

Placement-specific personal development plan – CAP CAMHS exemplar

This exemplar provides suggestions of the ways in which capabilities can be developed and evidenced. It can be used to inform the conversation between trainee and trainer at the start of each placement / training post, in which they should agree activities and evidence as part of setting up a personal development plan.

Post Description	Tier 4
Post Length	
Training Year	ST5
Career Progression Plan	
ST4	Community CAMHS
ST5	Tier 4 (6 months), Community FCAMHS (6 months)
ST6	CAP-LD placement (6 months), CAP-Liaison (6 months)
Professional Development Sessions	
ST4	Development of psychological help packages for CYPs with ND issues
ST5	Literature review
ST6	

The below table outlines the High Level Outcomes (HLOs) and Key Capabilities (KCs) to be achieved under 16 key themes.

Specialty HLO statements

HLO1: Demonstrate the professional values and behaviours required of a consultant psychiatrist, with reference to Good Medical Practice, and Core Values for Psychiatrists (CR204) and other relevant faculty guidance.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
1.1 Professional Relationships	Work collaboratively with patients, families, carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution.		
	Recognise, validate and actively address systemic and structural inequalities, intersectionality, and their impact on clinical outcomes for patients and their carers of all ages and on working relationships with colleagues.		
	Consistently demonstrate person-centred holistic clinical approach to children and young people/patients aged 0-18 years and their families and carers, that is honest, empathic, compassionate, and respects their dignity while maintaining therapeutic optimism.	<ul style="list-style-type: none"> Participate in, and lead on, the post-admission initial assessment and develop a management plan collaboratively with patients and family members. Demonstrate the holistic approach in undertaking reviews with patients in weekly MDT. 	ACE Mini-ACE CBD DONCS Reflections
	Demonstrate flexibility, leadership, use of initiative, prioritisation, and adaptability,	<ul style="list-style-type: none"> Lead on the daily morning handover meeting and risk 	CBD Reflections

	effectively managing your time and resources and using new technologies as appropriate.	reviews and help the MDT prioritise management plans for the patients.	
1.2 Professional Standards	Understand the impact of workload, patient factors, and organisational dynamics on your own well-being and help trainees and other colleagues in doing so too.		
	Use supervision and reflection effectively recognising your skills, limitations, and your duty of candour.		
	Apply strategies to take care of your wellbeing, seeking timely support and guidance, including acknowledging if you have a protected characteristic which might impact on your training or if you are having difficulties adapting to working in the UK		
	Use the method of receiving, reflecting and responding as a clinical leader within the team and actively promote reflective practice as a means of understanding the emotional impact of the clinical work (including trauma, suicide and homicide) on an individual and systemic level.		
	Consistently demonstrate a positive and conscientious approach to the completion of your work.		
	Make clear, accurate and contemporaneous records.		
	Promote CAP as a specialty, including acting as an advocate for patients aged 0-18, and		

	parents, family members and carers of all ages.		
	Work with colleagues in a way that demonstrates appropriate professional values and behaviours, in terms of supporting colleagues, respecting difference of opinion, and working as a collaborative member of a team.	<ul style="list-style-type: none"> • Lead on CPA meetings • Attend and participate in MDT ward rounds • Participate in daily handover and demonstrate ability to support MDT colleagues in issues such as risk assessment and management • Be available when needed for consultation 	Mini-PAT CBD Informal feedback Mini-ACE DONCS Reflections
	Work autonomously and provide clinical leadership to MDT colleagues within an appropriate supervision structure.	<ul style="list-style-type: none"> • Take the lead on the management of a representative number of cases (in discussion with supervisor), especially ensuring that the caseload includes cases of eating disorders and early onset psychosis, as a means of demonstrating ability to prioritise and manage responsibilities. 	Case Log CBD Mini-ACE Reflections Discussion with named clinical supervisor in weekly supervision
	Demonstrate an understanding of the principles of sustainability and how they underpin sustainable psychiatric practice.		

HLO 2.1: Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.1 Communication	Consistently demonstrate high level skills (independent practice) in effective communication with children and young people across the age range 0-18, adopting developmentally appropriate techniques in assessment, communication and interaction.		
	Consistently demonstrate effective communication approaches with patients and relevant others, including those with neurodevelopmental disorders making reasonable adjustments and adaptations where appropriate, including the use of new technologies.		
	Consistently use active listening skills and empathic language which respects the individual, removes barriers and inequalities, ensures partnership and shared decision-making and is clear, concise, non-discriminatory and non-judgemental.		
	Demonstrate an adaptable approach which considers communication, sensory and cognitive needs, as well as the ethnic, social, cultural, spiritual and religious context of a patient making reasonable adjustments where appropriate.		
	Demonstrate skills in supporting those in whom English is not their first language,		

including the use of interpreters, and providing information in other languages.		
Demonstrate skills in supporting those in whom English is not their first language, including the use of interpreters, and providing information in other languages.		
Collect, assimilate, formulate and share information effectively with others, systemically, in a timely manner.	<ul style="list-style-type: none"> • Collaboratively devise psychobiosocial holistic formulations regarding cases that you are leading on and share with patients, parents and MDT. • Assimilate new information and incorporate into formulation and management plan and revise as relevant. • Share with other services and agencies as relevant in a timely manner via CPA/ other meetings. • Share verbal and written communication appropriately and in a timely manner. 	<p>CBD Mini-ACE ACE DONCS Reflections</p>
Produce specialist reports that are comprehensive, timely, accurate, appropriate to context, and within the limits of your expertise in CAP.	<ul style="list-style-type: none"> • Ensure reports, letters and discharge summaries are prepared and shared in a timely manner. • Reports to have the appropriate balance 	<p>CBD Self-audit of timeliness of letters/ reports CBD</p>

	<p>between containing comprehensive information and yet being succinct and meeting the needs of the patients.</p> <ul style="list-style-type: none"> • Tailor reports to the professionals/ persons or agencies they are being sent to being mindful of the issues of confidentiality and need to share information. 	Reflection
Effectively ensure active participation and collaboration with patients, families, carers of all ages, and other relevant persons in a variety of clinical and non-clinical settings.		
Manage the impact of different communication styles on patients and relevant others adapting formats tools and technologies to need.		
Understand the ways in which you, as well as patients and others communicate both verbally and non-verbally (CORE).		

HLO 2.2: Demonstrate advanced skills in the psychiatric assessment, formulation, diagnosis and person-centred holistic management of an appropriate range of presentations in a variety of clinical and non-clinical settings within General (Adult) psychiatry.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.2 Clinical Skills	Demonstrate an appropriate understanding of a person-centred holistic approach to		

<p>mental disorders, including a knowledge of developmental, genetic and epigenetic risks (including resilience and vulnerability factors) and neurobiological influences on mental disorder.</p>		
<p>Apply expert knowledge of the impact of human psychology, including the importance of early relationships, attachment styles, parenting, adverse childhood experiences and traumatic events on the clinical presentation of children and young people across the age range of 0-18 years.</p>		
<p>Apply expert knowledge of learning and behavioural stages of human development across the age range of 0-18 years, including knowledge of normative as well as variations in presentations, for example with neurodevelopmental conditions, and across cultures and apply this knowledge to daily clinical practice.</p>		
<p>Apply expert knowledge of the social determinants of health, and systemic factors including the “lived environment”; environmental factors, technologies and the impact these have on the aetiology and presentation of mental disorder across the 0-18 years age span.</p>		
<p>Receive a full psychiatric history from the patient and collateral history from a range of informants and perform a Mental State Examination (MSE) across the range of mental and neurodevelopmental as well as</p>		

neuropsychiatric disorders in the 0-18 age group.		
Assess patients from a range of different cultural, spiritual, and religious backgrounds, including asylum seekers and refugees, and demonstrate understanding of how protected characteristics may impact on clinical presentation.		
Conduct a thorough physical examination and undertake and advise on relevant physical investigations.		
Assess the general health of your patients (including consideration of nutritional, metabolic, endocrine and reproductive factors and disorders and the physical and mental impact of substance use and addiction on clinical presentation), taking into account the impact of their physical health on their mental health needs and vice versa.		
Assess independently patients across the age range of 0-18 and establish management plans across a wide range of clinical settings (including Tier 4 services) and wide range of clinical situations (routine, urgent and emergency).	<ul style="list-style-type: none"> • Undertake a thorough assessment for a young person admitted to LH, including physical examination and devise (in collaboration with nursing colleagues & the YP) the initial management plan – case eating disorders - physical health assessment, investigations • Ensure the cases include young people admitted with 	Eportfolio Case Log Mini-ACE ACE CBD Reflection

	eating disorders – undertake physical health assessment and appropriate investigations.	
Apply relevant classification systems to establish a psychiatric diagnosis and differential and use these in a developmentally and systemically informed manner when communicating with patients and others.		
Establish a formulation based on the clinical presentation using an appropriate framework and share with patients and others in a timely and appropriate manner.		
Construct a management plan to ensure continuity of care which manages the risk of self-harm, suicide, risks to others, as well as other risks, and lead on the formulation and review of a risk management plan in collaboration with the patient, parents, persons with parental responsibility, and other professionals involved in the network around the patient.		
Lead on managing the impact of unconscious processes through the provision of supervision and reflection, to ensure that the patient continues to receive safe and effective clinical care.		
Actively promote and help patients and their families/carers to develop self-management strategies and use help from experts by experience.		

<p>Take into account the impact of other health issues (including feeding and nutrition, substance use, and development) in devising safe and effective medication treatment.</p>		
<p>Provide consultation to other professionals regarding the impact of psychotropic medication, psychological and psychotherapeutic interventions for patients in the 0-18 age group in a wide range of situations and settings, and regarding the interaction between physical health and mental health.</p>	<ul style="list-style-type: none"> • Use knowledge of CAP psychopharmacology to initiate appropriate medication having discussed the pros and cons with the patients and parents. • Provide information and consultation to patients, parents/ carers, and MDT colleagues regarding the evidence. • Manage any adverse effects and undertake appropriate investigations to ensure that medication prescription is safe and effective. 	<p>CBD Mini-ACE Reflections</p>
	<ul style="list-style-type: none"> • During out-of-hours on call, demonstrate the ability to provide consultation to other specialties (e.g. Paediatrics, GP) and also other agencies (e.g. children's social services) and consulta with the consultant on-call as needed. • Take the opportunity to undertake mental health act assessments whilst on call. 	<p>ACE CBD Mini-ACE Reflection Case log Supervision notes</p>

Make independent assessment and seek appropriate consultation regarding other biological treatments for mental disorders.		
Undertake assessment and treatment in two evidence-based psychological or psychotherapeutic modalities.		
Manage the impact of unconscious processes through the provision of supervision and reflection, to ensure that the patient continues to receive safe and effective clinical care. A good way to attain this is via regular attendance at a Balint group or case-based discussion group.		
Assess the suitability of psychotherapeutic interventions and their effectiveness especially when used in conjunction with other treatment modalities such as psychopharmacology and other biological/physical treatments.		
Demonstrate an understanding of how physical treatments can be used for the treatment of mental disorders and apply this under supervision.		
Lead on the timely transition of care for patients to different services actively involving patients, based on their person-centred holistic needs and systemic factors and taking into account relevant transition protocols and guidelines.		

HLO 2.3: Apply advanced management skills within General (Adult) psychiatry in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
2.3 Complexity & Uncertainty	Recognise and understand unconscious processes, including transference, countertransference, projection and splitting and the impact of these on yourself and others.	<ul style="list-style-type: none"> Consult with the MDT in cases where there is a split in the team, be able to highlight splitting mechanisms, and demonstrate ability to listen and reflect in a manner that helps the team achieve a consistent and consensus response. 	CBD Reflection SAPE as relevant Discussion in supervision
	Demonstrate proficiency in recognising and safely managing clinical uncertainty, ambiguity, and complexity in those with mental disorders across the range of clinical contexts.		
	Work within the limits of your clinical capabilities, seeking timely support and consultation.	<ul style="list-style-type: none"> Identify work that may be undertaken in a quasi-independent manner Ask for support and consultation from supervisor (during day work when leading on cases) and also during out-of-hours on-call. Ask for consultation from other experienced MDT 	Case Log CBD Reflections

	<p>colleagues within their fields of expertise (e.g. ANP leading on Eating Disorders, Psychologist colleagues)</p> <ul style="list-style-type: none"> • Participate in the unit's fortnightly 'Listening Group' reflective session for the MDT • Participate in and lead the Dynamics groups for young people with supervision from the lead psychotherapist 	
Demonstrate an understanding of individual variation and the impact of social, cultural, spiritual and religious factors, including effects of deprivation, discrimination and racism.		
Observe, absorb, contain and reflect on complex clinical/non-clinical situations.		
Develop a balanced response as a part of helping other professionals in managing differences of opinion and professional disagreements in complex and uncertain situations.		
Ensure timely review of the formulation and management of the health and care needs of patients when the outcome is not as expected or hoped for.		

HLO 3.1: Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within General (Adult) psychiatry.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction	Apply knowledge of health and care systems, as well as national policies, priorities and national drivers linked with delivery of CAMHS.		
	Balance the duty of care to the patient and the protection of others within the framework of human rights when considering the use of legal powers.	<ul style="list-style-type: none"> • Undertake MHA assessment • Produce MHRT reports • Represent the detaining authority at tribunal and answer tribunal questions 	CBD ACE Mini-ACE Reflection Case log
	Apply the current legislation governing the care and treatment of children and young people with mental disorders.	<ul style="list-style-type: none"> • Discuss with staff team issues re Section 17 	Mini-ACE
		<ul style="list-style-type: none"> • Use the appropriate legal framework to demonstrate consultation to MDT and information sharing with patients – in creating management plans regarding risk 	CBD Reflections Mini-ACE
	Apply knowledge about the role of parents/ persons with parental responsibilities and the relevant medico-legal frameworks.		
	Meet the requirements to apply for relevant statutory approval where appropriate.		

HLO 3.2: Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
3.2 Working within NHS and organisational structures	Provide consultation to others on the complex medico-legal frameworks in CAP and policy changes in the delivery of CAMHS.	<ul style="list-style-type: none"> During out-of-hours on-call activities be able to undertake MHA assessment (if needed), provide consultation to other professionals (e.g. Acute Paediatric colleagues) regarding the appropriate medico-legal frameworks to provide treatment in acute settings. 	CBD Mini-ACE Case logs
	Provide clinical leadership and consultation regarding the complex context of the patient's developing competence/ capacity as well as their confidentiality, in terms of seeking their consent, active participation and collaboration in decision making about treatments.		

HLO 4: Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within General (Adult) psychiatry and the wider community.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs

4.1 Health promotion and illness prevention in community settings	Apply knowledge of social determinants of mental health (such as societal health inequalities, the social, economic, cultural, spiritual and religious factors and impact of technology) to promote good mental health.		
	Identify and challenge stigma and other barriers to accessing child and adolescent mental health services.		
	Collaboratively work with the wider community around health promotion and illness prevention with regards to children and young people addressing health inequalities and the social, cultural, spiritual and religious determinants of health.		
	Demonstrate understanding of the national health priorities in your UK jurisdiction, including the rationale behind annual health checks and associated health plans.	<ul style="list-style-type: none"> Participate in the weekly meeting of the regional Provider Collaborative regarding Tier 4 admissions and understand the work of the regional Closer-to-Home teams – and how this issue impacts on access to Tier 4 beds. 	CbD DONCS Reflections Discussion with supervisor in psychiatric supervision
	Understand the benefits as well as potential harms and risks inherent in health-care interventions and apply this understanding in working with children and young people.	<ul style="list-style-type: none"> In CPA/ Tier assessment meetings, discuss with young people, parents/ carers, community CAMHS teams, and other professionals in the networks around young people either admitted to LH or referred for a tier 4 bed regarding the risks and benefits of inpatient 	CbD DONCS Reflections Supervision discussion

		admission and whether it would be the relevant intervention to meet the needs of the young people.	
	Apply understanding of the link between good emotional mental health and quality of life for children and young people.		
	Advocate for early intervention to promote health.		
HLO 5: Demonstrate effective teamworking and leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
5.1 Teamworking	Use your understanding of how individual personal qualities, emotions and behaviours impact on teamworking and the quality of patient care.		
	Understand team dynamics and use effective negotiation skills to resolve conflict and dysfunction.	<ul style="list-style-type: none"> • Demonstrate during out-of-hours on-call the ability to listen to and reflect on concerns in acute hospital settings regarding young people in crisis presenting there • Help manage crises through appropriate consultation and in-person intervention 	CBD Reflection Mini-PAT Informal feedback Case log

	Model, educate and adapt the service, using conflict resolution skills within and between teams, co-producing improvements with patients and carers.		
5.2 Leadership	Demonstrate an understanding of your own leadership skills and behaviours, the impact these have on others, reflect on and explain decisions in a transparent manner.		
	Demonstrate the development and application of your own leadership skills in a variety of clinical and non-clinical settings.		
	Demonstrate inclusive leadership style and awareness of the impact of hierarchy and power within relationships with patients and colleagues.	<ul style="list-style-type: none"> In discussion with the Psychiatric Supervisor and under supervision, take the lead on the assessment and development of intervention plans for a group of cases of young people admitted to LH. Provide leadership in a collaborative manner – with patients and professionals. 	Mini-PAT CBD Reflection
	Demonstrate an understanding of how your own leadership style and approach impact on others, adapting your approach to meet the needs of the team.		
	Apply an understanding of approaches and techniques of leadership.		
	Mentor and support colleagues to enhance their performance and support their development.		

	Appraise the performance of colleagues and escalate concerns.		
	Demonstrate leadership in the context of team and multiagency working.		
HLO 6: Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of a person with mental disorder.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
6.1 Patient safety	Understand and apply the principles of clinical governance and the impact of 'human factors' and team dynamics to assure patient safety and quality of clinical care.	<ul style="list-style-type: none"> Attend unit clinical governance meetings and also directorate clinical governance meetings. Attend Directorate HIRI-SIRI, LFD (learning from deaths) panel 	Reflection CBD
	Advocate for the inclusion of the 'voice' of patients and families/carers as an important part of assuring patient safety and quality of services.		
	Raise and address issues of patient safety and quality of care in a timely manner.		
6.2 Quality improvement	Understand the role of the voice of the child and young person ('expert by experience') in improving patient care.		

	Use quality improvement methodologies to identify and implement improvements within your service.	<ul style="list-style-type: none"> Undertake an audit of psychopharmacology in young people admitted with eating disorders – and re investigations needed. Create standards and link with current guidelines. 	Register audit with Trust Produce report and plans re 2 nd cycle by end of placement Reflection
<p>HLO 7: Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within General (Adult) psychiatry.</p> <p>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.</p>			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
7.1 Safeguarding	Apply knowledge of the developmental stages of children and young people, relevant legislative frameworks, and systemic sociocultural, spiritual and religious issues, to assess safeguarding needs of patients and others.		
	Raise safeguarding concerns in a timely manner, with the relevant professionals and agencies, and actively participate in safeguarding processes.	<ul style="list-style-type: none"> Demonstrate knowledge of the Trust safeguarding process and attend the fortnightly safeguarding supervision meetings for the Directorate Raise safeguarding concerns in a timely manner 	CBD Reflection Completion of statutory / mandatory training on safeguarding as required by Trust

		<ul style="list-style-type: none"> Discuss safeguarding concerns with MDT and share this information with the patient and parents appropriately and in a timely manner 	
	Advocate, educate, support, and supervise colleagues in the recognition of safeguarding concerns, and how to act in a timely manner within relevant local protocols.		
HLO 8.1: Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings.			
High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
8.1 Education & Training	Provide education and training to medical and multi-agency colleagues including effective planning, delivery techniques and the use of feedback.		
	Understand your own training needs and pursue your own continuing professional development.	<ul style="list-style-type: none"> Attendance at the CAP academic programme, and the Deanery professional development programme 	Reflection Attendance record Reflection on own presentations on the programmes
	Understand the principles of co-production and have the ability to collaborate with children and young people and families/ carers to deliver education and training.		

HLO 8.2: Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
8.2 Supervision	Demonstrate the professional qualities of an effective trainer, teaching and guiding individuals and groups, providing safe and effective clinical supervision in emergency and non-emergency situations or settings.		
	Provide clinical supervision and mentoring including those in training and within the multi professional team.	<ul style="list-style-type: none"> • Provide on-site supervision and also set supervision sessions for a CT2 trainee • Provide formative feedback to the junior trainee, following the principles of constructive feedback 	Mini-PAT Feedback from CT2 trainee Reflection Discussion in supervision with Educational Supervisor and also named Clinical Supervisor

HLO 9: Apply an up-to-date knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.

High Level Outcomes (HLOs) and Themes	Key Capabilities (KCs): By the end of this training year, you will be able to:	Planned activities	Evidence including WPBAs
9.1 Undertaking research and	Critically evaluate data, papers, reviews, and meta-analyses and implement findings in daily clinical practice.		

critical appraisal	Translate research into local clinical practice and disseminate critical appraisal findings to wider communities.		
	Apply knowledge of up-to-date appropriate statistical methods.		
	Demonstrate proficiency in the use of objective evidence-based clinical assessment instruments.		
	Work within ethical frameworks when carrying out or appraising research.		
	Apply the principles of Research Study Protocols where available.		
	Demonstrate practical contribution to an ethically approved research study.		
	Undertake research or academic activity, including a literature review at a level suitable for publication in a peer reviewed journal.	<ul style="list-style-type: none"> • In collaboration with Academic lead – decide on a topic for literature review • Specific steps re refining search criteria, databases • Use of specific programmes to evaluate literature generated • Draft of the review • Bibliography/ references • End of placement – joint review between trainee and supervisors – re progress 	<p>Letter/ communiqué from SC</p> <p>Reflection on the process</p> <p>Providing timeline of the project to Educational supervisor</p>

