

<<Mandatory Certificate EPA>>

**ST3-CAP-AOP-EPA2 – Discussing formulation and management**

<b>Area of practice</b>	Child and adolescent psychiatry	<b>EPA identification</b>	ST3-CAP-AOP-EPA2	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.7 (EC-approved 10/04/15)	
<p>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.</p>				
<b>Title</b>	<b>Discussing a formulation and negotiating a management plan with a pre-adolescent child and/or family.</b>			
<b>Description</b> Maximum 150 words	<p>The trainee:</p> <ul style="list-style-type: none"> <li>• presents their understanding of the case to the family respectfully and clearly without using jargon</li> <li>• presents available management options clearly identifying both risks and benefits and the level of evidence currently available</li> <li>• checks the child and family's understanding of the presented information</li> <li>• is able to integrate the family's response and negotiate a management plan including consent.</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>	
	<b>COL</b>	1, 2, 3	<b>PROF</b>	1, 2, 3, 4
	<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 issues of consent and the principles and limits of confidentiality.</li> <li>• Risks, benefits and strength of evidence available for the suggested management options.</li> <li>• Understands the principles of prevention, promotion and early intervention to reduce the impact of mental illness.</li> <li>• Understands intrapersonal, interpersonal and systemic issues in developing management plans.</li> </ul> <p><b>Skills</b></p>			

	<ul style="list-style-type: none"> <li>• Integrates information obtained in a comprehensive assessment to produce a clear biopsychosociocultural formulation.</li> <li>• Develops a comprehensive and evidence-based management plan that addresses issues identified in the formulation.</li> <li>• Communicates the management plan effectively and discusses its acceptability with the patient and family and considers alternative plans following discussion with the family.</li> <li>• Develops strategies to reduce barriers to effective treatment for the patient and their family.</li> <li>• Adapts interactions to the developmental stage and background of the child and family.</li> <li>• Develops a therapeutic alliance with the family.</li> <li>• Identifies the potential for, and utilises, skills in prevention, promotion and early intervention to reduce the impact of mental illness.</li> <li>• Advocates for patient access to health promotion information to the level of the general population.</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> <li>• Sensitivity to the differences in patient preferences for management.</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>• Observed Clinical Activity (OCA).</li> <li>• Mini-Clinical Evaluation Exercise.</li> <li>• Case-based discussion.</li> <li>• Direct Observation of Procedural Skills (DOPS).</li> </ul>
<b>References</b>	

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