GM CAMHS TRAINING
Learners Portfolio – Shared Decision Making

*****Boxes for your text on Reflections/Activities can be expanded to complete your notes*****

Activity 1 – Shared decision making is…

Using your learner profile, consider the following:

- Do you feel you already do shared decision making?
- Thinking of the children & young people and families you work with, can you think of any examples of how they have been part of shared decision making?

Evidence notes:

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Activity 2 – Timeline: when shared decisions can be made

Using your learner profile:

- Consider the range of decisions young people could be involved in throughout their time in your service. Map out range of choices and decisions a young person could be involved in from the beginning to the end of their support.
- To make shared decision making explicit from the outset, consider displaying this poster in your waiting areas. So young people attending your service know from the outset that shared decisions are supported.

Evidence notes:

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Activity 3 – Decision Making with young people

Using your learner profile:

- Consider what could cause the gap in intent from both the perspective of the young person and the perspective of the practitioner.

Evidence notes:

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Activity 4 – Decision making with young people: case study exercise 1

Read Case Study 1 and use your learner profile to answer the questions. When complete, read the self reflection to compare your response.

Case study 1: Shared Decision Making and Risk Information

Setting: Community Child and Adolescent Mental Health Service (CAMHS)

People Involved

- Practitioner: Sam (CAMHS Mental Health Practitioner)
- Young Person: Ayaan, 16 years old
- Parent/Carer: Mrs Khan (mother)

Presenting Context

Ayaan was referred to CAMHS due to low mood, anxiety related to college, and withdrawal from activities. During an individual session, Ayaan disclosed experiencing thoughts about hurting himself in the form of cutting and suicidal ideation when overwhelmed. Ayaan said he was not acting on the thoughts of self-harm at present, he was experiencing urges to do so when revising. Ayaan had no current plan to act on his suicidal thoughts at present.

At the outset of CAMHS involvement, Sam had explained confidentiality and its limits to Ayaan, including that information would be shared if there were concerns about safety.

Ayaan asked that Sam did not tell his mother "everything," expressing worry that he did not want her to know about the urges to self-harm as she would panic. Sam identified that Ayaan's disclosure indicated potential risk and that his mother needed some information to help keep him safe, while also recognising the importance of respecting Ayaan's voice and promoting trust.

Questions

•What complexities and challenges could you potentially see coming up?

•How could Sam promote shared decision making with Ayaan in this instance?

Evidence notes:

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Activity 5 – Decision making with young people: case study exercise 2

Read Case Study 2 and use your learner profile to answer the questions. When complete, read the self reflection to compare your response.

Case study 2: Differing professional views

Setting: Multi-Agency Meeting

People Involved:

- Practitioner: Ravi (Family Support Worker)
- Young Person: Mia, 12
- Parent/Carer: Ms Patel
- School Pastoral Lead
- Social Worker

Presenting Context

Mia has been experiencing panic attacks at school, particularly during busy transitions and before tests. Over the past month, she has begun refusing to attend on certain days. Her mother reports that Mia becomes tearful in the mornings and complains of stomach aches. School staff are concerned about her attendance and the impact on her learning.

A multi-agency meeting has been arranged to bring everyone together. As the meeting begins, the professionals share updates from their perspectives. The school pastoral lead talks about attendance targets and the need for a structured plan to support Mia back into lessons. The social worker highlights recent family stressors and suggests parenting support might be helpful. Ravi is considering whether emotional wellbeing sessions or a group intervention could be appropriate.

Mia is present and listening, sitting next to her mother. She appears unsure when to speak and often looks to Ms Patel for reassurance. Her mother nods along with the professionals but seems hesitant to interrupt. The meeting is moving at a steady pace, with several ideas being discussed at once. The group is trying to reach a shared plan, but there are differing views about what should be prioritised and how quickly changes should be made.

Questions

•What aspects of this situation might make shared decision making more challenging?

•How could differing professional priorities shape the direction of the meeting?

•What might help ensure Mia's perspective is understood within this discussion?

Evidence notes:

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Activity 5 – Shared decision making tool

Save your copy of the tool (Opentalk shared decision making tool) to use with one of your young people.

- Make notes on how that went.

Evidence notes:

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Activity 6 – Shared decision making top tips

Using your learner profile, note down your reflections on the following:

- What can you take away from this video?
- Make a list of all the tools you could use to aid shared decision making.
- Bookmark the above links to the videos for young people and for parents/carers, ready to share with the families you work with

Evidence notes:

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Activity 7 – Decision Making useful links and resources

Consider what you have learnt in this training, note down;

- How does shared decision making fit with your current practice?
- How could the different steps be made more explicit with children and young people?
- What do you currently do or what else could you try to make this more visible?

Evidence notes:

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