

Child and Adolescent Mental Health
**TRAINING & DEVELOPMENT
PROJECT**

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MID-TERM PROJECT REPORT

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Salomons

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EXECUTIVE SUMMARY

The project is made up of a variety of streams of work that it feels will enable it to move closer to its overall aims. These streams range from academic pieces of work, to practical implementation, from local projects, to Kent and Medway wide strategies, from influencing to direct support and consultation. The following areas are currently being covered by the project:

TRAINING AND DEVELOPMENT NEEDS ASSESSMENT:

This process is not a mapping exercise but rather an attempt to gain an understanding of the education, training and development needs of the practitioners as well as issues relating delivery of training.

A variety of methods are being used to collect this data including:

- ❑ Ongoing Needs Assessment through interviews and focus groups
- ❑ Small Focused Needs Assessment
- ❑ Previous Needs Assessment
- ❑ Evaluation of Frontline Worker Training
- ❑ Research on Frontline Workers' New Mental Health Role
- ❑ The Needs of Children, Young People and Families
- ❑ Linking Training and Development Needs and Core Capabilities

DEVELOPMENT OF SET OF CORE CAPABILITIES:

The aim of this stream of the project is the development of a tool for reflecting on the capabilities needed by the workforce in order to work effectively with children and with adolescents around issues of mental health. A set of capabilities has been developed and these have been further elaborated for those working with different age groups. The capabilities have also been used to guide the development of the National Competency framework for Child Primary Mental Health Workers. This will go out for consultation in the autumn of 2004.

TRAINING INSTITUTIONS:

The focus here is to work with regional education and training groups/consortia and higher education providers to develop sustainable local training programmes. At present this stream of the project is seeking to encourage and facilitate strategic thinking and planning in relation to education and training at various levels, including both pre-registration and post-qualification education and training across the health and social care sectors in the Kent and Medway region. A set of proposals for a joint strategy has been developed and a joint working group set up. The strategy is out for consultation. Links will now be made with teacher education and training offered by the statutory bodies.

PILOT PROJECTS:

A variety of projects have been and are in the process of being set up to pilot ideas of how training and development can be more integrated within the services we are providing and the organisations we work in. These projects include:

Maidstone Multi-Agency Interface Project (MMAIP)

This project is an attempt to develop more clear and formal links between the Specialist CAMHS service at Gatland House, the Maidstone/Weald PCT community practitioners, social services, education and other frontline workers in the Maidstone area. One of the core elements of this interface is the development of frontline workers' skills, through consultation, supervision and training, in terms of dealing with children and young peoples' emotional well being and mental health.

Specialist CAMHS Teams

The project views the Specialist CAMHS teams as having specialist knowledge and skills in the area of child and adolescent mental health. It feels that if:

- the present crisis in child and adolescent mental health is to be overcome
- services are to be provided earlier and in less stigmatising settings and
- there is to be more emphasis is being placed on prevention and mental health promotion

then the Specialist CAMHS Teams need to be playing a more active role in supporting front-line workers.

Child Primary Mental Health Worker (CPMHW)

In terms of the CPMHW role the project is currently involved in a process of:

- working with the National Lead for Child Primary Mental Health Work on developing a set of competencies for this role.
- working with the Higher Education Partnership set up in Kent and Medway to look at providing post-qualifying training for these CPMHWs
- hosting a days seminar to get some sense of the role and function of these practitioners across the region, to share good practice or innovative ways of dealing with your local needs and to look at how this links with the broader national picture.

Medway Pilot Project:

Negotiations are underway for piloting a training and development project for frontline workers in Medway. The group has begun by looking at the capabilities documents as a way of beginning to think about the training programme that would suit their workers.

ADVISORY/CONSULTANCY ASPECT:

The project provides advice and consultancy to a variety of other projects and initiatives around training and development. These include:

- Sure Start
- Healthy Schools Emotional Well-being Subgroup
- Connexions
- Mental Health Workers for Looked After Children
- Family Liaison Officers
- EMOTivatIONS
- Early Intervention Project

DEVELOPMENT OF TRAINING MANUALS ON CHILD AND ADOLESCENT MENTAL HEALTH FOR FRONT-LINE PROFESSIONALS

The project is looking to develop a set of training manuals and materials around issues of child and adolescent development, mental health, emotional well-being and mental health problems.

STRATEGIC:

The project is in the process of trying to position itself strategically so that the issue of training and development around issues of child and adolescent mental health are represented across the sectors. This is happening both at a Regional level (through the setting up of a representative steering committee and through links with the Regional CAMHS Support Services) and the National level (through involvement with the National Primary Mental Health Workers for Children and the Children & Young People's Mental Health Training Initiative).

INFLUENCING:

An important component of the project is the role it plays in influencing practitioners and service providers, managers, commissioners and those offering training. It is vital that all people who work with children and young people acknowledge their responsibility for the mental health and emotional well-being of the youth they work with. This function of the project has been executed in a variety of ways:

- Meeting and Influencing Key Decision Makers
- Writing and Disseminating Position Papers
- Information Sharing

Summary and Conclusions:

The project is well into an implementation phase with a wide range of local, regional and national initiatives on the go. It will be important over the next year to ensure that many of the new initiatives (encompassing new attitudes, processes, procedures and structures) are embedded within the structures of both the planning and service delivery bodies so as to provide sustained change. A key issue for the project is that its funding base becomes representative of the sectors it is working with. It also needs to look at securing this funding for beyond 2006 if really change is to be sustained.

INTRODUCTION

VISION OF THE PROJECT

This project is not aimed just at mental health services and mental health professionals (such as child and adolescent psychiatrists, nurses and therapists), but also at other health professionals (paediatricians, health visitors) and staff of social services, education, youth justice agencies and the voluntary sector. All of these agencies have a part to play and they are all vital to the joint endeavour to ensure the emotional well-being of children, young people, their families and carers. A core principle of this approach is that no sector or component of a sector should be absolved from playing its full part in child and adolescent mental health service provision.

The vision of this project is of child and adolescent mental health services which are effective and efficient and which unite all professions in putting the needs of children and young people at the heart of their approach to services. This project acknowledges that both mental health problems and disorders in children and adolescents are often symptoms of issues within the young persons social context and of a deeper malaise in society in general. Therefore this approach to child and adolescent mental health must take into account other government initiatives aimed at these underlying problems. However the focus must not only be on issues of problems and prevention but should focus on promotion of mental health and development of mental well-being in young people.

STRATEGIC RATIONALE FOR THE PROJECT

Over the past few years strategies for developing high quality, integrated services in the NHS, Social Services and Education have been developing. With the advent of the National Service Framework for Mental Health and for Children there has been an increased focus on the mental health and well being of children and young people. Linked to this is the intention to develop a Mental Health Promotion Strategy to promote positive mental health and prevention of mental ill health. The modernisation drive has pushed for services being integrated, with different agencies working in partnership. This has resulted in new service developments and new approaches to meeting mental health needs such as the development of Primary Mental Health Workers and Specialist Youth Offending Team Workers.

Even more recently the green paper on Children's Services¹ has proposed an integration of key services for young people bringing together children's social services, local authority education, health and Connexions. These services will be based in and around schools and children's centres. In Kent planning for children's services will take place through the newly established consortia. The Green Paper also proposes a workforce strategy that will improve the skills of childcare professionals and offer more rewards to help recruit and retain staff. This will include more flexible training routes into social work, such as work-

¹ Every Child Matters (Sept 2003)

based training for graduates. The chief nursing officer will assess what more health visitors, nurses and midwives can do to protect children at risk. There will be common occupational standards and training for all staff who work with children and families. Calls have been made that all professionals working with children and young people should develop mental health skills to give them a better understanding of children's mental health, and how to prevent problems.

The need for the project was identified across a range of strategic plans and initiatives:

- The joint CAMHS Strategies in East and West Kent identify the need for training for Tier I interventions and that funding for this is not addressed through funding streams;
- A Stakeholder Conference for Mental Health Promotion in East Kent held in September 2001 identified training as a key element to raise awareness and provide specific interventions, which combine mental health promotion, anti-discrimination and suicide prevention;
- 'Together We Stand'² highlights the need to develop primary prevention programmes and interventions to meet the increasing demands on secondary mental health services for children and young people;
- The National Healthy Schools Standard, Emotional Health and Well-being targets, need to be delivered in all schools who highlight this aspect as a need;
- Sure Start, The Children's Fund and Connexions cross cutting initiatives aimed at 0-4 year old, 5-13 year olds, and 13-19 year olds respectively all acknowledge the importance of good mental health in and for our children and young people. These initiatives need to be supported by an effective mental health training strategy;
- 'Promoting Children's Mental Health Within Early Years and School Settings'³ the DfEE Guidance of June 2001, further provides evidence of the need for early intervention to enable children to develop into healthy, coping adults;
- CAMHS Services in Kent have been identified as a high-risk area in the Local Modernisation Review. (NHS Plan Implementation)
- The emerging findings from the National Service Framework for Children⁴ emphasise the importance of training and development in creating a

² Health Advisory Service 1994

³ DfEE 0121/2001

⁴ Getting the right start: National Service Framework for Children – Emerging Findings (April, 2003)

workforce that can deliver a comprehensive child and adolescent mental health service

These factors, linked with the broader changes at a policy and strategic level and have highlighted the importance of training and education to facilitate the development of a well-trained and skilled workforce to meet the mental health needs of children and adolescents across all agencies.

DEFINING CAMHS:

Before exploring the elements of the project in anymore detail it is important to clarify what we mean by Child and Adolescent Mental Health Services, or CAMHS, as it is commonly called. There has been a lot of debate about the term. The Child and Adolescent Training and Development Project, following the lead from Child and Adolescent Mental Health: Everybody's Business (National Assembly for Wales, 2001)⁵ and Wolpert & Wilson (2003)⁶, makes a distinction between **Specialist CAMHS** and **CAMHS**. The concept of **CAMHS** for the project is inclusive, that is the term is taken to mean all of the services, provided by all sectors, that impact on the mental well-being, mental health, mental health problems and mental disorders of children and young people. In adopting this view some services will be brought into the CAMHS arena, on the basis of their ability to influence young people's mental health that previously, that had not considered themselves to be within this field. Commonly, the term CAMHS is taken more narrowly to imply those specialist services provided, mainly but by no means exclusively, by the NHS. For the purpose of the project the term '**CAMHS**' refers to the whole enterprise and includes services that do not have mental health or providing for children as their only or key tasks. Some refer to this as '**comprehensive CAMHS**'. The term '**Specialist CAMHS**' will be used to refer to those multidisciplinary services that have a particular role and specialist expertise relating to child and adolescent mental health.

⁵National Assembly for Wales (2001) **Child And Adolescent Mental Health Services: Everybody's Business**. Wales

⁶ Wolpert, M. & Wilson, P. (2003) Million Dollar Question. **Young Minds Magazine**, 65, 28-29.

STREAMS OF WORK

The project is made up of a variety of streams of work that it feels will enable it to move closer to its overall aims. These streams range from academic pieces of work, to practical implementation, from local projects to Kent and Medway wide strategies, from influencing to direct support and consultation. The following areas are currently being covered by the project:

- ❑ Training and development needs assessment
- ❑ Developing core capabilities
- ❑ Training Institutions
- ❑ Pilot Projects
 - Maidstone Multi-Agency Interface Project (MMAIP)
 - Specialist CAMHS Teams
 - Child Primary Mental Health Workers
 - Medway Pilot Project
- ❑ Advisory / Consultancy
- ❑ Development of training manuals and materials
- ❑ Strategic
- ❑ Influencing

TRAINING AND DEVELOPMENT NEEDS ASSESSMENT:

This process is not a mapping exercise but rather an attempt to gain an understanding of the education, training and development needs of the practitioners as well as issues relating delivery of training. An underlying theme here will be to try and access this data in a manner that is meaningful both to the project and the people the data is being collected from. Long lists of needs are not particularly useful to individuals or those who might offer the training. It is vital that all people involved commissioners, service directors and managers and the practitioners themselves that support and development are essential to the delivery of a good service – they are not just nice add ons. The final outcomes for this process will be an attempt to help agencies look more reflectively on the training needs of their staff and to look at how staff development can become more integrated into the functioning of the organisation. It will also help them to think about how we balance the needs of the individual, the professional and the organisation or service.

A variety of methods are being used to collect this data including:

Ongoing Needs Assessment:

At present about 60 interviews with a wide range of staff from statutory and non-statutory organisations have been undertaken. As well as this several Focus Group discussions have also been undertaken. From this several important themes have begun to emerge:

Philosophy

An approach that:

- Is contextual

- Is developmental
- Integrate social care and health perspective
- Multi-agency, multi-disciplinary perspective

Delivery of Training

- Inter-agency where possible
- Relevant and appropriate to level
- Cross-level
- Flexibility
 - Modular
 - Accommodate breaks
 - Accredited across streams
 - Accredited across institutions
- Delivered locally

Methodology:

- Experiential
- Practice based
- Adult learning principles
- Using local expertise

Concerns:

- Standards and quality control

Small Focused Needs Assessment:

As the project engages with various local groups smaller needs assessments may be undertaken. These will then form part of the larger needs assessment. A reflective exercise on the needs of teachers was undertaken as part of a Healthy Schools Emotional Well-being Conference. An assessment of the training needs of school nurses will be undertaken at the EMOTivatIONS Conference in October.

Previous Needs Assessment:

Several needs assessments have been undertaken with a variety of groups across a variety of sectors across Kent and Medway and nationally. The project is attempting to access these assessments and integrate them into the broader assessment.

Evaluation of Frontline Worker Training:

There is a lot of training for frontline practitioners happening across Kent and Medway. However whether this training is relevant and appropriate for these groups is a question. The project is therefore assessing some of this training to see what frontline practitioners have to say about it. At present the following evaluations have been undertaken:

- An Evaluation Of The Solution Focused Training Workshops For Family Liaison Officers And The Wave Project Team.
- We are also working with the Mental Health Worker for Looked After Children in West Kent to evaluate training being offered to Foster Carers around child development and mental health.

- We are working with the Specialist CAMHS team in Folkestone to evaluate some systemic family therapy training done with frontline workers

Research on Frontline Workers' New Mental Health Role:

A doctoral student is doing some research on how school nurses respond to the mental health needs of children and young people. The aims of the investigation is to examine school nurses perceptions of their role in relation to children and adolescents with emotional, behavioural and mental health problems and to explore the knowledge and skills they draw upon to inform them in this, both personally and professionally.

The Needs of Children, Young People and Families:

All of the above needs to be seen within the context of the needs of the people who are serviced by these practitioners, services, projects, organisations and institutions. Many needs assessments from across the country have been undertaken. The project aims to collect these and integrate them into the needs assessment.

Linking Training and Development Needs and Core Capabilities:

The needs assessment will also be linked to the development of the core capabilities of those working with children and young people. This set of capabilities will hopefully provide practitioners and managers with a tool to reflect on their training and development needs.

Where to from here?

A full report will be completed and from this a reflective tool for organisations and agencies developed to enable them to critically look at how they can assess as well as meet the training needs of their staff.

DEVELOPMENT OF SET OF CORE CAPABILITIES:

The aim of this stream of the project is the development of a tool for reflecting on the capabilities needed by the workforce in order to work effectively with children and with adolescents around issues of mental health. It is hoped that after various phases of consultation this document will provide guidance for a variety of processes and people in the Kent and Medway regions such as:

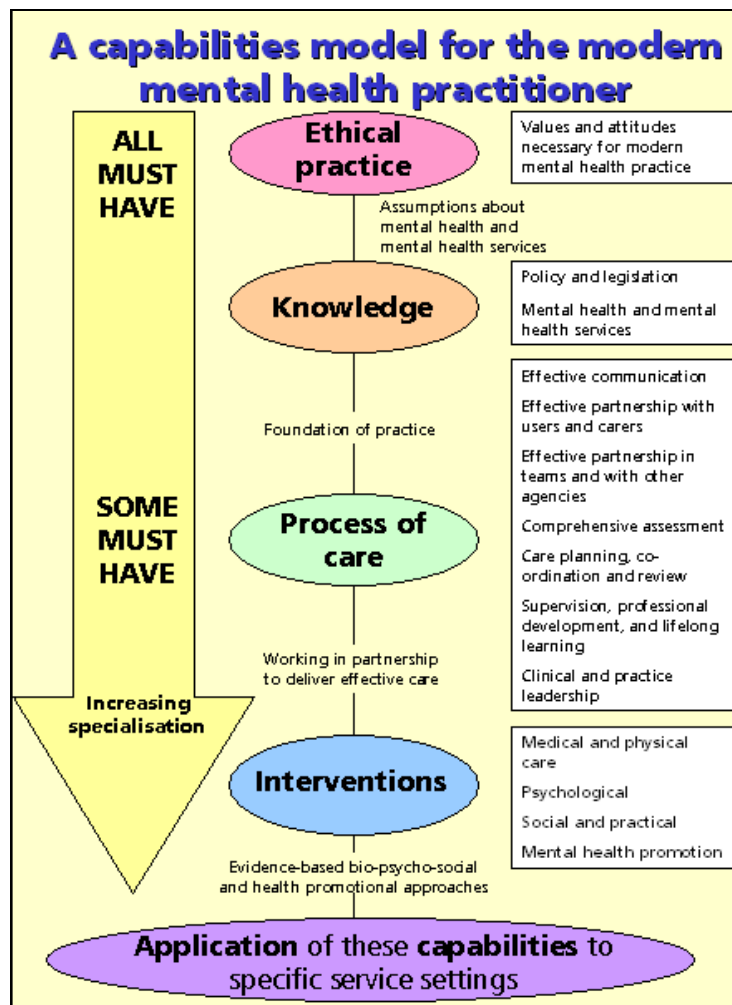
- Guidance for those working with children and young people in terms of their own needs for development in this area
- Inform recruitment and selection of staff to positions working with children and young people
- Guide managers in terms of the capabilities they are looking for in their staff
- Assist managers in drawing up development plans with staff to develop these capabilities/competencies
- Guide commissioners of services and training in terms of purchasing relevant services and education and training
- Guide Higher Education Institutions in terms of the training they offer
- Guide the development of training programmes for those already in service

- Guide the development of professional specific competencies and be used to refine those that already exist
- Guide a review of the skills of the current workforce making services more responsive to the mental health needs of young people e.g. community paediatricians - not only do they need skills in working with young people but they are seeing more and more mental health issues for which they received no training (Bucknall, 2003)⁷.

Although it is acknowledged that it is important for those people working with children and adolescents to have an understanding of child and adolescent mental health and skills for dealing with issues around mental health it is also important to emphasise the different roles and perspectives different professions and groups bring. Thus in order to avoid a checklist approach to the issue of core capabilities relating to child and adolescent mental health a guidance document that people can use to reflect on their own capabilities in the area is being developed. This document will look at the capabilities needed to work with issues relating to mental health and emotional well-being for children and adolescents. It will differentiate between working with different age groups of young people as the skills required by someone working with adolescents will be very different from those working with pre-school or primary school children. It will also attempt to reflect the fact that certain competencies will be required at different levels, for different professionals. Specific core capabilities, which may be unique to various categories of mental health workers / professionals, will need to be further delineated by those professions and practitioners in order to facilitate relevant and appropriate training and development in child and adolescent mental health. It is hoped that in this way some of the complexity of the issues will not be lost and that practitioners will be able to engage with the document as a tool for reflection rather than as a checklist.

This document is based on work done by the Sainsbury Centre on the Capable Practitioner and The Essential Capabilities for Mental Health Workers (see over for the framework).

⁷ Bucknall, J (2003) Lessons from a stand-alone urban paediatric ambulatory care unit. Paper presented at the New Models In Children's Services: The Role Of Ambulatory And Community Care Conference, London.



(Diagram taken from: Philip, M., Brewis, R., Durcan, G., Knowles, K. & Lindley, P. (2003) **A mental health workforce for the future: A planner's guide**. The Sainsbury Centre for Mental Health)

At present the core capabilities look like this:

1. Knowledge of bio-psycho-socio development of children and young people
2. Understanding mental health, emotional well-being, mental ill health as it applies to children, adolescents and their families
3. Knowledge of relevant legislation and the national policy framework for CAMHS and how it applies to their profession/service
4. Knowledge of services provided to children by the National Health System, Social Services, Education and the voluntary sector
5. Knowledge of the "family" as a concept and a system and its influences and dynamics on the child or adolescent
6. Understanding the context and impact of socio-economic, cultural, ethnic and gender issues on children, adolescents and their families
7. Understanding of appropriate settings and communication with regards to children, adolescents and their families

8. Understanding of mental health promotion and education and preventative strategies
9. Understanding of identification, assessment, intervention and referral strategies for children, young people, their families / carers and community

Age specific capabilities have also been developed for the following categories:

- Pre-birth
- 0-4 + years of age:
- 12 – 16 years of age
- 16+

Applying the capabilities to a profession: The case of the Child Primary Mental Health Worker

The Capabilities framework has been used to develop the core competencies for the Primary Mental Health Worker Role at a National level.

Where to from here?

National Conference on CAMHS Training and Development:

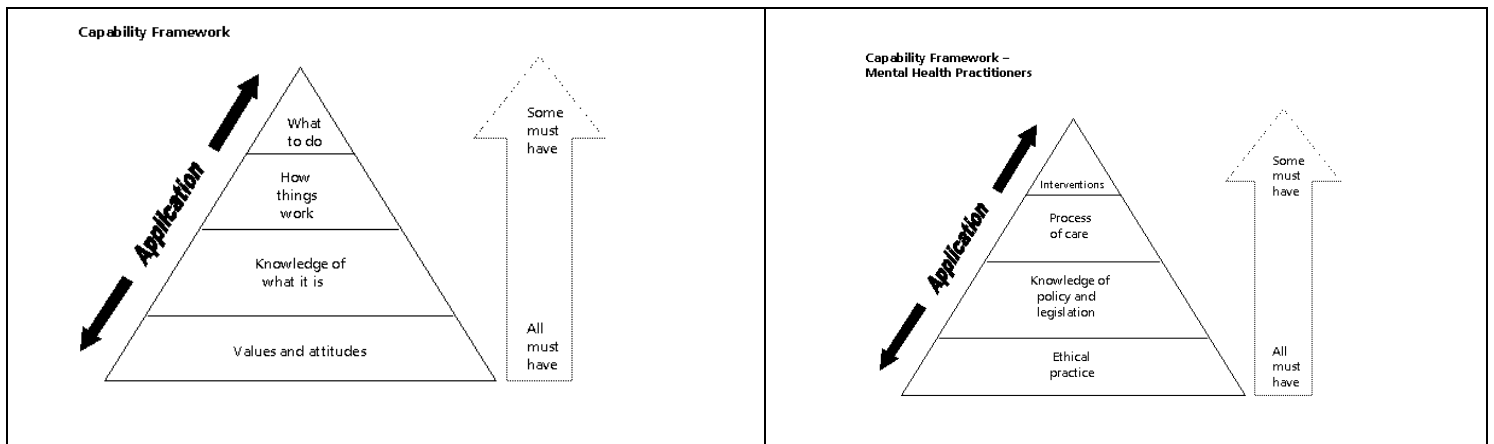
The project has been asked to provide written input for the handbook for a National CAMHS Training and Development conference in November.

Links to the Knowledge and Skills Framework and the National Occupational Standards:

The aim will be to link these capabilities to both of these frameworks.

Links to the Education and Training Escalator and the Agenda for Change:

As part of another stream of the project, the work with the training institutions we are looking at the development of a child and adolescent mental health skills training escalator. This escalator attempts to map out the progression one would need to take to become a worker and then more specialised in the area of child and adolescent mental health. It maps out the training at the various levels available in Kent and Medway. These various levels of skills training will be linked to the levels approach taken in the capabilities framework.



TRAINING INSTITUTIONS:

It is quite clear from the breadth of the project brief, the geographical size of Kent and Medway the complexity of the links between the three statutory agencies, not to mention the interface with the voluntary sector and the complexity and diversity of the county's communities that no one strategy for education, training and development will be able to be developed.

The focus here is to work with regional education and training groups/consortia and higher education providers to develop sustainable local training programmes. This will not only focus on the provision and development of recognised education and training in child and adolescent mental health it will also look at ways in which child and adolescent mental health can be integrated into already existing programmes. The integration of child and adolescent mental health will require strategic and gradual approaches. This will not be done in a broad stroke but will rather target specific areas. This project needs to be seen as part of an ongoing process to find ways of introducing child and adolescent mental health and development into pre-registration education and training and continuing education, training and development of mental health, health professional and allied disciplines/ professions throughout the region. As a start the Health and Social Care departments of the three Higher Education Institutions servicing Kent and Medway were targeted.

The Higher Education Institutions (Health and Social Care Departments):

This stream of the project is seeking to encourage and facilitate strategic thinking and planning in relation to education and training at various levels, including both pre-registration and post-qualification education and training across the health and social care sectors in the Kent and Medway region. Through a process of workshops and consultations with the three Higher Education Institutions that service Kent and Medway (Canterbury Christ Church University College, Greenwich University and the University of Kent at Canterbury), workforce planners and service and training commissioners a series of proposals for a strategy for joint provision of education and training relating to child and adolescent mental health and well-being were developed.

Summary Of Proposals:

Proposal 1: Joint working between higher education institutions (HEIs), commissioners and workforce planners (WDC)

Proposal 2: A Kent and Medway agency or group should be established to ensure the bench-marking of and co-ordinating of post-qualifying multi-disciplinary training in child and adolescent mental health

Proposal 3: Develop a set of core capabilities/competencies for those working with children and adolescents across sectors and specialisms

Proposal 4: Development of a locally built skills escalator

Proposal 5: The rolling out of pilot training projects

Proposal 6: A system of kite or bench-marking child and adolescent mental health training needs to be developed

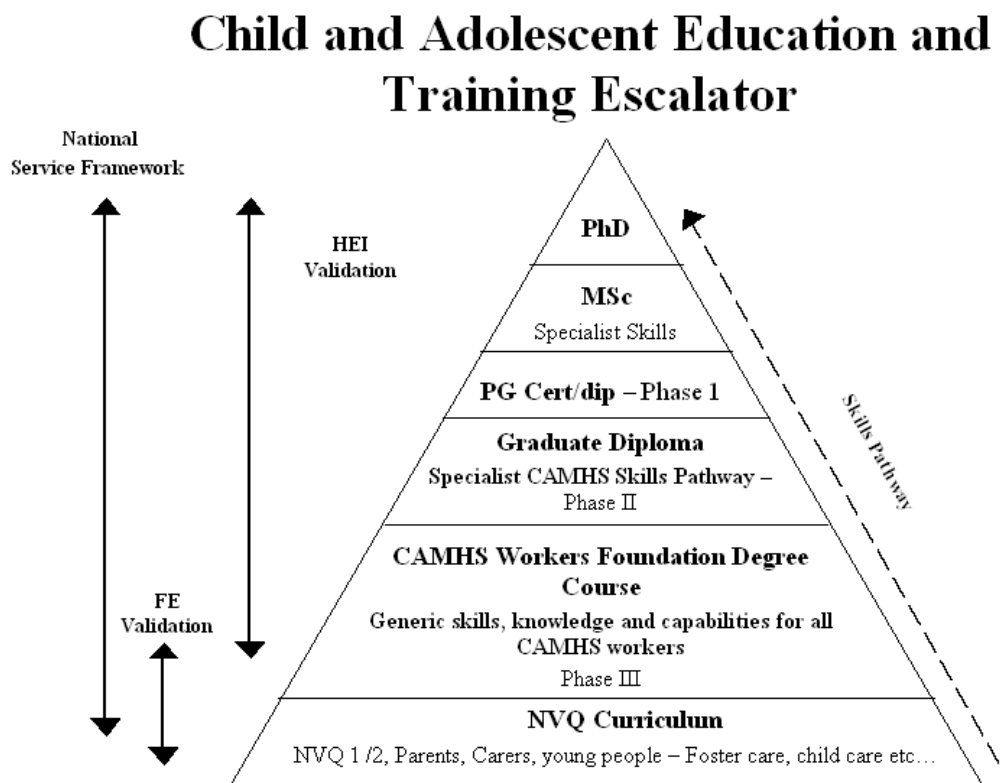
Proposal 7: Ensure the education and training offered reflects the service needs

Proposal 8: Adjust training models to increase access to training and arrangements for career transfer

Proposal 9: Integrate training with the service environment

Proposal 10: Develop a joint accreditation and of prior experience and learning process (APEL) and of prior learning (APL)

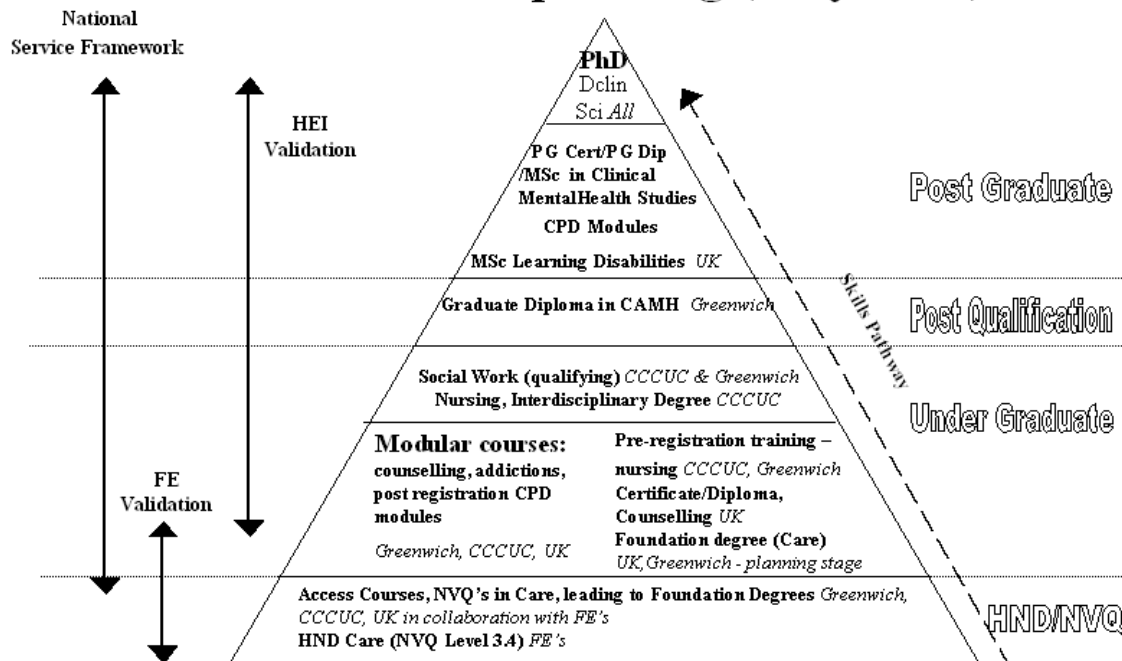
The vision for a regional escalator looks like this:



(Adapted from models presented by Nixon, 2003 and Griffiths, 2004)

The Current Position in terms of provision of education and training around CAMH looks like this:

CAMHS relevant training in Kent HEI's: Current and in planning (May 2004)



The document is now out for consultation to a broad group of stakeholders if you would like to comment please click on the appropriate links below or click here for the consultation document and here for the consultation brief.

Where to from here?

Existing Accredited Training

Now that a framework has been developed we will begin a process of seeing how other training being offered by Further Education Institutions, other training programmes e.g. for Connexions Personal Advisors and with other institutions e.g. Salomons, Caldecott College, training offered by the statutory bodies can be hooked onto this framework to provide clear steps for progressing along the skills escalator.

Teacher Education and Training

Teacher education and training will be targeted to look at ways in which issues of child and adolescent development and mental health and emotional well-being can be incorporated into their training.

Accreditation of existing courses

We will also begin a process of exploring what training is being offered on an informal basis and see how this can be accredited and linked to existing training programmes.

PILOT PROJECTS:

A variety of projects have been and are in the process of being set up to pilot ideas of how training and development can be more integrated within the services we are providing and the organisations we work in. These projects include:

- ❑ Maidstone Multi-Agency Interface Project (MMAIP)
- ❑ Specialist CAMHS teams
- ❑ Child Primary Mental Health Worker
- ❑ Medway Pilot Project

The purpose of these projects is to pilot ideas about training and development around the issue of mental health for children and young people to see if they are pitched at the right level, to explore new ways of delivering and training, and to explore its link with other processes of support and development, to explore the issue of multi-agency training etc. The processes and outcomes of these various pilot projects will be shared across the county for others to replicate or rework.

Maidstone Multi-Agency Interface Project (MMAIP)

This project is an attempt to develop more clear and formal links between the Specialist CAMHS service at Gatland House, the Maidstone/Weald PCT community practitioners, social services, education and other frontline workers in the Maidstone area. One of the core elements of this interface is the development of frontline workers' skills, through consultation, supervision and training, in terms of dealing with children and young peoples' emotional well being and mental health. It is hoped that this will enable these workers to promote mental health and emotional well being and to prevent mental health problems from developing and where there are problems to provide a non-stigmatising setting where it can be dealt with.

The Project has focused on the following areas so far:

- ❑ Service development with the Health Visitors and School Nurses of the Maidstone/Weald PCT and the Family Liaison Officers of Maidstone.
- ❑ Regular meetings with the Mental Health Sub-group of the school nurses and health visitors
- ❑ Facilitation of workshops with the key stakeholders in the area from education, health and social services.
- ❑ The development of a multi-agency single point of referral.

- Exploration of services in Maidstone and the projects link with established multi-agency forums.

Several documents relating to a variety of issues being encountered in the project have been written.

- CAMHS Specialist Units as Learning Organisations
- The Interface Between Front-line Staff and Specialist CAMHS Services

Specialist CAMHS Teams

The project views the Specialist CAMHS teams as having specialist knowledge and skills in the area of child and adolescent mental health. It feels that if:

- the present crisis in child and adolescent mental health is to be overcome
- services are to be provided earlier and in less stigmatising settings and
- there is to be more emphasis is being placed on prevention and mental health promotion

then the Specialist CAMHS Teams need to be playing a more active role in supporting front-line workers.

Not only do the Specialist CAMHS Teams need to see this support, through consultation, liaison, supervision and training, as part of their role in terms of providing comprehensive CAMHS, but commissioners of these specialist services need to acknowledge and value this role as well.

In this way we can conceptualise of these Specialist CAMHS teams as learning organisations and making use of their specialist role. In doing this we can see the Specialist CAMHS teams provision of input for frontline workers as one part of a broader view of their training and development.

East Kent:

The Specialist Teams in East Kent are exploring the possibility of piloting training modules from an MSc in Mental Health Studies from the University of Kent at Canterbury.

Each of the teams is looking at ways of strengthening their links with frontline/Tier 1 workers. An example of this is a Skills seminar/conference for Frontline workers bring put together by the staff of Orchard House Specialist CAMHS Team in Thanet.

West Kent:

The Specialist Teams in West Kent are also looking at ways of exploring their link with frontline workers. An example of this is the Maidstone Multi-Agency Interface Project, which includes the staff of the Specialist Teams at Gatland House in Maidstone.

Child Primary Mental Health Worker

Background:

The interface between primary frontline care and secondary specialist care is becoming increasingly seen as crucial in the effective management of child and adolescent mental health and emotional well-being. Many ways of achieving this have been proposed and yet we are still not clear on what the best way forward is. The child primary mental health worker (CPMHW) has been proposed as a new role to improve the interface through the provision of clinical care in primary care and by improving the skills and confidence of primary care staff.⁸ Gale & Vostanis (2003)⁹ argue that strengthening the provision of child and adolescent mental health services at tier 1 can be achieved through a combination of support, consultation, training liaison and joint working. It has been suggested by the Health Advisory Service¹⁰ that the CPMHW role be open to a wide range of senior professionals with a child mental health background i.e. nursing, social work, psychology, occupational therapy, medicine. Gale & Vostanis (2003) propose the following as core attributes of a CPMHW.

Core Attributes of a Child Primary Health Worker:

- Specialist knowledge of child and adolescent mental health
- Experience of working in a community setting with children, adolescents and their families
- At a senior level within their profession, with ability to take responsibility for decision making and autonomy
- Comprehensive mental health assessment skills
- Ability to provide clinical supervision and consultation to other professionals on a variety of levels
- Ability to design and deliver training programmes
- Excellent communication and networking skills
- A range of direct work/therapeutic skills

Development of National Competencies for Child Primary Mental Health Worker:

The project is currently involved in a process of working with the National Lead for Child Primary mental Health Work on developing a set of competencies for this role.

Linking the Various Forms:

Across Kent and Medway there are various forms of the Primary Mental Health Worker. In some areas the worker is linked to a Specialist Tier 3 CAMHS team, in other areas they are linked to community based projects such as Sure Start or the WAVE Project, in others they are linked to a specific population such as the

⁸ Bower, P., Macdonald, W., Sibbald, B., Garralda, E., Kramer, T., & Harrington, R. (2003) Child and adolescent Mental Health Services (CAMHS) in Primary Care. Report to the Department of Health.

⁹ Gale, F. & Vostanis, P. (2003) The primary mental health worker within child and adolescent mental health services. **Clinical Child Psychology and Psychiatry**, **8(2)**, 1359-1045

¹⁰ Health Advisory Service(1995) Child and adolescent mental health: Together we stand.

Mental Health workers for Looked After Children. One of the aims of the project is to get some dialogue within and between these various forms so that we can develop a coherent picture of their service and thus training needs across Kent and Medway.

Education and Training for the CPMHW:

The project is in the process of working with the Higher Education Partnership set up in Kent and Medway to look at providing post-qualifying training for these Primary Mental Health Workers.

Seminar:

A day's seminar is being planned to begin a process of dialogue between the various forms of Primary Mental Health Workers/Practitioners/Specialists and commissioners. The purpose of this dialogue will be to begin to get some sense of the role and function of these practitioners across the region, to share good practice or innovative ways of dealing with your local needs and to look at how this links with the broader national picture. This dialogue will begin a process, which will be developed over the next year to gain clarity about this new and ever expanding role.

Medway Pilot Project:

Negotiations are underway for piloting a training and development project for frontline workers in Medway. The group has begun by looking at the capabilities documents as a way of beginning to think about the training programme that would suit their workers.

Where to from here?

Each pilot project will be regularly reported on and bulletins will be disseminated to key stakeholders to inform them of progress. Each project has its own development path and planned outcomes. It is hoped that ideas from these projects will spark new initiatives across Kent and Medway.

ADVISORY/CONSULTANCY ASPECT:

The project provides advice and consultancy to a variety of other projects and initiatives around training and development. These include:

Sure Start:

The project is working with Sure Start on developing a training package for their staff around child development and mental health and emotional well-being. Linked to this will be the development of fact sheets and information around these areas for parents.

Healthy Schools Emotional Well-being Subgroup:

The project sits on the Health Schools' Emotional Well-being subgroup steering committee. A presentation was made at their conference in November 2003 and a teachers' needs assessment was undertaken for them.

Connexions:

The project has been working with the Training and Development Manager of Connexions to look at training and supervision around mental health for the Personal Advisors. Individual and group supervision for the Personal Advisors is beginning initiated in September 2004 as a pilot to see if this is useful for them.

Mental Health Workers for Looked After Children:

The project is working with the Mental Health Worker for Looked After Children in West Kent to evaluate training for Foster Carers around child development and mental health.

Family Liaison Officers:

The project has been working with the County manager to look at issues of training and development for the Family Liaison Officers. An evaluation of some training offered to the Family Liaison Officers in Dover was evaluated.

EMOTivatiONS:

The project is sitting on the steering committee planning a training day for school nurses. It is also providing materials for a pack and doing an evaluation of the day as well as a needs assessment.

Early Intervention Project:

The project is working with the consultant on the project to look at a training package for the Primary mental Health Workers appointed in this project.

Where to from here?

Each of these advisory / consultancy projects has the potential to develop into a pilot project. For example the work with Sure Start will soon develop into a broader pilot project.

DEVELOPMENT OF TRAINING MANUALS ON CHILD AND ADOLESCENT MENTAL HEALTH FOR FRONT-LINE PROFESSIONALS

The project is looking to develop a set of training manuals and materials around issues of child and adolescent development, mental health, emotional well-being and mental health problems. The aim is that these materials will be available for organisations, both statutory and voluntary, to make use of in training their staff in this area. It is also hoped that these will enable the Specialist CAMHS teams to provide more training to frontline workers.

The project is in the process of collecting various pieces of work that have been done in this area across Kent and Medway. A task team will be set up to then develop the training manuals and materials. The first set of training materials being developed will be piloted with the Sure Start staff across Kent and Medway. Information about the availability of the training packs and the outcomes of the pilot will be posted once these are available.

Where to from here?

A training framework and materials will be piloted with Sure Start.

Collection of materials from across the county will continue and these will be put into a workable format and disseminated through the website.

STRATEGIC:

The project is in the process of trying to position itself strategically so that the issue of training and development around issues of Child and Adolescent Mental Health are represented across the sectors. This is happening both a Regional and National level

At the Regional Level:

In terms of regional developments, the project has set up a steering committee that is represented by the statutory bodies across Kent and Medway and has a Stakeholder group that represents both statutory and non-statutory bodies. Links have been made with some of the Children and Young people's District Planning Forums. However as these structures are in a process of evolving into Children's Consortia the process has been slow. The project is now linked in with the Regional CAMHS Support Services. In this way the project can be linked into and can feed into new developments in terms of training and development in this area.

At the National Level:

The project is linked into several National developments with regards to Child and Adolescent Training and Development.

National Primary Mental Health Workers for Children

The project is involved in working on the development of the competencies for this new role.

Children & Young People's Mental Health Training Initiative

This initiative is joint venture between the Mental Health Foundation and the National CAMHS Support Service. The CAMHS Training and Development Project will be part of the UK Advisory Network, which will help to develop a Children and Young People's Mental Health UK Training Initiative. The Mental Health Foundation is embarking on this two-year, UK-wide initiative to develop accredited training programmes – Related Vocational Qualifications (RVQs) - and learning support materials for a wide range of front line staff working with children and young people. This initiative has support from the National CAMHS Support Service in England, which has contributed funding for the first phase (training needs assessment).

Where to from here?

- Need to make clearer links with the consortia
- Need to see how the project fits into the broader CAMHS Strategy for the region and nationally.

INFLUENCING:

An important component of the project is the role it plays in influencing practitioners and service providers, managers, commissioners and those offering training. It is vital that all people who work with children and young people acknowledge their responsibility for the mental health and emotional well-being of the youth they work with. This function of the project has been executed in a variety of ways:

- Meeting and Influencing Key Decision Makers
- Writing and Disseminating Position Papers
- Information Sharing

Key decision makers

Practitioners:

It is vital that all people who work with children and young people acknowledge their responsibility for the mental health and emotional well-being of the youth they work with. Thus the project plays a role in meeting with a variety of groups of people who work with children, young people and their families to look at their role in developing these groups mental health e.g. disability teams, children's social services, health visiting.

Service Managers:

Here the role of influencing is about getting managers to think about how training and development can be built into the work practitioners are doing. It is about getting service manager to see that effective service delivery is dependent on effective support and training of staff.

Commissioners:

Here the role of influencing is about helping commissioners to think about the type of services they purchase and the importance of support and development being part of that service. It is also about helping them to think about the kind of training and development they purchase e.g. is training over supervision necessarily the best route for frontline workers, commissioning support from Specialist CAMHS to support frontline workers etc.

Trainers

Here it is about getting the various training bodies to look at how they can include child and adolescent mental health within their training programmes. For example getting issues relating to working with adolescents in children's social services training and getting more focus on child and adolescent issue in terms of National Vocational Qualifications offered.

Writing and Disseminating Position Papers

The following position papers have been written and disseminated to various groups:

- Defining the Terms of the CAMHS Training and Development Project
- Capabilities Needed for Effective Working With Children and Adolescents

- CAMHS Specialist Units as Learning Organisations
- The Interface Between Front-Line Staff And Specialist CAMHS Services

Information Sharing

The project has attempted to share information about new policy, training on offer, conferences as well as developments in the project through:

- The Internet
- E-mail drops
- Meetings with Key People
- Bulletins

Where to from here?

Due to problems around administrative support the use of the website and regular bulletins has not been possible. It is the aim to have the website up and running by end of September 2004. Bulletins have begun to be written and disseminated.

SUMMARY AND CONCLUSIONS:

This project needs to be seen as part of an ongoing process to find ways of introducing child and adolescent mental health and development into pre-registration education and training and continuing education, training and development of mental health, health professional and allied disciplines/ professions throughout the region. The project is well into an implementation phase with a wide range of local, regional and national initiatives on the go. It will be important over the next year to ensure that many of the new initiatives (encompassing new attitudes, processes, procedures and structures) are embedded within the structures of both the planning and service delivery bodies so as to provide sustained change. A key issue for the project is that its funding base becomes representative of the sectors it is working with. It also needs to look at securing this funding for beyond 2006 if real change is to be sustained.