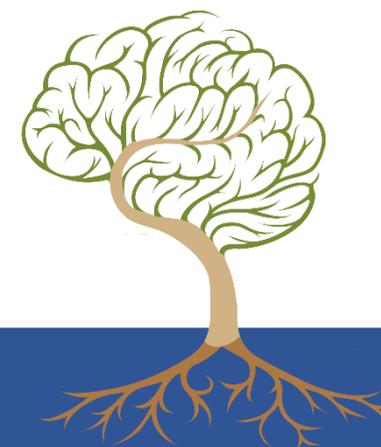


Draft Child and Adolescent Psychiatry Curriculum

August 2021 (to be approved)

Draft date: 07.08.2020



Royal College of Psychiatrists 2021

Royal College of Psychiatrists registered office: 21 Prescott Street, London E1 8BB, UK
NO HEALTH WITHOUT MENTAL HEALTH

Notes for Stakeholder Consultation

The curriculum outlined below is a proposed **draft** for review as part of our stakeholder consultation.

The proposed curricula will have 9 High Level Outcomes (HLOs) and 14 Key Capability domains, as well as a range of capabilities under each domain.

While the curricula are undergoing consultation we will continue to work on the alignment and educational wording of them.

In particular we would like feedback on whether there are any key additional capabilities to consider, as well as whether the curriculum is achievable and deliverable.

We also welcome additional comments and have provided comments sections within our feedback form.

We would also be grateful if you could complete the equality and diversity section as well.

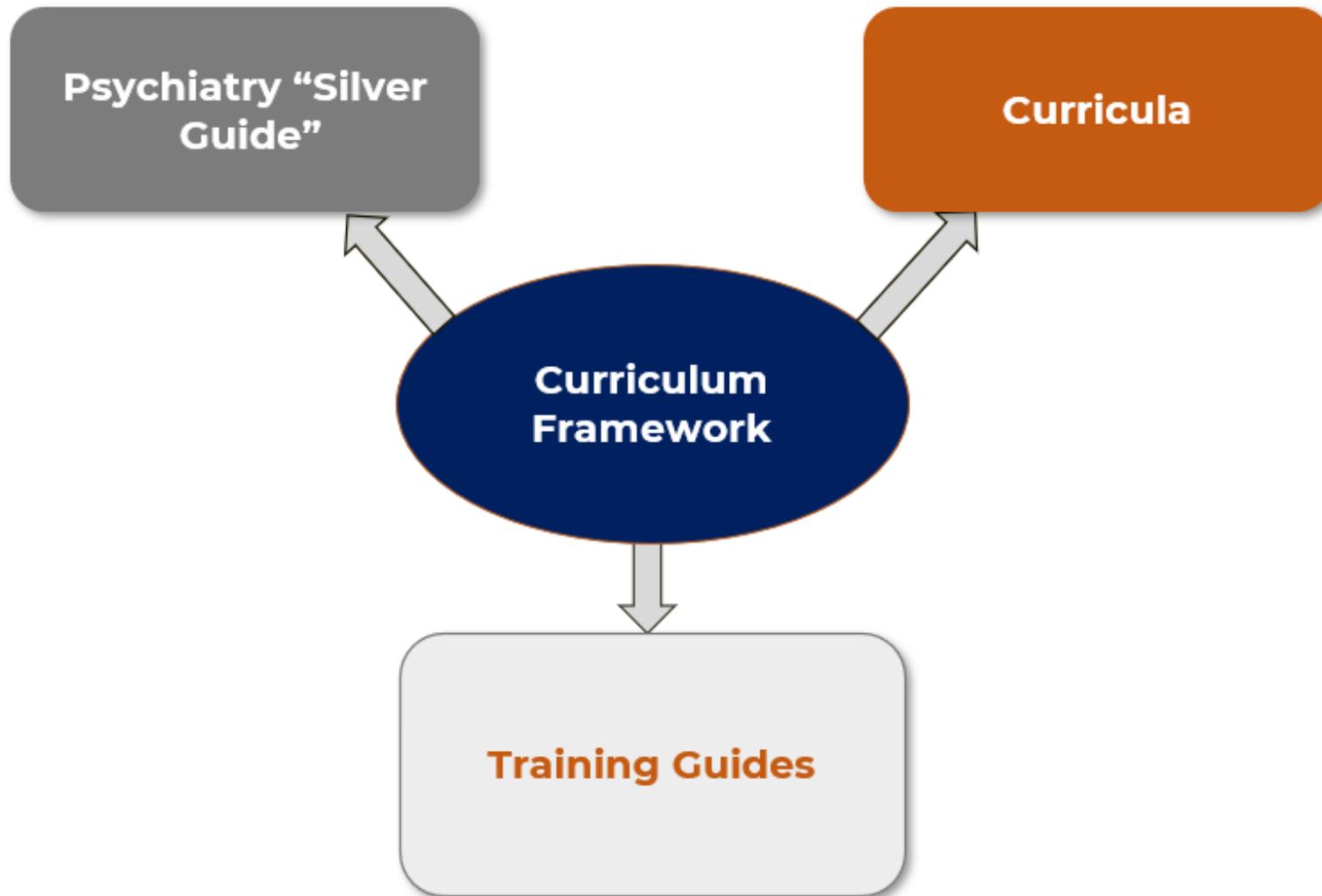
Please provide comments via our [online feedback form](#)

The deadline for comments is **Wednesday 16th September 2020**

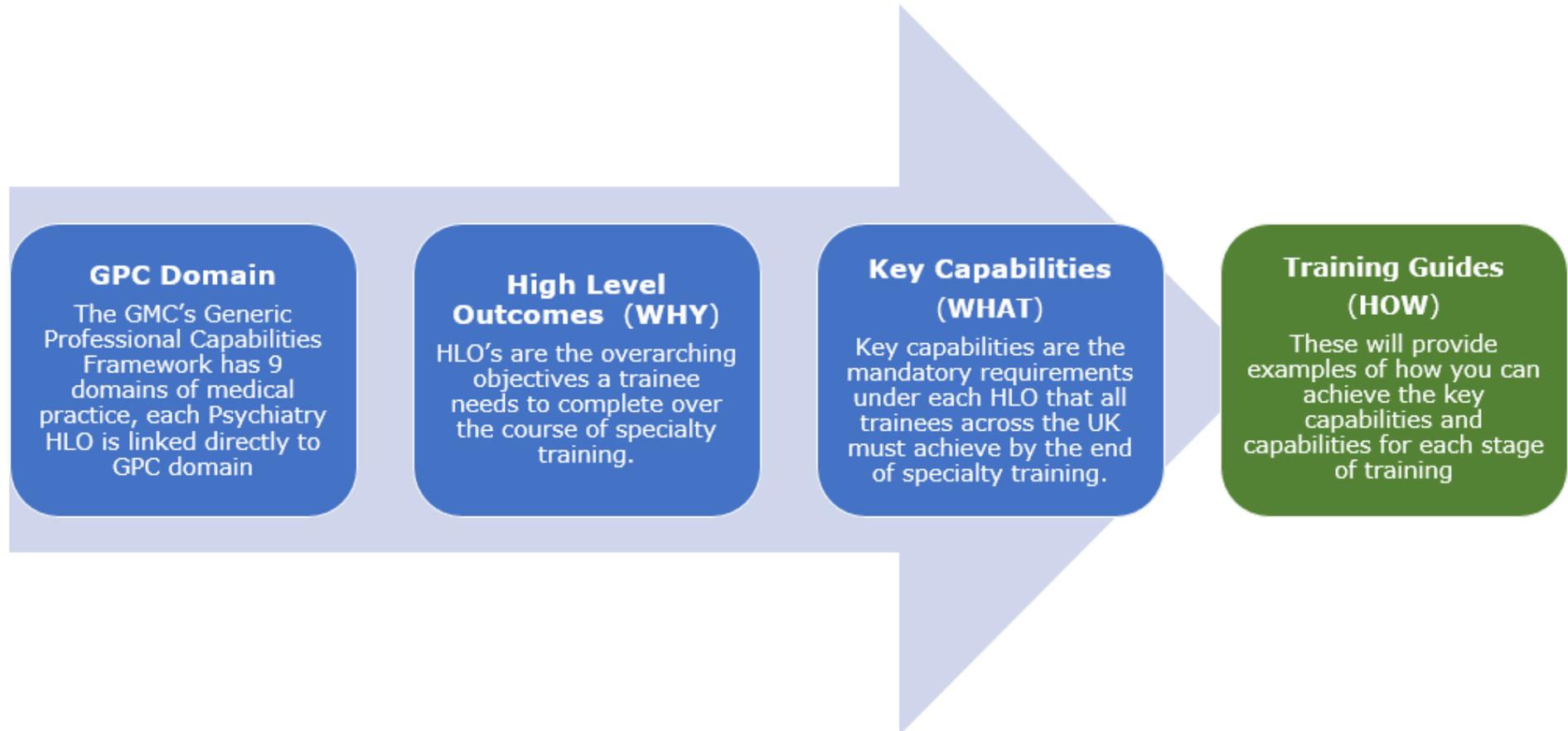
Thank you for taking the time to complete this questionnaire; it is much appreciated.

If you have any additional queries, please contact curricula@rcpsych.ac.uk

Curriculum Framework



How to use this curriculum



Child & Adolescent Psychiatry Curriculum (Draft)

By the end of ST6, you will be able to:

GPC Domain	No	HLO	Key Capabilities
Professional Values and Behaviours	1	<p>Demonstrate the professional values and behaviours required of a Consultant medical doctor in Child and Adolescent Psychiatry, with reference to Good Medical Practice and Core Values for Psychiatrists (CR204)</p> <p>Demonstrate systemic and developmental perspectives as integral parts of Child and Adolescent psychiatric practice.</p>	<p>1.1 Professional Relationships</p> <p>Consistently demonstrate an holistic and person-centred 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</p> <p>Work collaboratively with patients, families, carers of all ages and colleagues respecting their autonomy, diversity and valuing their contribution</p> <p>Recognise and address systemic and structural inequalities, intersectionality, and the impact of these factors on working with patients and their families, on clinical outcomes, and on working relationships with colleagues</p> <p>Demonstrate the ability to be flexible, lead, use initiative, be able to prioritise, and be adaptable.</p> <p>1.2 Professional Standards</p> <p>Consistently demonstrate a positive and conscientious approach to the completion of your work. Understand the impact of workload,</p>

			<p>patient factors, and organisational dynamics on your own well-being Actively demonstrate the management of your own well-being at work and help trainees and other colleagues in doing so too</p> <p>Develop strategies to take care of your wellbeing, seeking timely support and guidance</p> <p>Actively demonstrate reflective practice as a clinical leader within the team. 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</p> <p>Use supervision and reflection effectively recognising your skills, limitations, and your duty of candour</p> <p>Make clear, accurate and contemporaneous records</p> <p>Demonstrate adaptability of your practice to the changes and evolution of the scientific basis of working in CAMHS</p> <p>Promote CAP as a specialty, including acting as an advocate for patients aged 0-18, and parents, family members and carers of all ages. Promote specialist training in CAP</p> <p>Interact 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</p> <p>Take responsibility for raising and addressing issues of patient safety and quality of care in a timely manner</p>
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			<p>Being accountable as an employee to their employer and working within an appropriate clinical governance framework, including your duty of candour</p> <p>Be able to show autonomous working and provide clinical leadership to MDT colleagues within an appropriate supervision structure</p> <p>Manage time and resources effectively taking into account factors such as workload, and organisational dynamics and developing strategies to manage your wellbeing.</p>
Professional Skills	2	<p>Demonstrate advanced skills in psychiatric assessment, formulation, and diagnosis of children, including under-5s, and young people, taking into consideration related developmental and physical health issues, in collaboration with the patient and families.</p> <p>Establish and deliver psychological, bio-medical and social management plans for a range of mental health presentations and developmental disorders in a variety of clinical and non-clinical</p>	<p>2.1 Communication</p> <p>Consistently demonstrate high level skills (independent practice) in effective communication with children and young people across the age range 0-18 (pre-school, school age and adolescents), adopting developmentally appropriate techniques in assessment, communication and interaction</p> <p>In a variety of clinical and non-clinical settings, effectively ensure active participation and collaboration with patients, families, carers of all ages, and other relevant persons</p> <p>Be able to adapt communication formats including communication tools and technologies to the needs of patients, families/ carers and others (including other professionals). Make reasonable adjustments where appropriate, and keep a systemic approach in collecting, assimilating, formulating and sharing information effectively with others, in a timely manner</p>

	<p>settings and the provision of care to a diverse population.</p> <p>Anticipate and plan for the effective transition to other services.</p> <p>Demonstrate advanced communication and interpersonal skills when engaging with children across the age span, their families, carers, and their wider community, colleagues and other professionals.</p> <p>Develop and maintain therapeutic relationships, effectively manage disagreement and conflict.</p> <p>Write comprehensive reports and present evidence.</p> <p>Identify, understand, and negotiate complexity and uncertainty in a wide range of clinical and non-clinical contexts.</p>	<p>Demonstrate an adaptable approach which considers communication, sensory and cognitive needs, as well as the ethnic, social and cultural context of a patient</p> <p>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</p> <p>Demonstrate the ability to manage the impact of different communication styles on patients, parents/ carers, and other professionals (including trainees)</p> <p>Demonstrate the ability to understand the ways in which you, as well as patients and others communicate both verbally and non-verbally</p> <p>Produce specialist reports that are comprehensive, timely, accurate, appropriate to context, and within the limits of your expertise in CAP</p> <p>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. Also know about the role of parents/ persons with parental responsibility in this regard, and the relevant medico-legal frameworks.</p> <p>2.2 Clinical knowledge and skills</p>
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	<p>Promote and lead on person-centred care</p>	<p>Develop an appropriate understanding of a holistic approach to mental disorders, including a knowledge of developmental, genetic and epigenetic risks (including resilience and vulnerability factors) and neurobiological influences on mental disorder (suitable for independent consultant practice)</p> <p>Have knowledge appropriate for independent practice as a consultant regarding human psychology, including the importance of early relationships, attachment styles, the impact of adverse childhood experiences and traumatic events, and be able to assess the impact of these factors on the clinical presentation of children and young people across the age range of 0-18 years</p> <p>Have knowledge appropriate to independent consultant practice 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</p> <p>Understand the social determinants of health, and systemic factors including the “lived environment”; environmental factors, and the impact these have on the aetiology and presentation of mental disorder across the 0-18 years age span</p> <p>Undertake 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 neuropsychiatric disorders in the 0-18 age group</p>
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		<p>Independently assess patients across the age range of 0-18 (pre-school, school age and adolescence) and devise a management plan across a wide range of clinical settings (including Tier 4 services) and wide range of clinical situations (routine, urgent and emergency)</p> <p>Assess the general health of your patients, taking into account the impact of their physical health on their mental health needs and vice versa. This assessment should include consideration of nutritional, metabolic, and endocrine factors and disorders, and the physical and mental impact of substance use and addiction on clinical presentation</p> <p>Conduct a thorough physical examination, undertaking (and advising) relevant physical investigations</p> <p>Take responsibility for acting on your findings in a timely fashion (including liaison with other relevant professionals)</p> <p>Lead on formulation regarding the patient's clinical presentation using an appropriate framework, and share with patients and others in a timely and appropriate manner</p> <p>Have Knowledge of up-to-date relevant classification systems to establish psychiatric diagnoses, differential diagnoses, and be able to use these in a developmentally and systemically informed manner when communicating with patients and others</p>
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			<p>Assess 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</p> <p>Construct a management plan including management of risks and continuity of care collaboratively with the patient, parents, persons with parental responsibility, and other professionals involved in the network around the patient. In doing so, be able to provide clinical leadership and consultation regarding the complex context of the patient's developing competence/capacity to give consent and participate in treatment decisions, as well as their confidentiality; the role of parents/ persons with parental responsibility in this regard, and the relevant medico-legal frameworks</p> <p>Actively promote and help patients and their families/ carers to develop self-management strategies and use help from experts by experience</p> <p>Safely prescribe pharmacological treatment in a wide range of situations (routine, urgent and emergency) and in wide range of contexts (including Tier 4 services) referring to relevant guidelines. 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 about the impact of psychotropic medication for patients in the 0-18 age group in a wide range of situations and settings</p>
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			<p>Be able to provide consultation to Paediatric and other professionals on the interaction between physical health and mental health of the patient (including factors such as nutrition, substance use and endocrinological state) and the impact on clinical presentation, risks and management plans</p> <p>Make independent assessment and seek appropriate consultation regarding other biological treatments for mental disorders.</p> <p>Develop the ability (through supervised experience of providing psychotherapy in at least 2 modalities over the duration of higher training to assess the suitability of the case for appropriate psychotherapeutic intervention and discuss with the patient and others</p> <p>Make appropriate referrals and be able to assess the effectiveness of psychotherapeutic interventions, especially when used in conjunction with other treatment modalities such as psychopharmacology and other biological/physical treatments</p> <p>Provide advice and consultation to other professionals about the evidence base of psychotherapeutic interventions and their applicability to the case based on the evidence base</p> <p>Lead on the timely transition of care for patients to different services (including adult mental health services, and discharge to primary care) – with the active participation of patients, based on the holistic needs of the patient, and systemic factors (including social needs); and taking into account relevant transition protocols/ guidelines.</p>
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2.3 Complexity and uncertainty

Take the lead in 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

Recognise and understand unconscious processes, including transference, countertransference, projection and splitting and the impact of these on yourself and others

Understand the limits of your clinical capabilities, seeking timely support and consultation

Observe, absorb, contain and reflect on complex clinical/non-clinical situations to develop a balanced response as a part of helping other professionals in managing differences of opinion and professional disagreements in complex and uncertain situations

As a consultant to take the lead in clinical situations of complexity and uncertainty by providing assessment skills, and the ability to achieve a formulation with appropriate management plans

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

Manage safely varying levels of complexity and uncertainty across the range of clinical contexts in routine, urgent and emergency

			situations. Provide support, advice and consultation to trainees and other professionals to work in such situations.
Professional Knowledge	3	<p>Demonstrate advanced knowledge of the relevant legislative frameworks across the UK for children and young people.</p> <p>Demonstrate the ability to apply them at different ages to inform decisions about capacity and consent, safeguarding patients and managing risk.</p>	<p>3.1 Knowledge of legal and organisational frameworks in your UK jurisdiction</p> <p>Demonstrate understanding of, and apply, the current legislation in your UK jurisdiction governing the care and treatment of children and young people with mental disorders</p> <p>Be able to apply knowledge of health and care systems in your jurisdiction</p> <p>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</p> <p>Have relevant statutory approval</p> <p>Provide consultation to others on the complex medico-legal frameworks in CAP. Be able to advise others on the impact of changes in policy in the provision of CAMHS.</p>

Health Promotion & Illness Prevention	4	<p>Demonstrate leadership in mental and physical health promotion and illness prevention for children and young people and their wider community.</p> <p>Demonstrate knowledge of socio-economic determinants and educational factors amongst other public health issues and the skills to advocate on behalf of patients, their families and their wider networks.</p>	<p>4.1 Health promotion and illness prevention in individuals and community</p> <p>Use knowledge of social determinants of mental health (such as societal health inequalities, the social, economic, and cultural factors and impact of technology) to promote good mental health</p> <p>Identify and challenge stigma and other barriers to accessing child and adolescent mental health services</p> <p>Collaboratively work with the wider community around health promotion and illness prevention with regards to CYP (children and young people) mental health; addressing health inequalities and the social and cultural determinants of health. Understand the benefits as well as potential harms and risks inherent in health-care interventions and apply this understanding in working with patients</p> <p>Demonstrate an understanding of the link between good emotional mental health and quality of life</p> <p>Advocate for early intervention as one of the means of promoting health.</p>
Leadership & Teamworking	5	<p>Demonstrate effective leadership and team working skills to work constructively and collaboratively within the systems that support children and young people with mental</p>	<p>5.1 Teamworking</p> <p>Show an awareness of how individual personal qualities, emotions and behaviours of both yourself and your team, impact on teamworking and the quality of patient care</p>

		<p>health and developmental disorders, and carers of all ages.</p> <p>Lead, mentor and supervise colleagues to enhance their performance and development.</p> <p>Recognise the impact of leadership styles across systems and manage partnerships.</p>	<p>Use this awareness to model, educate and adapt the service, including conflict resolution within and between teams.</p> <p>5.2 Leadership</p> <p>Understand your own leadership skills and behaviours, and an awareness of how these impact on others, and an ability to reflect on and explain decisions in a transparent manner</p> <p>Understand approaches and techniques of leadership. Apply these in practice</p> <p>Understand the importance of leadership and the role you hold as a consultant, in the context of team and multiagency working</p> <p>Understand approaches and techniques of leadership, and apply these in practice</p> <p>Understand the importance of leadership and the role you hold as a consultant, in the context of team and multiagency working</p> <p>Mentor and support colleagues to enhance their performance and support their development</p> <p>Critically appraise the performance of colleagues and escalate concerns.</p>
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Patient Safety & QI	6	Identify, promote and lead activity to improve the safety and quality of patient care and clinical outcomes of children and young people with mental disorders.	6.1 Patient Safety Understand and use the principles of clinical governance and the impact of 'human factors' and team dynamics to assure patient safety and quality of clinical care. 6.2. Quality Improvement Use quality improvement methodologies to identify and implement improvements within your service Mentor or supervise others within quality improvement processes Undertake at least one quality improvement project relevant to your clinical practice every year.
Safeguarding Vulnerable Groups	7	Identify and assess the multiple and changing systemic and developmental factors that contribute to vulnerability in children, young people and carers of all ages. Demonstrate advocacy, leadership and collaborative working around vulnerability and safeguarding in children, young people, their families and their wider community.	7.1 Safeguarding Apply knowledge of the developmental stages of children and young people, relevant legislative frameworks, systemic and sociocultural 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 Advocate, educate, support, and supervise colleagues in the recognition of safeguarding concerns, and how to act in a timely manner within relevant local protocols.

Education & Training	8	<p>Promote and lead on the provision of effective education and training in clinical, academic and multi-disciplinary settings.</p> <p>Use feedback effectively and adopt lifelong learning.</p> <p>Demonstrate effective supervision and mentoring skills as essential aspects of education to promote safe and effective learning environments.</p>	<p>8.1 Education and Training</p> <p>Understand your own training needs, and pursue your own continuing professional development</p> <p>Demonstrate the ability to provide education and training to medical and multi-agency colleagues including effective planning, delivery techniques and the use of feedback</p> <p>Provide clinical supervision and mentoring of others including those in training and within the multi professional team.</p>
Research & Scholarship	9	<p>Maintain knowledge of research ethics and methodology, critical appraisal and the current evidence base.</p> <p>Assess available guidelines in children and young people's mental health and (where relevant) apply them to your clinical practice.</p> <p>Demonstrate an awareness of the need to advocate and promote research in children and</p>	<p>9.1 Conducting Research and Critical Appraisal</p> <p>Demonstrate and maintain an understanding of evidence-based practices and methodologies, including critical appraisal of existing published research</p> <p>Demonstrate knowledge of research ethics, consent and governance</p> <p>Undertake research or academic activity, including a literature review at a level suitable for publication in a peer reviewed journal</p> <p>Communicate and disseminate relevant research findings to a varied audience using a range of methods</p>

		young people's mental health and an awareness of the guidelines regarding their participation in research.	Communicate the evidence-base, including guidelines, in your clinical practice, to help patients, families and carers make informed decisions about their treatment.
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