

**ST3-CAP-AOP-EPA5 – Psychiatric consultation**

|   |   |                           |                              |      |
|---|---|---------------------------|------------------------------|------|
| <b>Area of practice</b>   | Child and adolescent psychiatry   | <b>EPA identification</b> | ST3-CAP-AOP-EPA5             |      |
| <b>Stage of training</b>  | Stage 3 – Advanced  | <b>Version</b>            | v0.10 (EC-approved 10/04/15) |      |
| 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>Provision of psychiatric consultation to the multidisciplinary team for the management of a child or adolescent in an inpatient setting.</b>   |                           |                              |      |
| <b>Description</b><br>Maximum 150 words   | <p>The trainee:</p> <ul style="list-style-type: none"> <li>integrates information related to the clinical situation to develop a comprehensive formulation and management plan in consultation with the multidisciplinary team, taking into account the inpatient setting</li> <li>communicates the formulation and management plan effectively with the multidisciplinary team and other professionals involved in the patient's care</li> <li>understands the importance and function of the team and collaborates with the primary clinician and/or other team members to provide effective treatment for the patient and their family</li> <li>advocates respectfully for further assessment and treatment as required by the multidisciplinary team</li> <li>recognises and takes opportunities for collaborating with other professionals and sharing specialist psychiatric knowledge</li> <li>assists the multidisciplinary team to identify gaps in service provision and advocates for referral to the appropriate service provider if needed.</li> </ul> |                           |                              |      |
| <b>Fellowship competencies</b>  | <b>ME</b>   | 3, 4                      | <b>HA</b>                    | 1    |
|   | <b>COM</b>  | 1, 2                      | <b>SCH</b>                   | 2    |
|   | <b>COL</b>  | 1, 2, 3                   | <b>PROF</b>                  | 1, 3 |
|   | <b>MAN</b>  | 1, 2, 3, 5                |                              |      |
| <b>Knowledge, skills and attitude required</b><br>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>  |                           |                              |      |

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|  | <ul style="list-style-type: none"> <li>• Understands the issues of complexity in the patient and family presentation and how these impact on the difficulties managing mental health problems in a community setting.</li> <li>• Understands the importance of milieu and culture on patient care.</li> <li>• Can articulate the advantages and disadvantages of inpatient mental healthcare for different developmental stages and clinical presentations and apply these in decision making with regard to admissions.</li> <li>• Knowledge of acute and intensive care of mental health disorders including issues in the use of the mental health act and other statutory requirements.</li> <li>• Knowledge of inpatient and residential treatments for children and adolescents.</li> <li>• Detailed knowledge of the roles and responsibilities of the multidisciplinary team and key agencies.</li> <li>• Understands intrapersonal, interpersonal and systemic issues in patient care.</li> <li>• Understands principles of system theory (group and team dynamics) to support the function of the multidisciplinary team.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Articulates, in consultation with the team, the purpose of the admission and discharge planning.</li> <li>• Manages the interface between inpatient and community care.</li> <li>• Develops and maintains effective relationships with the multidisciplinary team.</li> <li>• Fosters the strengths of professionals and promotes involvement in the multidisciplinary team.</li> <li>• Demonstrates the use of feedback in relation to his or her own performance.</li> <li>• Evaluates and provides feedback on the adequacy of services.</li> <li>• Engages with individual patient and multiple systems to positively influence outcomes.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Values the contribution of professionals involved to enhance collaborative practice.</li> <li>• Maintains appropriate boundaries whilst developing leadership role.</li> <li>• Demonstrates commitment to high-quality outcomes for patients and carers.</li> <li>• Willingness to reflect on own leadership style and its impact on team function.</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>• Direct Observation of Procedural Skills (DOPS).</li> <li>• Feedback from multidisciplinary team members.</li> </ul>   |

## References

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