

# EDUCATION MENTAL HEALTH PRACTITIONER (EMHP)

The overall aims of the Programme are to improve access to mental health services for young people and their families/carers within educational settings; to maximise their effectiveness and efficiency and thus improve access to evidence-based and outcome-monitored interventions.

The EMHP programme focuses on enhancing skills in assessment; delivering focused, low intensity, evidence based interventions and enhancing skills in the core competencies required to work with children and young people and parents/ carers in education settings.

The programme is heavily rooted within the development of clinical skills associated with a client-centred approach and on the skills required to support low intensity, focused, evidence-based therapies with EMHP and their parents / carers who are experiencing mild to moderate difficulties with anxiety, low mood and behavioural difficulties as well as supporting whole school approaches to mental health.

# EDUCATION MENTAL HEALTH PRACTITIONER (EMHP)

## Overview of role

To work with children and young people who may be experiencing mild - moderate mental health difficulties. These difficulties may include: low mood, anxiety, behavioural difficulties (low level)

To provide 1:1 Low Intensity (LI) Cognitive Behavioural Therapy (CBT) interventions to children and young people aged between 5 - 18.

These interventions may include behavioural activation, behavioural experiments, exposure, worry management and parenting interventions (not exhaustive, please see attached chart).

Provide telephone interventions where indicated to both young people and parents/carers.

To work directly with parents as well as with the children and young people (where appropriate).

To work within a Whole School Approach (WSA) providing support and consultation to staff within the school around mental health and classroom issues.

# Education Mental Health Practitioner (EMHP)

## Training overview (PGDip)

### Main Aims of the Programme

To develop practice in focused, low intensity, evidence-based psychological intervention for children, young people and their families (CYP) within your school setting.

Develop the knowledge and competencies required to be an effective practitioner, as determined by the relevant national curriculum for the EMHP Programme. Specifically, to develop skills in assessment, low intensity evidence-based interventions alongside the core competencies required to work with CYP presenting with anxiety, low mood and behavioural difficulties.

Learn key skills in auditing and consultation within an educational setting to help promote whole school change and participation.

The overall aim of the programme is to provide an introduction to the theory and practice of evidence based practice, specifically low intensity Cognitive Behavioural Therapy (CBT) and parenting approaches informed by Social Learning Theory (SLT). The programme provides an equal balance between theoretical knowledge of CBT / SLT and opportunity to integrate theory to clinical practice.

## Specific Programme Aims

- To familiarise students with the core principles of the CYP IAPT service transformation, and apply these to their work with CYP.
- To familiarise students with the context of educational systems, develop skills of recognizing mental health issues within educational settings and support CYP and educational professionals with supporting and promoting mental health in an evidence-based way.
- To provide students with a thorough grounding in the Department of Health curriculum for EMHP.
- To develop student's understanding and clinical competency in engaging, assessing and delivering the low intensity clinical method and enable them to adapt their practice to work effectively with children and young people (CYP), with common mental health difficulties and their parents/carers and professionals.
- To provide students with the foundations to establish a commitment to continuing professional development and becoming an evidence-based practitioner.
- To develop student's understanding of the legislative and policy frameworks, how schools / colleges are organised and challenges working with mental health issues in an educational setting.
- To develop student's understanding common problems and experiences (including common areas of adversity and disadvantage) and support education staff through training, implementing peer mentoring approaches and supporting classroom management in education settings.
- To develop student's understanding and clinical competency in consultation skills will provide a framework for the EMHW to offer consultation to staff in relation to specific groups of children or young people, or in relation to individual children

## Learning Outcomes

- At the end of the EHMP programme, successful students will:
- Describe the low intensity clinical method as defined by the CYP EMHP programme and demonstrate clinical competency in low intensity CBT/ SLT assessment and interventions.
- Outline the skills required to effectively engage and maintain therapeutic relationships, even in the face of difficulties and ruptures.
- Apply an understanding of health behaviour change to inform, and demonstrate competency in providing support for low intensity CBT/ SLT interventions.
- Apply skills of scientific writing with a particular focus upon enhancing clinical practice associated with the clinical applications of psychology, through a range of methods, at a level appropriate to a G/PGCert.
- Demonstrate skills of scientific writing and presenting results.
- Review and critically evaluate empirical evidence using a range of defined techniques.
- Review and critically evaluate published work as well as their own work.
- Explain the wider ethical issues relating to the subject and its application.
- Think critically, creatively and independently.
- Identify and solve complex problems demonstrating confidence and flexibility.
- Use electronic information retrieval and management tools proficiently and access information from a variety of sources.
- Interact effectively within a group.
- Work effectively on their own or as part of a team.
- Use supervision and personal reflection as a means to improve your personal effectiveness as demonstrated in the reflective commentaries.