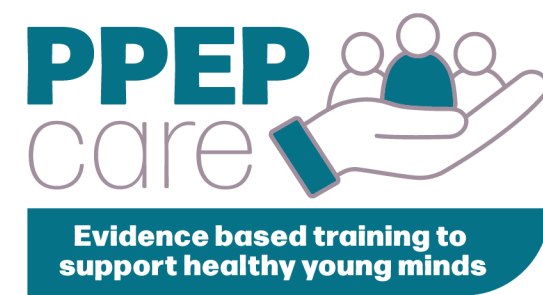


PPEPCare Training Webinar

Insights, impact and reflections

Wednesday 16th Nov 2022

Agenda



- Welcome and introductions
- Overview of PPEPCare training and journey to date
- Updates from each area (local leads from NHS CAMHs)
 - Berkshire: Lisa Thomson
 - Buckinghamshire: Eleanor Rowsell (on behalf of Katherine Carter)
 - Oxfordshire: Emma Hyde
 - Hampshire: Lynne Gardiner
- Latest research on longer term impact
- What's coming - new partnership with the University of Reading and the work planned to secure the ongoing development and sustainability of PPEPCare
- Next steps and a call to action

Overview



- PPEPCare trains and supports experienced mental health practitioners to deliver a number of training modules to staff working in education, healthcare and wider settings.
- The training modules are designed to enable staff across the children and young people's workforce to:
 1. recognise and understand mental health difficulties in children and young people (CYP)
 2. offer appropriate support and guidance to CYP and their families using psychoeducation and relevant psychological techniques...
- *Above all, increase confidence!*

PPEPCare modules



Evidence based training to
support healthy young minds

1. Overview of **common mental health issues** in children and young people
2. NOW: Having **constructive conversations** with **distressed young people**
3. Supporting young people with **low mood**
4. Supporting young people with **anxiety**
5. Overcoming childhood **anxiety**
6. Supporting young people who **self-harm**
7. Supporting young people with **separation anxiety disorder** (SAD)
8. Supporting young people with **post-traumatic stress disorder** (PTSD)
9. Supporting young people with **obsessive compulsive disorder** (OCD)
10. **Attachment**
11. Supporting children and young people with **specific phobia**
12. Working with **families**
13. Supporting young people with **eating disorders**
14. **Behavioural difficulties**: Supporting children and their parents via a parenting intervention
15. **Autism** and mental health: Part 1
16. **Autism** and mental health: Part 2
17. **ADHD**

How it works - not just any training programme.....



- Standardised, evidence based teaching materials
- Delivered by experienced CAMHS staff and others (e.g. Education Psychologists) who have been centrally trained up to deliver PPEPCare modules
- Through direct training (either virtual or face to face), meeting local needs
- The PPEPCare modules are designed to be portable (can be run anywhere, at any time) and flexible (customised to local need and amount of time available)
- Trainers and attendees are supported

The key elements of PPEPCare



Evidence based training to support healthy young minds

A

Train the Trainer

An icon showing two stylized human figures. One figure is on the left with an arrow pointing towards the right figure, and the other figure is on the right with an arrow pointing towards the left figure, suggesting a reciprocal training or support relationship.

Mental health practitioners with appropriate clinical experience and other necessary qualities are identified and invited to *attend a train the trainer training*

B

Ongoing support

An icon of a circular arrow, representing a continuous cycle or ongoing support.

An ongoing programme of *central support* to ensure the continued delivery of evidence-based training on up to 17 different modules

C

Allocated local lead

An icon showing a hierarchical structure with one person at the top and three people below, representing a local lead and their team.

Areas need to appoint a *PPEPCare Lead* who will need to be trained as a trainer *and* have capacity to actively support implementation and high-quality delivery of the project in their local area

Local area update – Berkshire



Evidence based training to
support healthy young minds

Who are the trained trainers?

- Trainers are trained and delivering from the Mental Health Schools Teams and Primary Mental Health Teams (depending on provision in each LA) and Educational Psychology teams. EMHP's and CWP's deliver low intensity modules and other team members deliver advanced modules.
- Specialist modules are delivered by experienced Specialist CAMHS clinicians from the Autism, ADHD, Eating Disorders and Anxiety & Depression pathways.
- Additional trainers in Children in Care Teams and CAMHS Link roles (Berkshire West Local Authority roles).



Local area update – Berkshire



Evidence based training to support healthy young minds

Who has received training?

All frontline professionals working with Berkshire children, young people and their families across Berkshire.

Primary, secondary, colleges and independent schools.

Youth counsellors – county wide

All Local Authority Staff (including foster carers)

ST3 GP trainees

Primary Care – GP's and Practice Nurses etc.

GEMS (Autism & ADHD Provision)

Autism Berkshire

Solutions for Health (Nursery Nurses, School Nurses & Health Visitors)

School Nursing

Primary Care Network – GP MH leads

3rd Sector providers – Family Action Young Carers, Social Prescribers, Parenting Special Children, Autism Berkshire

Trusthouse Reading -Counsellors/Therapists for Rape, sexual abuse and exploitation – Thames Valley

SAFE! – CYPF – support for victims of crime or abuse – Thames Valley

Berkshire Youth

Pupil Referral Units and independent providers of Specialist Education support for CYP ie SEBDA, Catch 22, Engaging Potential, Foundry College, Cranberry College

Medical Tuition services (Education providers for CYP out of school as a result MH or other Medical issues)

Criminal Justice Youth Liaison Services

Paediatric Services – Accident and Emergency staff and ward staff (RBBH and Wexham Park/Frimley Hospital)

CYPIT Staff – BHFT provided services, Physiotherapist, Speech & Language, Occupational Therapy



Local area update – Berkshire



Evidence based training to
support healthy young minds

Anecdotal benefits for Service - local delivery

- Improved relationship with other agencies
- Shared language to describe MH issues and risk
- Managed expectations of roles and CAMHS services.
- Improved quality of referrals and understanding of thresholds and local services
- Staff morale, skills and knowledge development and improved understanding of the role of other agencies
- Staff report enjoying this aspect of their role.



Local area update – Hampshire



Evidence based training to support healthy young minds

- Embedded in early help strategy and agenda
- Delivered by Mental Health Support Teams (MHST's); Children's Wellbeing Practitioners (CWP's) and Primary Mental Health Workers (PMHW's)
- MHST's to MHST schools; CWP's to non MHST schools; PMHW's to GP's and primary care
- 'training teams' developed across Hampshire and in each county.
- 27 PPEP trained clinicians in total, increasing to 35 on completion of next courses
- PPEP delivered remotely and F2F and based on consultation with and training needs of the learners
- Train the trainer and bookings co-ordinated by PPPEP Lead
- PPEP lead attends PPEP leads meetings; local forum takes place bi-monthly

- FUTURE PLANS: platform for booking system; next waves of IAPT trainees starting in January 2023; recruitment of Mental Health Leads in non-MHST schools via DOE training grant scheme; continue to increase training team in 2023, support their PPEP skills and practice; increase and strengthen training offer



Sussex Partnership
NHS Foundation Trust



Hampshire Child and Adolescent
Mental Health Service

Local area update – Bucks



- Each module rota'd Sept-June
- Allows space for bespoke training
- Allows for routine and for SPA to pick up on trends and deliver training at poignant times of the year

- 22 staff currently trained as trainers
- Rolled out to EMHP's and PWP's
- Total attendee's 411
- We remain mostly virtual with the EMHP's delivering at times in person at schools
- Starting to design a spreadsheet that can effectively audit some information for us

Local area update – Oxfordshire



Evidence based training to support healthy young minds

Provided by CAMHS School In-Reach (Oxford Health) and MHST

Global training or bespoke with our schools

Online or in-person

Secondary mainly with some primary schools



Local area update – Oxfordshire



Evidence based training to support healthy young minds

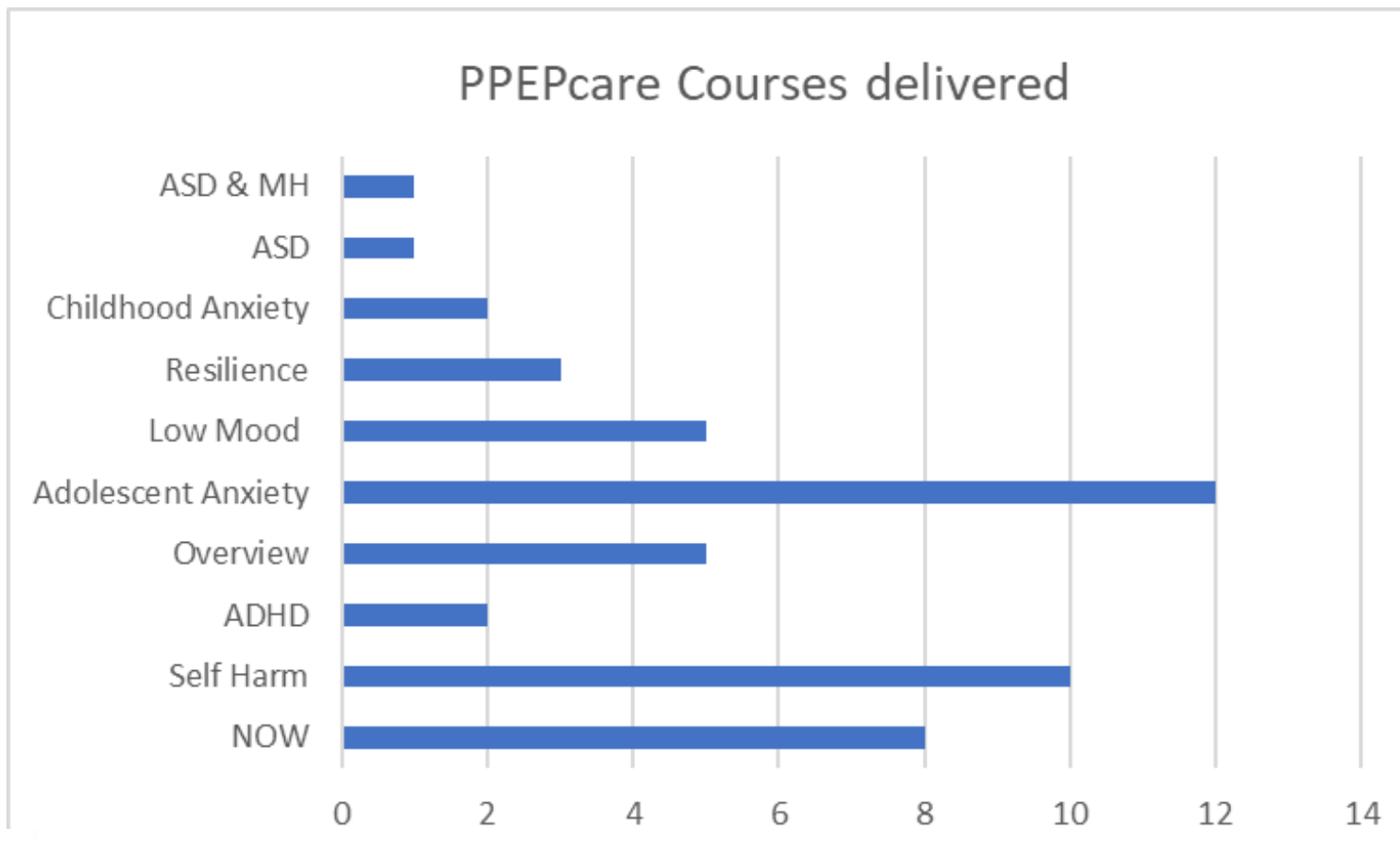
Date	Subject
Thursday 13 th October 4.30-5.30pm OR Friday 14 th October 9-10am	ADHD
Thursday 1 st December 4.30-5.30pm OR Friday 2 nd December 9-10am	Understanding Teenage Anxiety
Thursday 26 th January 2023 4.30-5.30pm OR Friday 27 th January 9-10am	Depression and Low Mood in Young People
Thursday 9 th March 4.30-5.30pm OR Friday 10 th March 9-10am	Supporting Young People who Self-Harm
Thursday 27 th April 4.30-5.30pm OR Friday 28 th April 9-10am	Autism Awareness
Thursday 15 th June 4.30-5.30pm OR Friday 16 th June 9-10am	Promoting Resilience in Young People



Local area update – Oxfordshire



Evidence based training to support healthy young minds



Assessing the impact of PPEPCare

Kirkpatrick's Four-Level Training Evaluation Model

Kirkpatrick's Four-Level Training Evaluation Model



Assessing the short term impact

Level 1: Reaction to training

- Delivery in 2021-22:
 - 190 sessions across 4 areas
 - >3000 staff reached
- Received very favourably:
 - 99% would recommend to a colleague
 - 99% agreed the training was useful

Assessing the longer term impact

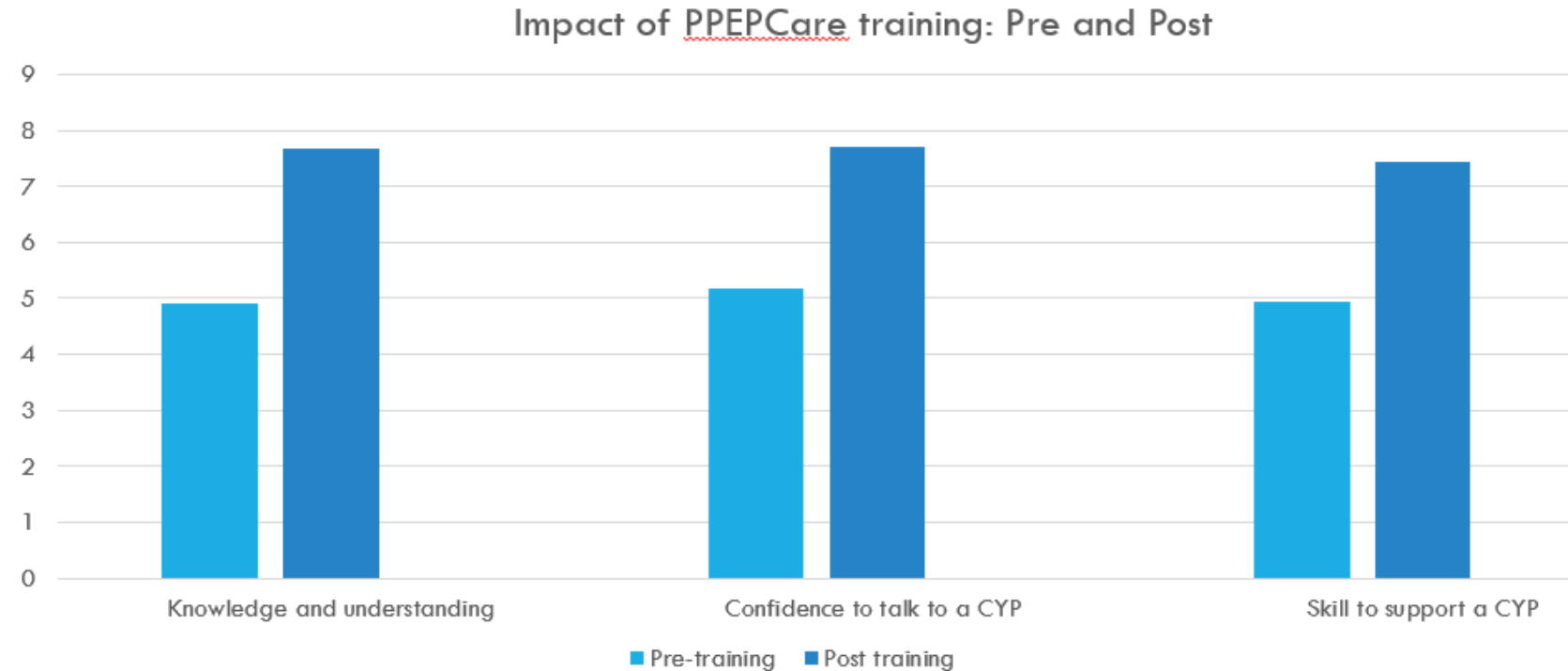
Level 2: Did learning transfer occur?

- In the short term?
- In the longer term?

Assessing the longer term impact

Level 2: Did learning transfer occur?

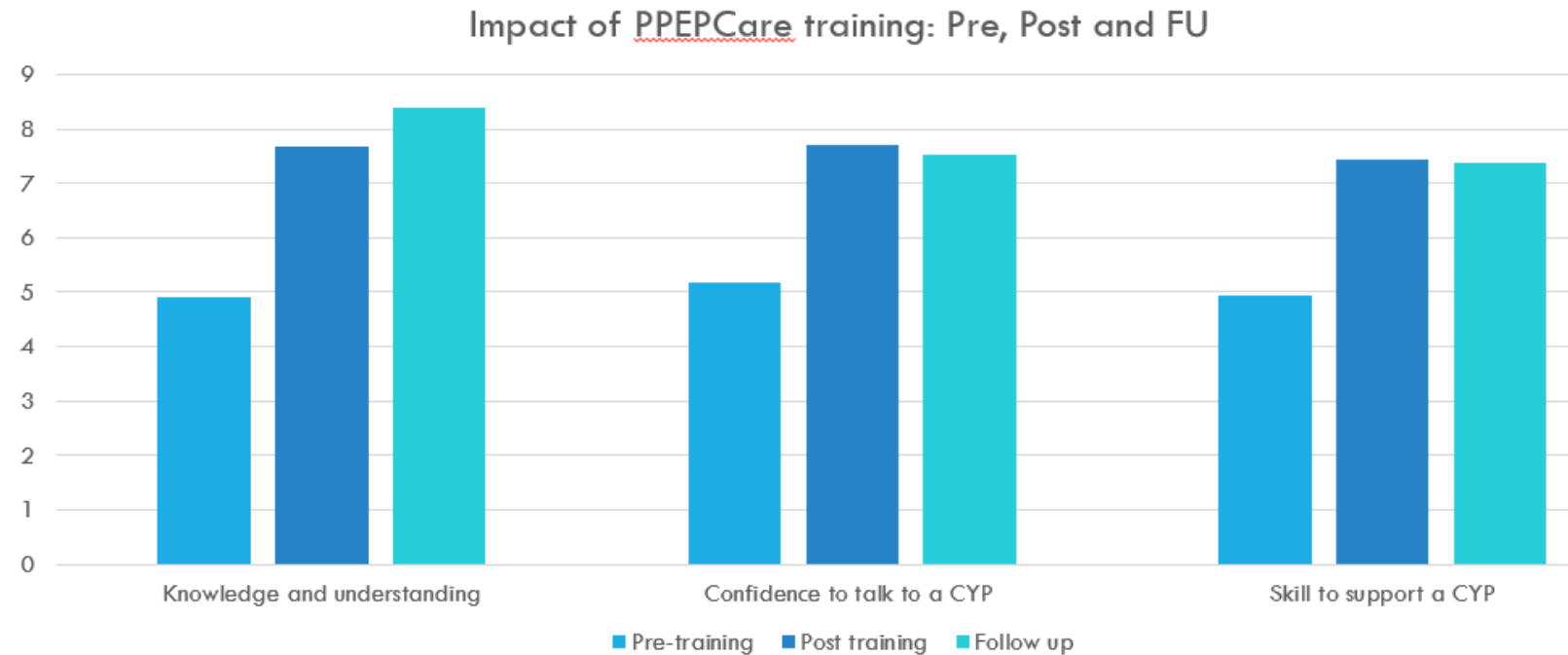
- In the short term?
- In the longer term?



Assessing the longer term impact

Level 2: Did learning transfer occur?

- In the short term?
- In the longer term?



Level 3: Did learning change behaviour?



MSc students at the University
of Reading:

Eva Serra Visan

Jade Daou

Assessing the longer term impact

Level 3: Did learning change behaviour?

- Theme 1: Better recognition and understanding of MH difficulties
- Theme 2: Personal empowerment
- Theme 3: Improved communication skills
- Theme 4: Use of specific skills and techniques
- Theme 5: Increased self-care



Assessing the longer term impact

Level 3: Did learning change behaviour?

Theme 1: Better recognition and
understanding of MH difficulties

- Recognising more nuanced behaviours
- More curiosity around what behaviour may be communicating

Assessing the longer term impact

Level 3: Did learning change behaviour?

Theme 2: Personal empowerment

- Increased confidence to discuss difficulties with CYP
- Reassurance around ability to support CYP

Assessing the longer term impact

Level 3: Did learning change behaviour?

Theme 3: Improved communication skills

- More active listening (less talking more listening!)
- More thoughtful communication with neurodiverse CYP
- More effective communication with families

Assessing the longer term impact

Level 3: Did learning change behaviour?

Theme 4: Use of specific techniques/resources

- Using specific techniques to support CYP
- More effective signposting

Assessing the longer term impact

Level 3: Did learning change behaviour?

Theme 5: Increased self-care

- Recognition of the impact of supporting CYP
- Active engagement in self-care strategies

Assessing the longer-term impact

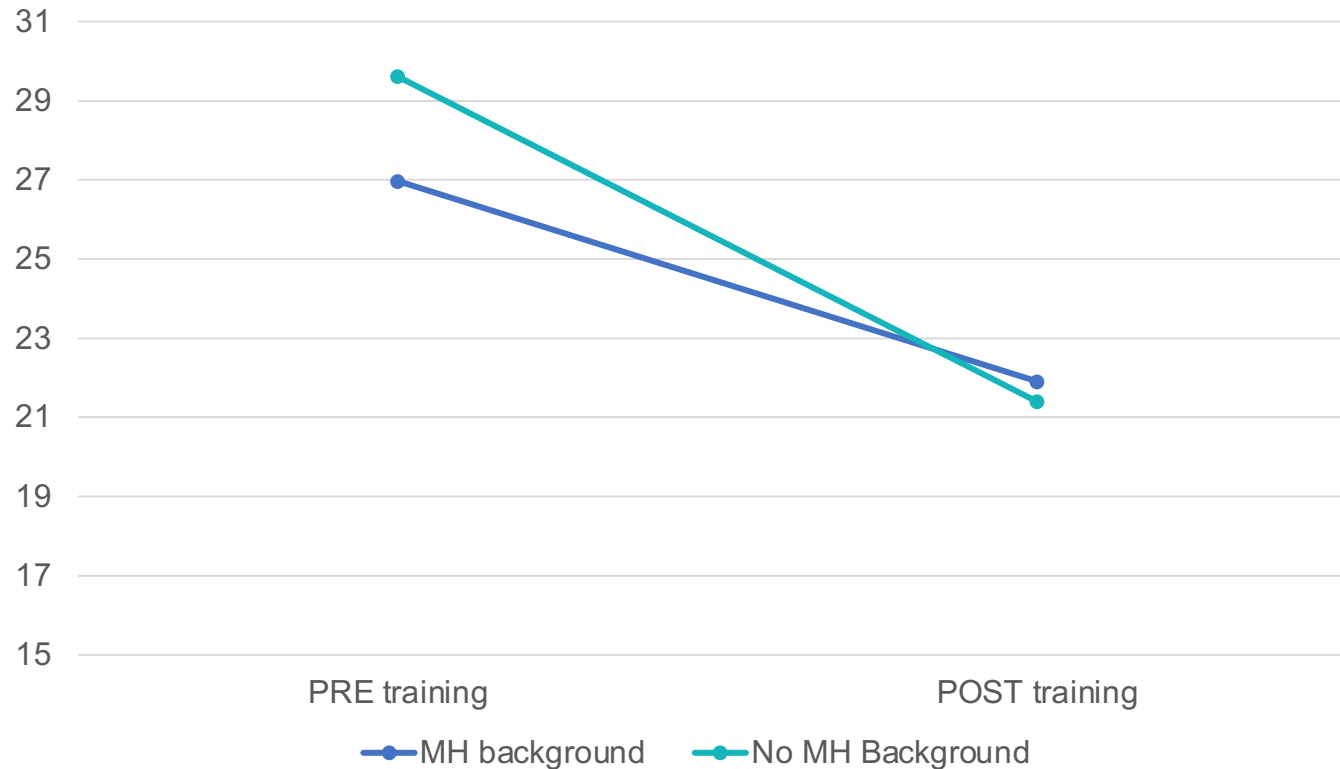
The impact on stigma

- stereotypes
- prejudice
- discrimination



Assessing the longer term impact

Stigma Scores PRE and POST training



Training significantly reduces stigma (negative attitudes towards people with MH difficulties)

This is particularly true for staff without a MH background (who have higher stigma scores to start with)

Assessing the longer term impact

*‘What I've really noticed since the training is that **teachers and TAs are beginning to show a better understanding of behaviours that maybe they would have found annoying or quite difficult to cope with in the past. They are actually trying to read behind that behaviour and are trying to engage with the child and find out what the root of that behaviour was so they can understand and support them better. There's definitely been a significant improvement with that.***

Part A and B going forward

A Train the Trainer

What → The Train the Trainer programme is immersive, hands-on, and dynamic. It combines a range of evidence-based teaching methods, including reflective discussions and the opportunity to practise delivery using the skills and techniques taught

How →

Community pathway

Training via set dates in the community (2-3 days)

Practitioners from areas 'signed' up apply via application form

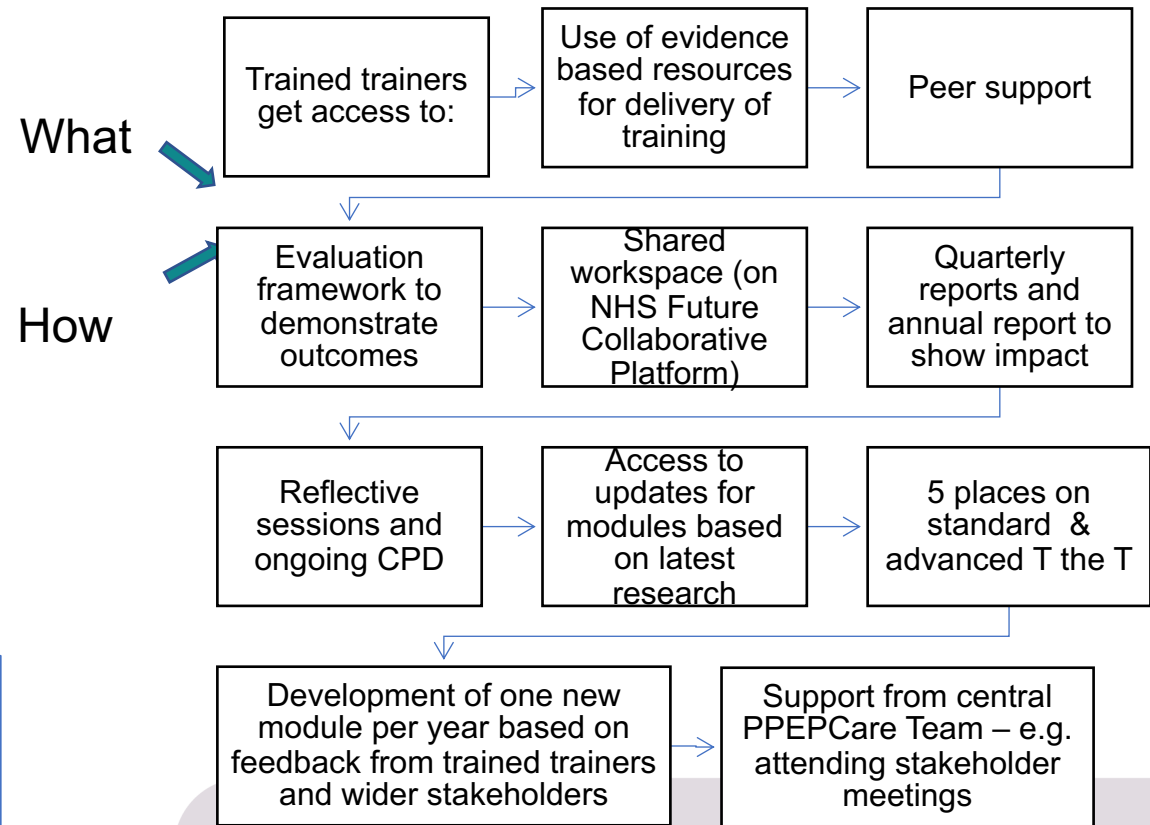
Three different options

- Standard - low intensity - 4 core modules
- Advanced - all modules exc specialist
- Specialist - specialist modules

Reading University pathway

- Training via Reading University as part of the PGDIP Children's Wellbeing Practitioner - funded by UOR in 1st year but services/areas would need to pay ongoing to remain affiliated with the project - to get updated material and part B

B Ongoing support



The next chapter



- Further develop the ongoing support for trained trainers bringing PPEPCare Trainers together into a community of practice to help with part B and C
- Work with existing areas to support the ongoing development in their area and to firm up the commissioning arrangements post April 2023
- Explore the option of use of PPEPCare modules to help form a standardised induction for emerging 'NHS CAMHs' workforce (Youth Workers/Family Support Workers) - across geographical and organizational boundaries
- Links with the University of Reading - PGDIP Children's Wellbeing Practitioner course
- Developing new modules - ideas under review *emotional school-based avoidance/update to basic module - overview of common mental health issues in children and young people to include navigating mental health services*
- Expand into other areas (initially across South-East)
- Explore the opportunity and best ways to increase young people's role in the PPEPCare projects

Finally.....



Hello@brighterfuturestogether.org.uk



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[click here](#) for direct page to PPEPCare info