

<b>Institution:</b> Metanoia Institute		
<b>Unit of Assessment:</b> Impact on the health and wellbeing of people		
<b>Title of case study:</b> Contribution to knowledge, practice and provision for young people's mental health specifically in education settings		
<b>Period when the underpinning research was undertaken:</b> 2015-2019		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b> Dr Peter Pearce	<b>Role(s) (e.g. job title):</b> Faculty Head of Applied Social and Organisational Sciences	<b>Period(s) employed by submitting HEI:</b> 04/01/2005 – Ongoing
Ros Sewel	Here4You School based Supervisor/Sessional Tutor	08/11/2005 - Ongoing
<b>Period when the claimed impact occurred:</b> 2015-2018		
<b>Is this case study continued from a case study submitted in 2014?</b> N		
<p><b>1. Summary of the impact</b> (indicative maximum 100 words)</p> <p>The latest reliable figures for England, identify that approximately one in seven young people aged 11–16 years have a diagnosable mental disorder, with highest rates for young people living in low-income households (Sadler K, Vizard T, Ford T, et al. 2017). The prevalence of mental disorders in individuals aged 5–15 years has risen over the past two decades and childhood disorders often continue into adulthood and can have longstanding social and economic consequences (Chen H, Cohen P, Crawford TN, Kasen S, Johnson J.G, 2006). In the UK, the cost of mental health problems for children and young people across health, education, and social services has been estimated as approximately £ 1 · 5 billion per year (Snell T, Knapp M, Healey A, et al 2013; <b>54</b>.).</p> <p>The work described in this impact study has occurred alongside and contributed to the UK Government's plans, set out in the Green Paper (<i>Transforming children and young people's mental health provision</i>. London: Department of Health and Department for Education, 2017), to address these issues by transforming children and young people's mental health provision in England.</p> <p>This study describes impact arising from the work of Dr Peter Pearce, in supporting the availability and best evidence -based practice for children and young people's mental health services, in educational settings. This was achieved through a range of inter-related activities; collaborative research, professional advocacy and advice within a range of health and professional expert advisory committees, the development of specific post qualification trainings for professional therapists directly derived from this evidence-based best practice and the establishment of a unique, school-based counselling service (Here4You) also arising directly from this research.</p>		

**2. Underpinning research** (indicative maximum 500 words)

Dr Pearce leads the work and research for the Faculty and is also Director of Metanoia's school-based counselling service, Here4You. He undertakes cutting-edge, policy-relevant research about the effectiveness and cost effectiveness of well-being and mental health support for young people in education settings.

Dr Pearce was Joint Principal Investigator (with Dr Ros Sewell also a Metanoia ASOS staff member) for randomised controlled trial research into mental health interventions within an educational setting (*the Align Pilot Randomised Controlled trial of Humanistic School-Based Counselling* (ISRCTN44253140) (Reference 1)

This research brought together collaborating academics from both the University of Strathclyde and, the British Association for Counselling and Psychotherapy and attracted funding from them of £65,000. Align studied a manualised form of individual humanistic counselling, within a school context using a two-arm, individually randomised trial. The following outcomes were observed in young people who received School Based Humanistic Counselling (SBHC) as part of the Align Trial: 1) Significantly greater reduction in psychological distress at post-test, 2) Significantly greater reduction in emotional symptoms at mid-therapy, post-test, 3 months follow-up, and 6 months follow-up; 3) Significantly greater reduction in total difficulties score at post-test and 3 months follow-up; 4) Significantly greater improvement in self-esteem at post-test.

In addition to this contribution to research on the effectiveness of School-Based Humanistic Counselling (SBHC), the Align Study was the first trial of this treatments to include an economic analysis. The findings for Align suggested that in the short-term, counselling compared to school-based pastoral care, primary and hospital care, and community-based services, had the greatest impact on within-school costs, reducing the amount of time/costs from teachers and pastoral care staff spent with these pupils. (Reference: 2). Align was additionally the first trial to include a 6 month follow up of participants in both arms and to take place within Inner London schools with a diverse population. Align has also contributed to the ability to assess longitudinal data from the large body of school-based counselling practice which has no comparative group of participants, randomly allocated to a non-intervention condition, against which to evaluate the magnitude of change. The data from the Align study was used as the largest of four pilot RCTs of school-based counselling to benchmark the changes in psychological distress that can be expected for young people who are referred in to school-based counselling in the UK, but who do not receive this intervention. (Reference: 3)

**3. References to the research** (indicative maximum of six references)

1. Pearce, P., Sewell, S., Cooper, M., Osman, S., Fugard, A.J.B., & Pybis, J. (2017) Psychology and Psychotherapy: Theory, Research and Practice, 90, 138-155 <https://pubmed.ncbi.nlm.nih.gov/27470500/>
2. Beecham, J. & Pearce, P. (2018) Cost-effectiveness of school-based humanistic counselling for psychological distress in young people: pilot randomised controlled trial. British Journal of Guidance & Counselling, 47:4, 460-471, DOI: 10.1080/03069885.2018.1552777
3. Cooper, M., Fugard, A., J. B., Pybis, J., McArthur, K. & Pearce, P. (2015) Estimating effectiveness of school-based counselling: Using data from controlled trials to predict improvement over non-intervention change. Counselling & Psychotherapy Research, 15(4), pp 262-273 <http://onlinelibrary.wiley.com/doi/10.1002/capr.12017/full>
4. Rose Stafford, M., Cooper, M., Barkham, M., Beecham, J., Bower, P., Cromarty, K., Fugard, A., Jackson, C., **Pearce, P.**, Ryder, R. & Street, C. (2018). Effectiveness and cost-effectiveness

*of humanistic counselling in schools for young people with emotional distress (ETHOS): Study protocol for a randomised controlled trial. Trials. 19 (1).*

<https://trialsjournal.biomedcentral.com/articles/10.1186/s13063-018-2538-2>

#### **4. Details of the impact** (indicative maximum 750 words)

School-Based Counselling is one of the most prevalent provisions for mental health problems for young people in the UK and worldwide with around 70,000-90,000 young people accessing it every year in the UK. However, despite the extensive use of this intervention in schools, only a small body of reliable supporting evidence exists and so the Align Study outputs represent an important addition. Align was the first trial to assess outcomes beyond the end of the intervention, to test whether or not a cost effectiveness evaluation is feasible for this intervention and to provide preliminary analysis of costs. Align data was used as the largest of four pilot RCTs of school-based counselling to benchmark the changes in psychological distress that can be expected for young people who are referred in to school-based counselling in the UK, but who do not receive this intervention, making naturalistic outcome data (pre and post) from school-based counselling settings a more reliable resource. It formed a significant part of a pooled analysis of data across the four available UK pilot studies of School-Based Humanistic Counselling. These initial results indicated that counselling may be a more appropriate and more effective resource and were a key part of a successful submission to the Economic and Social Research Council (ESRC) to fund the first full powered Effectiveness and Cost- Effectiveness Trial of Humanistic School- Based Counselling in UK schools (reference:4)

The ALIGN trial was also used as, 'best available' evidence of the effectiveness of humanistic counselling within an educational setting by the Early Intervention Framework Technical Working Group formed by NHS Education for Scotland (NES) to develop a resource (the Early Intervention Framework for Children and Young People's Mental Health and Well-being) to allow comparison of the effectiveness of, and supporting evidence for, different kinds of prevention and early intervention approaches. This project arose in response to Action 3 of the Scottish Government's Mental Health Strategy (2017-2027) to "commission the development of a Matrix of evidence-based interventions to improve the mental health and wellbeing of young people". The impact of this was that SBHC as an intervention was accepted into the Matrix. The benefits of this are that children and young people throughout Scotland may have access to this model of school-based counselling, most likely through local authority service provision. The Matrix informs best practice in mental health services at policy level as well as in ground level service provision to children and young people within their communities by providing expert guidance to stakeholders who may not themselves have a good understanding of the most effective interventions but now have a resource to help them invest in programmes to support mental health in children at an early age and stage. The ALIGN trial has therefore contributed significantly to the evidence base and availability of school-based counselling. This helps the counselling profession by demonstrating that we undertake rigorous research, giving credibility to the ongoing campaign for counselling to be made available to all children in school settings in the UK. In addition to making these very significant contributions to reliable evidence for, and availability of, this important intervention for young people's mental health, the trial has had highly significant impact in several additional ways :-

#### **The development of a unique 'evidence-based' school-based counselling service**

As part of the study ethical protocol, none of the schools participating had any previous counselling provision. However, at the conclusion of the trial each of the participating schools wanted to continue to have a counselling service which they would begin to fund and wanted the Metanoia study team to continue to provide this service. This led to the development of Metanoia

Institute's school-based counselling service, Here4You, now in its fourth year of operation providing an evidence-based, outcome active, school-based counselling service to two schools, within the LB Ealing, in collaboration with Ealing Local Authority and West London Mental Health Trust and across London. <https://www.metanoia.ac.uk/programmes/here4you/here4you-services-in-schools/>

**Professional advocacy and advice as a member of a number of expert advisory committees and National Curriculum Development Groups.** Consequent to the Align Study, Dr Pearce was appointed as a member of the Curriculum Development Group commissioned by Health Education England in 2014-15 to develop the National Curriculum for Evidence-Based Counselling Practice with young people for the NHS. This Curriculum Development Group work involved scoping the research evidence internationally, drawing down competences and compiling these into a National Curriculum. In 2015, Dr Pearce and Dr Sewell (Joint Principal Investigators for the Align Study) were also both appointed as Expert Panel members for the development of an evidence-based competence framework to underpin training and standards for counselling children & young people in the UK by the professional body for counselling, BACP <https://www.bacp.co.uk/media/5863/bacp-cyp-competence-framework.pdf> This

competence Framework led to the development of a CYP curriculum

<https://www.bacp.co.uk/media/2326/bacp-counselling-young-people-training-curriculum.pdf>

which was the basis of a DOH funded BACP collaboration with the Royal College of Paediatrics and Child Health, aiming s to develop an e-learning hub of resources (see:

<https://www.minded.org.uk/> ) of information about children and young people's mental health. Dr. Pearce and Dr. Ros Sewell also co-authored a number of these e-learning modules for this MindEd initiative. Since launch - 96,693\* people have registered with minded.org.uk to use these resources.

**Supporting best practice, availability and competence in these evidence-based approaches.** The Align Study and consequent development of Here4You led to a unique collaboration with Kings College London to support the government's CAMHS transformation agenda through the development of high quality evidence-based, post qualification training for staff located within broader CAMHS services.

Following the completion of the NHS commissioned National Curriculum for Evidence-Based Counselling, Professor Bolton commissioned Dr. Pearce and Metanoia Institute to translate this curriculum into the year-long Post Graduate Certificate in Evidence Based Counselling Practice (EBCP) training programme that has successfully run as a collaboration between King's College London and Metanoia Institute. <https://www.annafreud.org/media/4564/brochure-counselling-220916-31-oct-deadline.pdf>. The training was delivered through a unique collaboration between King's College London and Metanoia Institute to jointly develop a post graduate certificate programme in two of the NICE recommended evidence-based modalities, Counselling for Mild Depression and Cognitive-Behavioural Methods for Generalised Anxiety. The programme was commissioned by Health Education England and places were fully funded and aimed at counselling professionals working with children and young people as part of upskilling the CAMHS workforce.

After the first successful year of the EBCP programme running (2016), Dr Pearce was further commissioned to develop and provide an EBCP supervision pathway which became part of the post graduate certificate in CYP IAPT supervision.

This collaboration has therefore contributed to the quality and effectiveness of mental health services for Children and Young People across London and the South East as well as more broadly through the EBCP National curriculum which has also been run elsewhere across the country.

Dr Pearce and Dr Sewell have also developed a year long post qualification Conversion Diploma training at Metanoia in Adolescent and School Counselling that was derived from the competences developed for Align and informed by the Align research experience on good

practice. This programme has been successfully recruiting each year since 2015. (<https://www.metanoia.ac.uk/programmes/special-interest/dip-in-adolescent-and-schools-counselling/> )

**Health and Local Authority collaborations to deliver on the Government's Green Paper intention to create Education Mental Health Teams**

The development and successful operation of Here4You following the Align Study has also led on to collaboration with Ealing Council and West London NHS Trust for successful bids for NHS recruit to train funds to expand evidence based counselling approaches for young people and ongoing collaboration in the development of integrated care pathways in the borough and the delivery of the governments Green Paper intention to create Education Mental Health Teams with Ealing as a Trailblazer site for this National innovative policy rollout.

**5. Sources to corroborate the impact** (indicative maximum of 10 references)

- Testimonial Evidence 1 from Susan McGinnis, Counselling Unit School of Psychological Sciences and Health, University of Strathclyde and member of the Early Intervention Framework Technical Working Group formed by NHS Education for Scotland (NES)
- Testimonial Evidence 2 from Helen Coles, former Head of Professional Standards for BACP)
- Testimonial Evidence 3 from Professor Derek Bolton, Professor of Philosophy and Psychopathology at the Institute of Psychiatry, Psychology and Neuroscience King's College London; Co-Director of CYP-IAPT Training Programmes.)
- Testimonial Evidence 4 from Lisa Burrage, CAMHS Transformation Lead, West London NHS Trust (Dec 2016 – June 2019)