



## Dimension 2 | Mental Health in Children, Young People and their Families

	→ Informed	→ Skilled	→ Enhanced	→ Specialist
<b>Overview of Mental Health</b> 				
<b>Knowledge</b>	Be aware that it is important to consider the mental health needs of all children and young people from infancy to adolescence	Be aware of the common mental health difficulties in children and young people, including anxiety and low mood	Have a detailed knowledge about the theories of mental health and mental illness	Have a specialist and current knowledge of the range of mental health difficulties experienced by children and young people
	Be aware that mental health and wellbeing is as important as physical health	Be aware that sustained change in presentation, distress and impact on daily functioning are key indicators of mental health and wellbeing needs	Understand social, psychological, family and biological factors associated with the development and maintenance of mental health problems	Know the relevant mental health legislation including the Mental Health Act and how it aims to help people diagnosed as having a mental disorder access effective treatment quickly and easily
	Be aware that children and young people can experience emotional distress in response to life events, and this is normal and usually short-lived	Be aware that mental health difficulties can impact on family functioning	Be aware of the role that inequalities play at an individual, community and population level to increase the risk of mental ill health, self-harm and/or suicide	
	Be aware that emotional distress can be associated with risk ( <b>Dimension 4: Risk of Harm</b> )	Be aware that some groups of children and young people are more at risk of mental ill health, and the barriers they may face in accessing help and support	Be aware of the role of social exclusion, isolation and lack of access to services and support on mental ill health	
	Be aware that multiple mental health difficulties can occur at the same time	Be aware of the links between mental health and wellbeing and mental ill health	Know the relevant national policies and national guidelines relating to your work with children and young people's mental health including, National Institute for Health and Care Excellence (NICE), Scottish Intercollegiate Guidelines Network (SIGN), and National Standard Frameworks	
	Be aware that the universal 'right to health' also includes mental health	Be aware of the potential for social media to have adverse and/or protective effects on mental health		


 See CAMHS Competence Framework

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<b>Interaction Between Mental Health and Development</b>				
<b>Knowledge</b>	<p>Be aware that how a child or young person shows distress will vary depending on their age and stage of development</p> <p>Know how the children and young people that you work with might demonstrate emotional distress</p> <p>Be aware that what a child or young person finds distressing may differ from what adults find distressing</p>	<p>Be aware of how common mental health difficulties may present at different ages</p> <p>Be aware that differences in development, not just age can impact how distress and mental health difficulties present</p> <p>Be aware that a child or young person may experience distress in non-verbal and sensory ways and communicate distress through actions, or experience physical health symptoms</p> <p>Be aware that different mental health difficulties are more common at different ages and stages of development</p> <p>Be aware that experiences of distress, mental illness and trauma can interrupt the typical building blocks of child development, and that this can have effects throughout development and into adulthood</p>	<p>Have a detailed knowledge of how mental health difficulties present from infancy to adolescence</p> <p>Have detailed knowledge about how mental health difficulties may present in children or young people with differences in development, such as neurodiverse children and young people</p>	<p>Have a specialist and current knowledge of how children and young people with mental health difficulties and neurodiversity present from infancy to adolescence</p>

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<b>Relationship Between Physical and Mental Health</b> 				
<b>Knowledge</b>	<p>Be aware that physical health can impact mental health and wellbeing and vice versa</p> <p>Be aware that physical activity can support mental wellbeing</p>	<p>Be aware that long-term conditions can impact wellbeing and mental health and that children and young people may need additional supports to manage this</p>	<p>Be aware of the importance of trauma-informed approaches to underpin medical procedures</p>	<p>Have specialist knowledge of how mental health can impact on physical health and development</p>
<b>Diagnostic Criteria</b>				
<b>Knowledge</b>		<p>Be aware that there are recognised diagnostic criteria for mental health difficulties and disorders in children and young people</p>	<p>Be aware of the diagnostic criteria for child and adolescent mental health conditions specified in the main classification systems, such as Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)</p> <p>Understand the rationale for using diagnostic systems and how a diagnosis fits within a wider understanding/formulation of presenting difficulties</p>	<p>Have detailed knowledge of current diagnostic criteria relevant to child and adolescent mental health, including differences between classification systems</p>

 See also: NES: A competence framework for multidisciplinary psychological approaches and interventions in paediatric settings

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<b>Promotion of Wellbeing and Prevention of Mental Health Difficulties</b>				
<b>Knowledge</b>	<p>Be aware that health inequities such as poverty and poor housing can impact mental health and wellbeing</p> <p>Be aware of what your service or organisation does to promote emotional wellbeing and resilience</p>	<p>Be aware of how self-esteem, self-worth, self-identity and confidence impact mental health and wellbeing</p> <p>Know that the ability of children to regulate their emotions arises from multiple experiences of co-regulation with attuned adults/others</p> <p>Be aware of services in the community that can support children, young people and their families in these areas</p>	<p>Be aware of the wider environmental influences on health including the availability of good quality housing, green space, employment, education and access to social and cultural opportunities</p> <p>Be aware of the key areas where there is strong evidence for action such as poverty, unemployment, childhood adversity, low income, social isolation, and problem debt</p> <p>Know how to improve health outcomes for individuals, families and communities to address inequalities and support people's access to occupational, vocational and leisure opportunities</p>	<p>Be aware how to improve health outcomes for individuals, families and communities to address inequalities and support people's access to occupational, vocational and leisure opportunities</p>

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<b>Parental Mental Health</b> 				
<b>Knowledge</b>	<p>Be aware that parental wellbeing and child wellbeing are interlinked</p> <p>Be aware that caring for a physically or mentally unwell child can impact on parental wellbeing</p> <p>Be aware of that children and young people may have a caring role in relation to their parent's mental health</p>	<p>Be aware of the importance of good parental mental health for the parent-child relationship and child development</p> <p>Be aware that parental mental health difficulties can impact on a child or young person's wellbeing</p> <p>Know about local services and organisations that can support adults with their mental health</p>	<p>Be aware of the importance of obtaining a history of parental mental health difficulties and neurodevelopmental conditions during assessment and formulation of the child and young person's strengths and difficulties</p>	<p>Knowledge of parental wellbeing and mental ill health and the additional supports or accommodations that may be required to tailor an intervention for a child, young person and family</p> <p>Knowledge of adult mental health difficulties/disorders and how these can impact parent's capacity to support their child's mental health and wellbeing and engage in interventions</p>

 Specific issues relating to the Perinatal period are covered in Perinatal mental health curricular framework: a framework for maternal and infant mental health

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	<b>Stigma and Mental Health</b>			
<b>Knowledge</b>	<p>Be aware that stigma and discrimination is commonly experienced by those with emotional distress and mental ill health</p> <p>Be aware that experience of stigma and discrimination can lead to emotional distress</p>	<p>Be aware that stigma can lead to discrimination</p> <p>Understand that children, young people and their families may be reluctant to disclose difficulties or seek help for fear of being stigmatised</p> <p>Be aware that stereotypes and negativity surrounding mental ill health may mean that many children and young people feel that they have no one to talk with</p> <p>Understand how stigma is framed and reinforced by myths and language</p>	<p>Be aware that there may be a lack of understanding of mental health issues by family, friends, and others</p> <p>Understand how bullying, physical violence or harassment may influence the development of distress and mental ill-health and impede help-seeking behaviour</p> <p>Be aware that stigma exists at several levels including public, societal, systems, structures and individual levels</p> <p>Know how self-stigma may impact a child or young person's ability to access support and services</p> <p>Know how stigma can be multi-factorial, and people may experience multiple stigmas in relation to mental health, and wider equality issues</p> <p>Be aware of societal discrimination issues such as structural racism</p>	<p>Understand that stigma and discrimination can have a negative impact on adherence to treatment plans and on the professional-patient relationship</p> <p>Understand that complex team and organisational dynamics may contribute to stigma and discriminatory practice</p> <p>Be aware of the complex social processes associated with stigma and the impact this has on people experiencing mental ill health and their friends and families</p> <p>Know how evidence informed practice, and theoretical models can enhance understanding of the causes and consequences of stigma at all levels</p>