

**ST2-CAP-EPA1 – Manage an adolescent**

<b>Area of practice</b>	Child and adolescent psychiatry	<b>EPA identification</b>	ST2-CAP-EPA1	
<b>Stage of training</b>	Stage 2 – Proficient	<b>Version</b>	v0.5 (BOE-approved 08/11/12)	
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.				
<b>Title</b>	<b>Develop a management plan for an adolescent where school attendance is at risk.</b>			
<b>Description</b> Maximum 150 words	<p>The trainee can:</p> <ul style="list-style-type: none"> <li>• identify relevant information from multiple sources, ie. young person, family, school, other agencies</li> <li>• identify key developmental issues</li> <li>• conduct a comprehensive mental state examination</li> <li>• describe the family, school and sociocultural factors impacting on the adolescent</li> <li>• consider and justify a range of differential diagnoses</li> <li>• develop a management plan that is cognisant of the above that incorporates appropriate communication with systems involved in case.</li> </ul>			
<b>Fellowship competencies</b>	<b>ME</b>	1, 2, 3, 4, 5	<b>HA</b>	1, 2
	<b>COM</b>	1	<b>SCH</b>	2
	<b>COL</b>	1, 2, 3	<b>PROF</b>	1, 2
	<b>MAN</b>			
<b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>• Understands adolescent developmental theory.</li> <li>• Understands family and interpersonal dynamics.</li> <li>• Aware of the importance of rapport with, and engagement of, families/carers.</li> <li>• Understands issues of informed consent and the principles and limits of confidentiality.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understands appropriate personal and interpersonal boundaries with young people and families/carers.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Conducts an appropriate assessment to inform a biopsychosocial formulation.</li> <li>• Develops an evidence-based management plan driven by the formulation.</li> <li>• Communicates management plan effectively to patient and family/carers.</li> <li>• Uses culturally and developmentally appropriate verbal and non-verbal communication.</li> <li>• Reviews the management plan in accordance with patient response and/or family and systemic change.</li> <li>• Encourages discussion, questions and interaction within the clinical encounter.</li> <li>• Develops and maintains effective relationships with the multidisciplinary team, GPs and other agencies.</li> <li>• Develops a therapeutic alliance with patients, families and carers.</li> <li>• Demonstrates an understanding of the child and family's perspective.</li> <li>• Recognises and manages the conflicts between the interest of the young person and family/carers.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate respect for patients and their families.</li> <li>• Ensures care is child- and family-focussed with a systemic perspective.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion.</li> <li>• Mini-Clinical Evaluation Exercise.</li> <li>• Observed Clinical Activity (OCA).</li> </ul>
<b>References</b>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar