## 1. Attitudes, values and style of interaction embodied by practitioners and the whole team

- Commitment to CYP human rights
- Relational skills and use of self
- Working with the whole person
- Maintaining compassionate understanding

## 2. Knowledge

2.1. Knowledge and understanding of mental health problems in CYP and adults

2.2. Knowledge of development in CYP and of family development and transition

2.3. Knowledge of attachment and mentalisation

2.4. Knowledge of autistic spectrum disorders

2.5. Knowledge of learning disability

2.6. Knowledge of looked-after children

2.7. Knowledge of the principles of trauma-informed care

2.8. Knowledge of human rights law and principles in inpatient context

2.9. Knowledge of physical health issues in CYP

2.10. Knowledge of psychopharmacology in work with CYP

2.11. Knowledge of potential risks associated with inpatient admission

## 3. Professional and legal issues

3.1. Knowledge of legal frameworks relating to working with CYP

3.2. Knowledge of, and ability to operate within, professional and ethical guidelines

3.3. Knowledge of, and ability to work with, issues of confidentiality, consent and capacity

3.4. Ability to work with difference (cultural competence)

3.5. Ability to recognise and respond to concerns about child protection

3.6. Ability to recognise and respond to concerns about safeguarding

3.7. Ability to make use of supervision

## 4. Engagement and communication

4.1. Communication skills

4.2. Ability to communicate with CYP of differing ages, developmental level and background

4.3. Ability to foster and maintain a good therapeutic relationship with service users and carers

4.4. Ability to understand and respond appropriately to high levels of distress

4.5. Communicating with CYP with cognitive and/or neurodevelopmental challenges

## 5. Team working

5.1. Ability to contribute to team working

5.2. Ability to sustain a therapeutic social environment (therapeutic milieu)

5.3. Ability to co-ordinate with other agencies and individuals

5.4. Ability to manage endings

5.5. Managing transitions in care within and across services

5.6. Leadership

*5.1. and 5.2. are closely linked*

## 6. Working in partnership

6.1. Working in partnership with parents/carers

6.2. Shared decision making

6.3. Co-production

6.4. Peer support

## 7. Assessment and treatment planning

7.1. Ability to undertake a comprehensive (biopsychosocial) assessment

7.2. Collaborative assessment of risk and need

7.3. Ability to undertake structured behavioural observations

7.4. Assessing the CYPs functioning within multiple systems

7.5. Mental State Examination

7.6. Ability to formulate

7.7. Communicating outcomes from assessment

7.8. Ability to make use of outcome measures

7.9. Ability to foster participation of the CYP and parents/carers in the admission plans

7.10. Observation of CYP at risk

## 8. Structured care

8.1. Psychoeducation

8.2. Problem solving

8.3. Articulating feelings and managing emotions

8.4. Staying well

8.5. Group-based interventions

8.6. Promoting valued activities

8.7. Managing interpersonal relationships

8.8. Motivational strategies

## 9. Meta-competences for inpatient work with children/ young people

**Domains 5 to 8 contribute to building a therapeutic milieu** *(a collaborative environment that facilitates support and care)*

*CYP = children and young people*

## 10. Organisational competences to support the work of the team

10.1. Supervision and training

10.2. Learning from incidents at an organisational level

10.3. Support for staff after a serious incident

10.4. Audit and quality monitoring

## 11. Competences requiring specialist training

### *Working with complexity*

11.1. Working with complex needs in a CAMHS inpatient context

11.2. Knowledge of evidence-based interventions for specific conditions and relevant competence framework

### *Managing specific challenges in the context of an inpatient setting*

11.3. Behavioural interventions for challenging behaviour

11.4. Positive behaviour support

11.5. Managing adverse peer influence ('contagion')

### *Specialist assessments*

11.6. Structured cognitive, functional and neurodevelopmental assessments

11.7. Specific specialist assessments