research
- Be able to recognise the value of good quality research and the limitation of poorly constructed research

## **Assessment of the module**

Students are required to produce a research proposal of up to 1500 words. In this proposal students should consider what type of research and what research topic they may later be interested in developing. They should also go through the process of getting ethical approval from a panel. This proposal should contain a copy of your questionnaire or interview schedule.

Part two of the assignment is to produce a critical review of four articles. The objective of the assignment is to compare and contrast two quantitative articles and to compare and contrast two qualitative articles, 1000 words for the quantitative and 1000 words for the qualitative critique. You are asked to critique

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all of the sections within the paper and comment on the relative merits of the paper. You must demonstrate critical analysis and evaluation in your writing.

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## **Module 4: *Training, Consultation, Supervision and Interagency Collaboration (30 credits)***

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### **An overview**

This module is designed to reflect on the key areas that are central to the role of a mental health worker. Students will be provided with opportunities to consider different training strategies and the strengths and weaknesses of different

approaches. An introduction into evaluating training will also be covered.

Students will also have opportunities to develop their presentational skills through peer and staff reviewed observations. The objectives of consultation and clinical supervision are addressed. There is also an opportunity to explore interagency collaboration and how to facilitate this in the role of a mental health worker. This module includes extensive practice-based learning, which is reflected in the total hours of study.

**Dates: The Diploma teaching days are Wednesdays (6 days total)**

### **Module aim**

To consider the issues of effective training, consultation, supervision and interagency collaboration.

### **Module objectives**

Upon completion of the module students should be able to:

- Define clinical governance and identify
- Identify the factors that limit implementation of effective clinical governance
- Describe the process of audit and be able to detail each stage of the audit cycle
- Evaluate how effectively clinical governance and audit has been applied in practice in their service
- Compare and contrast the advantages and disadvantages of interagency collaboration

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- Identify the factors that enhance interagency collaboration
- Analyse the main factors affecting a training session
- Conceptualise and design a service which can fulfil the role defined by the liaison model
- Set out clear and relevant teaching plans
- Understand key concepts underpinning systemic supervision and link these to systemic therapy and their own practice
- Evaluate the processes that enable consultation to be undertaken successfully
- Develop an understanding of remits and constraints of consultees
- Compare and contrast the advantages and disadvantages of interagency collaboration
- Identify the factors that enhance interagency collaboration
- Discuss and appraise different models of collaborative practice across CAMHS and Children's services
- Identify challenges and solutions when engaging in negotiation with other agencies
- Describe different designs and methods to evaluate child mental health services

## **Assessment of the module**

For part one of the assessment students will be observed giving a ten minute presentation on any aspect of Module 4, with a further ten minutes for questions.

For part two of the assignment students are asked to produce guidelines for trainees to enable them to establish consultation to an organisation or group related to an area of the student's own practice. The consultation may be to an external organisation or a group within the student's own service.

There is a 3000-word limit for part two and a twenty minute time limit for presentation. The observation will take place in the classroom context and the training will be given to your student peers.

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## **Masters in Child and Adolescent Mental Health**

Students who have been successful in completing the Diploma will be invited to continue their studies for a third year and complete a research dissertation in order to be awarded an MSc in Child and Adolescent Mental Health. This module does not have formal teaching days but group and individual supervision sessions are held regularly throughout the year. Group supervision days are held on Thursdays and there are approximately six per year.

### **An overview**

The Masters dissertation is designed to build on the concepts taught in earlier modules within an academic research framework. The MSc utilises the skills that students have learned and addresses more advanced research issues by implementing different research methodologies, designing and implementing a comprehensive research protocol, gathering and analysing data, relating the findings to established literature and formulating a conclusion and future research questions.

### **Module aim**

To enable students to be able to undertake a rigorous research project and prepare a dissertation to the standard of, and in the style of, a peer-reviewed paper.

### **Module objectives**

Upon completion of the module students should be able to:

- Present a dissertation which demonstrates a thorough knowledge of the relevant literature, clear aims and objectives, well described and justified methodology, appropriate data analysis, limitations of the research, an understanding of the research findings and their relevance to the field.

### **Assessment of the Module**

Satisfactory attendance at supervision sessions and students must plan, execute and write up an extended research dissertation of 15,000 words on an area within child mental health or utilise a scientific methodology for the investigation of an area of child mental health.



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## Teaching Staff

We offer a unique opportunity to students to learn from a wealth of expertise from both clinical and academic staff attached to the local Child and Adolescent Mental Health Service, the University of Leicester and other outside agencies. The wide range of clinical and academic experience offers students a solid base to start their studies from and a comprehensive structure to support them during their course.

Staff from the University of Leicester include: -

### **Dr Nisha Dogra**

**Course Director, Senior Lecturer and Honorary Consultant in Child and Adolescent Psychiatry**

*BM, DCH, MRCPsych, PhD, MA, PG Cert. Systemic Family Therapy*

Nisha has been involved in a wide variety of teaching and training events in undergraduate and postgraduate education, locally, nationally and internationally. She is a member of the Institute of Learning and Teaching, which recognises quality teachers. Her research interests include effective methods of training, evaluation of training, young people's perceptions of mental health services, training in diversity and its impact on healthcare outcomes and service delivery. Clinical areas of interest include adolescents, substance misuse in young people and audit.

### **Professor Panos Vostanis**

**Module Leader, Professor and Honorary Consultant in Child and Adolescent Psychiatry, Director of the Greenwood Institute**

*MB, MD, MRCPsych*

Panos has been involved in the development of a multi-agency training programme in child mental health. His current research addresses the mental health needs of children exposed to trauma and living in adversity, the detection

of protective factors, and the evaluation of treatment interventions and service models. Target populations include homeless children and families, young people

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looked after by local authorities, children living in deprived communities, victims of violence and abuse, young offenders and children of war.

## **Dr Michelle O'Reilly**

### **Module Leader and Lecturer in Psychology and Research Consultant**

*BSc (Hons), MSc, PhD*

Michelle's main role is as a research methodologist where she specialises in teaching and supervising qualitative research. Michelle is trained in qualitative methods, particularly discursive psychology and conversation analysis and undertook a PhD in which she examined children with behavioural problems in family therapy.

## **Lisa Anderson**

### **Teaching Fellow in Child Mental Health**

*BSc (Hons), MSc*

Lisa is a trained Forensic Psychologist with a background in child mental health. Her role with the Greenwood Institute involves co-ordinating training for Tier 1 primary care staff across Leicestershire and Rutland. Previous research interests include young offenders, looked after children, child behaviour and homeless families.

## **Resources**

The Greenwood Institute has its own comprehensive library that is available to all current students with the Institute.

The main University of Leicester library and Clinical Sciences library are also fully available to students. The University Library is a well-stocked resource, offering a wide range of services in support of the teaching and the research activities of the University of Leicester. The total stock of the University of Leicester exceeds one million items and includes over 5,000 current periodical titles. Students will also have access to a large number of electronic journals.

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A computer room equipped with scanner, CD writer, printers, all relevant software and Internet access is also provided at the Greenwood Institute and students will be able to access on-line journals and databases to support their studies.

Computer services are also available at the main campus and support would be provided by both the University Help Desk and also the Greenwood Institute's own Computer Officer, and there are numerous resources available to students who want to improve their computer skills.

## **The University**

The University of Leicester is a leading UK University with a proud past and an exciting future. Staff deliver high quality undergraduate, postgraduate and professional education and create research that has impact internationally.

The discovery of DNA Genetic Fingerprinting and pioneering space exploration are the most famous achievements, but world-class research stretches across the arts, science, medicine, law, education, biological sciences and social sciences.

Leicester is special. It is a leading University yet it attracts students from a wide social and ethnic spectrum and delivers one of the highest student completion rates in the country. In September 2003 the Sunday Times wrote that of just five Universities with a higher completion rate "none approach the diversity of Leicester's intake".

## **International Students**

We are pleased to be able to offer international students the opportunity to study full-time on our Masters programme (MSc in Child and Adolescent Mental Health). Entry to the programme is in September and we are unable to offer any flexible start dates. Students will study Modules 1 and 3 in parallel, and then Modules 2 and 4 in parallel, along with preparing for their dissertation. The dissertation is finalised in September of the following year and the writing up phase can be carried out in the student's home country.

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We also offer students clinical placements within the Child and Adolescent Mental Health Service in order to satisfy the course requirements for students to draw from their own clinical exposure when completing assignments.

Fees for international students are £13,500 for the MSc in Child and Adolescent Mental Health. We are unable to offer bursaries or any other financial support.

The University has an International Office specifically set up to help students from other countries and their website can be found at

<http://www.le.ac.uk/international/> The site includes a wealth of useful information about accommodation, living expenses, methods of paying tuition fees and so forth and students are strongly urged to make use of this resource, especially in the first instance.

International students are welcome to contact the Course Director via Jo Welch, Course Administrator (contact details shown on page 23) in order to discuss their application, but should follow the instructions set out in 'Entry Requirements, How to Apply and Fees' below when applying for the course. The only aspect that will differ is the interview, and a telephone interview will be arranged.

## **Entry Requirements, How to Apply and Fees**

### ***Entry Requirements***

The prerequisites to entry for the Certificate are a second class honours degree or equivalent professional qualification from any discipline, which involves the care of or working with children and adolescents (including teachers, residential care workers, nurses, primary mental health workers, etc.). If you are in any doubt about whether your qualification or experience is appropriate or not, please discuss this with the course organisers.

Applicants whose first language is not English and who have not lived in a country where the first language is English for at least three years immediately prior to the commencement of the course are required to provide evidence of a minimum standard of English language ability. The usual requirement is a score of 6.5 or above in the British Council's International English Language Testing System (IELTS) or its equivalent, for example, a score of 575 in a Test of English as a

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Foreign Language (TOEFL) including a score of 4.0 in the Test of Written English (TWE).

Where one of the above qualifications has not recently been obtained or where, for any other reasons, there is doubt about an applicant's English language ability, the University reserves the right to set a special test of competence, validated by its English Language Teaching Unit.

Unfortunately, due to University regulations, the course is not available to international students because the programme is only available on a part-time basis. All students whose permanent country of residence is outside the UK will need to provide documentation to support their eligibility to study part-time in the UK.

*It is emphasised that this course is not aimed at students looking to continue their undergraduate studies, it is designed for practising professionals.*

## ***How to Apply***

The closing date for applications is **Wednesday 30<sup>th</sup> April 2008**.

There are two stages for selection to the course. Students are asked to submit an essay with their applications. Applicants meeting the entry criteria will be invited for interview. The purpose of the interview is for us to ensure that prospective students understand the aims and demands of the course and for students to be sure that this is the right course for them.

## **The Essay**

As part of the application process, all applicants will be required to submit a 1500-word essay entitled "What are the potential benefits and difficulties of integrating evidence and clinical practice in child and adolescent mental health?" This essay must include at least five sources of reference.

## **Interviews**

Interviews will be held on 19<sup>th</sup> May 2008. However, if students have exceptional reasons why they are unable to attend on this date, different arrangements can be made.

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## ***Application Process***

You must complete the application form and sign it. Applications can be made either by post or on-line via the University's Graduate Office at <http://www.le.ac.uk/graduateoffice/>. Telephone number 0116 252 2298.

You must include details of two referees. For those students with academic qualifications, you must include a reference from the academic institution that awarded your qualification.

*Remember that you must include your essay with the application.* Send the completed application and essay to the Graduate Office at the University of Leicester at the address shown on the application form. If you apply on-line, please contact Jo Welch on 0116 225 2885, [jrw19@le.ac.uk](mailto:jrw19@le.ac.uk) to discuss how to send in your essay. All applications including the essay must be received before 28<sup>th</sup> April 2008.

**N.B.** Selection for the course will be based on an essay and an interview. Late applications will not be considered nor will applications that arrive without an essay. References should be submitted on the form provided. References not on the form will not be acceptable unless they are on appropriate headed paper and signed by the referee. Applicants should note that it is their responsibility to pursue outstanding references and no applications will be processed until both references are received.

## ***Fees and Funding***

### **Home/EU Students**

**£1,450.00** - Postgraduate Certificate in Child and Adolescent Mental Health.

(These fees exclude costs for travel and accommodation and also exclude the cost of textbooks apart from one core text). *Students who wish to continue their studies should note that the fees are £1,450.00 for each year of study.*

The Greenwood Institute does not have any grants or scholarships available for the course but we would suggest that prospective students speak to their employers and explain how this qualification would be an investment for their

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organisation. Former students have been funded either in full or part by their employer. Some students on our current intake have been funded by their local NHS Workforce Development Confederation.

Even if you are unsure how you will fund your place, you should still send your application in while you are exploring support with your employer.

## **International Students**

**£9,000.00** - Postgraduate Diploma in Child and Adolescent Mental Health

**£13,500.00** - MSc in Child and Adolescent Mental Health

Information about how to pay your fees can be found on the International Office website at <http://www.le.ac.uk/international/>

## **Contact Details**

The Greenwood Institute is based two miles from the main University of Leicester Campus and is within easy reach of motorways and railway connections and can also be reached by bus from the city centre. We are housed on the Leicestershire Child and Adolescent Mental Health Service site. A map can be found on our website at [www.le.ac.uk/gi](http://www.le.ac.uk/gi)

The Greenwood Institute  
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Westcotes Drive  
Leicester  
LE3 0QU

Tel: 0116 225 2885 Fax: 0116 225 2881

E-Mail: [jrw19@le.ac.uk](mailto:jrw19@le.ac.uk) (Jo Welch, Course Administrator)

Website: [www.le.ac.uk/gi](http://www.le.ac.uk/gi)

*We look forward to hearing from you!*