

**'AN INTRODUCTION TO CHILD AND ADOLESCENT MENTAL HEALTH'**

**ONLINE RESOURCE**



## **SUPERVISOR'S GUIDE**

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[www.werrycentre.org.nz](http://www.werrycentre.org.nz)

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## OVERVIEW

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The online resource *An Introduction to Child and Adolescent Mental Health* has been designed to introduce the knowledge, skills and attitudes that are necessary when working in child and adolescent mental health in New Zealand. For ongoing clinical work in CAMHS, more in-depth knowledge and understanding is needed.

It is intended that this resource will be used by practitioners who have recently started working in this area. Practitioners can include: Nurses, Social Workers, Occupational Therapists, Cultural Workers, Psychology Interns and others.

The *Introduction to Child and Adolescent Mental Health* resource is made up of a series of four courses that are intended to be completed sequentially. Passing the quiz (90% pass rate required) at the end of each course provides the participant with an enrolment key for the next course. Upon completion of all four courses participants receive a 'Certificate of Achievement'.

This online course is equivalent to 8 hours of self-directed study and is provided **free of charge**. Each course will take between 1- 1 ½ hours to complete and 1-1 ½ extra time for additional reading. We do not advise completing more than one course per day. The courses can be completed at participants' own pace – there is no start/finish date.

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## LEARNING OBJECTIVES

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### Course One: Developmental Considerations in Infants, Children and Adolescents

1. Demonstrate an awareness of the complexities associated with defining 'normal' development.
2. Define attachment and describe secure attachment in an infant.
3. Identify the four different types of attachment.
4. Compare and contrast childrens' temperaments and comment on how stable temperament is across infancy, childhood and adolescence.
5. Describe effective parenting and recall four types of parenting styles.
6. Summarise aspects of describing families/whanau and be able to explain age and cultural differences in these definitions.
7. Construct a genogram using the examples given.

### Course Two: Engagement Strategies for Working in Child and Adolescent Mental Health

1. Assess own ability and confidence to engage with a range of different people accessing child and adolescent mental health services (CAMHS).
2. Describe how interviewing techniques differ when interviewing a child or an adolescent in a child and adolescent mental health service.
3. Describe how the Choice and Partnership Approach (CAPA) is used in CAMHS to engage families/whanau.
4. Summarise engagement approaches when working with Māori and Pacific families/whanau.

### Course Three: Assessment in Child and Adolescent Mental Health

1. List the advantages and disadvantages of using diagnostic classification systems.
2. Apply knowledge of diagnostic classification systems to recognise aspects of commonly seen disorders in CAMHS.
3. Apply the main concepts of cultural models such as Te Whare Tapa Wha and Fonofale to a clinical scenario.
4. Outline why issues of consent and confidentiality need to be addressed with the young person in the CAMHS clinical assessment.
5. Describe the main areas/topics covered in a child and adolescent mental health clinical assessment.
6. Identify and describe some of your own mental state observations from the clinical simulations provided.
7. Specify factors that will lead children and adolescents to be at risk of self harm or at risk of harming others.
8. Analyse and critically evaluate guidelines and policies regarding documenting and managing risk.
9. Identify and describe some common strengths and protective factors in young people.

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**Course Four: Interventions in Child and Adolescent Mental Health**

1. Identify and briefly describe the interventions and therapies (including case management and cultural interventions) frequently used in CAMHS.
2. Select suitable evidence-based interventions for commonly presenting disorders in CAMHS.
3. Identify how relevant legislation and guidelines impact upon CAMH services.
4. Be able to analyse and critically evaluate a clinical scenario and suggest ways in which the practitioner concerned could improve their practise.
5. Specify how hope and social supports can facilitate recovery.
6. Describe why an appreciation of resilience and resiliency factors are important in CAMHS.

**ENROLMENT PROCESS**

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This course is open to practitioners who are new to working in the child and adolescent mental health field.

Enrolment forms can be downloaded from the Werry Centre website [www.werrycentre.org.nz](http://www.werrycentre.org.nz). These forms must be completed by the participant and submitted to the Werry Centre.

Once enrolment forms have been processed, participants will be sent the necessary details including their course enrolment key and a 'Participant Guide' to the course.

This course can be started and completed at the participant's own pace. Upon completion of all four courses participants receive a 'Certificate of Achievement'. Note: This course is an introduction and does not lead to a formal qualification. A list of certificated courses can be found on the *Skills Matter* website [www.skillsmatter.co.nz](http://www.skillsmatter.co.nz).

**SUPPORT**

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Requests for technical and learning support can be made to the Werry Centre by participants via a forum (within the course), or by emailing [elarning@werrycentre.org.nz](mailto:elarning@werrycentre.org.nz).

Participants and supervisors should be aware of the computer set up required to run this Moodle course (see technical requirements section) and should ensure machines are set up prior to beginning the course. IT support from within your organisation may need to be accessed to ensure computers are set up correctly and that access to the appropriate websites is allowed.

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The content of the topics covered in 'An Introduction to Child and Adolescent Mental Health' is potentially upsetting and we recommend that participants talk to an appropriate person should they wish to discuss issues of a personal nature.

As a supervisor/manager/team leader or mentor you are already a valuable form of support for participants. We recommend that you talk to the participant about the topics they've covered in 'An Introduction to Child and Adolescent Mental Health', that you discuss what the participant is learning as a result of this online resource and reflect upon how they've applied this learning to their clinical work.

## OBTAINING A CERTIFICATE

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Participants can obtain their 'Certificate of Achievement' once they have completed all four courses and passed all four quizzes, collecting 'enrolment keys' as they successfully pass each course.

**Participants must** email [elarning@werrycentre.org.nz](mailto:elarning@werrycentre.org.nz) with all five of the enrolment keys.

They will then receive an email confirming receipt of this information. Following this, their certificate will be provided as a pdf attachment and will be forwarded to them within a week.

## TECHNICAL REQUIREMENTS

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The Werry Centre uses the 'Moodle' e-learning platform to deliver online resource material and utilise multimedia devices. Participants will require access to a computer with the following set up:

- **Internet access** – participants will need to be able to access the Werry Centre course host site: <https://moodle.cad.auckland.ac.nz/course/category.php?id=5>. Additionally, there are links to various resources located on other websites from within the courses, participants will require access to these and may need to request that they are unblocked by your organisations IT support.
- **Adobe Flash Player** – is required to run video and interactive exercises  
<http://www.adobe.com/products/flashplayer/>
- **Sound/speakers**- Participants need to be able to play sound in order to participate in the course. We recommend use of headphones as this will give better sound quality.
- **Adobe Acrobat reader** –Adobe Acrobat Reader is required to open and download resources.  
<http://www.adobe.com/products/reader/>
- **Pop Ups and Cookies** - Pop Ups and Cookies that are set up on a computer system may prevent some windows from opening within the Moodle course. If problems are experienced with this occurring,

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your organisation's IT support staff should be able to ensure that the necessary blockers/cookies are disabled.

- **JavaScript enabled** –Moodle uses JavaScript which is a language used in the web world to create dynamic, interactive content. To check whether Javascript is enabled in your browser follow the directions below:

If you use Internet Explorer:

- Launch your internet browser and go to the 'tools' menu at the top.
- Select 'Internet Options'
- In the dialogue box that appears select the 'security tab', be sure that your security is set to **Medium** (this setting allows ActiveX controls to implement the JavaScript).
- Select OK to close the dialogue box.
- Note: Every version of Internet Explorer has a slightly different method for enabling JavaScript.

If you use Mozilla Firefox:

- Launch your internet browser and go to the 'tools' menu at the top (windows) or Preferences (Mac/Linux).
- Select 'options'
- Click on 'Content'
- Ensure the 'Enable Javascript' box is checked
- Click 'OK'
- Note: Every version of Firefox has a slightly different method for enabling JavaScript.

**If your organisation can't provide access to a computer with the necessary internet specifications to run this moodle course we suggest you consider letting the participant use a laptop or a home based computer, or a publicly accessible internet site (such as a library).**

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