

ST3-YP-AOP-EPA5 : First presentation of a young person (12-25)

Area of practice	Youth Psychiatry		EPA identification	ST3-YP-AOP-EPA5
Stage of training	Stage 3 – Advanced		Version	V1.0 EC approved 01.07.2025
<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>				
Title	First presentation of a young person (12-25) with a complex mental disorder.			
Description Maximum 150 words	The trainee will be able to assess young people (12-25) with a first presentation of a complex mental disorder and develop and implement a management plan. This includes: <ul style="list-style-type: none"> • comprehensive assessment and consideration of differential diagnoses • engagement and provision of education • interventions to assist young people and their family/carers with stigma and barriers to care • development of a recovery plan with the young person and their family/carers • initiation of psychological and pharmacological treatment as appropriate • appropriate follow-up. 			
Fellowship competencies	ME	1, 2, 3, 4, 5, 6, 7, 8	HA	1, 2
	COM	1, 2	SCH	2
	COL	1, 2, 3	PROF	1, 2
	MAN	2		
Knowledge, skills and attitude required	Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. <p>Ability to apply an adequate knowledge base</p>			

The following lists are neither exhaustive nor proscriptive.

- Demonstrate knowledge of evidence-based interventions in young people with a first presentation of a mental disorder, including their long-term effectiveness.
- Integrate knowledge from the scientific literature regarding young people with a first presentation of a mental disorder into clinical work. For example, knowledge about stigma, the significance of the duration of untreated psychosis, engagement and barriers to care.

Skills

- Conduct a comprehensive bio-psycho-socio-cultural assessment including a sophisticated risk assessment.
- Integrate the information collected and develop a competent formulation, identifying gaps in the available information.
- Develop and defend an appropriate differential diagnosis, acknowledging the degree of uncertainty that may be present in the first presentation of a mental disorder.
- Gather collateral information from family/carers or other appropriate sources, with due regard to privacy considerations.
- Plan and implement appropriate investigations to clarify the diagnosis.
- Provide explanation and education to young people with a first presentation of a mental disorder and their family/carers regarding the differential diagnosis and treatment options.
- Develop skills and strategies to engage young people with a first presentation of a mental disorder and their families/carers in ongoing care.
- Develop an integrated and flexible bio-psycho-socio-cultural management plan in collaboration with the young person and their family/carers.
- Develop a plan consistent with recovery framework principles in collaboration with the young person and their family/carers.
- Implement this plan, under supervision, and in collaboration with the young person and their family/carers, the multidisciplinary team and other services and health professionals.

Attitude

	<ul style="list-style-type: none"> • Advocate on behalf of young people and their family/carers to improve overall outcomes and access to services and supports. • Appreciate the ethical issues in the assessment and treatment of young people with a first presentation of a mental disorder. In particular, the tension between beneficence and nonmaleficence and the maintenance of autonomy while managing risks appropriately and safely. • Respect the young person's goals for their care.
Assessment method	Progressively assessed during individual or clinical supervision, including three appropriate WBAs.
Suggested assessment method details	<ul style="list-style-type: none"> • Case-based discussion. • Mini-Clinical Evaluation Exercise. • Observed Clinical Activity (OCA). • Direct Observation of Procedural Skills (DOPS).
References	

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