

<<Mandatory Certificate EPA>>

**ST3-AP-FELL-EPA5 – Families and/or carers**

<b>Area of practice</b>	Adult psychiatry	<b>EPA identification</b>	ST3-AP-FELL-EPA5	
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 24/07/15)	
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>Complex work with families and/or carers.</b>			
<b>Description</b> Maximum 150 words	<p>The trainee must be able to demonstrate the capacity to work with families/carers to improve patient outcomes where there are complex issues such as:</p> <ul style="list-style-type: none"> <li>• conflict within the family</li> <li>• conflict between the family and the treating team</li> <li>• child welfare issues</li> <li>• mental disorder in carers as well as the patient</li> <li>• significant risk issues.</li> </ul>			
<b>Fellowship competencies</b>	<b>ME</b>	3, 4, 5, 6, 7, 8	<b>HA</b>	1, 2
	<b>COM</b>	1, 2	<b>SCH</b>	
	<b>COL</b>	1, 2, 4	<b>PROF</b>	1, 2
	<b>MAN</b>	2		
<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>• Understanding of child welfare issues and reporting requirements as they apply to clinical work.</li> <li>• Knowledge of family and group dynamics and of conflict resolution principles.</li> <li>• The effects on children of parents with mental illness.</li> <li>• Knowledge about engagement techniques with families/carers.</li> </ul> <p><b>Skills</b></p>			

	<ul style="list-style-type: none"> <li>• Competently arranging and managing the interview, eg. makes appropriate arrangements to meet with family/carers, assesses the issues within the family/carer environment including any mental disorder in carers, recognises and manages conflict in the family/carer environment, addresses family/carer concerns.</li> <li>• Addresses risk issues.</li> <li>• Recognises and demonstrates an appropriate approach to issues of cultural and linguistic diversity. Works well with cultural workers in clinical work with families/carers, as appropriate.</li> <li>• Develops a detailed and complex formulation and communicates the formulation and all proposed actions effectively to all concerned.</li> <li>• Develops an appropriate management plan including follow-up arrangements.</li> <li>• Keeps appropriately detailed records of all meetings.</li> <li>• Ensures appropriate notifications of child welfare issues and is able to provide any necessary reports.</li> <li>• Ability to use conflict resolution principles in working with families/carers where this is an issue.</li> <li>• Ability to use engagement techniques with families/carers.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• An appropriate attitude to privacy and confidentiality.</li> <li>• Appreciates the importance of maintaining appropriate boundaries.</li> <li>• A non-judgemental attitude in working with families/carers with complex issues.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual or 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>• Direct Observation of Procedural Skills (DOPS).</li> <li>• Feedback from members of the multidisciplinary team, patients and families/carers.</li> </ul>
<p><b>References</b></p> <p>COOKLIN A. Children of parents with mental illness. In: Combrinck-Graham, L, ed. <i>Children in family contexts</i>. 2nd edn. New York: The Guildford Press, 2006; 265–91.</p> <p>COPMI (Children of parents with a mental illness). North Adelaide: COPMI, 2015. Viewed 15 October 2015, &lt;<a href="http://www.copmi.net.au">www.copmi.net.au</a>&gt;.</p> <p>SEGAL J &amp; SMITH M. <i>Conflict resolution skills: building the skills that can turn conflicts into opportunities</i>. Helpguide, October 2015. Viewed 15 October 2015, &lt;<a href="http://www.helpguide.org/articles/relationships/conflict-resolution-skills.htm">www.helpguide.org/articles/relationships/conflict-resolution-skills.htm</a>&gt;.</p> <p>TE POU O TE WHAKAARO NUI. <i>Supporting children of parents with mental illness and/or addiction (COPMIA)</i>. Auckland: Te Pou o Te Whakaaro Nui, 2015. Viewed 15 October 2015, &lt;<a href="http://www.tepou.co.nz/news/children-of-parents-with-mental-illness-and-or-addiction-copmia-update/552">www.tepou.co.nz/news/children-of-parents-with-mental-illness-and-or-addiction-copmia-update/552</a>&gt;.</p>	

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