



Promoting the Well-being and meeting the Mental Health needs of Children and Young People

A Development Framework for
Communities, Agencies and Specialists
Involved in Supporting Children,
Young People and their Families

QA
CPD





strategy

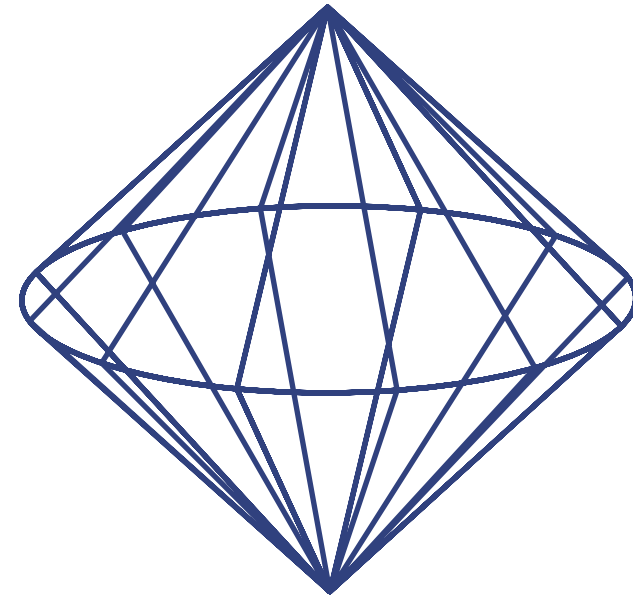
structures

resources

outcomes

Contents

Introduction	2
The Framework Model	3
Competencies – Promotion of Mental Health and Wellbeing: Awareness Raising	6
Competencies – Prevention: Understanding and Working with Children, Young People and Families	12
Competencies – Care: Delivering Specialist Care	20
Further Reading	26
Websites	27
References	27
Appendix 1	
Key Messages from Consultation with Young People	29
Appendix 2	
Key Messages from Consultation with Younger Children	30



© NHS Education for Scotland, 2004.

Design and Production//www.interactive-design.co.uk

Introduction

At any one time in Scotland around 125,000 young people under the age of 19 will be experiencing mental health difficulties¹. Improving the mental health and well-being of children and young people in Scotland has become an issue of increasing importance in the last few decades. In parallel with the need to improve the well being of children and young people has been the need to develop the knowledge, skills and values of those working or in contact with young people. The Scottish Executive through the Mental Health pathfinder client group for integrated workforce development has identified child and adolescent mental health services as a priority. The task of this group was to identify core competencies for those working with children and young people with mental health difficulties, to provide new opportunities for joint training, and enable more effective multidisciplinary working. The current document has identified these core competencies and the skills and values needed to achieve them. The development of these competencies has been achieved through the work of a multi professional, cross agency group of practitioners, followed by a nation-wide consultation. Children, young people and their parents were crucial partners in the development of the framework.

The recent SNAP report on child and adolescent mental health outlined three core themes in working with children and young people:

Recognising the rights of young people to be heard and participate in the development of services.

The “mainstreaming” of mental health services.

The integration of promotion, prevention and care in working with children and young people.

This current document uses the SNAP (Public Health Institute of Scotland, 2003) document as a framework for identifying the areas of working, and the competencies needed within each area. We have included further reading and websites where you can obtain more information on the mental health of children and young people.

Acknowledgements

With thanks to all those who contributed to this project, including:

- Children and young people who took part in classroom sessions.
- Children and young people who are members of groups and took part in group discussions.
- Staff in many organisations for their support and assistance during the consultation process, especially: Barnardos’s Scotland, Primary Schools in West Lothian, Scottish Borders and Central Scotland.
- Off the Record (*a drop in youth counselling service in Stirling*)
- Lowit Unit, Royal Aberdeen Children’s Hospital
- Young People’s Unit, Royal Edinburgh Hospital

The Framework Model

The framework model places children and young people at the centre of our attention and suggests that the main area of work with children and young people – particularly that of promotion of well-being and prevention of difficulties with mental health should be embedded in their communities, families/carers and children/young people themselves.

This competency framework has been based on the three key areas identified in the Scottish Needs Assessment Report (Public Health Institute of Scotland 2003), i.e. Promotion, Prevention and Care. The framework is organised in three sections, addressing the competencies required in each area by those in contact and/or working with children and young people who may have mental health problems, these are:

- **Promotion (of Mental Well-Being): Awareness Raising;**
- **Prevention: Understanding and Working with Young People and their Families;**
- **Care: Delivering Specialist Care**

The competencies have been separated into these three sections to acknowledge that different knowledge and skills will be required for people working both formally and informally, and in different areas with children and young people. Individuals can access the framework and aim for competence at a level appropriate to themselves and their role. For some, this may mean that they would wish to achieve competence in one particular section while others may wish or need to develop some competencies in each of the sections. The three sections are not meant to be hierarchical, however some competencies in the Awareness Raising section provide foundation knowledge and skill which would be a pre-requisite to some of the competencies in the other two sections. The sections have been colour coded to make them easier to identify.

A: Awareness Raising

This area would be useful for people whose roles bring them into regular formal and/or informal contact with children, young people and their families such as:

- Health, education and social care staff in both statutory and voluntary sectors;
- Receptionists, administrators and clerical staff working in a range of settings;
- Children and young people; and
- Families of children and young people

B: Understanding and Working with Children, Young People and their Families

This area would be useful for people whose roles bring them into regular formal contact with children, young people and their families such as:

- Health, education and social care staff in both statutory and voluntary sectors;
- Local authority workers (housing, education, social work) and the police;
- People who require more in-depth knowledge due to their role or specialist interest, e.g. foster parents, guidance teachers and voluntary sector youth workers;
- Health and social care workers moving into specialist provision/services; and
- Health and social care workers working within generic services, e.g. Adult Mental Health Services, Children's Services, Primary Care Services.

The Framework Model (continued)

C: Delivering Specialist Care

This would include practitioners working within specialist services in both statutory and voluntary sectors, and/or who require advanced knowledge and skills to fulfil their roles/responsibilities.

Attitudes, Values and Principles

The attitudes, values and principles underpinning the knowledge and skills required are fundamental to competence. Without these the skills and knowledge become almost irrelevant. NES consulted children and young people about the competency framework. The following attitudes values and principles reflect their views and are the core qualities which should be exhibited by all those working with children, young people and their families.

When engaged directly with children, young people and their families, individuals must:

- Demonstrate a commitment to the well-being of children, young people and their families
- Be supportive of families in all their diverse forms
- Behave in a non-discriminatory manner and value diversity in children and young people
- Demonstrate respect for cultural and ethnic diversity
- Demonstrate a sensitive and empathic approach
- Be trustworthy and patient
- Value children's and young people's viewpoints, experiences and the importance of consulting/involving them (in a non-patronising manner)

- Exhibit resilience and tolerance in working with families and other systems
- Demonstrate non-judgemental attitudes towards children, young people and their families/carers
- Exhibit a commitment to principles of empowerment
- Demonstrate sensitivity to the needs and issues children, young people and their families face when receiving care
- Be available, self-aware and a strong role model

When planning and evaluating care/service delivery, individuals must:

- Demonstrate a commitment to the philosophy/principles of joint working, both in working with other agencies and working with children, young people and families
- Acknowledge the family as the focus of care/support/education as appropriate
- Demonstrate an openness to approaches to mental health/well-being which are different from own practice and outwith traditional sphere of work
- Be able to challenge stigma
- Engage in ethical debate regarding practice and participate in ethically sound practices
- Demonstrate a commitment to evidence based practice
- Value the lived experience of the child, young person and their family

Promotion of Mental Health and Well-being: Awareness Raising



Promotion of Mental Health and Well-being: Awareness Raising

- 1: i) Demonstrates an Understanding of Children and Young People’s Developmental Needs
ii) Actively Promotes Approaches to Supporting and Valuing Children and Young People in their Development

KNOWLEDGE

- Demonstrates knowledge of development in children and young people.
- Demonstrates knowledge of the importance of attachment in children and young people’s development.
- Demonstrates an understanding of concepts of overall pattern of development including physical, psychological and social development of children and young people and the links between these.
- Demonstrates an understanding of the importance of factors which promote physical and mental health and well-being.
- Demonstrates an understanding of factors which make children and young people resilient to mental health difficulties.
- Demonstrates an understanding of factors which make children and young people at risk of mental health difficulties.

SKILLS

- Is easily identified as trustworthy – both in terms of their position and role but also physically (using t-shirts with organisation names or logos, child-friendly name badges, photographs of clinicians in meeting areas, etc).
- Demonstrates an awareness of options and choices in supporting children and young people.
- Protects children and young people’s dignity, autonomy and rights.
- Uses active listening techniques.

Promotion of Mental Health and Well-being: Awareness Raising (continued)

2: Demonstrates an Understanding of Family, Community and Social Systems

KNOWLEDGE

Demonstrates knowledge of:

Parenting – family cycle.

How families function and can promote and sustain mental health and well-being.

Family diversity – cultural variations and their roles in the community.

Challenged families – vulnerable families.

How communities can promote mental health and well-being through, e.g. youth clubs, drop-in centres.

How schools, friends and families can promote, sustain and advocate for mental health and well-being.

Develops an awareness of:

Foundations of legal aspects of care and child protection issues.

Foundations of risk assessment.

Issues regarding the raising of looked after children.

SKILLS

Identify and encourage positive supports and influences for children (such as family, relatives, friends, significant others) to facilitate the development of resilience.

Uses active listening techniques.

Demonstrates an ability to give families support.

Is able to share clear and understandable information with the family.

Promotion of Mental Health and Well-being: Awareness Raising (continued)

3: Displays and Promotes Positive Approaches to Meet Children and Young People's Mental Health Needs

KNOWLEDGE

Demonstrates an understanding of the importance of legislation in supporting children and young people (e.g. the Children Act, Human Rights Act, Mental Health (Scotland) Act, the Disability Discrimination Act).

Demonstrates an awareness of relevant policy and standards (e.g. National Care Standards).

Understands the broad aims of a range of interventions and the goals of a range of treatments and health promotion strategies.

Demonstrates knowledge of how schools/friends and families can promote, sustain and advocate for mental health and well-being.

Demonstrates knowledge of local resources and support, and of available services in her/his location.

Demonstrates knowledge of referral routes to different services.

Demonstrates an awareness of joint working systems/protocols.

Demonstrates an awareness of a range of relevant information sources.

SKILLS

Demonstrates:

An ability to identify and encourage positive supports and influences for children (such as family, relatives, friends, significant others) to facilitate the development of resilience.

Interpersonal/health promotion skills with:

- children
- young people.

An ability to access appropriate help and/or treatment for children and young people.

Active listening skills.

An ability to facilitate and/or participate in groups.

An ability to work individually with children and young people.

An ability to make referrals to appropriate services.

An ability to use Internet Technology (accessing websites).

Promotion of Mental Health and Well-being: Awareness Raising (continued)

4: Demonstrates Effective Age-Appropriate Ways of Talking and Listening to Children, Young People and their Families

KNOWLEDGE

Demonstrates knowledge of:

Effective communication styles/strategies with:

- children
- young people.

The importance of emotional literacy in children and young people.

Gender differences in the way children and young people communicate.

Gender differences in relationships

Cultural differences in communication.

The differences between the concerns of children and those of adolescents.

How to adapt communication styles/strategies to families' social context and own communication styles.

The importance of clarity of information exchange and the requirement to share this with children, young people families, agencies and communities.

The link between physical health and emotional well-being and actively promoting this in individuals, families, schools and communities.

Information, education and preventative work on drinking alcohol, smoking and illegal drugs. Exploring the impact of these on emotional health.

SKILLS

Has interpersonal skills appropriate to the age of the child/young person.

Is responsive to children and young people.

Demonstrates an ability to communicate effectively with parents/carers.

Demonstrates an understanding of the needs of children/young people in relation to school and/or work placements.

Is able to put children and young people in touch with others to reduce isolation.

Enables children and young people to be heard.

Demonstrates an ability to access appropriate websites written by/for children and young people.

Is able to identify when young people are distressed and offer support.

Can appropriately convey their understanding of how children and young people feel.

Thinks about the child/young person's point of view and can convey this.

Promotion of Mental Health and Well-being: Awareness Raising (continued)

5: Demonstrates a Commitment to the Promotion of Personal, Professional and Community Development

KNOWLEDGE

Demonstrates knowledge of:

The processes involved in how to reflect:

- On own action
- On child, young person and family action.

The meanings of self/peer review.

Health promotion strategies in the community.

Awareness of how local services and amenities can support the development of children and young people.

SKILLS

Demonstrates an ability to identify and articulate own training, development and relevant support and/or supervision needs.

Demonstrates an ability to reflect on own and other people's actions.

Demonstrates an ability to lobby and advocate on behalf of children and young people.

**Prevention: Understanding
and Working with Children,
Young People and Families**



Prevention: Understanding and Working with Children, Young People & Families

1: i) Critically Appraises Children and Young People's Developmental Needs

ii) Can Identify at Risk Children and Young People and their Families

KNOWLEDGE

Demonstrates knowledge of human development.

Demonstrates knowledge of the interaction of development paths with risk assessment.

Demonstrates knowledge of the challenges children and young people face in their development.

Demonstrates an understanding of the consequences of challenges to children and young people's development.

Demonstrates an understanding of the importance of factors which promote physical and mental health and well-being.

Critically appraises factors which make children and young people resilient to mental health difficulties.

Critically appraises factors which put children and young people at risk of mental health difficulties.

Demonstrates knowledge of the importance of Health Promoting Schools.

Demonstrates knowledge of the roles of other services/agencies in meeting children and young people's developmental needs.

Demonstrates knowledge of local risk assessment policies/protocols (including child protection).

SKILLS

Demonstrates skills in:

Recognising and assessing mental health needs in children and young people.

Identifying areas and situations where children and young people are at risk.

The assessment of risk and in collaborative risk assessment.

The ability to access support and age-appropriate information.

Consultancy/teaching and support.

Prevention: Understanding and Working with Children, Young People & Families (cont)

2: Identifies and Supports at Risk Children and Young People within their Family, Community and Social Systems

KNOWLEDGE

Demonstrates knowledge of and critically appraises:

Legal aspects of care and child protection issues.

Foundations of risk assessment and risk management strategies.

Sociology and families.

Foundations of family systems theory.

How family, school, peers can influence and support children and young people.

Local policies and protocols in relation to risk/child protection.

SKILLS

Demonstrates an ability to give families support.

Demonstrates referral skills.

Carries out family assessments.

Uses formal assessment tools.

Skills related to working in different systems with families.

Demonstrates an ability to connect with family issues, such as health, education and other community settings.

Uses active listening techniques.

Demonstrates a range of support strategies for at risk children and families, to maintain those within their communities.

Is able to share clear and understandable information with the family.

Prevention: Understanding and Working with Children, Young People & Families (cont)

- 3: i) Actively Plans and Implements Positive Approaches to Meet Children and Young People's Mental Health Needs
ii) Evaluates Effectiveness of Positive Approaches to Meet Children and Young People's Mental Health Needs

KNOWLEDGE

Demonstrates detailed knowledge and understanding of the impact and influence of:

Relevant legislation such as the Children Act, Human Rights Act, Mental Health (Scotland) Act, the Disability Discrimination Act.

National Care Standards.

The aims of different interventions with children and young people and the aims of treatment goals.

The aims of mental health promotion and prevention of mental health difficulties.

Relevant knowledge of:

Integrated (local) models of community working which supports children, young people and families with mental health needs.

A range of mental health difficulties/ problems, (e.g. attachment, ADHD, eating disorders, depression, anxiety, psychosis, PTSD, ASD).

An introduction to the range of treatment and intervention models appropriate to children and young people with their relevant evidence base.

Locally available models of intervention and treatment.

The role and evidence base for art, drama, music, play therapies.

SKILLS

Assessment of needs planning.

Skills in the initial assessment of need.

Skills in initial mental health assessment.

Individual and team planning and working to support children and young people.

Foundation skills in relevant therapeutic approaches/interventions.

Skills in mental health promotion and prevention.

Utilising/accessing supervision and support.

Ability to ask for advice and to work with specialists and others involved in the support of children and young people.

Referral skills.

Retrieving/using the evidence base in practice.

Critical appraisal skills in relation to the evidence for and approaches in working with children and young people.

Prevention: Understanding and Working with Children, Young People & Families (cont)

4: Promotes and Demonstrates Active Involvement in Talking and Listening to Children, Young People and their Families

KNOWLEDGE

Demonstrates knowledge of:

The therapeutic alliance.

Joint working with clients.

The range of information available for children and young people.

How to develop and maintain systems of communication with children, young people and parents.

The importance of emotional literacy in children and young people.

Gender differences in the way children and young people communicate.

Cultural differences in communication.

The differences between the concerns of children from those of adolescents.

The importance of clarity of information exchange and the requirement to share this with children, young people families, agencies and communities.

The link between physical health and emotional well-being and actively promoting this in individuals, families, schools and communities.

Information, education and preventative work on drinking alcohol, smoking and illegal drugs. Critically appraising the impact of these on emotional health.

SKILLS

Demonstrates skills in:

Developing and maintaining a therapeutic alliance with children and/or young people.

Listening/sharing.

Advocating child/young person's needs and service needs.

The ability to critically appraise information directed towards children/young people and help child or young person interpret and understand same.

Communicating effectively with parents/carers.

Meeting the needs of children/young people in relation to school and or work placements and advocating on their behalf.

Enabling children and young people to be heard.

Identifying when young people are distressed and offer support.

Promoting emotional literacy in children and young people.

Prevention: Understanding and Working with Children, Young People & Families (cont)

5: Promotes and Demonstrates Active Involvement in Talking and Listening to Other Agencies/Professionals

KNOWLEDGE

Within and across agencies, demonstrates knowledge of:

User-friendly language.

Joint working issues.

Legal issues.

Cross-agency supervision/models of supervision.

The role(s) of voluntary, statutory and independent sectors.

The interface/liaison arrangements/issues between specialist services (e.g. CAMHS) and generic mental health or children's services, primary care etc.

SKILLS

Within and across agencies, demonstrates skills in:

Negotiating.

Advocating.

Report writing and other written communication.

Consultation.

Listening/sharing.

Working/liaising with voluntary sector.

Mediating/advocating for funding.

Use of IT and where appropriate, Telemedicine.

Working with Managed Clinical Networks.

Managing the interface/liaison arrangements/issues between specialist and generic services.

Prevention: Understanding and Working with Children, Young People & Families (cont)

5: Promotes and Demonstrates Active Involvement in Talking and Listening to Other Agencies/Professionals

KNOWLEDGE

Within teams, demonstrates knowledge of:

Education/training and supervision needs.

Management/service development.

Joint working – recognising and dealing with boundary issues/
confidentiality.

SKILLS

Within teams, demonstrates skills in:

Negotiating.

Advocating.

Report writing and other written communication.

Consultation.

Listening/sharing.

Mediating/advocating for funding.

Use of IT and where appropriate, Telemedicine.

Prevention: Understanding and Working with Children, Young People & Families (cont)

6: Accesses and Provides Personal/Professional/Community Development

KNOWLEDGE

Demonstrates knowledge of:

Self/peer appraisal.

Service development processes and evidence based practice, e.g. data collection, audit, user involvement, research.

Supervision: Styles/models both to be supervised and be a supervisor.

Models of supervision within teams.

Accountability – understanding the relative/specific accountabilities in relation to:

- Service/organisation
- Profession
- Data systems – record keeping, information concerning children/young people
- Performance appraisal.

The importance of pastoral care for:

- Self
- Colleagues

SKILLS

Ability to identify and articulate own training, development and supervision needs.

Provision of clinical supervision & support for colleagues.

Utilising appropriate supervision.

Community health promotion and prevention strategies.

Record keeping.

Retrieval/use evidence base and or practice.

Influencing and promoting service changes/working practices.

The promotion/provision of pastoral care for colleagues.

Care: Delivering Specialist Care



Care: Delivering Specialist Care

1: Actively Participates in the Critical Appraisal and Evaluation of Children and Young People's Developmental Needs

KNOWLEDGE

Demonstrates and applies detailed knowledge and understanding of the interaction of development paths with risk assessment.

Demonstrates and applies detailed knowledge of human development as well as consequences of the challenges children and young people face in their development and the consequences of such challenges.

Critically appraises factors which make children and young people resilient to and at risk of mental health difficulties.

SKILLS

Displays skills in consultancy/teaching and support to others involved in the care of children and young people.

Ability to give and access support and information.

Active listening to the lived experience of the children, young people and their families.

Care: Delivering Specialist Care (continued)

2: Provides Support and Advice for Family, Community and Social Systems

KNOWLEDGE

Demonstrates and applies in-depth knowledge of the needs and challenges faced by at risk groups e.g. looked-after children, children whose parents have experienced mental health difficulties and other children who are at risk.

Demonstrates and applies in-depth knowledge of legal aspects of care and child protection issues/processes.

Demonstrates and applies in-depth knowledge of the different approaches available when working with families.

Critically appraises and applies models of risk assessment and risk management specific to children and young people.

Critically appraises and applies models of health promotion and prevention to their practice/service.

SKILLS

Displays skills in consultancy/teaching – support to others involved in the care of children and young people.

Ability to give and access support and information.

Develops, applies and evaluates strategies for the promotion of mental health and well-being.

Develops, encourages and evaluates positive supports and influences for children (such as family, relatives, friends, significant others) to facilitate the development of resilience.

Care: Delivering Specialist Care (continued)

3: Assesses, Plans, Implements and Evaluates a Range of Positive Approaches to Meet Children's and Young People's Mental Health Needs

KNOWLEDGE

Demonstrate and apply detailed knowledge of:

Assessment of and interventions for mental health problems/difficulties, (e.g. attachment, ADHD, eating disorders; depression, anxiety, psychosis, PTSD, ASD).

Assessment in relation to specific treatment models, e.g. psychotherapies, CBT/behavioural, group, individual, family.

Aims and treatment goals

The use of art, drama, music, play therapies.

Locally available models of intervention and treatment.

Available literature regarding treatment and intervention models.

The range of specialist services for mental health, promotion, prevention and care of children and young people.

Evidence base for practice and the different kinds of evidence.

Models of risk assessment and risk management strategies

SKILLS

Demonstrates awareness of the impact of his or her behaviour and demeanour on children and young people.

Critically appraises the options and choices in supporting children and young people.

Protects children and young people's dignity, autonomy and rights.

Applies and evaluates relevant advanced therapeutic skills, e.g. CBT, family interventions, psychotherapies etc.

Demonstrate skills in:

How to assess and manage risk.

Risk/resilience assessment/formulation.

Team working.

Recognition of the impact of personal/professional issues when working with children and young people.

Retrieving/using evidence base for practice.

Being able to recognise and evaluate different kinds of evidence.

Contributing to/generating research into evidence base for practice.

Retrieving and using evidence base for practice.

Care: Delivering Specialist Care (continued)

4: Promotes, Develops and Maintains the Therapeutic Alliance While Talking and Listening with Children, Young People and their Families

KNOWLEDGE

In relation to children, young people and their families, demonstrate knowledge of:

Development and maintenance of systems of age-appropriate/effective communication with children/young people and parents/carers.

Demonstrates and applies in-depth knowledge of:

The importance of emotional literacy in children and young people.

Gender differences in the way children and young people communicate.

Cultural differences in communication.

The impact mental health difficulties can have on children and young people's communication.

The impact of speech, language, voice and fluency difficulties can have on children and young people's mental health.

The differences between the concerns of children and those of adolescents.

The importance of clarity of information exchange and the requirement to share this with children, young people families, agencies and communities.

The link between physical health and emotional well-being and how this can be actively promoted in individuals, families, schools and communities

Information, education and preventative work on drinking alcohol, smoking and illegal drugs. Exploring the impact of these on emotional health.

SKILLS

With children, young people and their families:

Applies effective interpersonal skills appropriate to the age of the child/young person.

Demonstrates an ability to communicate effectively with parents/carers.

Development and maintenance of effective therapeutic alliance.

Working in partnership with children/young people and families.

Listening/sharing.

Advocating to meet service needs/children and young people's needs.

Developing and sustaining effective and up-to-date client information systems.

Advocate the needs of children/young people in relation to school and/or work placements.

Critical appraisal of information for children/young people and families from a range of sources.

Demonstrates empathic responsiveness to children and young people.

Is able to put children and young people in touch with others to reduce isolation.

Enables children and young people to be heard.

Care: Delivering Specialist Care (continued)

5: Actively Engages With and Promotes Talking and Listening to Other Agencies/Professionals

KNOWLEDGE

Within and across agencies, demonstrate and apply detailed knowledge of:

Roles, systems and language acknowledging the value of diverse and complimentary approaches.

Joint working issues, including supervision.

Legal issues.

The role(s) and contribution of the voluntary sector.

Knowledge of the interface/liason arrangements/issues between specialist services and generic mental health or children's services, primary care etc.

Within teams, demonstrate detailed knowledge of:

The education/training and supervision needs of the team.

Management/service development processes.

Joint working – recognising and valuing the contribution of others, while dealing with issues such as confidentiality and boundaries.

SKILLS

Within and across agencies, demonstrate skills in:

Negotiating and influencing.

Advocating keeping children and young people at the centre of decision making.

Report writing and other written communication.

Consultation.

Listening/sharing; acknowledging the contribution of others.

Working effectively with other agencies and the voluntary sector.

Mediating/advocating for funding; developing a business case.

Managing the interface/liason arrangements/issues between specialist services/agencies and generic mental health or children's services, primary care etc.

Within teams, demonstrate skills in:

Education/training, eg in relation to specific interventions/approaches.

Supervision and peer support/guidance.

Chairing meetings of project management/service development.

Delegation.

Effective joint working in relation to planning, delivery and evaluation services – recognising and dealing with boundary issues/confidentiality.

Care: Delivering Specialist Care (continued)

6: Actively engages in Personal/Professional and Community Development

KNOWLEDGE

Demonstrate and apply knowledge of:

Service development processes, e.g. data collection, audit, user involvement, preparation of business cases.

Supervision: Styles/models both to be supervised and be a supervisor, specifically within specialist services.

Specific model of supervision within teams.

Demonstrate and apply an understanding of:

Accountability to service users and to the service

Professional Accountability

Accountability Systems – record keeping, appraisals, in particular enabling children and young people to contribute to these processes

Intervention and treatment information for children and young people – critical appraisal, accountability.

Legal aspects of delivering care, including child protection.

The importance of pastoral care for:

- Self
- Colleagues

SKILLS

Demonstrate skills in:

Identifying and articulating own training, development and supervision needs.

Influencing service changes/working practices and community engagement.

Providing clinical supervision & support for colleagues.

Fostering a culture of clinical supervision appropriately.

Coping strategies.

Support strategies for self and others.

Therapeutic use of self and boundaries management.

Promotion of pastoral care for colleagues and community.

Further Reading

Audit Commission (1999) *Children in Mind. Child and Adolescent Mental Health Services* London: Audit Commission

Dimigen, G et al (1999) Psychiatric disorder among children among children at time of entering local authority care: a questionnaire survey *British Medical Journal* 319, 675

DfES (2001) *Promoting Children's Mental Health within Early Years and School Settings* DfES: London

Examples of good practice in the promotion of mental health in educational settings

HEBS (1999) *Rosie's World* Health Education Board for Scotland: Edinburgh
An education package for teachers – with accompanying video cassette – for introducing and practising skills with children which are seen as critical for good mental and emotional health

Raphael, B (2000) *Promoting the Mental Health and Well-being of Children and Young People* Commonwealth Department of Health and Aged Care: Canberra

A thorough examination of health promotion in children and young people.

Roberts, H (2000) *What works in Reducing Inequalities in Child Health* Barnardo's Publications: Basildon

A report looking at what the effectiveness in interventions with children – includes a section on mental health

Rutter, M and Smith, D (1995) *Psychosocial Disorders in Young People* Chichester: Wiley

Scottish Executive (2002) *It's everyone's job to make sure that I'm alright* Report of the Child Protection, Audit and Review: The Stationery Office: Edinburgh

A review of child protection in Scotland

Scottish Executive (2003) *A Scottish framework for nursing in schools* The Stationery Office: Edinburgh

Includes standards for the promotion of mental health and well being in school children.

The Foundation for People with Learning Disabilities (2003) *Meeting the Emotional Needs of Young People with Learning Disabilities (A booklet for Parents and Carers)* Mental Health Foundation: London

The results of a year long enquiry into meeting the needs of young people with learning disabilities – there are also booklets for young people available from the Mental Health Foundation website – see Bright Futures

Weare, K (2000) *Promoting Mental, Emotional and Social health: A Whole School Approach* London: Routledge

National Board for Nursing, Midwifery and Health Visiting in Scotland (2000) *Continuing Professional Development Portfolio: A Route to Enhanced Competence* Edinburgh

Websites

www.youngminds.org.uk

Website for Young Minds – an organisation which campaigns to improve services for children and young people – includes parent’s information service – an informative magazine – an numerous research projects and publications.

www.apsa-web.info

A membership organisation which funds training and research for those working with young people and children and publishes the Journal of Adolescence and Rapport.

smmp.psych.ucla.edu

Mental Health In Schools – Training and Technical Assistance – A UCLA website whose aim is the promotion of mental health and healthy development – includes numerous downloadable guides to the promotion of mental health in schools – as well as useful references.

www.mentalhealth.org.uk/page.cfm?pagecode=OWPHCY

Bright Futures website – Mental Health Foundation site – focusing on the understanding of resilience to mental health problems in children.

www.ncb.org.uk

Website for the National Children’s Bureau – an organisation which promotes the interests of children and young people.

www.qacpd.org.uk

A wide range of uni and multiprofessional frameworks. This includes a CPD portfolio for using with any competency framework.

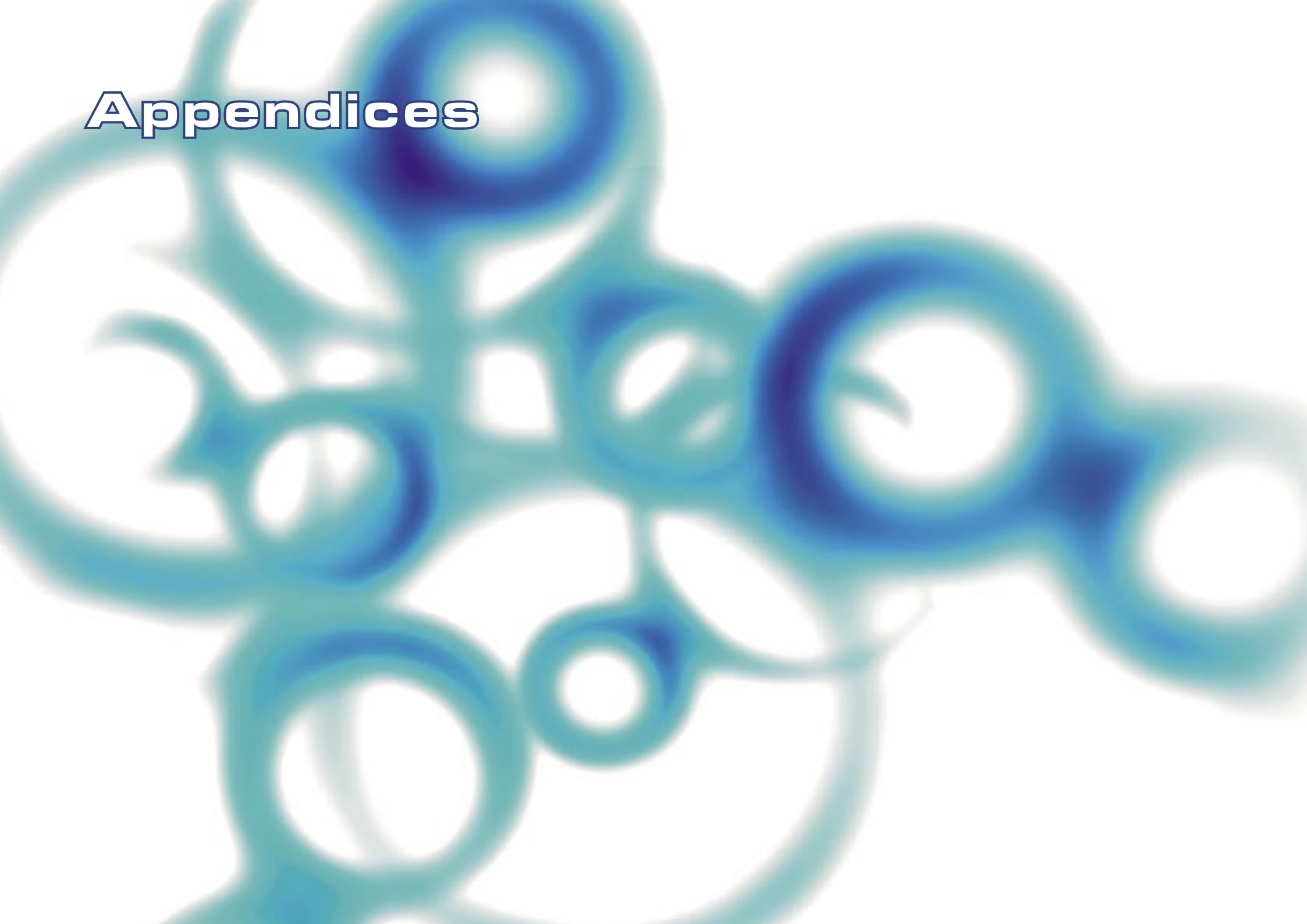
www.show.scot.nhs.uk/sehd/mentalwellbeing

The National Programme for improving the mental health and well-being of the Scottish population.

References

- 1 Public Health Institute of Scotland (2003) Needs Assessment Report on Child and Adolescent Mental Health FINAL REPORT Edinburgh: Stationery Office
- 2 NHS Advisory Service (1995) Together We Stand London: H.M.S.O

Appendices



Appendix 1

Key Messages from Consultations with Young People

Three consultation meetings were held with young people: in Stirling, Aberdeen and Edinburgh. The key messages emerging from these sessions were that the young people:

- wanted to be listened to in a non-judgemental manner;
- wished to be treated as individuals;
- did not always want their issues/problems medicalised;
- suggested the need for mental health education for others, particularly their peers;
- expressed the desire for health professionals to be trained alongside workers within the voluntary sector;
- wished for more services within the community, eg. drop-in centres etc; and
- felt that all professionals could be appropriately trained if they had a non-judgemental attitude towards them.

Appendix 2

Key Messages from Consultations with Younger Children

The Scottish Development Centre for Mental Health conducted a consultation exercise with younger children across Scotland.

The following were the childrens ideas on the important attributes of helpful people.

What the 'perfect helper' might say:

- How are you doing/feeling?
- You're a nice friend
- You're the best
- You can trust me
- I'm always here for you
- It's okay... I like you
- Don't worry, don't cry, I'm here
- I'll help you
- I'm here to help
- I will do my best to help you
- What happened at school?
- Calm down, you're okay, tell me if someone is bothering you

- Try and ignore them
- Stand up for yourself and just walk away
- Encouraging you to get help or stay safe
- You should tell someone
- Talk to your Mum and Dad
- Do you want to phone anyone?
- I won't tell anybody
- Don't worry about it
- Don't be sad about it
- This is completely confidential
- Talk to an adult
- Talk to the police.

Appendix 2 (continued)

Key Messages from Consultations with Younger Children

My Top 3... things I would like to see in a helpful person

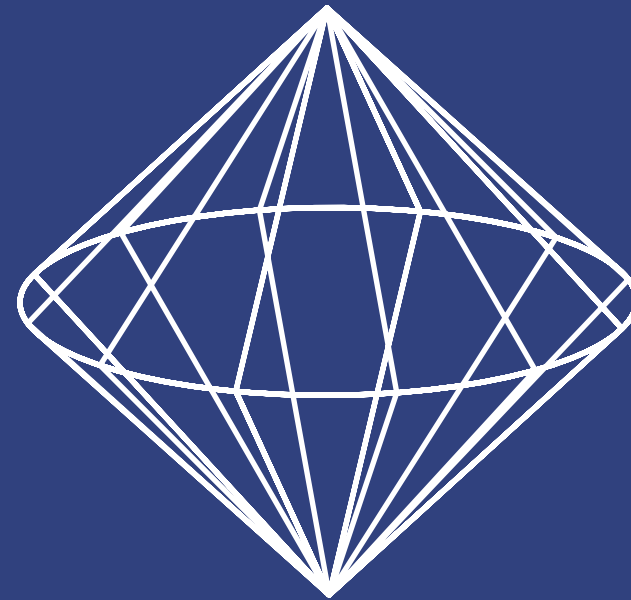
- Likes football
- Has a fast car
- Is smart and strong
- Can be very nice and sweet
- Can handle your problems
- Sets a good example
- Is hardworking
- Polite
- Tells you what's right and wrong
- Gives advice
- Is always there
- A good sympathetic listener
- A problem-solver
- To be sensible
- Pays attention, calm, not mad, all the time

- Thinks of others
- Sympathetic and laid back
- Someone who doesn't rush you but takes time with you
- Gives good advice
- Helps people who are getting bullied
- Somebody who is bigger than me
- Doesn't patronise me
- Someone you know
- Knowledgeable
- Young, so they understand what its like
- They know how to put themselves in people's shoes
- They know what you are saying about what the problem is
- Help you whatever is wrong
- Not to be cruel
- Not to smoke or take drugs

Notes



www.qacpd.org.uk



Quality Assuring Continuing Professional Development
Tel 0131 225 4365. Fax 0131 225 5891
www.qacpd.org.uk