

Wellbeing While Waiting: Reflections on Youth Social Prescribing

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An overview:

Social prescribing in the
Wellbeing While Waiting
research study

Considerations for
social prescribing with
young people

Session examples and the
social prescribing journey

Three **case studies**

Remote vs. in-person
session delivery

Challenges and
opportunities for
CAMHS

Our experiences of social prescribing...



- Delivering social prescribing in 4 CAMHS sites



- 10 CAMHS sites overall offering social prescribing pathway as part of Wellbeing While Waiting



- Diversity of social prescribing models and pathway design across sites



- Localised and individualised approach to delivery



- Variation in young people's mental health presentation, circumstances, priorities and interests

High levels
of interest
and uptake!

82%

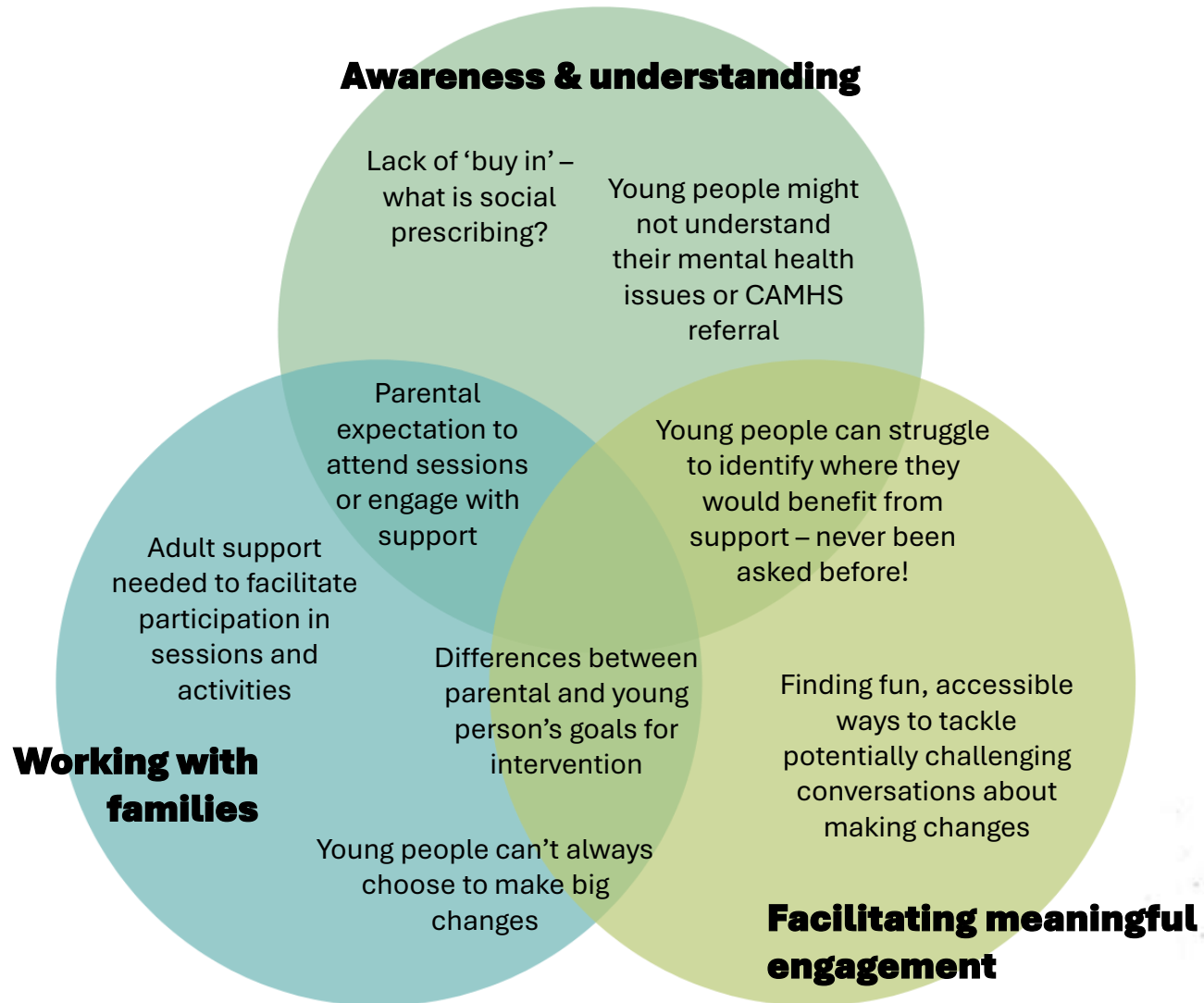
of young people referred to us
to date have engaged in social
prescribing sessions

Social prescribing with young people

Making sure the SP journey is clear, and expectations are set

Checking in with young people to make sure they want to be there

Collaborating with young person and parent to understand and address barriers



Individualised, comprehensive research for each young person

Gamifying and tailoring sessions to match young people's interests and needs

Having a plan A-Z for sessions and being fine with none of them happening

Remote session examples:



Creative prompts

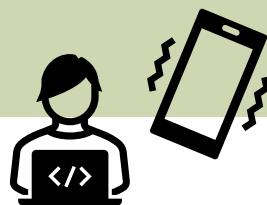


Designing weekly art activities – like themed drawing prompts – that can be completed over video, creating consistent expectations for sessions and opportunities for young people to express themselves and share their feelings

Mentoring exercises

E.g. 'the ladder of success'

Using individually-adapted mentoring resources to help young people identify their goals, explore what steps they need to take to achieve them, and consider who can help them get there – can take place over the phone!



What matters to you?

Encouraging young people to set their own agenda for sessions and bring topics, feelings, and ideas to discuss – or even their favourite artwork, football jersey or Lego kit as a conversation starter



In-person session examples:



Getting outside

Providing the support, rationale, and opportunity for young people to get out of the house and into nature or their neighbourhood



Meeting in local spaces

Empowering young people to meet with their link worker in the community and practise the skills needed to engage in activities and everyday life



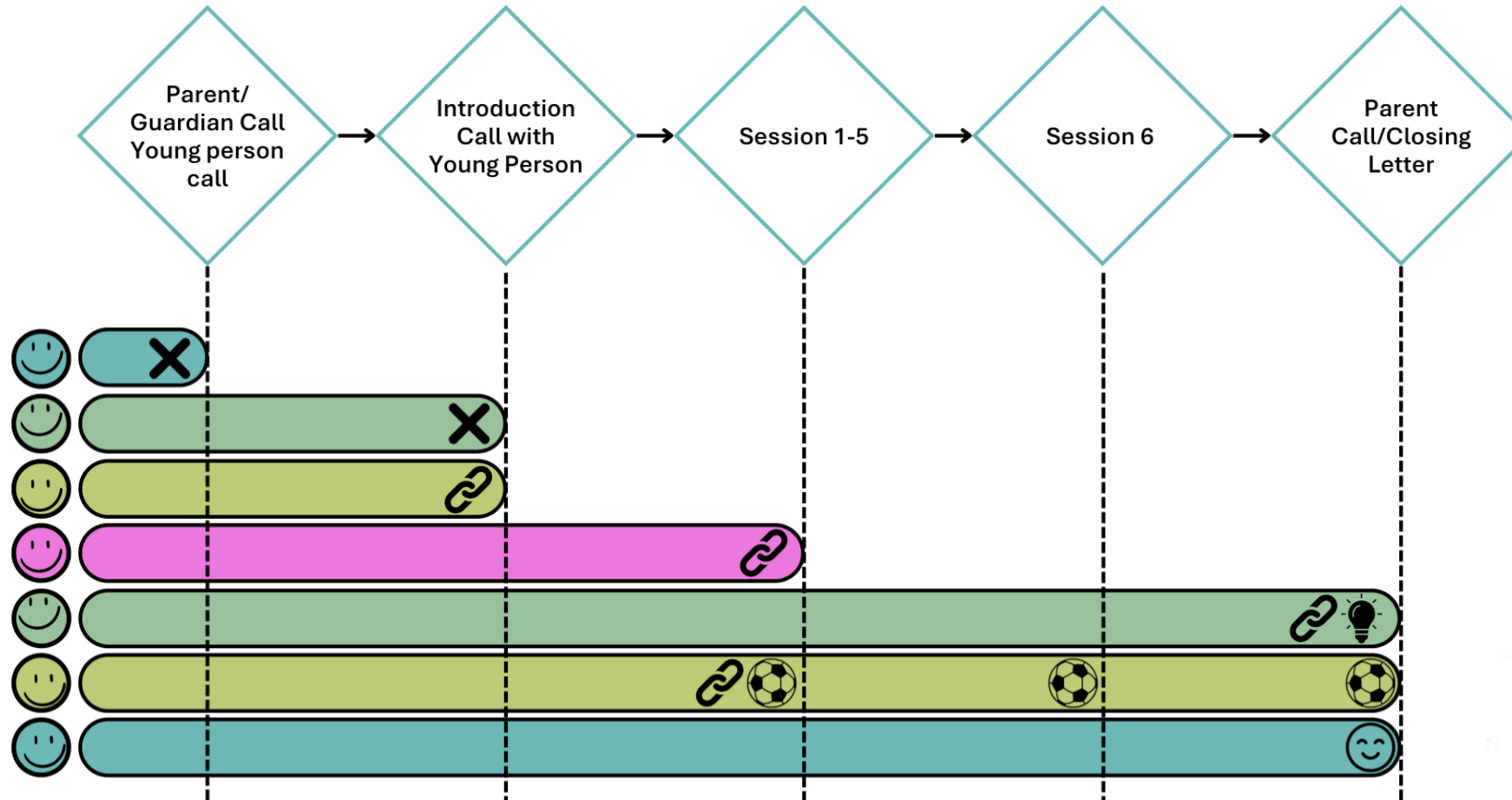
Accompaniment

Going with young people to groups and activities or supporting them to try something new for themselves



Sessions are about building the **time**, **space** and **trust** for a young person to feel comfortable sharing **what matters to them**, whatever the format.

Every social prescribing journey is different...



Case Study 1: remote sessions & referral

Feelings of anxiety and panic, wanting autism-specific support but struggling to find any that are willing to deal with complexities, finding life very difficult, other life challenges.

Session 1: creating a positive space, building trust and respect with simple activities, e.g.

- 3 words to describe you
- 3 things you enjoy doing
- 3 things you'd like to do more of

Had clear interests and desires and very much enjoyed having a space to talk about them, so made activities tailored to continue conversation (e.g. gaming)



Young person enjoyed tennis lessons and started going weekly, while continuing to attend the remaining weekly social prescribing sessions

While taking part in sport doesn't address the complexities for this young person, it did give them out an outlet, time outside, and physical activity outside of school

The continued SP gave the young person opportunity to explore more about themselves in a fun way, with space for them to talk about the things that mattered to them

Referred to a local tennis club by session 3 & attended the same week

Researched

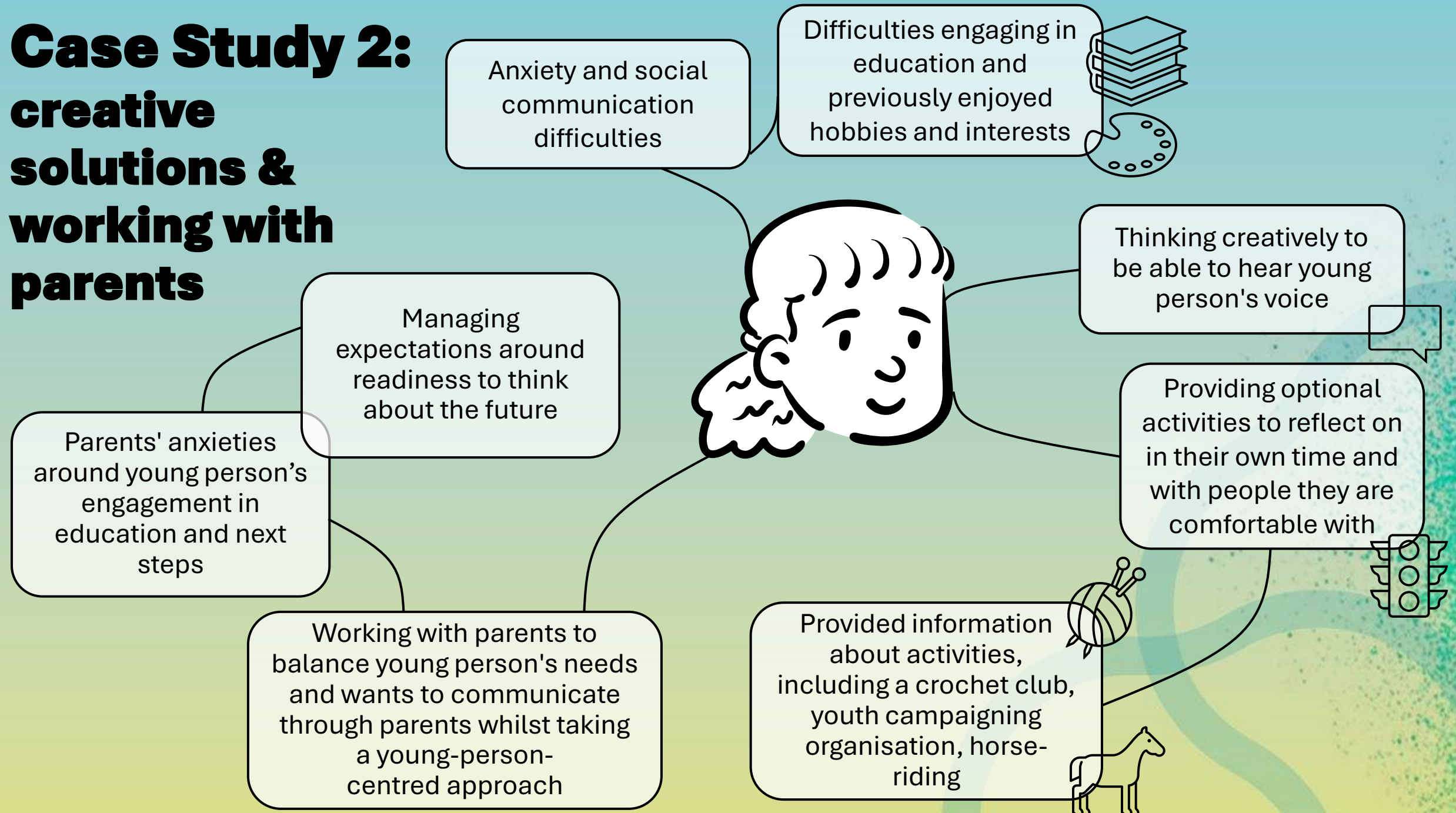
Contacted club for Quality Assurance

Young person approved

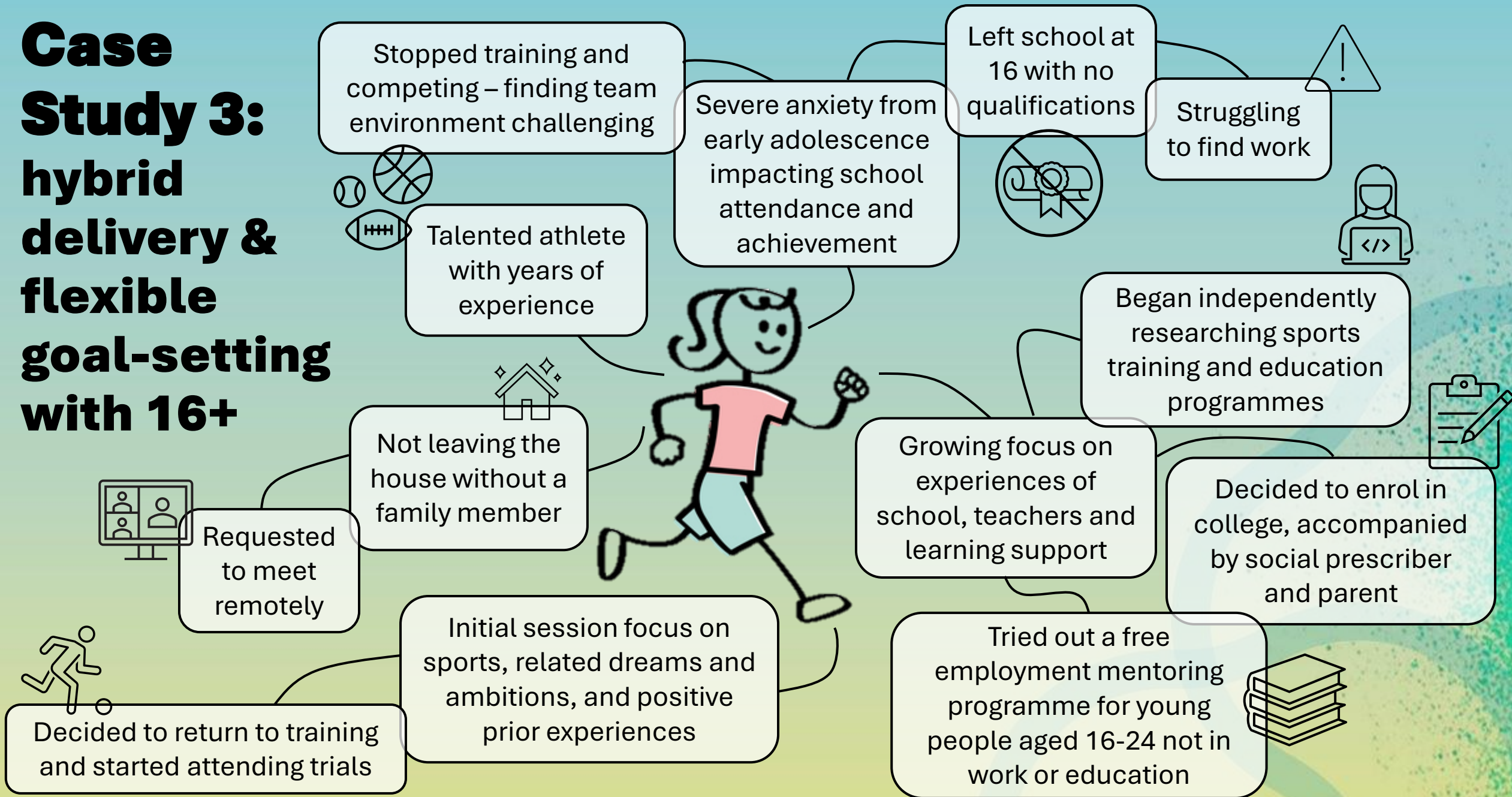
Parents facilitated transport

WWW funded a tennis racket for the young person

Case Study 2: creative solutions & working with parents



Case Study 3: hybrid delivery & flexible goal-setting with 16+



Reflections on session format



Remote

- Meeting young people where they are
- Maximum flexibility with timing
- Technological access considerations
- Confidentiality at home



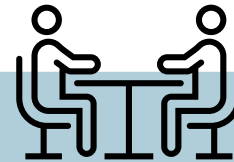
In-person

- Getting young people out the house
- New experiences
- Cost and barriers to entry
- Confidentiality in the community



Hybrid

- Navigating attention and distractions
- Need for creative and adaptive approach towards session planning
- Coordinating with parents and guardians
- Option for a stepped and/or hybrid session model



Challenges to consider...

Defining social prescribing

- Making sure that young people, parents, guardians and clinicians have a shared definition of the intervention
- Affirming and supporting youth-led goal setting
- Managing expectations about 'what comes next' in clinical pathway
- Social prescribing as a **non-clinical** intervention

Suitability of support

- Assessing appropriate referrals and reviewing risk with clinical input
- Identifying and coordinating with support network
- At beginning of CAMHS journey, young people may not have other professionals involved in their support
- May not see the benefits of targeting social determinants of health on mental health in the short term

Community resource

- Difficulties identifying confidential, weather-appropriate, non-clinical spaces to meet young people
- Transportation barriers
- Shortage of low-cost or fully funded local activities
- Rapidly changing landscape of youth activities and groups
- Lack of youth input to shape local offer

Benefits and opportunities for social prescribing in CAMHS

Consistency

Offering young people regular check-ins with a trusted adult at the point of seeking care

Flexibility

Time and space to work flexibly with young people, accommodate short, introductory conversations, and re-schedule at short notice

Strengths-based approach

Facilitating different kinds of conversations than clinical and social care professionals

Self-reflection

Encouraging young people to find out more about themselves and what works for them

Young person-led

Supporting young people to take ownership of their choices and identify with their values and priorities



Thanks for listening!