

Capability exemplar statements – Child and adolescent psychiatry curriculum

These statements (for each of the HLO themes) reference the behaviours that should be observable in a trainee who is meeting the expected standard at the end of each year of higher training.

HLO	Themes
1.1	<p>Professional relationships and professional standards</p> <p>Demonstrate the professional values and behaviours required of a consultant psychiatrist, with reference to Good Medical Practice, Core Values for Psychiatrists (CR204) and other relevant faculty guidance.</p>
Year	Behaviour typical of trainees meeting the expected standard
ST4	<p>The trainee:</p> <ul style="list-style-type: none"> • Manages time and caseload effectively, including responding to urgent matters in a timely manner • Maintains professionalism in challenging situations, uses supervision to reflect on this and any impact on their wellbeing
ST5	<p>The trainee:</p> <ul style="list-style-type: none"> • Manages workload effectively, balancing competing clinical and non-clinical demands, seeking support from others where required; reflects on this in supervision • Identifies service / organisational dynamics impacting on clinical practice and discuss these in supervision • Knows when and how to draw unprofessional behaviour to the attention of appropriate others
ST6	<p>The trainee:</p> <ul style="list-style-type: none"> • Manages a complex caseload alongside a range of non-clinical responsibilities, employing flexibility where needed • Identifies organisational dynamics impacting on the wider service / trust in which they work and collaborates with colleagues to work for change • Uses appropriate strategies to address unprofessional behaviour in others, escalating concerns where necessary in a timely manner

HLO		Themes			
2.1	Communication Demonstrate advanced communication and interpersonal skills when engaging with patients, their families, carers of all ages, their wider community, colleagues and other professionals.	2.2	Clinical skills 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 Child and adolescent psychiatry	2.3	Complexity and uncertainty Apply advanced management skills within Child and adolescent psychiatry in situations of uncertainty, conflict and complexity across a wide range of clinical and non-clinical contexts.
Year	Behaviour typical of trainees working towards the expected standard	Year	Behaviour typical of trainees working towards the expected standard	Year	Behaviour typical of trainees working towards the expected standard
ST4	The trainee: <ul style="list-style-type: none"> Adapts their communication style to the differing communication needs of children and young people based on their developmental stage and abilities. Uses a variety of communication methods and media as relevant to the context. Conveys to the child/ young person and parents and carers that their views and concerns are taken seriously. 	ST4	The trainee: <ul style="list-style-type: none"> Undertakes initial assessments and follow-up with children and young people across a wide range of clinical presentations and clinical settings. Uses the history, MSE, and relevant physical examination to collaboratively achieve a formulation and plan to meet the needs of the patient. Seeks supervision in a timely manner. Maintains an appropriate caseload under the guidance of the supervisor. 	ST4	The trainee: <ul style="list-style-type: none"> Works with children, young people, parents / carers, and the wider multi-disciplinary teams with respect, candour and respects their dignity. Recognises the limits of one's clinical capabilities. Highlights with candour the uncertainty regarding the process, progress, and outcomes in clinical situations; and seeks supervision in a timely manner

	<ul style="list-style-type: none"> Communicates effectively with MDT colleagues and ensures that verbal and written communication is timely and pertinent. 		<ul style="list-style-type: none"> Completes a risk assessment and a plan to manage risks. Uses psychopharmacology effectively and safely. Seeks supervision appropriately. Understands the role of different psychotherapies in CAMHS and undertakes psychotherapy experience in a specific modality under supervision. Participates in MDT clinical team meetings and discusses and reflects on own cases with the help of MDT colleagues. 		<ul style="list-style-type: none"> Recognises conflict and disagreement within the systems around their patients, gains an understanding of how these factors may impact on patient care as well as the welfare and cohesion of the MDT. Reflects and discusses in supervision.
ST5	<p>The trainee:</p> <ul style="list-style-type: none"> Adapts communication with patients and parents/ carers, and professionals to the wide range clinical contexts and situations inherent in day-to-day clinical work to ensure effective collaboration with others. Able to maintain the correct balance between pragmatism and therapeutic optimism using appropriate communication style. Communicates effectively with professionals outside the usual MDT. 	ST5	<p>The trainee:</p> <ul style="list-style-type: none"> Undertakes assessment and derives a formulation and an effective management plan in cases of increased complexity and across a range of clinical settings (e.g. inpatient CAMHS). Manages an appropriate caseload under the guidance of the supervisor. Seeks supervision appropriately. Provides support and consultation to non-medical MDT colleagues and to professional colleagues from other specialties regarding clinical presentation, treatment-intervention plans. 	ST5	<p>The trainee:</p> <ul style="list-style-type: none"> Is able to highlight and address conflicting views and disagreements within the MDT with the support of and supervision from the supervisor. Actively gains knowledge and skills regarding managing complexity and uncertainty in CAMHS clinical work, through relevant education and training and reflects on these issues with supervisor. Seeks feedback from MDT colleagues regarding this aspect of their work.

			<p>Plans include the use of psychopharmacology, risk assessment and risk management.</p> <ul style="list-style-type: none"> Familiarises self with local transition protocols and works collaboratively with patients, parents/ carers, and colleagues to ensure safe and effective transition out of CAMHS into other services. Discusses and reflects in supervision. Gets experience of delivering psychotherapy to a child/ young person in a second modality under supervision. 		
ST6	<p>The trainee:</p> <ul style="list-style-type: none"> Shows clinical leadership by representing the service in clinical meetings with other agencies and services and effectively communicates the CAMHS opinion whilst balancing this with the views of other professionals. Ensures that such communication highlights the 'voice' of the child/ young person and the views of the parents/ carers. Maintains effective communication in situations which have disagreements and conflicts to ensure effective care 	ST6	<p>The trainee:</p> <ul style="list-style-type: none"> Demonstrates readiness to take the consultant role Assesses and manages cases of high complexity and complex needs and show clinical leadership in the network around the child/ young person. Manages a caseload and is able to balance various responsibilities, prioritise and delegate whilst ensuring safe and effective patient care. Able to lead the MDT in meeting the needs of highly complex children/ young people. Takes the 	ST6	<p>The trainee:</p> <ul style="list-style-type: none"> In readiness for consultant practice, demonstrates leadership in helping networks around a child/ young person in assimilating and formulating information and concerns regarding uncertain outcomes and conflicts, and helping the network maintain a consistent and collaborative approach. Maintains a collaborative relationship with the child/young person and parents/ carers despite disagreements, uncertainty, and complexity within the case.

	<p>for the patient. Uses reflection, supervision including peer support from colleagues modelling effective communication in difficult situations.</p> <ul style="list-style-type: none"> • Demonstrates readiness for the consultant role by representing the patients and the service in external meetings and adapts communication style to these circumstances. • Mentors junior clinical colleagues regarding communication skills. 		<p>lead in liaison with other specialties and agencies in formulating a collaborative plan.</p> <ul style="list-style-type: none"> • Supports the MDT and leads in risk assessment and management in complex cases. • Provides consultation regarding the complex issues of consent, confidentiality of the child/young person and the role of parents in making treatment decisions, to professionals from other specialties and agencies. 	<ul style="list-style-type: none"> • Supports MDT and junior colleagues, as well as colleagues from other specialties and agencies in recognising the impact of uncertainty, conflicts, and complexity on patient care and helps them maintain therapeutic engagement and consistency of approach. • Demonstrates commitment to lifelong learning and reflection in this regard in preparation for a career and a consultant child and adolescent psychiatrist.
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HLO	Themes		
3.1	Knowledge of legal and organisational frameworks in your UK jurisdiction Apply advanced knowledge of relevant legislative frameworks across the UK to safeguard patients and safely manage risk within all psychiatric specialties.	3.2 Working within NHS and organisational structures Work effectively within the structure and organisation of the NHS, and the wider health and social care landscape.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
ST4	The trainee: <ul style="list-style-type: none"> Starts to work autonomously within relevant legislative framework in routine clinical practice Completes required paperwork in compliance with expected legal standards 	ST4	The trainee: <ul style="list-style-type: none"> Familiarises self with local structures and networks in health and social care and discusses role of psychiatrist within these Takes steps to build relationships with key stakeholders
ST5	The trainee: <ul style="list-style-type: none"> Determines the appropriate legal framework under supervision and applies it Completes statutory reports accurately and in compliance with expected legal standards 	ST5	The trainee: <ul style="list-style-type: none"> Applies knowledge of NHS and organisation structures to enhance patient care locally Works successfully with key stakeholders across different networks / third sectors Understands their service within a wider context – e.g internal and external organisational drivers / national policies

ST6	The trainee: <ul style="list-style-type: none"> • Advise others on appropriate use and application of appropriate statutory and legal frameworks • Provides evidence at legal proceedings where required 	ST6	The trainee: <ul style="list-style-type: none"> • Shows understanding of national governance and regulatory structures and how to drive change within those • Begins to use performance / quality indicators / participation in committees to improve organisational effectiveness • Develops an understanding of the role and function of senior leaders in different organisations (e.g. by shadowing)
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HLO	Theme
4.1	Demonstrate leadership and advocacy in mental and physical health promotion and illness prevention for patients within Child and adolescent psychiatry and the wider community
Year	Behaviour typical of trainees meeting the expected standard
ST4	The trainee: <ul style="list-style-type: none"> • Develops knowledge of the work done by universal and primary care services in the local community involved in promoting health and wellbeing of children and young people and their families and carers, and preventive/ early intervention services as well. Gains an understanding of how these services link with and work with specialist CAMHS. • Includes questions and discussion regarding health promotion, systemic, and preventative factors during clinical work with children, young people, and parents/ carers; incorporates these issues in formulation; and discusses in supervision. • Provides physical and mental health promotion information to professionals and agencies around the child/young person, which is complementary to the network care plan

ST5	<p>The trainee:</p> <ul style="list-style-type: none"> • Reflects on and discusses in supervision principles of public health, population health informatics, systemic factors impacting on health of children and young people, the evidence base in health promotion and illness prevention in the 0-18 age group. • Encourages effective self-management by patients in CAMHS, taking into account the role of parents/ carers in this regard and also the role of experts by experience. • Communicates the benefits and potential risks of health care interventions to children, young people and parents/ carers
ST6	<p>The trainee:</p> <ul style="list-style-type: none"> • Demonstrates leadership in advocating for the holistic health needs of children and young people with mental disorders in meetings regarding children and young people with mental disorders. • In preparation for consultant practice, attends/ contributes to meetings with other professionals including commissioners to understand how universal services, preventative programmes, and primary care services are commissioned and provided for the local 0-18 population. • Provides information and evidence base in a way that is easily understood by different professionals regarding the impact and effectiveness of such services, and how this may influence the need for and clinical presentation to specialist CAMHS. • Participates and leads in delivering training and supervision in health promotion and illness prevention to professionals working with children, young people and parents/ carers in non-clinical contexts.

HLO	Themes		
5.1	Teamworking Demonstrate effective teamworking skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	5.2 Leadership Demonstrate effective leadership skills to work constructively and collaboratively within the complex health and social care systems that support people with mental disorder.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
ST4	The trainee: <ul style="list-style-type: none"> • Demonstrates that they value the contributions of other professionals • Recognises own team dynamics and reflects on their contribution to those in supervision • Works effectively with other agencies in clinical practice 	ST4	The trainee: <ul style="list-style-type: none"> • Provides clinical leadership within a shared leadership framework across routine and emergency situations • Seeks supervision and support around leadership decisions appropriately • Acts as an advocate for their patients.
ST5	The trainee: <ul style="list-style-type: none"> • Recognises dynamics between teams in the wider system and reflects on the impact of these on patient care • Maintains focus on patient, family and carer needs during complex team interactions 	ST5	The trainee: <ul style="list-style-type: none"> • Adapts their leadership approach within different teams and in different contexts • Takes opportunities to deputise for a consultant, while still working under supervision • Acts as an advocate for their service

ST6	The trainee: <ul style="list-style-type: none"> • Flexes their contribution and approach within different teams • Works effectively across clinical and non-clinical teams • Assists professionals from different agencies to maintain focus on patient, family and carer needs during complex team interactions 	ST6	The trainee: <ul style="list-style-type: none"> • Demonstrates the readiness to work independently without supervision
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HL O	Themes			
6.1	Patient safety Identify, promote and lead activity to improve the safety of patient care and clinical outcomes of a person with mental disorder.	6.2	Quality improvement Identify, promote and lead activity to improve the quality of patient care and clinical outcomes of a person with mental disorder.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard	
ST4	The trainee: <ul style="list-style-type: none"> • Shows an understanding of the governance structures behind adverse incidents and patient safety-related complaints • Recognises when to complete an adverse incident report form and is able to do so 	ST4	The trainee: <ul style="list-style-type: none"> • Identifies areas that need improvement within their team, with an awareness of different domains of quality (safe, timely, patient-centred, effective, efficient, equitable) • Engages in a quality improvement project • Familiarises self with quality improvement methods and tools • Engages with service users and carers as part of quality improvement activities 	

ST5	The trainee: <ul style="list-style-type: none"> • Participates in training on how to investigate adverse incidents and complaints, for example root cause analysis • Drafts responses to adverse incidents 	ST5	The trainee: <ul style="list-style-type: none"> • Engages in quality improvement projects to address areas of need within their own service • Seeks opportunities to capture and share learning from quality improvement work (which can include stories, blogs, videos, posters, presentations, publications) • Able to effectively apply quality improvement methods and tools, and identify how to use different types of data for improvement
ST6	The trainee: <ul style="list-style-type: none"> • Promotes lessons learned from adverse incidents to other colleagues • Works with the patient safety-related / complaints department to assist with investigations and audits • Identifies and alerts relevant teams to shortcomings in patient safety and care 	ST6	The trainee: <ul style="list-style-type: none"> • Seeks leadership roles within quality improvement projects • Engages and supports a range of multidisciplinary staff, service users and other stakeholders as part of a quality improvement project • Embraces the concept and value of quality improvement projects as a means of providing excellent patient care and promotes them where appropriate.

HLO	Theme
7.1	<p>Safeguarding</p> <p>Lead on the provision of psychiatric assessment and treatment of those who are identified as being vulnerable within Child and adolescent Psychiatry.</p> <p>Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in patients, their families and their wider community.</p>
Year	Behaviour typical of trainees meeting the expected standard
ST4	<p>The trainee:</p> <ul style="list-style-type: none"> • Recognises changes/ alterations in development and behaviour of children and young people that would indicate safeguarding risks to the patient and/ or to others across all the contexts of clinical practice. • Keeps updated regarding national and local safeguarding processes and acts in a timely manner in collaboration with relevant others when safeguarding issues are detected. Seeks supervision in a timely manner. • Balances the right to confidentiality and the need for information sharing in safeguarding situations and seeks supervision regarding this issue in a timely manner.
ST5	<p>The trainee:</p> <ul style="list-style-type: none"> • Consistently ensures that the 'voice of the child' is heard and is a significant consideration when addressing safeguarding concerns. • Undertakes assessment of children and young people with complex clinical presentations and is able to provide to the patient and parents/ carers, as well as professionals, clarity regarding the CAMHS formulation and opinion regarding how the safeguarding concerns are linked with the clinical presentation. Able to recommend appropriate process/ legal framework/ and discusses and reflects in supervision. • Attends meetings of the local safeguarding board, serious case reviews/ serious incident reviews, discusses in supervision and reflects on lessons to be learnt by services.

ST6	<p>The trainee, in readiness for consultant practice:</p> <ul style="list-style-type: none">• Leads on assessment of complex cases and provides consultation to the network regarding the interplay between clinical and safeguarding needs of children and young people to ensure that the appropriate frameworks and strategies to assess and mitigate risks are integrated into the care plan.• Provides consultation and support to professional colleagues in complex cases to ensure that the different perspectives of the patient, parents/ carers/ and professionals are given due consideration; and that the appropriate risk assessment and management strategies are considered. Provides support to junior clinical colleagues and other professionals regarding the balance between confidentiality and information sharing to manage the safeguarding risks.• Works collaboratively with children and young people, parents/ carers and professionals and helps them to manage the complexity and uncertainty involved in safeguarding processes.
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HLO	Themes		
8.1	Education and training Promote and lead on the provision of effective education and training in clinical, academic and relevant multi-disciplinary settings.	8.2 Supervision Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.	
Year	Behaviour typical of trainees meeting the expected standard	Year	Behaviour typical of trainees meeting the expected standard
ST4	The trainee: <ul style="list-style-type: none"> Helps to organise their specialty training programme Proactively provides clinical teaching to junior colleagues and relevant others Takes opportunities to chair teaching sessions 	ST4	The trainee: <ul style="list-style-type: none"> Uses supervision regularly to develop skills in clinical and non-clinical contexts (e.g. ethics, legislation, governance, teamworking) Demonstrates a deeper understanding of adverse events and the learning from them Begins to discuss the intricacies of practicing independently Uses supervision to plan personal development sessions and how to derive most benefit from them
ST5	The trainee: <ul style="list-style-type: none"> Leads on devising, planning, delivering and evaluating educational sessions Contributes to the academic life of the service, e.g. journal clubs / evidence-based medicine Seeks opportunities to develop understanding of learning theory 	ST5	The trainee: <ul style="list-style-type: none"> Shows an understanding of the interrelationships between different teams and systems Uses supervision to reflect on the dynamics and effective functioning of their service / organisation Uses supervision to refine their personal development and identify development priorities for the final year of training

ST6	The trainee: <ul style="list-style-type: none"> • Acts as assessor for workplace based training and other formative and summative assessments • Shows proficiency in using different methods of training delivery • Demonstrates commitment to lifelong learning for themselves and others 	ST6	The trainee: <ul style="list-style-type: none"> • Uses supervision to complete the transition to an independent practitioner • Appreciates the value of peer support and reflective practice within teams and takes steps to put networks in place for transition to consultant level • Provides feedback on clinical work and training delivered by other junior colleagues and team members • Supports and mentors colleagues, including reflecting on their practice
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HLO	Theme
9.1	Undertaking research and critical appraisal Apply an up-to-date advanced knowledge of research methodology, critical appraisal and best practice guidance to clinical practice, following ethical and good governance principles.
Year	Behaviour typical of trainees meeting the expected standard
ST4	The trainee: <ul style="list-style-type: none"> • Brings evidence-base regularly into clinical decisions in line with best practice • Plans research activity and shows evidence in supervision
ST5	The trainee: <ul style="list-style-type: none"> • Recognises the limit of the evidence base and is able to work safely beyond that • Shows progress being made in the planned research activity and shares outcomes of research

ST6	The trainee: <ul style="list-style-type: none">• Pursues own areas of academic interests• Disseminates research outcomes in appropriate ways and forums• Uses clinical research to influence MDTs and guide service development• CAP: Shows completion of literature review
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