

Keep the Trust

Introduction

Keep the Trust is an online resource for non-mental health professionals who are working with young people with mental health problems.

It provides information on:

- how to deal with mental health related issues in a variety of youth settings;
- how to work proactively with young people to improve their mental health and wellbeing.

As a result of using it professionals will have greater skill, knowledge and confidence in supporting young people with emerging or existing mental health issues, who will in turn have a better support experience and need less specialist interventions.

Section A: Context

1. Need, problems and issues

Who are non-mental health workers?

Non-mental health workers include midwives, health visitors, tutors, social workers, psychologists, psychiatrists, Citizens Advice staff, housing and employment support workers and youth and community workers to name but a few. This is a sizable and diverse group of people, working in the public, private and third sectors with new job roles and with rapidly developing ways of working. They are also often the first point of contact for young people with emerging mental health issues.

Non-mental health workers struggle to support young people with mental health issues

Staff in universal and targeted services may be skilled in working with young people, but have little knowledge or skill around mental health. Many practitioners, such as college tutors, do not receive initial training in mental health awareness. 30% of participants in 2010's CAMHS review reported that their access to training and development opportunities in supporting young people's mental health issues was poor.

Its not just about understanding their mental health needs, its about understanding their mental health needs as 16-25 year olds

While generic services for adults (e.g. housing, employment services) may have some awareness of mental health issues, they tend to be set up to meet the needs of the average adult demographic rather than a range of typical needs, of which under 25s are one group.

Non-mental health workers have an important role to play in supporting mental health

The services they provide are often considered to be early intervention mental health services in that they are universal services (e.g. clinics, youth centres, welfare services etc) available to all and staffed by people whose primary qualification is not in mental health. There are also *targeted* services aimed at specific groups of young people, or with the purpose of meeting a particular need or vulnerability, such as counselling services, NEET projects etc.

What are the benefits of early intervention?

There is a large, respectable, trustworthy evidence base for early intervention. It's both inherently better and cheaper than late intervention. For young people with mental health issues it can mean getting earlier support in a non-mental

health setting where they may feel more comfortable. This can reduce the likelihood of their deterioration in their symptoms or reaching crisis point.

Young people want mental health services that they can access in general, young person friendly settings

Young people have said consistently and repeatedly¹ that they wish to choose the setting in which they receive support for mental health difficulties. The settings they most frequently choose are those with which they are already familiar and in which they feel unthreatened and comfortable. Many young people find specialist mental health services stigmatising and prefer more low-key support. ([Time to Change](#) is a national programme aiming to eradicate the stigma associated with mental illness.)

Whats the evidence?²

2010's CAMHS review clearly identified the need for a workforce who:

- understand what mental health and psychological well-being is;
- know what they can do to improve it;
- have access, in a way that is relevant to them, to an accessible and high-quality body of knowledge that covers both the growing evidence base on interventions to improve mental health, as well as best practice in working with young people.

Time for Change's approach is based on a similar view³: *"studies show that roughly half of all lifetime mental health problems start by the mid-teens, and three quarters by the mid-20s. Ultimately, our aim is that young people who experience any mental health problems can receive support and understanding from those around them"*.

Keep the Trust's challenge is to meet the need for high quality accessible information and support for non-mental health professionals working with 16-25 year olds.

2. What already exists in relation to the problem?

Almost every UK mental health website has information about mental health conditions that aims to be useful to sufferers, families and the people who work

¹ <http://www.time-to-change.org.uk/youngpeople>

² Children and young people in mind: the final report of the National CAMHS Review (2010)
http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_090398.pdf

³ <http://www.time-to-change.org.uk/youngpeople>

with them. There are also some specific resources aimed at improving non-mental health professionals' ability to support young people.

The Mental Health Foundation has a [free toolkit](#) for school nurses, primary care and community professionals that is also relevant for social workers, youth justice workers and voluntary agencies. It supports their roles in:

- offering young people general mental health advice
- identifying problems early on
- providing treatment for less severe mental health problems
- referring on to specialist services
- promoting mental health awareness

Department of Health e-learning on [Mental Health Awareness and Mental Health Promotion](#), targeted at the whole children and young people's workforce.

Department of Health e-learning on [Mental Health Transition](#), targeted at people working in both young people's services and adult mental health services.

Department for Education e-learning and handbook on [Self-harm and young people](#) for the whole young people's workforce.

The Centre for Excellence in InterDisciplinary Mental Health provides a wide range of [multi media film resources](#) aimed at professionals, carers, families and service users.

Some of these resources are similar to those which Keep the Trust could deliver. Keep the Trust's challenge is to identify more precisely where the needs of professionals and the 16-25 year olds they work with are not being met and to develop an effective way to meet them.

3. History of Keep the Trust's development

Keep the Trust is the product of two ideas (Prosaïd and Keep the Trust) that were put forward by groups of young people and professionals at **Lab 1**. Both ideas emerged out of personae and scenario exercises where the groups generated characters with mental health issues and then put them into typical situations.

Incubation

Prosaïd: "A website led by an online team of Mental Health professionals giving advice for non-professionals concerning how to help in a non-threatening way." Discussion points included how this idea could combine with mental health first aid and be delivered online

Keep the Trust: “Support for non-mental health professionals to find ways of helping without losing the trust. For the non-professional who finds themselves in a position of trust with people who have had a mental health issue or who are currently affected by one.”

Discussion points included:

- This idea could help them to advocate for young people’s mental health needs
- sports coaches and teachers were identified as potential users of this service

Toward the end of the incubation process these ideas were combined into:

“A service designed for adults that young people trust who are not mental health professionals. A digital platform to share learning with other non professional peers with opportunities to have informal training. This could include an online ‘course’ or events and training and sharing existing good practice.”

Discussion points included

- existing free e-learning on this subject is already available (see section A2, above);
- target audience could include admin staff in mental health services and GP receptionists.

Although this idea had formed well and identified a clear niche it was not popular enough to be taken forward for further development at Lab 2. Since then it has received further input from some of the young people in the Project Team.

SECTION B: CONCEPT

4. Key target groups

Keep The Trust's primary target group is:

- professionals working consistently with young people or
- who are a point of mental health service contact

This could include the following:

- teachers;
- sports coaches;
- admin staff in organisations that work with young people;
- GP receptionists;
- teaching assistants;
- parents;
- guardians;
- community based workers;
- youth workers.

Meet Rajinder...

Rajinder is a teacher at a high school in Birmingham. She's liked by her pupils and is approachable and encouraging to students who work hard regardless of what grades they achieve.

She's been a teacher for a while has a variety of skills however she is concerned about Fran, one of her 16 year olds who has always been a model student. She has noticed a drop in Fran's standard of their work and she seems less engaged in classes. Previously Rajinder's had a good relationship with Fran but she's not sure how best to approach her as she seems more withdrawn and edgy.

Meet Howard...

Howard is a football coach. He has a group of mainly young men who he works with, pushing their fitness levels in regular running and exercise sessions. As well as working on strategy and organising matches.

He's a great coach and is very well respected and liked. He knows he is a bit of a mentor for the young men and he enjoys that aspect of his work. Over time he has had several members of the team open up to him about difficulties they have with parents and with other relationships. But he has noticed a couple of specific issues. He thinks one of the young men on his team may be gay and not 'out' and he's not sure how best to support him with it.

Also he's noticed a couple of marks on another member of the team's arm. He doesn't know if it might be self-harm, drug use or maybe even physical violence. He wants to talk to him about it but realises that he needs to know more about the particular issues. He doesn't want to get into something that he doesn't know how to handle.

5. Narrative of use

Rajinder's journey with Keep The Trust starts when she talks to another teacher in the staff room about her concerns for Fran. The teacher suggests visiting Keep the Trust.

When Rajinder visits the site she finds clear, insightful suggestions on how to approach Fran and reads about different support services that might be available to her. Rajinder also sees the quizzes and elearning options. After reading about the elearning she signs up and takes a short introductory module. This gets her thinking about the different kinds of situations that she regularly encounters at school.

She thinks she may return to the site to explore other modules. First however she would like to approach Fran and see what, if anything, she can do to support her mental health.

Howard's journey with Keep The Trust starts when he hears about the site from a friend. As he tends to work mostly on his own he thinks it could be a really useful resource. He visits the site immediately finds clear and useful information about what to do if you have concerns about someone self-harming.

He decides to set up an account and reads a few case studies that help him build up his knowledge around self-harm and domestic violence. Then he downloads the Keep the Trust app onto his phone so he can keep learning when he has bits of time throughout the day.

6. User stories

- As a key professional, I want material on the site structured and validated with case studies so that I can use it with confidence.
- As a key professional, I want learning material on the site to use a variety of pedagogies, so that I can pick material that suits my learning style.
- As a key professional, I want the site to alert me to new material, so that I can stay abreast of best practise.

- As a key professional, I want my learning progress on the site to be recorded, so that I can evidence it for CPD.
- As a key professional, I want the site to be available on my mobile device so that it is more convenient to access.

7. Key features

Overview

Keep The Trust is centred around its target group. This audience doesn't currently receive training or tailored support for working with young people that have emerging or existing mental health issues.

Keep The Trust must have:

- key information that's useful for the target group to know as soon as they land on the site;
- all information easily accessible with a clear and focused format;
- information developed by qualified mental health professionals with an understanding of a range of mental health diagnosis, symptoms and treatments;
- clear knowledge and guidance about safeguarding issues relevant to the type of target user;
- two levels of access - general, and personal accounts;
- 'workbooks' that can be completed and saved in the user's account.

Keep The Trust should have:

- an option for users to save items and learning tools in an account;
- a way for users to see measure and see how their learning has developed over time.

Keep The Trust could have:

- monthly feedback in a visual form sent to a users email;
- downloadable learning journals that can be used in a user's professional development file;
- an option to contact a tutor around some of the learning tools with which a user may be having difficulties.

Keep The Trust won't have:

- one to one or peer to peer chat or networking features;
- any feature which makes it possible to discuss individual young people with anyone on the site;
- a medical focus to its information.

8. Anticipated outcomes from using Keep The Trust

Key professionals will have:

- greater knowledge and confidence in supporting young people with emerging or existing mental health issues;
- improved skills in supporting young people with mental health issues;
- increased employability.

Young people with emerging or existing mental health issues will experience:

- improved experience of accessing non-mental health services;
- better mental health support for more young people within a wider range of community services;
- reduced need for specialist mental health interventions.

The wider community will note:

- development of general skills that enable a more understood, cohesive and supportive approach to young people and mental health distress in the community;
- taboos and stigma breaking down.

SECTION C

9. Risks

Failure to achieve significant outcomes due to becoming too similar to existing (potentially similar) resources (see Section A)

Taking a 'one size fits all' approach and failing to meet the needs of different types of non-mental health professionals

Lack of clarity on how this service would be most effective - standalone or embedded in existing education or health frameworks

Failure to develop a sustainable business model due to the level of recent investment in similar resources (see Section A2)

10. Opportunities

The potential to create a service that gives quick, relevant information and enables the user to develop their knowledge in a structured way.

Keep the Trust could be supported by offline events and training.

To develop a strong link with existing services such as Mental Health First Aid and integrate it with existing e-learning tools (see Section A)

To share good practice among non-mental health professionals

To provide insight into the role of non-mental health professionals in early intervention/preventing young people from requiring specialist intervention

To have a central online resource that links to or form part of offline training.

11. Significant development questions

See [An Introduction to Developing and Sustaining Digital Mental Healthcare Products](#) and the following questions:

Are there additional significant user groups that have yet to be identified?

What are users' specific needs around supporting young people's mental health? How does this vary depending on their role (eg sports coach versus youth worker)?

How will users be involved in the design of Keep the Trust?

Is accreditation (for the online learning aspect) appropriate for Keep the Trust?

How will Keep the Trust evidence its impact on young people and market its value (return on time invested) to professional users?

How will Keep the Trust meet the particular needs of each user group while developing a sustainable business model?

12. Next steps could be...

Keep the Trust is not ready to begin prototyping.

Keep the Trust needs further market research, consultation and service design work to more accurately gauge the level of unmet need among its potential user groups and develop an approach that takes account of each groups' needs without duplicating existing resources.

Consultation with health care professionals on how to provide support to young people with specific mental health needs and when and how to signpost or support access to other services.

Service design work with young people on how each of the targeted user groups could most effectively support them and their mental health issues.