

ST3-CAP-AOP-EPA7 – Case conference

Area of practice	Child and adolescent psychiatry	EPA identification	ST3-CAP-AOP-EPA7
Stage of training	Stage 3 – Advanced	Version	v0.9 (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.			
Title	<i>Provides leadership in an interagency case conference focused on a child or adolescent.</i>		
Description Maximum 150 words	<p>The trainee demonstrates the ability to provide active and effective leadership in a multi-agency and multidisciplinary setting. The trainee:</p> <ul style="list-style-type: none"> • can identify and engage the relevant participants • is able to make a significant contribution to the agenda for the conference, synthesising the available information and determining the key areas that require deliberation • uses clear communication strategies (written and verbal) in the conference, being inclusive and respectful of the varying roles and levels of experience and expertise of the participants • is able to make a significant contribution to an accurate and coherent report of the meeting with clear action statements • is able to advocate as appropriate for organisational/systemic change that benefits children/adolescents and families and applies the principles of promotion, prevention and early intervention. 		
Fellowship competencies	ME		HA 1, 2
	COM	1, 2	SCH
	COL	3, 4	PROF
	MAN	1, 2, 3, 5	
Knowledge, skills and attitude required 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>Ability to apply an adequate knowledge base</p> <ul style="list-style-type: none"> • Detailed knowledge of the roles and responsibilities of key stakeholders and their relationship to the multidisciplinary team. • Understands the literature on clinical leadership including the characteristics of good leaders. • Understands the principles of group dynamics. 		

	<ul style="list-style-type: none"> • Understands the concept of clinical governance. <p>Skills</p> <ul style="list-style-type: none"> • Exhibits social awareness and the ability to manage professional relationships, including conflict. • Demonstrates the ability to guide and lead a discussion that is focused, client centred and time managed. • Integrates the information from the case conference to generate a collaborative plan. • Exhibits self-awareness, self-management and mindfulness relevant to his or her leadership roles. • Is able to facilitate or take the lead in making a decision where there is team disagreement that cannot be resolved in a timely manner and evaluate the outcome of this decision. • Demonstrates the use of feedback in relation to his or her own performance. • Demonstrates the ability to support the development of other team members. • Builds partnerships and networks to influence outcomes positively for patients. • Demonstrates critical and strategic thinking in relation to the systems in which he or she works. • Navigates sociopolitical environments. • Demonstrates an ability to effect continuous quality improvement. <p>Attitude</p> <ul style="list-style-type: none"> • Values the contribution of professionals involved to enhance collaborative practice. • Maintains appropriate boundaries whilst developing leadership role. • Demonstrates personal integrity and character. • Demonstrates commitment to high-quality outcomes for patients and carers. • Shows openness to new information.
Assessment method	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<p>Suggested assessment method details</p> <p><i>(These include, but are not limited to, WBAs)</i></p>	<ul style="list-style-type: none"> • Case-based discussion. • Direct Observation of Procedural Skills (DOPS). • Feedback from multidisciplinary team members.
References	

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