

DRAFT

Involving children and young people in interviews

These guidelines are based on the “Top Ten Tips! How we want to be treated by CAMHS during interviews.....” written by UR voice (2007), the Leeds CAMHS participation project. They are written below in italics with additional information if this is required. This document was been discussed with and approved by UR Voice to ensure full consultation with young people.

These guidelines are based on the principal that it is highly beneficial to involve children, young people, parents and carers in interview processes, providing stewardship for those who use these services and helping services become more active in working in partnership with families, carers, children and young people.

1) To meet UR Voice (service user interviewers) a few weeks before the interviews to explain the job that needs to be recruited to.

A key consideration of involving any child, young person or parent/carer is to allow time for preparation and planning to ensure that they feel fully involved.

The Barnardo’s policy suggests, “Due to the amount of preparation required when working with a group of young people it is important that there is sufficient time allowed to prepare them properly. A minimum notice period of one month before interview dates will be required”

Information that needs to be sent in advance to those involved in the interviews:

1. Job description
2. Personal specification
3. Outline of the service
4. Details of any financial arrangement for the young people
5. Possible dates, times and venues (see below)

Time will need to be allowed to establish the models of interview in advance which is done in jointing planning with the young people or they may already have a number of models established. The overall process of the interview will need to be designed and agreed upon.

LEEDS CAMHS & UR Voice has involved interviews with the young people, which may or may not have included the CAMHS participation worker and then another interview panel with professionals.

Some examples of the creative approaches the young people from the UR Voice project used when interviewing for new CAMHS staff is included in appendix one

Candidates should be notified, usually in the invitation letter for the interview that their will be input from service user and in what form that will take.

2) To make it easy for us to be involved in the interviews e.g. the write time of day for us (half terms, evenings), provide transport, have a welcoming atmosphere, the right attitude towards young people being involved and give us enough information and time for us to design the interviews.

Interview dates and timings of the interviews should be passed on as soon as possible.

The timing of the interviews is important as many young people will be in school or college. For example interviews may take place in the school/college holidays or early evenings when.

Thought may need to be given to the venue so that it is not intimidating for young people and to ensure that they have a comfortable space to go to between candidates or at break times.

3) Greet us on the day of the interview...make us feel important and welcome, give us time to set up and most importantly provide us with drinks during the interview!!

It is important that the young people feel valued and to recognise that they may also be nervous on the day as this may be there first experience of interviewing.

Make sure they are greeted, introduced to everyone, shown where they will be interviewing can help provide a supportive environment.

Part of this is to ensure access to tea and coffee and would recommend some light refreshments.

4) Treat us as the expert of how to do our interviews and trust our professionalism (We are capable of being involved at all stages of planning, designing and delivering!)

A relationship will need to be established with young a person/carer that is based on a belief that they are a necessary and highly useful person/group to involve in interviewing for clinical posts but you will also need to ascertain the young person's previous experience. Young people will certainly want some

input and control over what their involvement will be but this will depend on their level of experience and confidence.

The UR voice project were fully supported by the Participation Worker but this may not always be the case and it may be that the interview chair or another adult need to be available to establish a rapport with the young people.

5) Treat us with respect and listen openly to our views and opinions.

6) Recognise that our interviews compliment the professional interviews. We can pick up on people's qualities i.e. Are they easy to talk to? Are they good with young people? Are they a good listener? These are the things that professional interviews may not be able to judge.

It is important that the young people have a clear idea of what they are assessing and how they will do this.

An example may be establishing scoring grids that rates the answers given or rates positive characteristic's of the interviewee's, such as warmth, approachability and listening skills towards the young people (Examples can be provided by the CHAMPS Professional Manager)

7) At the end of the interviews make sure you give us time to share our opinions with each other and then to feedback to you.

Consideration will need to be given of how young people give feedback to the professional panel. See "Appendix Two" for suggestions from the young people.

While timing of the interview may not allow this, good practice may suggest that if you are able to decide on the day, the successful candidate could then be informed by the young people's panel.

8) We understand that CAMHS makes the final decision about who gets the job but always consider our views when making your decision.

This is an important point which shows a level of insight from the young people. You may need to establish a contract at the beginning (the consultation period with young people) where this decision making process is discussed and how much weight is given to the young persons panel. This needs to be done overtly with the young people so they are clear about the whole process.

In this “contracting stage” it would also be useful to explore what happens if the two panels disagree on the decision; particularly if the professional panel choose someone that the young people had concerns about.

Another consideration may be that from time to time candidates will recognise young people on the panel. It will be important to prepare the young people for this possibility and that this should have no bearing on the decision making process.

9) Always remember to let us know who got the job and the reasons why!!

This is essential as the young people have worked hard at this process and have invested their time and energy, so true partnership will ensure that they are kept informed.

10) Remember to use us again for other interviews in the future and tell others what it was like working with us!

The UR Voice project sent out a questionnaire following the interviews inviting feedback. This feedback was used in future interviews to help develop their style, models of delivery and points on which to develop. They also asked for feedback from the prospective candidates following the interviews.

So that it is circular feedback the professional panel could also invite feedback from the young people to help continue to improve the processes of involving young people in the interview process.

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Appendix One

Process:

Group activity = Enables young people to judge the qualities and skills that candidates possess

Case Studies = Set scenario questions enable young people to judge the approach that candidates would take when working with a young person.

Set Questions = Enables young people to judge the knowledge that candidates have.

Young Person Panel

3 or 4 young people sit on a panel with prepared questions and marking system. They interview each candidate individually and mark them on their responses and qualities. After each candidate the young people are given a bit of time to write their marks and observations down.

After the interviews the young people are given adequate time to discuss their observations and decision making together and then are joined by CAMHS to share their findings.

Group Interview with 1 candidate.

A group of young people meet a candidate and take them through the prepared interview which may include a getting to know you game, group activity such as Save the Egg and prepared questions. The young people mark the candidate as a group and share their findings with CAMHS at the end of the interview.

Group Interview with all candidates

A group of young people interview all the candidates together. The interview can consist of a group activity, case studies and/ or questions. If the group is too big then split into smaller groups with young people assigned to each group. Run through the set activity and questions. Give time to the young people to complete their marking and discussions. CAMHS meet the young people afterwards and collate their opinions.

Speed Dating

Ensure there are an equivalent number of young people to the number of candidates. The interview is started with a getting to know you, warm up game. The young people then move onto their allotted tables. Each candidate sits with an individual young person and are given 5 minutes to work through their set questions. A whistle blows and the candidates move around to the next young person until all the young people have been seen by all of the candidates. Candidates complete an evaluation and then leave giving time to the young people to share their thoughts about each candidate and the response they received for their set questions. They then feed back to CAMHS.

Appendix Two

How to feedback to CAMHS:

- Candidates are organised into 1st, 2nd, 3rd place.
- Young people individually share their observations from their marking sheets to CAMHS who record the young people thoughts.
- Young people feed back to CAMHS as a group with collated marks.
- Photograph the candidates. Each photograph is placed on separate pieces of flip chart where the young people can write their comments down, give their individual marks which are then added together to give their final mark. The group of young people then feedback to CAMHS.

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