

# The Assessment and Risk Assessment of Adolescents in Crisis™

Using existing clinical skills and Davies’s structured interview.

A 3-day course for 6-15 people (2-day version also available).

## Executive Summary:

Assessing adolescents and children in crisis settings often causes professionals a lot of concern. They wonder whether they have the necessary skills, they are concerned about the potential volatility of the situation, they are unfamiliar with having another adult (the parenter) present and concerned, they are not sure about consent and confidentiality issues, and they are not completely sure what their role is: assessment, risk-assessment, management, or what?

This course sets out to give clear and effective advice to assessing adolescents in crisis, so professionals can feel confident in their clinical skills and confident that they are covering what is meant to be covered.

## Who should attend?

All professionals see adolescents in crisis situations, whether as their principal professional task or as an additional one. Attendees include those who are used to seeing adults in crisis and want to broaden their skills to adolescents, as well as professionals who are used to seeing adolescents in routine practice and want to broaden their skills to cover crisis situations.

## The course covers:

- Forming a good Relationship quickly: Mood-Matching. In conversation, each person expects the other to ‘match’ their mood. But how does this work when the client is highly agitated?
- Forming a good Relationship quickly: Validation. A step on from empathy, validation is a key idea for helping people talk freely about problems.
- Asking Questions. Asking good questions is a key skill in helping adolescents – and their parenters - to talk. Getting people to talk is central in assessing their problems. Therefore asking good questions is a crucial skill to assess adolescents’ problems.
- Consent and Confidentiality: the principles and practice we need to follow with adolescents.
- Early assessment of psychosis (a): With psychosis, it is important to intervene with medication as early as possible, so professionals’ frequent habit of ‘watchful waiting’ can do the patient a dis-service.

- Early assessment of psychosis (b): Intervening early with adolescents who are so disturbed that they are at risk of becoming psychotic holds out the hope of preventing not only a first episode but a whole lifetime of psychosis.
- Scaling Questions. Scaling questions are one of the biggest weapons you have in your armoury. They give you a measure of what is happening, and, used well, may transform the way the patient views the situation.
- Helping the person to alleviate their distress. We may think in terms of assessment, but the client expects more. It is immensely helpful if we can quickly help adolescents find the best thing to do to alleviate their distress.
- ‘Fixing’ agreed advice. Simple cue cards and related methods are excellent for this and can make the difference between action and inaction.
- Ensuring you cover all the bases that need to be covered: The use of Davies’s structured interviews, (a) for the adolescent, (b) for the parenter(s) and (c) questions for you the clinician. How do we combine our ‘Structured Interview’ skills with our clinical interview skills?

### Delegates’ Feedback

Average presentation rating: **96%**



Average relevance rating: **95%**



### Written Feedback from delegates:

*“Very good course, relevant and clinical. It should be mandatory for clinicians working with minors!”*

*“Brilliant course, would recommend to all mental health professionals. Learnt new skills that I would be employing in my everyday practice.”*

To discuss or place an order call **0116 241 8331** or email [office@apt.ac](mailto:office@apt.ac)

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