### ST3-CAP-AOP-EPA9 – Infant mental health formulation

<table>
<thead>
<tr>
<th><strong>Area of practice</strong></th>
<th>Child and adolescent psychiatry</th>
<th><strong>EPA identification</strong></th>
<th>ST3-CAP-AOP-EPA9</th>
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</thead>
<tbody>
<tr>
<td><strong>Stage of training</strong></td>
<td>Stage 3 – Advanced</td>
<td><strong>Version</strong></td>
<td>v0.1 (EC approved 12/04/19)</td>
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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
Conducts comprehensive assessment of child under three presenting with feeding and sleeping problems and presents the formulation to the family

#### Description
The trainee:
- Engages appropriate care-givers in assessment and feedback
- Attains collateral information required for adequate formulation
- Incorporates the individual developmental, caregiver and contextual factors that interact in development of the sleeping and feeding difficulties
- Includes assessment of the infant's development, parent-child interaction and risk
- Utilises interpersonal collaborative skills to enhance family engagement understanding of the child and presentation.

#### Fellowship competencies

<table>
<thead>
<tr>
<th>Fellowship competencies</th>
<th>ME</th>
<th>HA</th>
<th>COM</th>
<th>SCH</th>
<th>PROF</th>
<th>MAN</th>
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<td>2,3,4</td>
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<td><strong>MAN</strong></td>
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#### Knowledge, skills and attitude required

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.

**Ability to apply an adequate knowledge base**
- Understands the normal developmental spectrum and the rapid changes occurring in the first 3 years.
- Understands presentation within an attachment theory framework.
- Understands the scope of infant, care-giver, family environment and other contextual factors influencing developing infant self-regulation including the circular causality.
- Understands the influence of cultural and other early parenting practices on sleep and feeding.
- Aware of the physical health disorders that may present with feeding and sleeping difficulties in the first 3 years.
- Knowledge of risk factors for poor adjustment to pregnancy and parenthood, including pre-existing parental psychosocial factors and personality disorder.
- Understands pre-natal factors that impact on infant development including exposures.
- Understands legal frameworks relating to working with parents, infants and young children and local responsibilities particularly as it relates to child protection.

**Skills**
- Integrates information obtained in a comprehensive assessment to produce a clear formulation that incorporated biological, developmental, parental/family and sociocultural factors.
- Recognises the multifactorial nature of infant presentations.
- Aware of the strengths and limitations of the formulation and incorporates these in the information delivered to the family.
- Adapts language to the capacity of the family to understand the information including the use of interpreters and provision of written information where appropriate.
- Responds to questions to enhance understanding.
- Works in a trauma informed framework.
- Ability to work within legal frameworks relating to working with parents, the unborn child, infants and young children.
- Recognises and responds to concerns about child protection where relevant.

**Attitude**
- Demonstrates respect for the family.
- Has a collaborative approach.
- Works within professional and ethical guidelines while keeping the needs of both parent and child in mind.
- Considers issues of confidentiality, consent and capacity for parent and child and works in the best interests of the child.

**Assessment procedure**
Progressively assessed during individual and clinical supervision, including three appropriate WBAs.

**Additional assessment considerations (if needed)**
- Observed Clinical Activity (OCA).
- Mini-Clinical Evaluation Exercise.
- Case-based discussion.
- Direct Observation of Procedural Skills (DOPS).
- Professional Presentation

**References**


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