

National CAMHS Support Service

National Workforce Programme

Skills for
Health

The Essential Capabilities

For Effective Emotional and Mental Health Support

Values based materials for personal development that describe the core attitudes and behaviours in care and support for children and young people



PERSONAL HANDBOOK

Contents

Foreword	
Introduction	1
Part 1	
Setting the Scene	2
1.Communicate Together	5
2.Respect Our Differences	8
3.Do the Right Thing	10
4.Be Responsive	12
5.Be Hopeful	14
6.Listen and Hear Me	17
7.Give the Care and Support I Need	19
8.Don't Give Up	21
9.Keep Me Safe; Help Me Grow	23
10.Learn What Matters to Me	25
Part 2	
Putting Values into Practice	27
Values in the Context of Policy and Practice	29
Reviewing the Essential Capabilities	31
References	33
Appendices	
A Brief History of the Ten Essential Shared Capabilities	34
Extract on left handedness	35
Example of a Mandala	36
Individual Audit of the EC for effective Emotional and Mental Health Support	37
Contributors	
Exercises	
1. Communicate Together	5
2. Respect Our Differences	9
3. Do the Right Thing	10
4. Be Responsive	12
5. Be Hopeful	15
6. Listen and Hear Me	17
7. Give the Care and Support I Need	19
8. Don't Give Up	21
9. Keep Me Safe; Help Me Grow	24
10. Learn What Matters to Me	25
11. Identify a piece of policy which directly relates to your work	29
12. Statements from key policy, guidance and legislation	30
13. The ideal worker	32

Foreword

There is an entire universe of values, but some of them are so elemental, so important to us, that throughout the changes in society, government, politics, and technology they are **still** the core values we will abide by. Societal changes in the public expectation of health, social care and education would indicate that ‘the ground is shifting’ and we need collectively to expose our foundations to some examination in order to reassure ourselves and others that the structural validity of our practice is intact.

The Essential Capabilities originate from a body of work begun in adult mental health services, extending that work to provide a framework of core values and associated behaviours which form the foundation of high quality services for children and young people. Led by Ian McGonagle of the University of Lincoln, and developed through a process of consultation with children and young people, carers, managers, academics and practitioners this work adopted a predominately “outward focus” and is explicitly and deliberately centred upon the needs of children and young people and carers.

An initial and cursory reading of the Essential Capabilities for Effective Emotional and Mental Health Support could be deceptive: there appears little to be debated or contested in these requirements for good quality care. Our national work in promoting the Essential Capabilities however has provided a unique insight to the complexity contained within a set of seemingly simple statements for care delivery. We believe this work provides an invaluable resource to help the workforce describe and reflect meaningfully on their work, in all its intricacy.

It is our intention that the Essential Capabilities framework will provide a positive challenge to all those working with children and young people, to encourage all regularly and routinely to examine the foundations of practice and ensure this practice is well supported and maintained. In addition it may be used as a resource with which to review the flexibility of practice and challenge long held assumptions about the way care is organised and delivered. This challenge will include the active movement beyond any rhetoric of ‘participation’ towards a greater emphasis on improving the felt and actual experience of children and young people and those who care for them.

The Essential Capabilities are important because, self evidently, for children and young people they are ‘essential’ components of a close, collaborative relationship built on trust, respect and ethical practice. They are based on the theory and practice of effective decision-making where legitimately different and sometimes conflicting values are in play.

In simple terms the Essential Capabilities can be viewed as a set of values with associated behaviours that all those working with children and young people hold and display in all interactions. Ultimately, its wider benefits may be revealed as a shared endeavour, giving voice to commonly held principles and ideals that will prevail over differences in ideology, procedures or protocol, real or imagined.

A handwritten signature in black ink, appearing to read 'Barry Nixon', with a long horizontal stroke extending to the left.

Barry Nixon
National Workforce Lead - CAMHS

Introduction

Background

These ‘ideal’ standards for people working with children and young people originate from a body of work begun in adult mental health services in 2004 called the Ten Essential Shared Capabilities (ESC). These original materials were developed, by people who used services, as a set of statements on the ideal personal attributes they would like to see in the workforce.

In 2009 the National CAMHS Support Service (NCSS) National Workforce Programme conducted a piece of work to further develop ESC for working with children and young people. Of course the original ESC were applicable equally to working with young people, but the way in which they were framed and the language used did not necessarily “speak” to a younger audience.

Following extensive involvement with children and young people, a new values framework has been created, retaining the core principles and elements of ESC (see Appendix 1 for the original 10 ESC).

About this handbook

This handbook encourages you as a practitioner to reflect on your approach to working with young people and in the spirit of continuous improvement, seek better ways to perform your role.

Values based work, such as this, needs open discussion and honesty and while it is written in a manner which supports individual reflection, it is essential that you use all the exercises in the handbook to discuss your ideas with colleagues. Difference of values is a reflection of the world we live in, we do not all believe the same thing, we do not all value the same things. It is through communication and negotiation that we understand our unique value positions and that we appreciate and understand those of others.

These ideal standards or essential capabilities are based on the theory and practice of effective healthcare decision-making where legitimately different (and sometimes conflicting) values are in play. The principal underlying assumption is that there is **respect for difference and diversity** (Woodbridge and Fulford, 2004).

Who the handbook is designed for

This handbook is designed for all individuals and teams working to promote the emotional well being of children and young people, in a wide range of settings. It aims to help you and your team discuss the sort of treatment, support and care, you would like to provide and the kind of support you would like to receive from your organisation and the other agencies you work with.

How to use the handbook

In Part 1 each Essential Capability is presented as a separate section. The materials are organised so that each section contains suggested learning outcomes, brief explanatory text and extensive input from children and young people, followed by a reflective activity for practitioners to complete individually as well as in discussion with colleagues and team members. Every section ends with a creative activity that can be used either with practitioners and/or with children and young people, to explore the key concepts using art.

Part 2 explores the role of policy and evidence in values based practice.

It is suggested you work through the sections in order, but it is also possible to use the materials by selecting the sections in any order you feel is appropriate.

“Follow these standards so that you can offer help that will really make a difference in our lives”

Setting the scene

What are the Essential Capabilities for everyone working with children and young people?

The 'perfect worker'

"The perfect worker spends time with you, wants to do stuff with you, wants to listen to your problems and answer them sometimes. I'm not saying they can answer everything because obviously they can't, but somehow they make you feel better. They make you feel like they want to know you; that they actually care for you. I've actually met staff that is just there for the money and they have even said it. The staff that I like, you know that they actually care because they listen to you, and they show you that they want to help you. They do this by spending time with you, having a coffee and a chat, even if you are having a bad day, you won't take your anger out on them. Some workers in the children's home.... it is not the right job for them because they're not going to do anything; they will never be a good member of staff. But the ones that are professional, the ones that do actually care and look after the house and the kids are the ones that teach you and spend time with you".

At the end of the handbook you can assess how close you are to the 'perfect worker'.

The Essential Capabilities programme is an approach to re-attuning ourselves to understanding what the fundamentals of a good service are (from a child/young person's perspective) and to re-appraise our application of these behaviours

The Essential Capabilities (EC)

The following is a set of consistently expressed statements made by young people when discussing the ideal standards of attitude and behaviour or people who work in services:

1. **Communicate together:**
"Communicate with me in a way that I understand and am comfortable with"
2. **Respect our Differences:**
"Be respectful of who I am and treat me as an individual, because no two of us are the same"
3. **Do the right thing:**
"Do what you say you are going to do"
4. **Be responsive:**
"Be flexible and adaptable to my needs"
5. **Be hopeful:**
"Giving clear, accurate support and information to help me make the best choices I can"
6. **Listen and hear me:**
"Give me the chance to make my own decisions and have my voice heard"
7. **Give the care and support I need:**
"Give me the help I need to help me get on with my life".
8. **Don't give up:**
"Always look for a positive solution and don't give up if things get difficult".
9. **Keep me safe, helping me grow:**
"Believe in my participation in my life".
10. **Learn what matters to me:**
"Take time to learn about how things appear to me"

A historical perspective

When reviewing the list above with its short descriptions, you may think that these are values and behaviours that to which you already subscribe. At this level of analysis, the issues of values based practice can seem superficial and elementary at first glance. However, a deeper investigation will prove illuminating for your practice and the practice of your team. It is some of the simple things that really matter!

Much of our professional education and development is based on specialist knowledge and its application to technical skill. Naturally we need technical skills drawn from the best scientific evidence in order to provide high quality care, education and support. The essential capabilities for children and young people are designed to ensure that those technical skills are based on solid foundations.

The idea of inextricable links between knowledge, skills and values is not new; Aristotle working in the fourth century described:

Epistome: the knowledge required to understand and complete one's practice;

Techne: the technical ability, craftsmanship, or skill necessary to complete a job; and

Phronesis: a kind of practical wisdom, the application of fine judgement in managing problems or setting out the requirements of the work.

These materials propose that attending to the values base which supports our work is an example of practical wisdom. Without an appreciation of, and attention to values (phronesis), we tend to become merely knowledgeable and technical workers and our appreciation of the 'human' can be lost.

Overall learning outcomes

At the end of this programme of study you will have

- Gained an understanding of the Essential Capabilities for children and young people
- Enhanced your understanding of the role that personal and professional values have in your practice
- Enhanced your understanding of the dynamic nature of values based practice in supporting high quality service provision.

The above will be achieved through:

- Development of a shared approach to supporting learning in colleagues
- Integration of policy and values in setting the context to practice
- Analysing personal and professional values as a tool to understanding practice and decision making.

In order to focus on the human aspects of support, care and treatment, these materials were developed following full and active consultation with groups of children and young people. Consistently, these young people requested services and behaviour from workers which reflect the values discussed in this document. While a range of opinion and views was expressed and some young people felt services were generally ok, all those consulted and involved thought that improvements should be made.

"Staff spend their time looking down at me"

"It's as if they are saying 'I'm big, you're small'"

"They ask my opinion, but I don't feel comfortable saying that things are not right, so I just leave it"

"They look at me as though I am a Chav"

How would you feel if these statements were made about you?

You may be thinking it goes without saying that children and young people are of paramount importance in the service.

Yet many young people felt unimportant.

We all may like to believe it is important that young people express their feelings about services.

Yet many young people felt unable or uncomfortable about doing so.

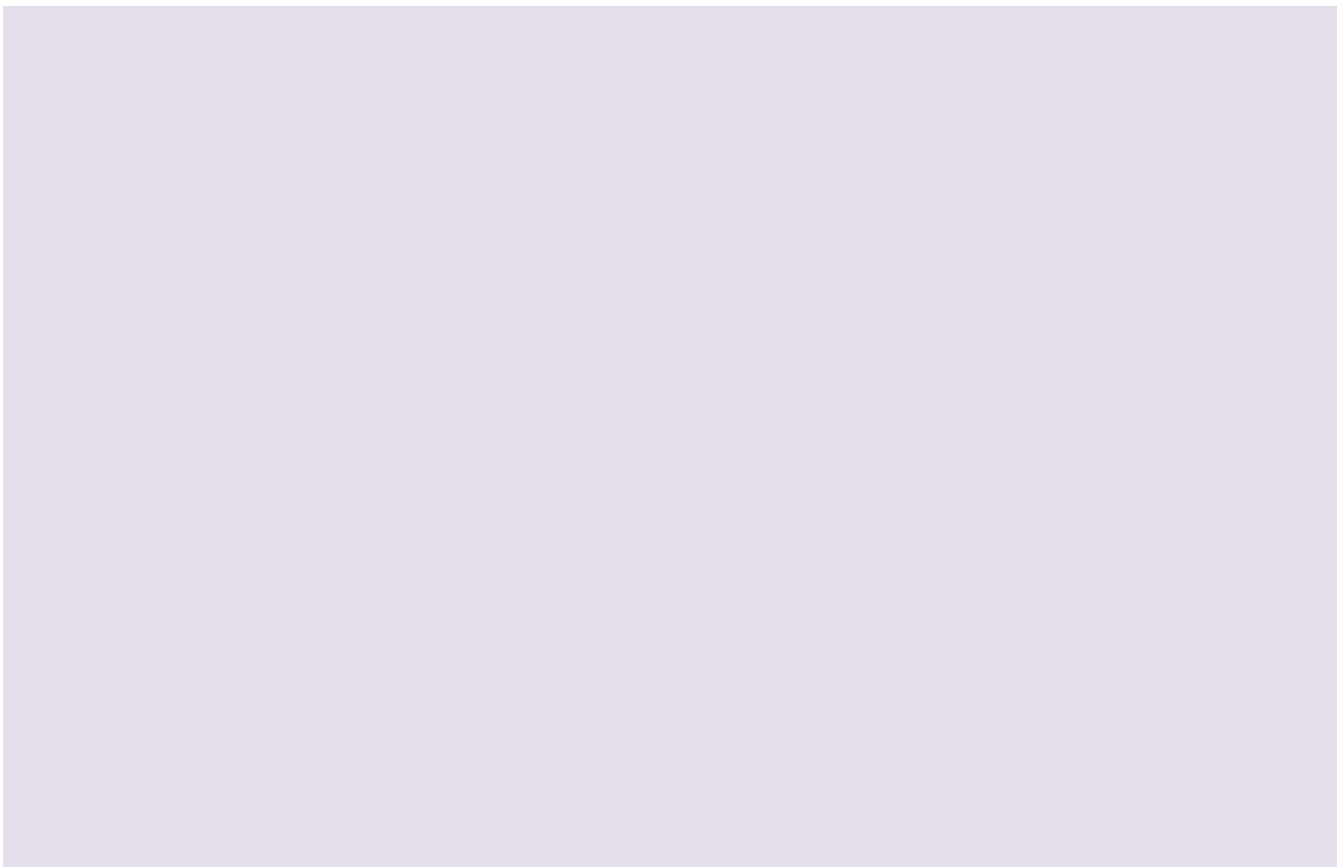
It is a given that unconditional positive regard and empathy are central to work with this client group.

Yet many young people felt judged and excluded.

Even if these are rare instances in otherwise excellent services, they still require our attention. Reflection and evaluation on services and on good practice is a hallmark of provision of high quality care. These materials provide an opportunity to examine the values which underpin that practice and those services.

Stop and reflect

The intention of the previous section is to set the scene and provide a rationale for exploring values and practice. You can use the following space to write your immediate thoughts and reflections about whether and how these materials may prove to be helpful in your own practice.



1. Communicate together

"Communicate with me in a way that I understand and am comfortable with"

Learning outcomes

At the end of this section you should be able to

- Identify the barriers and potentials in including children and young people in their own care
- Discuss ways that practitioners can help each other to help children and families
- Describe a collective effort to reach goals

What young people say

"In our experience workers rarely ask us if things are okay with us, they always ask the parent and look past us! Young people should be allowed to make decisions too even if the parent is in the session. It is wrong for workers to just include the parents and what their wishes are, after all we are all there because of our (young people's) needs.

By including us equally we are made to feel valued and are more willing to participate positively in the session and the whole of the service. There are many choices that we can share in the decision making about, such as:

- *Whether we want to be seen by ourselves or with our family.*
- *What worker we have*
- *The location that we are seen*
- *What the sessions will be about*
- *What is the best way to communicate with us and build up a relationship*
- *Shared decisions about medication*
- *How best to end the service with us*

With real user participation we can help the service:

- *Run young people interview panels and employ new staff*
- *Improve how the service promotes itself*
- *Improve how young people experience services*
- *Improve the environment of the service e.g. waiting areas.*

Remember to respect us and include us. Our involvement is invaluable to our recovery and to the improvement of the services we use. If we are not given a choice we then feel like we are being told what to do, that we are being treated like a child and it's scary as we are not in control of anything in our lives. It is important to let us share in the decisions that we can make when it is safe for us to do so".

Exercise 1

Read the scenario, then complete the reflective exercise.

Communicating together through multi-agency working: from a head teacher perspective

Proactive links with other agencies are crucial to meeting the needs of pupils in line with the outcomes of 'Every Child Matters'. However the process of interagency working is often very frustrating, complex and time consuming.

This is demonstrated in the case of a young pupil (aged 8), who started attending my school. The pupil, mother and two older siblings aged 11 and 12 were relocated from another part of the country as the child's mother had been a victim of domestic violence. Mum's partner was a drug dealer. The child had witnessed violence against the mother, who was left with life threatening injuries. The police service was involved due to the witness protection scheme.

The child's two older siblings started attending a local secondary school. Understandably the child exhibited very challenging behaviour, did not want to leave mother and did not want to attend school.

My school quickly put into place support for the pupil via referral to Challenging Pupil Project and arranged in-school counselling sessions with an NSPCC trained counsellor plus an individualised behaviour programmer.

Mother gave her consent for me to make a referral to the school health service to see a paediatrician and took up the opportunities signposted to her by her key worker and myself, agreeing to attend a freedom from domestic abuse programme and a course on managing children's behaviour. The paediatrician assessed that the child would not meet the criteria for specialist CAMHS and this was supported by one of the Primary Mental Health Workers (PMHW), who recommended the child should be involved in the next nurture group programme, which was led by a specially trained teacher and a teaching assistant, with consultation and supervision from the PMHW.

It also became evident that the education welfare officer (EWO) would only become involved if the child's attendance fell below 80% in a term or if the child is frequently late arriving to school.

As head teacher, I asked the mother if she would co-operate in completing a Common Assessment Framework (CAF) to access additional support for the family as a whole. She informed me emphatically that she did not want any involvement from social care (Mother had very negative personal experiences of social care as a young person herself).

The PMHW arranged that the leader of the parenting programme (which the mother had attended well) would speak to the mother about the CAF. Mother had not realised that one of the parenting programme leaders was from social care and the staff used this as an example of how social care had changed from since the mother's early experience. As a result, mother agreed to a CAF.

One of the child's older siblings had been involved in a behaviour incident within 2 weeks of starting at secondary school. The other sibling was waiting for his admission form to be processed to attend the same secondary school and had not attended school for several weeks as had received several fixed term exclusions at his previous secondary school which had attended for one and a half terms.

The response from each agency, which is appropriate, will be to recommend that the school completes a 'Common Assessment Framework' CAF as school staff have direct and daily contact with the child/parent. The CAF is designed to draw together all the agencies involved with the child and his/her family, however, whoever completes the form becomes the 'lead professional' and responsible for co-ordinating, liaising and organising meetings which creates a huge volume of work.

The local CAF pathway allows agencies to agree who will complete the form, depending on earlier contact. It was agreed through telephone calls to the different staff supporting the family that the PMHW would complete the form and become the lead professional as she was to some extent already responsible for co-ordinating, liaising and organising meetings. The family support worker, already involved with mother through the parenting programme, could also have completed the form. Both post holders had time built into their work programmes for CAF work.

It really has been worth the time and effort to develop our local pathways and protocols, because at those times where you get a family with many difficulties needing support there is no question of who will take on the work and how it should be done. We can all get on with what we are supposed to be doing and we feel we're getting better outcomes for our families locally and as a result the morale of staff across the different services is better. There is still too much work and it is still very challenging, but everyone knows that we are working together and making a difference.

Reflect on this scenario and consider

- a) Whose needs are being met?
- b) Would an emphasis on the views and experience of the child concerned alter the outcomes?

Write your thoughts here and discuss with a colleague.

A creative way to communicate together

"Communicate with me in a way that I understand and am comfortable with"

Model: 2 into 1

You will need: Plasticine or clay

Take some modelling dough/plasticine and make something. Get together with another person and create one model using the two separate models.

Talk about what happened when two became one.

2. Respect Our Differences

“Be respectful of who I am and treat me as an individual, because no two of us are the same”

Learning outcomes

At the end of this section you should be able to

- Say what is involved in accepting yourself and others
- Demonstrate respect for difference
- Describe how it is to be understanding and open minded.

Self evidently children and young people consider themselves to be important people. This means treating children and young people and their family/carers with respect and responding to their uniqueness.

This capability on respecting difference promotes the view that children and young people have their own cultural identity, may speak in a preferred language and seek to respond to their own customs. In many ways children and young people are the same as each other and in many ways they are uniquely different. It is important that people who work with families have training and that their practice reinforces their understanding and value of uniqueness and difference.

The way practitioners believe children and young people develop and the support they think children and young people should receive from ‘the family’ is not a value free assessment. Practitioners should be alive to the cultural, racial and religious backgrounds of young people and understand alternative value frameworks and assumptions.

What young people say

“We all have different ways of talking, communicating and understanding because of our age, our background, our education and possibly a physical or learning disability. It is important that you work with us as individuals and take time to understand how we take in information, understand it and give it out. To do this you will have to take time to build up a relationship and ask us directly how we want information to be given. It is very important to always check with us whether we understand what you are telling us and to make us feel comfortable and confident so that we can ask you questions and tell you when we are confused.

Make sure that you pay attention to how appropriate and correct the information you are giving is, how it is being communicated e.g. verbally, through body language, written word (letter, leaflets, website, email) and how it will be interpreted so that there are no misunderstandings. Do not use jargon with us or long medical words (unless we say that this is how we want the information given). Always communicate respectfully with us making sure that you are honest, that you answer all our questions, that you do not to raise your voice in anger, lose your patience or swear at us (in fun or frustration). Treat us like young adults and be honest with us.

For younger or disabled young people there should be pictures to explain what the text means, big writing, clear and colourful and be given at the pace that we are comfortable with.

It is important that you see that we are all different from each other. We all have different levels of education, different cultures and religions, different experiences and ways of dealing with our feelings.

It is important to change your style of working and communication for each of us that you work with. By changing the way you work with us you are respecting our individual importance. If you don’t adapt your style to our needs the course of treatment that you choose to use may well not be successful.

It is important that you do not assume that because someone is of the same race, culture or religion as you, they will work best with you. Sometimes this does not work well for us as there is a bit of a conflict for us because we fear that we will be judged and pressures will be put on us that we may already be experiencing at home and in our personal life. It would be good to be asked what we would prefer and have the choice of what type of worker we would like e.g. male, female, gay, Asian etc.

What we really need is a worker that understands where we are coming from, how our background may affect us and what challenges we face in life. A worker does not need to be from the same culture but you do need to show that you are interested in learning about us. You can do this by talking to other workers from the same culture to get an insight about our community and by learning from us by asking us questions and showing an interest in our whole life rather than just what our problems are. Be open minded, non-judgemental and willing to learn”.

Exercise 2

After doing this exercise yourself, raise the same questions with a number of colleagues (maybe the people who work in your team). There are **no** right or wrong answers to these statements. Please remember the central tenet of values based practice: **Respect for diversity and difference**

<i>Tick one box for each statement, avoiding the middle box if you can</i>	Strongly agree	Maybe/ Not sure	Strongly disagree
1. Left-handed children should be trained to use their right hand for everyday activities			
2. Large multi-national clothing firms sell items cheaply, quite possibly due to child labour being used. We should boycott such firms			
3. If all the key people agree, children who need medication for the maintenance and improvement of their behaviour should be obliged to take it.			

In discussing with colleagues you will be asked to justify your decision in responding to the statement. After you have shared your views with others, you may want to re-assess and possibly alter your position.

This exercise is designed to illustrate that we as workers may hold very different values about aspects of care and support for young people. The difference in value does not stop us working together, but rather it is important to share and understand how we each see the world. When we understand other people's positions, we can work more effectively together.

You may wish to read through the extract in Appendix 2 as an illustration on the life of left handed people.

A creative way to respect differences

“Be respectful of who I am and treat me as an individual, because no two of us are the same”

Draw a tree

You will need: Paper, pens, pencils and/or other painting drawing tools

Give people two minutes to draw a tree (this reduces the time when people consider all the reasons why they can't draw)

At the end, look at all the trees and note that each will be different – this exercise will illustrate our connectedness and our uniqueness. *(Idea from M. Learmonth & K. Huckvale from Insider Art)*

3. Do the right thing

“Do what you say you are going to do”

Learning outcomes

At the end of this section you should be able to

- Outline some of the issues involved in being fair and honest
- Discuss what is involved in the commitment not to harm people
- Describe what is required to do what you say you are going to do.

We should always try to do the right thing. However, when we are faced with problems it is sometimes hard to know what the right thing is. Providing support and care for children and young people is littered with dilemmas. When you are asked to act in someone’s best interests, there may be any number of personal and professional conflicts that arise. Children and young people may want more responsibility, but you must be assured of the capacity and capability to make use of that responsibility. All health, education and social care staff have degrees of regulation and codes of practice and there may also be local policies and protocols to guide action. These may be based on ethical principles but can only be used to guide action; there is always uncertainty at the margins of practice.

Exploring the values which may underpin your decision making in these instances is a critical skill in the support and care of children and young people.

What young people say

“Make sure that you explain to us what the aims of the support are, make sure that we know how things will change, if at all. Give us honest and realistic responses but change how you tell us this information when we are more emotionally unstable.

Make sure that you explain information to us before an event happens so that we can prepare ourselves. We have a right to be told what decisions are being made and even have a say about the decisions that will affect our lives.

Be honest if you do not know the answer to my question do not pretend to know and end up giving me the wrong information. This can be damaging for me and will make me not trust you. It is okay to say to me ‘I don’t know but I will find out for you’”.

Exercise 3

Read the scenario then complete the reflective questions.

John is a manager in a team. Sally wants to talk to John about her colleague, Clare. Sally mentions she is concerned there is domestic violence at home; she has noticed bruising in Clare’s upper arm and notes she has been a little withdrawn recently. Both Sally and John know Clare and her partner very well, but John does not appear to share Sally’s concerns. They both know Clare and her husband row, but John is unsure it would ever result in physical violence. John also thinks that Clare can be “challenging”.

John agrees to speak with Clare – but does not do this.

- 1) Do you think John has done the right thing? (If not, what do you think he should have done?)
- 2) What values do the two people in the above scenario appear to hold?
- 3) Have you thought of whether there are children involved in the scenario – if so how would this change your approach?

Write your thoughts here and discuss with a colleague.

A creative way to explore doing the right thing

“Do what you say you are going to do”

Mandala (see Appendix 3 for an example of a Mandala)

You will need: paper with an outline of a mandala pattern – there are many available at:

<http://www.free-mandala.com>

Mandalas are symbolic of wholeness, we feel whole when we have been treated right. You can colour in your mandala pattern using whatever materials are available, pens, paints, glitter, and sequins.

4. Be Responsive

“Be flexible and adaptable to my needs”

Learning outcomes

At the end of this section you should be able to

- Describe ways in which everyone can do their share of the work
- Discuss the challenges in helping young people with access to support
- Suggest ways of responding flexibly and allowing opportunity.

Seeking to challenge the impact of mental health stigma, discrimination, social inequity and exclusion about children, young people, their families and carers is fundamental to the promotion of psychological well-being (Social Exclusion Unit 2004). Positive gains can be made if children and young people have valued social roles and that these are maintained over time. Not only does the child or young person benefit, but so too do their families, carers and services.

However, achieving these gains is not an easy thing to do. The issues around mental health and psychological well-being have long been associated with stigma and unequal treatment. Young people with a range of problems, including learning disability, have been marginalised and in some cases excluded from appropriate inclusion in care services and other support.

What young people say

“My worker comes and meets me at my house or they take me out for our session to McDonalds or a coffee. This is good because we are not stuck in a pokey room in a building with a camera stuck in my face. If it is my own house or somewhere I know it makes me more relaxed and it is easier to get to know the worker and talk to them”.

Exercise 4

Read the scenario then complete the reflective questions.

Michael is sitting at a table with others in a group, doing school work. He looks frustrated, making sighing noises, pushing books around and generally fidgeting. An adult (Dave) who is at the table wants to help and says “don’t let it beat you Mikey, you can do the work easily, I know you can. If you want I can help, I’ve got a few minutes spare”

This intervention does not appear to alter the situation significantly as Michael continues to fidget, sigh and generally disturb others around the table. Eventually he slams the book shut and throws his pencil down and swears.

Dave responds by saying “what’s the matter with you, I’m only trying to give you a bit of help, don’t be a pain”. Dave goes on to explain that not completing his work will mean there are negative consequences for him. He suggests Michael leave the room in order to have time out and calm down. Michael says he is not going out of the room, and wants to stay where he is. Dave now insists he leave and that should he fail to do this, Dave will summon help to aid his removal.

- 1) What does this interaction say about responsiveness and flexibility?
- 2) What is Michael’s responsibility to others?
- 3) What is Dave’s responsibility to Michael?

Write your thoughts here and discuss with a colleague.

A creative way to be responsive:

“Be flexible and adaptable to my needs”

Feelings Plate:

You will need: Paper plates, pens, pencils and/or other painting drawing tools, glue sticks and a variety of collage material (feathers, foil etc.)

Use the paper plate to create a collage of how you feel and talk about what you would like people to do to help you remain in this feeling or to change it.

5. Be Hopeful

“Giving clear, accurate support and information to help me make the best choices I can”

Learning outcomes

At the end of this section you should be able to

- Say what is involved in supporting choices and listening to dreams and aspirations
- Describe the issues involved in being able to instil a sense of hope
- Discuss options for care and support

Promoting hope that problems can be overcome and better solutions for problems can be found is a key role of people concerned with emotional and psychological well-being.

But hope only means something if followed by action through a partnership arrangement with the child or young person and the people that may care for them

The role of people who work with children and young people is to promote action to achieve a valued lifestyle within and beyond the limits of their mental health problems. The actions of workers for emotional and psychological well-being should be centred on enhancing social lives, physical health and the quality of life for children and young people with mental health problems.

This role is about supporting resilience to provide strategies to effectively manage present and future emotional and psychological difficulties.

What young people say

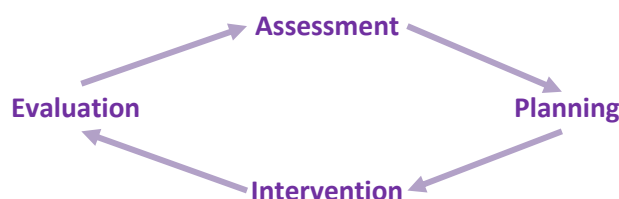
“After I came out of hospital, I went to a place called ‘HOPE’. They really helped me in socialising more, open up and appreciate other people. Then HOPE asked us young people if we would like to volunteer for (a) CAMHS DVD. I was the only one who said yes, this is when I started attending at NYAS (National Youth Advisory Service). Apart from the DVD, I’ve done so many trainings and boosted my confidence. It helped me to socialise more. The best so far would be the project leading to the 1st YA award ever. I’m so proud than ever”.

An approach to promoting hope: problem solving together

Problem solving has often been taught as a linear process running from ‘assessment’ to ‘evaluation’ as shown below:



Others have suggested that it is in fact a more cyclical procedure rather than linear:



Magnusson and colleagues (1993) have proposed an alternative approach to problem solving when working with young people which relies on the following:

- I. Forging **commitment** to instil a sense of **hope**
- II. Providing **information** to support a change in **attitude**
- III. Practicing **skill** development to breed **confidence**
- IV. **Planning** to achieve new **goals**

Exercise 5

Read the following information on the above approach then do the reflective activity.

Commitment

If young people have doubts about the outcome, why would they join in? Why would they engage in a plan of action? Therefore how do we engage young people to really commit? Without commitment they are ill-prepared to make best use of the help that is on offer. Commitment is about a sense of vision for the future – ask yourself ‘how do I help provide this’?

Information

Finding information can be deliberate or accidental, either way it is a mutual quest in a partnership in education, support or care planning. Information here can be behavioural (exposure to new environments and new things – when done carefully - is a powerful learning tool). New information can challenge existing assumptions.

Skill Development

Noting that a change may be required may mean the learning of new skills (think about becoming independent, managing finances and cooking etc). With developing new skills comes confidence – the link between **hope** and **confidence** is the most powerful link in promoting change and aiding recovery.

Planning

You may think that planning would be one of the first steps in problem solving. Magnusson and colleagues believe that as we gain commitment, we obtain hope; with information comes attitudinal change which supports our development of new skills and so to our confidence. With this increased confidence we are in a position to plan for a new start or a new way of doing things to help achieve our desired goals.

Reflect about a young person you are working with (or one you have worked with recently) who is experiencing difficulties in making changes or responding positively to a transition in their lives.

Starting with number I in the above list and working sequentially, what actions will you need to do to help them reach number IV?

Write your thoughts here and discuss with a colleague.

A creative way to be hopeful

"Giving clear, accurate support and information to help me make the best choices I can"

Draw a sun & group sun collage

You will need: Paper, pens, pencils and/or other painting drawing tools, a large sheet of paper with an outline of a sun rising.

The sun rising represents a new day and new hope.

In a small group collage, everyone contributes to its illustration. *(Idea from M. Learmonth & K. Huckvale from Insider Art)*

6. Listen and Hear Me

“Give me the chance to make my own decisions and have my voice heard”

Learning outcomes

At the end of this section you should be able to

- List some of the aspects in asking good questions
- Describe ways of finding out what children and young people can do
- Consider what children and young people may need to do better

Working together to listen to the child or young person (and to their families and carers where appropriate) is at the heart of person centred care and treatment. Part of the core business of services for children and young people is to develop and promote mental health and psychological well-being, to prevent mental disorder and provide support to children and young people. It is essential that those working with children and young people can recognise and build on strengths and resilience factors in the child or young person, their family or carers.

What young people say

“By working with you we hope to build our self esteem and confidence. It is important to help me feel positive about myself. Some of us feel negative all of the time and this causes stress for us and others around us. When you have high self esteem you are happy all of the time, you feel confident to speak up and learn how to keep yourself healthy. Positivity is the best feeling for us because when we are negative we get upset and destructive towards ourselves or towards others.

You can make us feel positive by making us laugh, complimenting us, involving us, giving us a chance to talk and listening to us.

You can also make us feel negative about ourselves by firing questions at us, not giving us time to think, by being too critical and hard on us and by bringing your negativity to our work as this will be passed on to us. This will makes us feel like you are picking on us, that we are not important and that you are not interested in helping us in a real way.

Workers should give us help when we ask for it and when you can see that we need it rather than ignoring us. Don't always make us have to ask as we might not be confident to do this, respond to our needs when we communicate them verbally or through our actions”.

Exercise 6

The audit tool (Appendix 4) can be utilised at this point. You can complete it in your own time (however long you wish to give it) and score it yourself. The tool works best if a group of colleagues or team members complete it, as it generates discussion about how individuals approach their own practice compared with how teams do so (it is assumed that all people work in one form of team or another). The practice of individuals may be either ‘in’ or ‘out’ of sync with colleagues on areas of practice.

It is important to reiterate that while this scale is scored it is done so only to show areas for discussion in sharp relief. High team scores and low individual scores on the same capability may indicate an area of fruitful discussion. All scores can be justified based on your own experience and examples from your practice. Importantly there are no right or wrong answers and all views must be respected.

After you have completed and scored the scale on your own (ideally this is best done prior to commencing training) either in pairs, triads or as a whole group discuss your scores and your rationale for reaching the conclusions about your own practice and that of your team as a whole. The significant differences as well as the commonality in your scores are the most fruitful areas of discussion.

A creative way to promote being heard

"Give me the chance to make my own decisions and have my voice heard"

Stripe picture

You will need: blank post cards and strips of coloured paper; glue sticks; paper

The stripe picture can be as simple as sticking 4 coloured strips of paper onto a piece of card. You may be more adventurous and weave the strips or create other interesting patterns. The individual pictures can be joined together to create a larger single picture.

This activity allows for choice to be made in designing each of the individual cards. When joined together, it symbolises the place, value and contribution each of makes in our society or community.

7. Give the Care and Support I Need

"Give me the help I need to help me get on with my life."

Learning outcomes

At the end of this section you should be able to

- State how you can put the needs and/or wants of children and young people first
- Discuss the importance of family and those that care for children and young people
- Describe ways of working with others

Being clear about the care that children and young people need and the support required by their families and carers is the issue contained within this essential capability descriptor.

This entails making a distinction between the services on offer and the support required. This brings in ideas around personalising services and being creative in the range of support services which can help achieve goals. The practitioner may need to collaborate with a range of services in a variety of settings. It will require the ability to negotiate and to promote an approach to self care and empowerment in support and care planning and practice.

What young people say

"It is very important that you really think about where you are meeting us and asking us to work with you. To get the best out of us we have to work somewhere that we feel comfortable and know. Don't just assume that we have to meet at your service. What about getting to know us in a place that we like to visit and where is familiar to us, get us involved in different activities, take us out, think creatively about how we can get to know each other, communicate and build up trust."

If we have to meet in your service make sure you spend lots of time introducing us to the place and the people that work there. We need to feel that where we meet is friendly, safe, and confidential and a place designed for us and our needs."

The best way to find out how to work with us is to ask our opinion and include us in planning our time together. We do know you have other people to see so be honest about what you are able to give us and what the rules are. By agreeing a plan with us we can let you know if we prefer to just talk, do art with you, write down what we think, go out in public with you, or try new things to build up our confidence. Helping us is not about pressuring us with lots of questions all of the time. We do need a chance to get things off our chest but we should also do fun things and have time to relax."

You have to be aware that our problems do not fit neatly into the time that we have in a session and we may need to speak to you on the phone in an emergency or meet with you sooner than arranged".

Exercise 7

Reflect on how you give the help a young person needs within the context of your own practice of care, making a distinction between 'wants' and 'needs'- we may want something but not necessarily need it. How can your practice reflect the values base to this capability? In the chart below, consider the issues related to assessment, planning, intervention and evaluation, in providing care that a young person may feel they need.



Write your thoughts here and discuss with a colleague.

A creative way to give care and support

"Give me the help I need to help me get on with my life".

Home/nest building

You will need: Paper plates, plasticine, collage material; card glue sticks.

Make a home for a small animal or toy on the paper plate using a variety of materials.

Talk with others about your creation and what it means to feel secure where you live.

8. Don't Give Up

"Always look for a positive solution and don't give up if things get difficult."

Learning outcomes

At the end of this section you should be able to

- Suggest ways of doing things better
- List ideas for giving young people the best possible service
- Show you can do things that work

The practitioner has a duty to continuously improve in their practice. This will entail approaching care for children and young people with a view to offering the best care available and to promote and use the most effective treatment and resources.

What young people say

"Be organised and punctual as this makes a good impression and makes us feel confident about you and your skills. It is important to be on time because that shows us that you want to be there with us and are serious about helping us get better. We need to feel that you care about our case and that you are not just paid to be there."

It would be good if all the workers would be on time and not 10-15 mins late for their appointments with us. If you are late for our session it is us that suffer because we do not receive a full length session from you as you make up your time by cutting into ours. When you are not on time we are made to feel extremely uncomfortable in the waiting room, wondering what is happening and feeling anxious that the help needed is not being offered adequately."

You should always make sure that you are already waiting for us in the room so that we can start our therapy as soon as we arrive. If we are left alone in the room waiting for you it causes lots of anxiety and if you take a long time so many thoughts and worries spin around in our heads. Not being punctual and organised can be a very negative experience for those of us that rely upon having order and structure such as for those of us who have autism. Not knowing what is happening, feeling unimportant, uncomfortable and let down can be a trigger that results in us 'kicking off' or clamming up and not wanting to speak openly too you. Always show us respect and let us know if you are going to be late so we understand what is happening and what to expect".

Exercise 8

Read the quotes below and respond to the reflective activity.

Children often find it difficult to talk about feelings and emotional health. It takes considerable skill on the part of a worker to support children to express their emotional and psychological concerns.

"I feel ashamed, I can't talk about it... I have a dark secret"

(Child aged 10)

"I'm very scared... there is something wrong with me. I think I'm ill"

(Child aged 11)

Imagine being faced with the above statements.

- How might you react?
- What images do statements like this conjure for you?
- Is it ok for children and young people to have secrets, dark or otherwise?
- At what point does a secret, know only to you and the child, need to be shared with other workers?

Write your thoughts here and discuss with a colleague.

Reflection point

There may be elements of intense shame in admitting that all is not well, that they feel 'different', that they are worried about bullying. The young person may be frightened and concerned about their ability to control their emotions. Just think, if you were in this situation, what kind of worker would you like to be with?

Values based practice is based on a reflection on these issues and re-iterating the need to act positively to create synergy between values and practice. Remember Capability No.3 **'Do the right thing'**

A creative way of not giving up

"Always look for a positive solution and don't give up if things get difficult".

Paint and scraper pictures

You will need: paints and plastic scrapers, paint brushes, scourers, paper and collage material.

Squeeze paint onto the papers, swirls the scraper through the paints and transform the picture. You can use fingers and hands to add additional texture to the finished result.

Only you know when your art is finished – so don't give up until then.

9. Keep me safe; help me grow

“Believe in my participation in my life.”

Learning outcomes

At the end of this section you should be able to

- Discuss ways of keeping people safe
- Raise the issues and concerns in giving and sharing responsibility
- Suggest techniques for sharing ideas

Part of the growing up process is achieved through making mistakes and learning from them. Therefore having the opportunity to make mistakes, to fail in tasks, is a significant feature of development in young people. This involves taking risks and this descriptor is about the relationship between keeping children and young people safe and supporting appropriate risk taking that can help children and young people (and their families and carers) learn and grow.

What young people say

“To be able to help us, you have to be able to see our lives from our point of view, do not assume that you know what we have been through and how we feel. Take time to learn about us, how we think, what has gone on in our past and what our current circumstances are. You will not find this information out unless we feel comfortable and safe with you and we are willing to talk about our lives.

As a worker you should be an intelligent person who respects us as young people and that we can have interesting discussions with you. We would value a worker who tries to empathise with us but you should not pity us.

Listen properly and take in what we say and how we say it, do not just look like you are listening to us when really you do not hear us. It is important that our experiences are heard in the way that we want to express them and they are seen through our eyes.

It is important that we work with someone who cares and who knows where you are coming from and what you are talking about.

It is important that we can depend upon you and believe that you are telling us the truth when you say you are going to do something for us. If you tell us that you can keep our information confidential then we expect this to happen and not to find out that you have talked about our lives with other people. It is wrong if you share our private information with others without us having the choice for it to be shared or at least telling us beforehand that this has to happen for our own safety.

When we are working together you must stick to our plans that we agree and keep your promises. You might have told us that you will get us some information, that we will go out or what we will talk about the next time we meet. It is not okay to change these plans at the last minute without asking us if it is okay. We will have spent time getting ourselves ready for our next meeting and working out all the things we want to tell you. If you cannot do what we planned together then let us know before our next meeting rather than waiting till you see us”.

Exercise 9

This capability refers to supporting normal development in decision making and moving towards optimum independence and autonomy. Such an aim always presents avenues of risk assessment and management. Read the scenarios below (the first is a newspaper clipping based on a real case).

Non voyage

In August, while aged 13, Miss Laura Dekker was taken into child custody to prevent her voyaging alone through some of the world's most dangerous waters. She was stopped from setting sail just days before Mike Perham, a 17-year-old Briton, broke the current world record for being the

youngest ever around the world solo-sailor, a voyage she wanted to emulate.

In spite of Miss Dekker having the support of her parents, the Dutch courts ruled in October that she was too young to be aware of the dangers and that an isolated two year voyage on the high seas would damage her development.

- A 13 year old girl who everyone agrees is a mature thoughtful child who never gets into trouble and who looks older than her age, wishes to have a piercing. However her parents disagree. She asks you for your opinion and assistance.
- A 12 year old boy wishes to go out and meet his friends on a Saturday afternoon in town. He wants to catch the bus and travel the 5 miles independently and says he will return later. He asks if this will be acceptable to you.
- An 8 year old girl's mother has died suddenly. She states she wants to go to the funeral. However many members of the family are concerned about her ability to deal with this difficult situation. As you are close to the little girl they ask for your help in changing her mind.

Reflect on the issues in each case around keeping a young person safe and also helping them grow and develop as young people.

Write your thoughts here and discuss with a colleague.

A creative way to grow and be safe

"Believe in my participation in my life".

Poem pictures

You will need: paper, pens, paints and collage material.

Emotional development is an ability to form close relationships and the ability to express emotions. Poetry is an art form which encourages the expression of deep emotion in a controlled form.

Try and write a verse or rhyme on the subject of safety, emotion and growth and decorate your poem with a picture or illustration.

10. Learn What Matters to Me

"Take time to learn about how things appear to me."

Learning outcomes

At the end of this section you should be able to

- Demonstrate knowing more
- Show how to do things better
- Know what works

We are always learning and this essential capability makes it clear that we have a responsibility to continue to learn better ways in which we can perform our jobs. It involves taking part in training and using supervision and support as a way of learning about ourselves and the care and support we provide.

What young people say

"Working with us effectively can be affected just by the way you look. If you look strict we are not going to feel comfortable with you. If you are working with us consider not dressing so formally, a suit may make you look too strict as if you are not there to work with us and we are in an interview. You need a balance of smart/ casual as going too far the other way and dressing in lazy clothing such as sportswear and casual jeans makes us doubt your skills and professionalism."

If you look comfortable and relaxed then we will feel more relaxed too. Sometimes a worker can make you feel relaxed without you even realising what they are doing. Their use of friendly body language (relaxed, facing you, sat back, soft hands, smiling) helps us be more open and encourages us to talk."

Remember what you look like is very important to how we experience the support you give us. Smile at us to encourage us to talk it makes you seem more approachable and friendly. Do not cross your arms tight across your chest it makes you seem unapproachable."

Remember that we will know if your body language does not match your words and this will stop us talking to you. We will know if you are pretending to show an interest in what we say but you don't really care or if what we are talking about makes you uncomfortable i.e. our sexuality. We need workers that are not judgemental and are comfortable working with us and all our issues. This cannot be faked!"

Services where you work need to think about their image also. Help make your service seem approachable. We want to walk in and not be stared at by everyone. It needs to feel like it is normal to walk in there and then be greeted at a friendly reception who takes you straight to your worker so you can talk."

Being in the waiting room is a negative experience. Everyone looks at you thinking 'what are they doing there!?' you are shouting in your head 'I am not a freak! I am not a circus act!' Waiting there makes you feel really uncomfortable. All you want to do is go talk to your worker and get out of this uncomfortable situation".

Exercise 10

Review the following two comments from young people and examine the capabilities you have studied. Reflect on your individual learning and that of your colleagues in seeking positive and purposeful interactions with young people.

"In my children's home normally there are just two members of staff on and they are always in the office. When I need help I go and say "can I talk to you for a minute?" they go "no, come back later". I think ...you are supposed to be here to care, not to turn me away. They are never there when I need them".

"My school did not keep the information confidential. I went to people at school for help, to tell them I am gay. (One member of staff) plastered it all around the school and told my mum without my permission. Young people coming out, a lot of the time, do not get the support from school that they should, or from their parents. By telling my mum it made things worse and we don't even talk now. I feel like I can't talk to anyone".

Write your thoughts here and discuss with a colleague.

A creative way to learn what matters

"Take time to learn about how things appear to me"

Free drawing

You will need: paints and plastic scrapers, paint brushes, scourers, paper and collage material.

Simply draw, scribble, doodle, collage or paint. Illustrate what is important to you, what you like/dislike; what you enjoy doing; your friends/family/ pets etc. You could create a fantasy island.

Talk about what you have chosen to represent.

SECTION 2

Putting Values into Practice

‘An unexamined (professional) life is not worth living’ (Socrates)

The above quote, (*with my word in parentheses*) indicates that it is important to examine and concern ourselves with how we live our (professional/work) lives. Part of that analysis rests on understanding of:

- What is important?
- What really matters?
- Why it matters? and
- Where do our values lie?

Imagine you were given £1million – yours to keep, but based on a single condition: You are not allowed to spend it or rid yourself of it. You are not allowed to give it away, transfer it, swap it or the like. You must keep it in a box. What is that £1million worth to you now?

This scenario is designed to illustrate the view that if we have something, we might call ‘precious’ then we must spend it. We either spend it (as with money) or we *spend* time looking and enjoying it, as with a piece of art. Whatever it is, we must use it somehow.

It is important for you to consider that you have precious things that are worthwhile for the children and young people for whom you work. That precious thing is **YOU!** Your personality, your knowledge and your skills.

How often do you spend reviewing and checking how well you are spending such a valuable resource?

Do you spend these skills rashly, giving little attention to the benefit you (or other people) are accruing?

Do you ignore the issue? On the other hand you may spend time carefully assessing the impact of your work to ensure you are getting the maximum return.

The Role of Evidence Based Practice and Values Based Practice

There is no doubt that ‘facts’ (based on evidence) play a major role in our personal and professional lives. This section is intended to demonstrate the inter-relationship between evidence/facts and values and how this relationship can be purposefully used.

The evidence base is central to the development of better services for young people. It is important that young people have access to the best services staffed with the best people who are able to offer the best known responses. However taking evidence alone is not sufficient and this explains the important link to values.

Figure 1 presents an illustration of the link between values and evidence based/policy based practice. The roles we perform are the visible elements of a structure such as a house. Whenever we can, we seek to ensure the structure is made of the best materials (the best evidence or best policy). However, a solid structure relies on firm foundations (the values which hold the structure in place). It is difficult to have a strong structure without strong foundations.

The purpose of values based practice is to excavate the foundations to ensure they remain intact and able to support the structure. To stretch the analogy further, foundations may have been laid many years ago, when services were different and when the needs of children and young people were different.

In the intervening years, the 'ground will have shifted' – and be assured it will shift again in the future. Therefore maintaining our foundations requires regular attention.

Figure 1 Values provide the foundation for practice

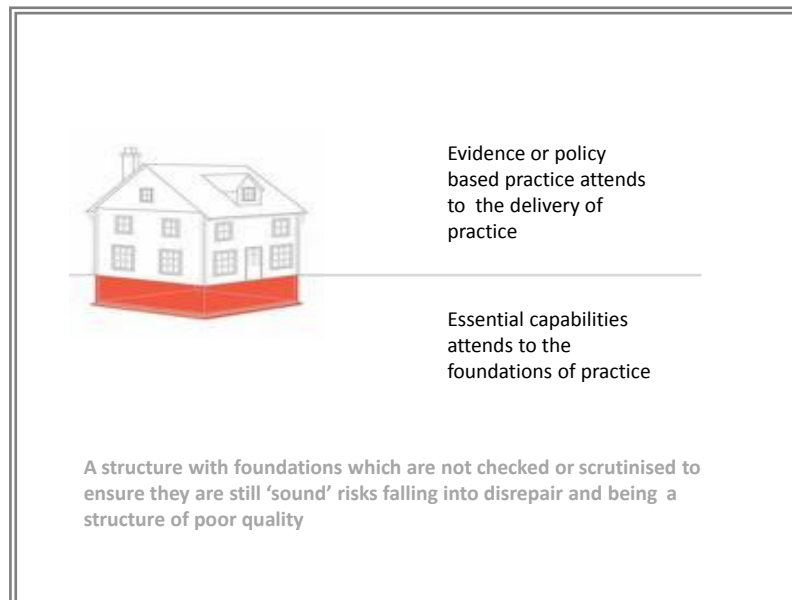
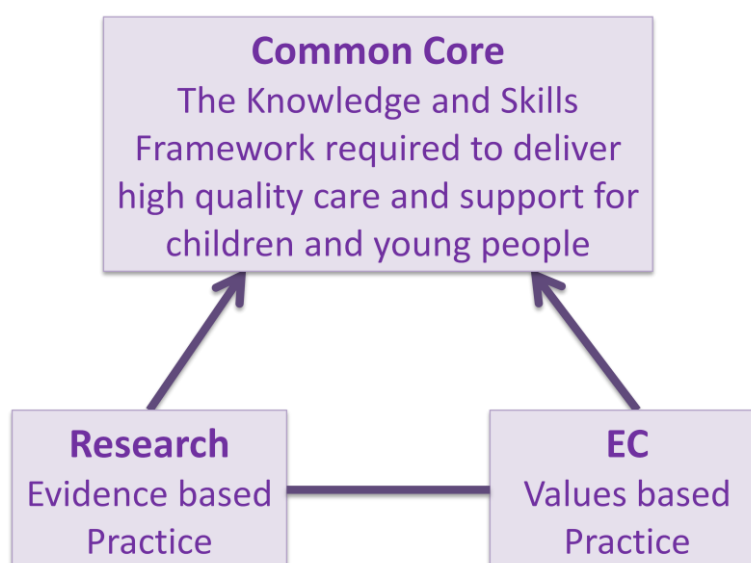


Figure 2 provides an illustration of the relationship between the evidence base, the values base and knowledge and skills required to perform and deliver satisfactory care to children and young people. It reinforces the role that 'evidence' does not exist in a vacuum; that values are an essential part of the presentation and utilisation of facts/evidence. It is useful to refer back to the house analogy in Figure 1 to examine the interplay between values, evidence and practice skills.

Figure 2 Research and values underpin skills



Values in the Context of Policy and Practice

A number of important policy and legislative actions in the care, treatment and support of children and young people are rooted in core values. Sadly, these principles rarely get the attention they deserve, as at their heart they pose significant challenges to all partners in the care treatment and support of children and young people. This section invites you to review some of these important policy and legislative requirements.

What is policy?

Usually, policy is defined as a statement of organisational expectations, which applies at national, regional and local levels. Policy is designed to:

- describe the objectives to be achieved
- identify the methods by which objectives are to be met
- identify behaviours and roles required to achieve policy aims

At a national level, policy statements may be viewed as the objectives that organisations are expected to deliver (and often associated with a companion audit programme to ensure fidelity to the policy programme).

Ideally policy is a balancing act between the needs of people who use services, employers, employees, funding bodies and other interested parties. Consequently good well balanced policy presents challenges as competing views may be polarised from each other.

Exercise 11

Identify a piece of policy which directly relates to your work. Examine the key concepts or statements and discuss with colleagues the inherent values based implications. What does the policy aim to achieve; is it universally believed that this is the right thing to achieve? What are the implications for the workforce in delivery of the policy or legislation?

Write your thoughts here and discuss with a colleague.

Making Policy Work

Given the above, policy statements and even formal legislation, are at the whim of human interpretation and willingness to perform actions which support policy achievement. This situation means that people in the workforce are fundamental to policy delivery. You, as a worker, are in the principal position to make policy work.

Logically, the emotional attachment you have to policy initiatives has a significant impact on if and how, the aims of policy are achieved.

It is proposed in these learning resources that values play an important role in how workers attend to the needs of employers and people who use services. This is equally true in a consideration of policy.

Exercise 12

Listed below are some statements from key policy, guidance and legislation. See if you can work out which policy the statement derives from and which EC particularly underpins it. Fill in as many spaces as you can.

Statement	Policy/Guidance/Act	Most relevant EC
<p>It shall be the general duty of every local authority</p> <p>(a) to safeguard and promote the welfare of children within their area who are in need; and</p> <p>(b) so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.</p> <p>States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.</p>		
<p>No single agency can deliver any one of the five outcomes on its own.</p>		
<p>There is more to do to improve the experiences and engagement of fathers in particular, as well as parents and children from more disadvantaged backgrounds.</p>		
<p>Inform, involve and help the child or young person to express what they are feeling. Help them to describe what they are experiencing and to assess different courses of action. Help them understand the consequences of each and, where appropriate, agree next steps.</p>		

The answers are provided below; those in the second column are correct, whereas those in the third column are suggestions – you may have had different ideas. It demonstrates that the EC are inter-related.

Statement	Policy/Guidance/Act	Most relevant EC
It shall be the general duty of every local authority (a) to safeguard and promote the welfare of children within their area who are in need; and (b) so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.	Children Act 1989	Keep me safe, helping me grow
States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.	United Nations Convention on the Rights of the Child 1989	Listen and hear me
No single agency can deliver any one of the five outcomes on its own.	Every Child Matters 2004	Communicate together
There is more to do to improve the experiences and engagement of fathers in particular, as well as parents and children from more disadvantaged backgrounds.	Healthy lives, brighter futures 2009	Respect our differences
Inform, involve and help the child or young person to express what they are feeling. Help them to describe what they are experiencing and to assess different courses of action. Help them understand the consequences of each and, where appropriate, agree next steps.	The children and young people's workforce common core of skills and knowledge 2010	Be hopeful

Reviewing the Essential Capabilities

The purpose of this section is to begin the process of integrating all that you have learned and reflected on this far. The 10 EC's for children and young people do not operate in isolation. The values you hold and the values of others can rub up against each other and sometimes be in conflict with each other. In every case, decisions still have to be made and actions taken. This section illustrates this complexity and to help draw out routes to effective and collaborative decision making using the common core (knowledge and skills); the evidence base and values.

Section 1 provided you with an analysis of the 10 Essential Capabilities. In many respects these are values and behaviours that you already subscribe to and try to implement in your practice. How often do you attend to these foundations? How often do you examine your value base and that of others in helping you maintain high quality practice and aspire to continuous improvement in your service delivery? This is the essence of values based reflections on practice.

Section 2 has provided a brief overview of the role of values based practice in policy and legislative requirements to support children, young people and their families.

Follow these standards and you will make a great worker, like these examples.....

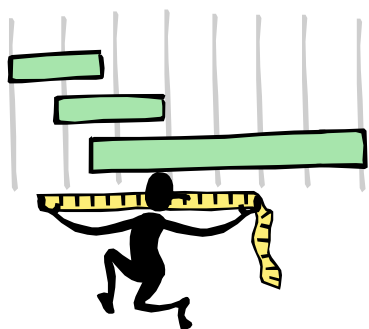
"My psychiatric worker was fantastic. She had a really good way of speaking to people especially me. She would listen to me and ask what I would like to do. She would take me out for a coffee and listen to me and what I had to say. Sometimes I didn't want to talk to my family about things but I wanted to talk to her. She had a really positive manner and had really good ways to solve things. We became very close and I trusted her like a friend and I would never forget how she has helped me.

When I first started seeing her for my depression she would try to tell me to take my medication but I would always tell her that I am well enough and I don't need it. When she explained to me that it is best that I take it, I listened to her and I improved. She introduced me to young people groups and activities for me to do and she would take me to them to take my mind off things. She is brilliant and I hope everyone gets a CAMHS worker like her. Thank you for everything".

Exercise 13

So how do you measure up?

Award yourself a score out of 10 (10 being the best and without fault) and identify the areas where you would like to make some improvements



Checklist for a great worker:

		0 -10
1	Spot on with time keeping	
2	No lame excuses for mistakes	
3	Not a 'Mr/Mrs know it all'	
4	Well dressed but not too formal	
5	Flexible	
6	Positive attitude all of the time	
7	Does not panic over anything	
8	Empathetic worker not sympathetic.	
9	Good attendance and not having many sick days.	
10	Supportive and helps me out	
11	Kind, good, friendly, helpful, nice manners, friendly face, good personality	
12	Listens to us, tries to understand and helps you in the best way possible.	
13	Someone who makes me laugh.	
14	Gives us information - explains what the service is, why we are there, how they can help us.	
15	Takes time to introduce the service properly to us so that we feel comfortable.	
16	Is polite and tells us their name and a bit about them	
17	Shows us respect and answers all our questions when asked	
18	Someone who isn't always right and argumentative and doesn't criticise your personality.	
19	A good people person	
20	Nice people who know what they are talking about – knowledgeable	
21	A person who takes time to build a relationship with me and for me to trust you.	
22	Does what they say they are going to do	
23	Talks clearly, at the right times and not over us	

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Appendix 1

The Ten Essential Shared Capabilities

A Brief History

The issue of core descriptions of quality care (for mental health) was developed by the National Institute for Mental Health in England (NIMHE). They worked closely with people who used mental health services as well as those involved in giving care (nurses, Doctors and others). They were asked to write down what they thought the signs of good care were and these became the 10 Essential Shared Capabilities (ESC) in mental Health.

The ESC have been used in mental health services for some years to help workers in mental health understand what patients/Clients/Service Users want from them.

The ESC are important because both service users and carers strongly believe they describe the parts of a supportive relationship built on mutual trust and respect. The ESC's are a set of values with associated behaviours that mental health practitioners should hold and display in all meetings and conversations.

These values can and should underpin not only conversations with service users and carers, but also discussions with colleagues in mental health and other services.

The ESC encourages care providers to review how they do their job and to think about ways in which they could improve their work to best meet the needs of Children and Young people.

1. **Working in Partnership.** Developing and maintaining constructive working relationships with service users, carers, families, colleagues, lay people and wider community networks. Working positively with any tensions created by conflicts of interest or aspiration that may arise between the partners in care.
2. **Respecting Diversity.** Working in partnership with service users, carers, families and colleagues to provide care and interventions that not only make a positive difference but also do so in ways that respect and value diversity including age, race, culture, disability, gender, spirituality and sexuality.
3. **Practising Ethically.** Recognising the rights and aspirations of service users and their families, acknowledging power differentials and minimising them whenever possible. Providing treatment and care that is accountable to service users and carers within the boundaries prescribed by national (professional), legal and local codes of ethical practice.
4. **Challenging Inequality.** Addressing the causes and consequences of stigma, discrimination, social inequality and exclusion on service users, carers and mental health services. Creating, developing or maintaining valued social roles for people in the communities they come from.
5. **Promoting Recovery.** Working in partnership to provide care and treatment that enables service users and carers to tackle mental health problems with hope and optimism and to work towards a valued lifestyle within and beyond the limits of any mental health problem.
6. **Identifying People's Needs and Strengths.** Working in partnership to gather information to agree health and social care needs in the context of the preferred lifestyle and aspirations of service users their families, carers and friends.
7. **Providing Service User Centred Care.** Negotiating achievable and meaningful goals; primarily from the perspective of service users and their families. Influencing and seeking the means to achieve these goals and clarifying the responsibilities of the people who will provide any help that is needed, including systematically evaluating outcomes and achievements.
8. **Making a Difference.** Facilitating access to and delivering the best quality, evidence-based, values-based health and social care interventions to meet the needs and aspirations of service users and their families and carers.
9. **Promoting Safety and Positive Risk Taking.** Empowering the person to decide the level of risk they are prepared to take with their health and safety. This includes working with the tension between promoting safety and positive risk taking, including assessing and dealing with possible risks for service users, carers, family members, and the wider public.
10. **Personal Development and Learning.** Keeping up-to-date with changes in practice and participating in life-long learning, personal and professional development for one's self and colleagues through supervision, appraisal and reflective practice.

Appendix 2

Mr. Peter Luff MP (Mid-Worcestershire):

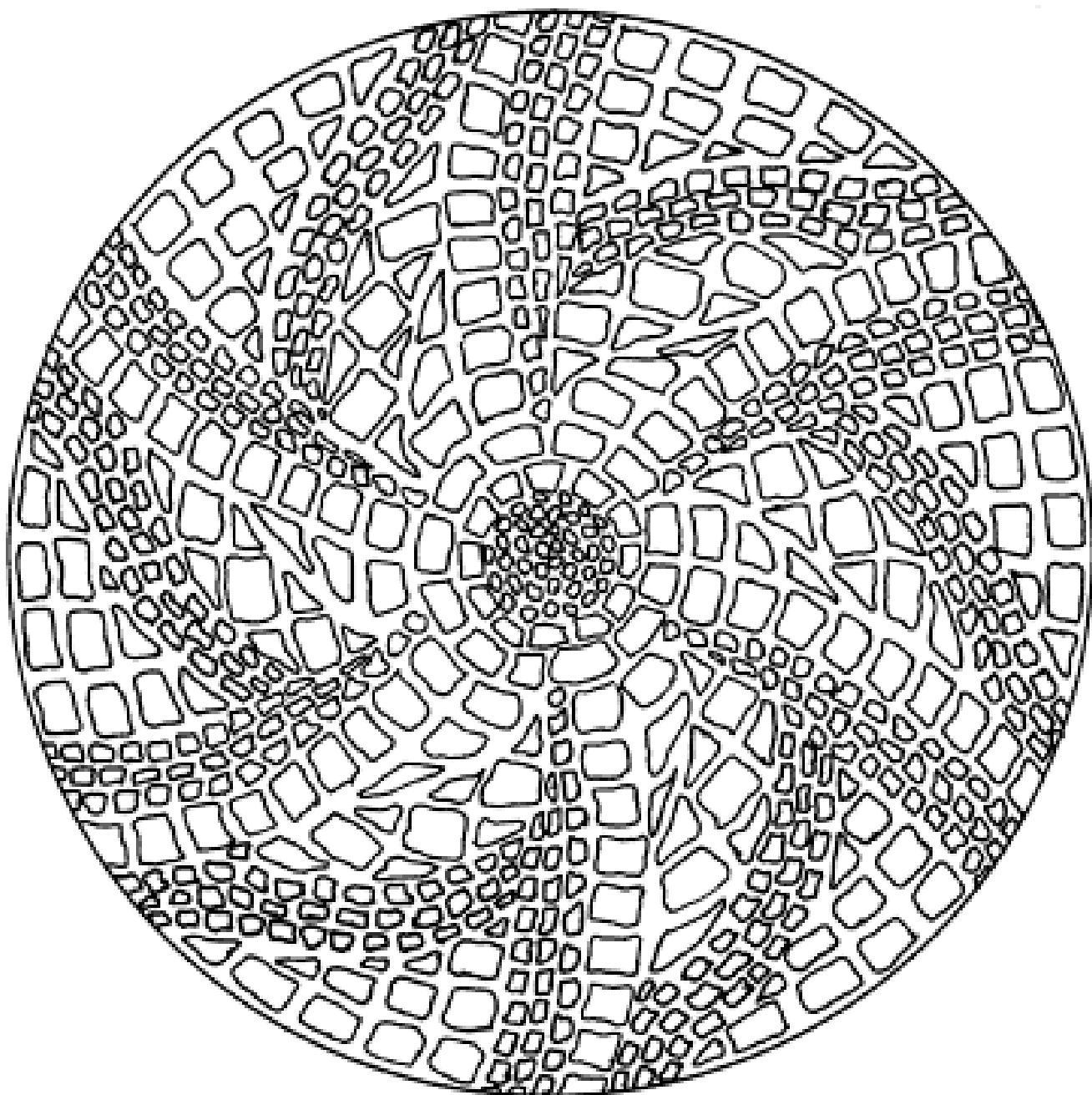
I think that left-handedness is an issue of equal opportunity. The discrimination at one level may be less than it was, but only this morning I heard on BBC Hereford and Worcester of a seven-year-old boy whose school had tried to force him to write with his right hand. I do not think that it used the more aggressive methods of our Victorian forebears--tying a hand behind the back or on to a chair--but it subtly encouraged him to use his right hand. He could not do it. It was only when he had a new teacher, who understood the problems of left-handedness and helped him to cope with them, that his academic work progressed as it should have done. He was absolutely delighted with what happened after the new teacher took control of his destiny.

The problem is that children who are encouraged to believe that there is something wrong with writing left-handed ask, "Why is what is right for me wrong?" They cannot understand it. In class, that manifests itself in all sorts of ways. Children who have difficulty with their writing, their colouring or their cutting out, because they have been encouraged to regard themselves as right-handed, will try to avoid the activities that cause them difficulty, leading directly to slow development and under-achievement.

Teachers need to be trained to recognise the symptoms of left-handedness, respond to them positively and help those children to use their left hands. Left-handed children who try to use their right hand will often cope, but that is all they will do. They will not excel as they might have done, and their development is delayed. Only if teachers are encouraged to recognise left-handedness early will that be prevented.

Hansard – House of Commons debate: 22 Jul 1998

Appendix 3 Mandala



For more go to <http://www.free-mandala.com/en/start.html>

National CAMHS Support Service (NCSS) National Workforce Programme

Individual Audit of The Essential Capabilities for Effective Emotional and Mental Health Support

Completing your questionnaire

It will take about **30 minutes**. The information in the completed questionnaire will be used as part of your training programme for the Essential Capabilities for Effective Emotional and Mental Health Support for children and young people. The questions are designed to help you reflect on how you approach your practice and how this coincides or sometimes collides with the practice of others in your team.

IMPORTANT: This is not about proving who is right and who is wrong! The questions and your reflections are purely aimed at respecting other people's perspectives on what providing effective emotional and mental health support means to them. The purpose of the exercise is to begin to debate how a consistent approach to care, treatment and support for young people can evolve, even within the context of different world views in a team.

Please complete each question. Tick boxes where appropriate.

Name: _____

Team Name: _____

Instructions

This scale is designed to help you assess the practice of your team as a whole and also your own personal practice in relation to core values as identified in the Essential Capabilities for Effective Emotional and Mental Health Support. On each question, it is important to make a general and honest assessment on each of the scales.

To answer the questionnaire, you will note the question stem is in the centre of the scale. Either side is a scale for your assessment of the **team** views and behaviour (**Scale T**) and a scale for your own **personal** views and behaviour (**Scale P**). It is important to make a mark (✓) in each of the scales for each of the questions/statements.

There are no right or wrong answers, so please answer as honestly as you can.

	Hardly anyone in the team believes in this	We never really do this, it is not part of our practice	We do this sometimes	We mostly do this, but not every time	This is core to what we do as a team – we do this 100% of the time	Statement/ Question Stem	I don't believe in this	This is not something I give much thought to.	I try and do this but at times find other things to do	I do this most of the time, but not always	This is core to my practice I do this 100% of the time
1						Parents/carers are fundamental to the support for children and young people. They are involved in <u>every</u> stage.					
2						The diet of young people is important in the support provided to them					
3						Promoting exercise for young people is important in the work here					
4						Young people are encouraged to use advocacy services					
5						Information we present is in a way young people can understand.					
6						Multi-agency working is fundamental to the work with children and young people					
7						Children and young people should <u>always</u> have workers from the same ethnic background.					
8						It is always important to share information about young people with other agencies involved					
9						Children and young people are encouraged to make their own decisions.....					
10						...and these decisions are <u>always</u> acted upon					
11						It is just too difficult to meet all the needs of young people who use this service					
12						The promotion of choice for young people is important part of work					
13						The buildings we use are organised to be welcoming and friendly to young people					
14						Children and young people are consulted on all major decisions					
15						Families and carers play a <u>vital</u> role in the work					
16						All children and young people are treated the same in this service					
17						No matter what difficulties we face, we strive for positive outcomes					
18						Children and young people are involved in policy development here					

	Hardly anyone in the team believes in this	We never really do this, it is not part of our practice	We do this sometimes	We mostly do this, but not every time	This is core to what we do as a team – we do this 100% of the time	Statement/ Question Stem	I don't believe in this	This is not something I give much thought to.	I try and do this but at times find other things to do	I do this most of the time, but not always	This is core to my practice I do this 100% of the time
19						Giving time to understanding each other's opinions is an important use of the time we have					
20						Risk assessment is the most important thing to be done well					
21						There is always a young person to whom you can't offer any help					
22						Children and young people often do not know what is best for them, the job is to convince them of best options available					
23						Following up and ensuring that agreed actions are delivered is important.					
24						Ensuring information is available in a variety of ways is important in this service					
25						Showing respect for others is a key part of the work in this service					
26						Receiving respect from others is a key feature of work in this service					
27						A key feature of the work is the negotiation of plans and goals with young people.					
28						The needs and desires of young people are taken very seriously					
29						It is sometimes important to avoid responding to requests from young people in order to get paperwork done					
30						Involvement of young people is central to all support plans					
31						Young people should feel they are the most important member of the care team					
32						It is always important to respond promptly when a young person asks to talk					
33						It is important that children and young people have secrets that are not discussed					
34						Young people should always be offered a range of places where they can talk, not just consulting rooms					
35						Maintaining confidentiality is of paramount importance in the work with children and young people					
36						It is important to be explicit about the rules and boundaries of treatment					

	Hardly anyone in the team believes in this	We never really do this, it is not part of our practice	We do this sometimes	We mostly do this, but not every time	This is core to what we do as a team – we do this 100% of the time	Statement/ Question Stem	I don't believe in this	This is not something I give much thought to.	I try and do this but at times find other things to do	I do this most of the time, but not always	This is core to my practice I do this 100% of the time
37						Developing a comprehensive plan with all agencies involved in care and support is the best way of making a positive difference for young people					
38						Getting young people to do things for themselves is important to what we do					
39						Most of what is done is aimed at changing a young persons attitudes					
40						Most other agencies involved with young people, don't make much of a positive contribution to our work here					

To score the audit tool, use the following to calculate your total T and P scores.

	Hardly anyone in the team believes in this	We never really do this, it is not part of our practice	We do this sometimes	We mostly do this, but not every time	This is core to what we do as a team – we do this 100% of the time	Statement/ Question Stem	I don't believe in this	This is not something I give much thought to.	I try and do this but at times find other things to do	I do this most of the time, but not always	This is core to my practice I do this 100% of the time
	0	1	2	3	4		0	1	2	3	4

Essential Capabilities	Items	Team scale	Total		Personal scale	Total
Communicate together	5, 6, 15, 36, 37, 40		/24			/24
Respect our differences	7, 16, 19, 25, 26,		/20			/20
Do the right thing	8, 18, 23, 32		/16			/16
Be responsive	4, 22, 30, 31		/16			/16
Be hopeful	14, 21, 38		/12			/12
Listen and hear me	1, 12, 28,		/12			/12
Give the care and support I need	2, 3, 24, 27,		/16			/16
Don't give up	11, 17, 39		/12			/12
Keep me safe, help me grow	9, 10, 20, 33, 35		/20			/20
Learn what matters to me	13, 29, 34		/12			/12

Using the Scores

It was stated at on the first page of the scoring sheet that there are no 'right' or 'wrong' answers. Any mark you made in the boxes can be explained and a situation recalled which would account for your reasoning.

The scoring (high or low) **does not** indicate good/poor practice. Rather it indicates a difference of opinion and practice. The difference in score indicates that the issues continued within the capability may require team discussion and on-going personal reflection.

The purpose of the questionnaire is to shed a little light on any individual differences and team differences in attitudes and values towards the care treatment and support of young people. It is only through understanding and respecting difference can we hope to offer consistent and appropriate support to young people.

Use your scores to debate with colleagues, either in a team or 1:1 and reason with them your response to the question and listen to their response. Concentrate on areas where you disagree in the first instance. Ensure that you all are signed up to a key mantra of values based practice:-

Respect for difference of opinion

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Ian McGonagle

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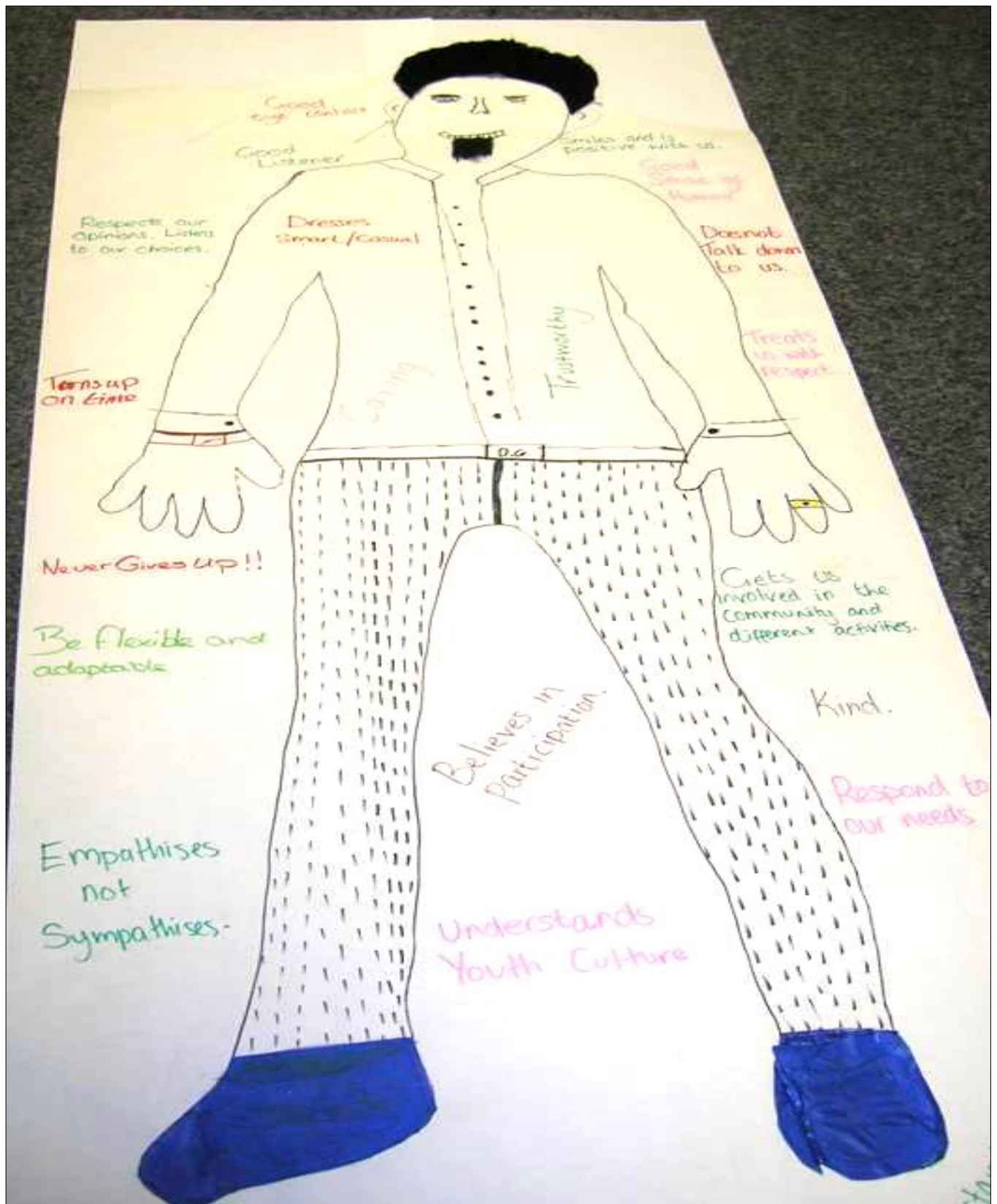
Editing by:

Cernis Limited

The Essential Capabilities for Effective Emotional and Mental Health Support

(The ideal standards everyone working with children and young people –materials for everyone working in services for children and young people)

1. **Communicate together:**
"Communicate with me in a way that I understand and am comfortable with"
2. **Respect our differences:**
"Be respectful of who I am and treat me as an individual, because no two of us are the same"
3. **Do the right thing:**
"Do what you say you are going to do"
4. **Be responsive:**
"Be flexible and adaptable to my needs"
5. **Be hopeful:**
"Giving clear, accurate support and information to help me make the best choices I can"
6. **Listen and hear me:**
"Give me the chance to make my own decisions and have my voice heard"
7. **Give the care and support I need:**
"Give me the help I need to help me get on with my life".
8. **Don't give up:**
"Always look for a positive solution and don't give up if things get difficult".
9. **Keep me safe, help me grow:**
"Believe in my participation in my life".
10. **Learn what matters to me:**
"Take time to learn about how things appear to me"



National CAMHS Support Service

National Workforce Programme

Skills for
Health



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