

Improving access to Bedford Child and Adolescent Mental Health Service (CAMHS) for children and young people from black, minority and ethnic groups (BME). Karen Dathorne (Project Lead), Heather Heseltine (QI Coach)



We have had a stakeholders event and are about to undertake our first change idea. We will study the outcomes and continue to implement other change ideas!

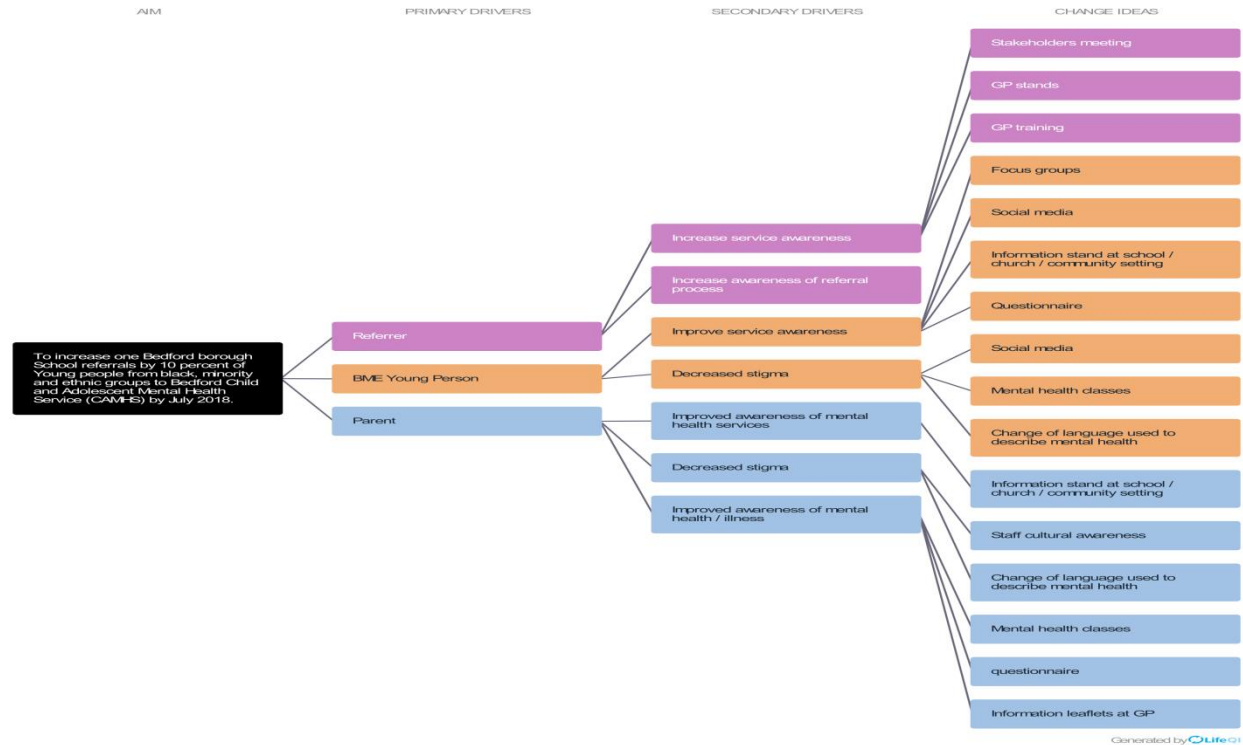
Aim

To increase one Bedford Borough school's referrals by 10 percent of young people from black, minority and ethnic groups to Bedford Child and Adolescent Mental Health Service (CAMHS) by July 2018.

Why is this important to service users and carers?

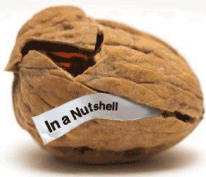
BME young people are under-represented in CAMHS. If they do present to mental health services they can often present when in crisis. A CAMHS referral may come from social care rather than GP. BME adults are less likely to seek support for mental health in early stages. BME adults are over-represented in adult psychiatric inpatient units and are more likely to present through compulsory pathways. (Edbrook-Childs, et al., 2015, Malek, 2011, Mind, 2013)

Driver diagram



Learning and what next?

We will look at the feedback of the survey completed by school students before the event in Mental Health Awareness week and request that this is completed again in a few weeks time. We will then be looking at our next change idea.



Tell us your story in a nutshell

A literature review was undertaken by a CAMHS clinician which supported service referral data highlighting that BME families were under-represented at CAMHS.

A stakeholders event was held and those discussions helped us develop the driver diagram. A key finding was that we needed to be aware of the language used to promote mental health services amongst BME groups to avoid increasing stigma around mental health.

We are about to hold our first mental health awareness event at a local school and have requested that pupils complete a short survey before and after the event to test effectiveness.