

CAMHS Training Needs?



Need for CAMHS Training Guidelines?



Edwards et al, 2007 – Department of Health

Method: The Sample

Stakeholder Group	Invited to participate	Participants
Policy Advisor	5	5
Professional Bodies	6	3
Higher Education Institutions	24	6
Voluntary Sector Organisations	5	2
CAMHS Commissioners	11	2
CAMHS Managers	19	11
CAMHS Practitioners	23	11
Regional Development Workers	10	4
Education and Training Lead	2	2
Total	105	45

Methods

Procedure

- ◆ Semi-structured telephone interview

Analysis/Data

- ◆ 43 interview transcripts
- ◆ Qualitative thematic analysis
- ◆ Inter-coder reliability

Findings: Emerging Themes

Theme 1: Implications of Policy
Theme 2: Identifying Training Needs
Theme 3: Service Issues
Theme 4: Provision of Training

Theme 2: Identifying Training Needs

Core Skills and Competencies

- ◆ Specific to Different Professions
- ◆ Therapeutic Frameworks/Interventions
- ◆ Within a Service Context

Core Competencies

"Children are not little adults. So fundamentally you have to understand children and their development and their way of thinking" Respondent 18

Knowledge

- ◆ Child Development
- ◆ Legislation
- ◆ Service Organisation

Skills

- ☐ Engaging and Communication
- ☐ Needs Assessment
- ☐ History Taking
- ☐ Risk Assessment
- ☐ Building a Therapeutic Relationship / Boundaries
- ☐ Therapeutic Interventions and Treatments
- ☐ Multi Disciplinary Working

Specific to Different Professions

"I think that a better career pathway structure and the inclusion of children's mental health into basic training of all professional groups would be helpful"

Respondent 33

◆ Professionals Entering CAMHS without Previous Specialist Training

- ◆ Issues Relevant to Nursing
 - ◆ Pre Registration training
 - ◆ Career pathways into CAMHS
 - ◆ Need for development posts

Theme 3: Service Issues

- ☐ **Resource implications**
- ☐ **Maximising impact of training**
- ☐ **Training strategy**

Resource Implications

◆ **Funding**

◆ **Time**

"We've got a stretched workforce that has got demand and capacity issues that need to be met and, therefore, getting signed up to regular time out is quite difficult"

Respondent 33

◆ **Staff Shortages**

Maximising impact of training on service and practice

◆ **Service and Practice**

"We can have all the training in the world and education we want but it doesn't make any difference if people aren't allowed to practice it"

Respondent 01

◆ **Children and Families**

Training Strategy

- ☐ **Service need**
- ☐ **Funding**
- ☐ **Service provision**
- ☐ **Impact of training**
- ☐ **Clear and fair process**

Theme 4: Provision of Training

- ▣ **Availability and Access**
- ▣ **Links Between Education Providers and Services**
- ▣ **Relevance to Practice**
- ▣ **Viability**

Workshop Objectives

- ▣ **Training Strategy / Identifying Training Needs**
- ▣ **Maximising Service Impact**
- ▣ **Provision of Training in Service Context**