Concurrent session 4
Friday 12th June 2009 - 11.45 a.m.
4.3.3

Pre-registration child & adolescent mental health workshop
– an interprofessional initiative

Julia Terry
Mental Health Nurse Tutor, Swansea University
Workshop outcomes:

- Identify the need to create interprofessional ideas to address the lack of child & adolescent mental health content in pre-registration nursing programmes

- Gain insight into how the pre-registration CAMHS workshop was designed and developed

- Relate this model to other settings as a means of increasing the CAMHS content in other programmes
• 1 in 10 children will experience emotional, behavioural and mental health problems (Office for National Statistics, 2004)

• most children managed outside specialised mental health services

• Need for nurses to have increased knowledge and skills, in order to recognise symptoms and to liaise with appropriate services

• The need for increased CAMHS content in Pre-registration Nursing programmes (Hooten, 1999; Honeyman, 2007; Care Services Improvement Partnership, 2008; Royal College of Nursing, 2004 & 2007)
Capacity building and training

• Education and training of relevant professionals prepare them to act as enablers, mediators and advocates for mental health in all sectors.

• Education and training are most efficient when combined with support (for example support to schools), and by improving the capacity and raising awareness of teachers and youth workers.

• Key challenges to addressing mental health needs in children and adolescents include the shortage of mental health professionals (Jané-Llopis & Braddick, 2008).

Current CAMHS content in Mental Health and Child Branch pre-reg nursing programmes.
Aims of the Interbranch CAMHS workshop:

• To raise awareness about child & adolescent mental health issues

• To provide the opportunity to meet local service providers who work with children and young people

• To promote interprofessional practice, by encouraging both mental health and child branch students to network and work together

• For students to gain a broader understanding of how child and adolescent mental health issues relate to their current and future practice
• Planning the workshop
• Timetable
• Learning styles
• Student support
• Evaluation
Examples of workshop sessions:

- ‘Sexuality and Youth Work’ – Terrence Higgins Trust
  explores the knowledge and understanding of people conducting direct work with Lesbian, Gay, Bisexual and Transgendered young people, exploring demographics, commonly presented issues and included self assessment of values around sexuality, sexual behaviour and professional boundaries.

- ‘Using children’s stories as part of therapy’ – Julia Terry, School of Health Science
  An introduction to bibliotherapy, and how stories can be used with children and their families. In the session we will be exploring ‘A Huge Bag of Worries’, and how children can begin to use their own stories in a therapeutic way.

- ‘Emotion work in nursing, with a focus on children’s palliative care’ – Zac Maunder

- ‘Youth Offending’ – Nic Bowler, School of Health Science

- Women’s Aid – Women’s Aid Carmarthen

- Working with young people who experience feelings of self harm’ – Alyson Davies
Evaluations

• A 2 sided A4 evaluation questionnaire was completed by 26 students at the end of Day 2.

• Q1 – To what extent did the course meet your expectations?

  • Fully = 10
  • Mostly = 15
  • Partially = 1
  • Not at all = 0

• 96% of students who completed evaluation questionnaires said the workshop either fully or mostly met their expectations.
Students’ comments:

• ‘I found the workshops interesting, and wished they could’ve been longer.’

• ‘Excellent, very informative. Great to link with other branches and to have the chance to get to know them.’

• ‘It worked really well and brought different aspects of nursing together.’

• ‘The workshop could have additions on the role of each branch, and how they could correlate services together.’

• ‘Maybe have workshop over 3 days for more time to reflect.’
• ‘Thank you – I have enjoyed and learned a lot.’
Developing and implementing a pre-registration (CAMHS) workshop

• Reflect with a range of stakeholders where CAMHS education best sits in the pre-registration curriculum
• Contact, discuss and plan with local CAMHS nursing colleagues to ensure relevant content and delivery
• Involve students in workshop planning
• Invite a range of local CAMHS providers from statutory and voluntary sectors, and those with CAMHS expertise within the higher education sector

• Plan the timetable, transport, refreshment and arrangements for registration
• Ensure that the day is interactive, using a variety of learning and teaching methods
• Evaluate the workshop with both students and speakers
• Ensure that local CAMHS placements are available for students to develop their clinical skills and knowledge, thereby linking theory and practice
References

Care Services Improvement Partnership (2008) *Children, Young People and Families Programme: Education and training*. Available at: [http://tinyurl.com/ccdu8n](http://tinyurl.com/ccdu8n)


Hooton S (1999) *Results of a Survey undertaken to Establish the Degree to which Pre-registration Programmes address Child and Adolescent Mental Health*. ENB, London


Royal College of Nursing (2004) *Children and Young People’s Mental Health – Every Nurse’s Business*. Available at: [http://tinyurl.com/d3xk3r](http://tinyurl.com/d3xk3r)

Royal College of Nursing (2009) Mental health in children and young people, London: RCN