

Module specification

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Module Code	EDY612
Module Title	Contemporary Challenges in Child and Adolescent Psychology
Level	6
Credit value	20
Faculty	Faculty of Social and Life Science
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Childhood and Adolescent Studies	Core

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

- Critically examine how contemporary global phenomena - such as climate anxiety, forced migration, and the "attention economy" of digital platforms - intersect with neurodevelopmental trajectories to create novel challenges for adolescent mental health.
- Evaluate the effectiveness of national and international child protection and mental health legislation, critiquing how policy translates into lived experience for vulnerable and neurodivergent populations in diverse professional settings.
- Foster a high-level critical reflection on the ethical dilemmas inherent in multidisciplinary practice, focusing on the power dynamics between professional agencies and the voice of the child or young person.

- Evaluate systemic leadership in Wellbeing, considering whole-system approaches to mental health, moving from individual intervention strategies to considering whole organisational and structural changes.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Analyse how modern global issues affect child and adolescent development
2	Critically assess how current laws and policies protect the rights and wellbeing of vulnerable or neurodivergent young people
3	Evaluate the effectiveness of multi-agency working to support youth mental health
4	Propose strategic improvements for how services can better integrate to support children and adolescents in the modern world.

Assessment

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Written Task	2,400	60%	
2	3,4	Presentation	1,600 (nominal)	40%	

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Written task critically evaluating current global issues and policy and legislation

Assessment 2: Presentation suggesting necessary changes and improvements to integrated service delivery

Derogations

N/A

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and



include opportunities for both synchronous and asynchronous learning. This module is designed for both blended (classroom/online) and online only delivery. Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

Indicative Syllabus Outline

- The attention economy
- Climate anxiety and eco-distress
- Global displacement
- Legislative frameworks
- Ethics and efficacy of multi-agency working
- Systemic leadership

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Balter, L. and Tamis-Lemonda, C.S. (2016), *Child Psychology: A Handbook of Contemporary Issues*. 3rd ed. Philadelphia, Pa: Psychology Press

Laver-Bradbury, C. (2021), *Child and Adolescent Mental Health*. Boca Raton, FL: CRC Press.

Other reading:

Haidt, J. (2024), *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*. New York: Penguin Press.



Administrative Information

For office use only	
Initial approval date	6 May 2026
With effect from date	September 2026
Date and details of revision	
Version number	1

