

1 **Report Stand alone document 3 (HTA14.170.01)**

2 **Appendix 4 Indicative topic guides**

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INTERVIEW WITH YP, TOPIC GUIDE V2.0 - exploring experience of Treatment

Aim: generate a rich description of the therapy-as-experienced.

Introduction

- ***Signposting what sort of things will be discussed.***

Describe purpose of interview– interested in finding out about their experience of receiving treatment, from meeting the therapist for the first time, talking about the treatment sessions and how things are now since their therapy sessions finished.

Meeting the therapist

- ***Going back to the start of treatment.***

1. *Mechanism: creating a caricature of therapist together, by labelling a blank ‘persona’ outline – head and shoulders, no features. Put characteristics of therapist (not physical). Mechanisms to be used as a means of facilitating a discussion and may not be suitable for all YP’s.*

- Where did you see the therapist?
- What can you remember about going there and meeting them for the first time?
- How would you describe your relationship with your therapist? (Prompt: Did that develop over time? If so, what changed? When did it change? How did it change (e.g. gradually or at a specific time)? Anything that you think was key to that change?

Describing and evaluating the therapy – During weekly sessions.

- **Thinking about the weekly sessions (2), homework (3), and how it fitted in with your day-to-day life (4)**

2.
 - If you had to describe these sessions to a friend, what words would you use?
 - What kinds of things did you do in the sessions?

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- For each of these things, what did you find easy/difficult, helpful/unhelpful? (might be different at different times)
 - Now I want to talk a bit more about the specific parts of the treatment.

There are many different parts that make up this treatment and they are not all useful to everyone, so you may not have done all of these.

Mechanism: grid with four quadrants to think about what they covered in sessions and what was discussed [easy/difficult; helpful/unhelpful] – mapping answers to grid. Use 'deck' of cards representing the treatment components and ask them to sort (some or all as relevant to them) onto the grid. Use flexibly to facilitate a discussion about how they found the components and whether their placement changed over the course of the treatment etc.

- Which of these things stand out most to you? Why?

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- 3.
- Did you have to do anything between the sessions? If so, how did you find it?
 - Did you think it was helpful? How? (or why not?)
 - How was it finding time to do the homework?

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- 4.
- Did anything get in the way of your treatment (e.g. school, exams, illness, other people)?
 - Did your treatment get in the way of anything?
 - Is there anything that other people could have done to help you while you were seeing the therapist? If no, what things did others do that helped you whilst you were seeing the therapist?

Experiences of the therapy outside of the weekly sessions.

- **Experiences of the therapy outside of the weekly sessions (5), and others involvement (6).**

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- 5.
- Now we are going to talk more about your experiences after the weekly sessions finished.
- After the weekly sessions finished, you had two more sessions that were more spread out. How did you find these sessions? Most helpful/least helpful?
 - How did you find it when you were no longer seeing the therapist regularly?
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- How have you got on putting the things you've learned into practice?
- Can you think of times outside of therapy when you drew upon what you had done or talked about in therapy? (*prompt for any examples of changes in feelings, thoughts, behavior*)
- Is there anything else that would have been helpful for you during this period?

6. *Mechanism: Option to make a relational map together if helpful to facilitate conversation – blank piece of paper ask individual to represent themselves "Tell me about the important people in your experience of treatment". Who was helpful? How would you describe how they helped? Did anyone/thing get in the way?*

- Who did you talk to about your therapy?
- What did other people (e.g. family, anyone else?) make of it?
- Were other people involved in your therapy? If so, who? What was that like?

Measures and research aspects.

7. (*Scatter measures on table*)

- What did you think about the questionnaires that you were asked to complete?
- What do you understand the purpose of the questionnaires to be?
- How were they used in treatment? (*Prompt: Can you think of a time where the questionnaires were used to decide what you were going to do in your session?*)
- Were any of them asking particularly relevant questions, if yes – which? or particularly irrelevant questions for you, if so – which?
- How did you find filling in the measures each week? Is there anything that would have made this easier?
- What did you think or feel about being part of a research trial?

Understanding the problem, revisited

9. • How did you find it when you were no longer seeing the therapist regularly?
- How are things now? (esp. if lots of time has passed since ending treatment)

(Prompts: How would you describe [the problem] at the moment? How is it affecting you at the moment? Thinking back to your hopes and worries – how have things turned out?)

- Have there been any changes that have helped you since treatment finished?(e.g. *things unrelated to the intervention like moving house, changing class/schools*)

Evaluating acceptability

- 10.
- How do you feel about having done the therapy?
 - If you met someone at school who was experiencing similar difficulties to yours, and they had been told that they could see a psychological therapist like yours, what advice would you give to them?
 - Would you recommend this form of help to someone with a similar problem? Why?
 - If you could tell therapists to do one thing differently, what would it be?
 - What would be one thing you would tell the therapist to keep on doing?

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Aim: generate an understanding of the acceptability of the intervention to the parents

Introduction

– signposting what sort of things will be discussed

Describe purpose of interview – interested in finding out about their experience as a parent of a young person receiving treatment: the therapist, the treatment, the process itself and how it worked out

Meeting the therapist

– going back to the start of treatment

1. *Mechanism: creating a caricature of therapist together, by labelling a blank 'persona' outline – head and shoulders, no features. Put characteristics of therapist (not physical). To be used as a means of facilitating a discussion about the therapist. Does not need to be used if the parent finds it easier not to.*
 - Where did your child see the therapist?
 - What can you remember about going there and meeting them for the first time?

Describing and evaluating the therapy

Your involvement (2), your experience (3), therapy in practice (4) , others involvement (5)

2.
 - Were you involved in the process? If so, how?
 - How did you find this level of involvement?
 - Would you have preferred a different arrangement?
3.
 - What was the process like for you and the family?
 - What support did your child need from you through this process?
 - Would anything additional from the service you were referred to have helped?
 - Was there any impact on family/relationships? If so, can you tell me a bit more about that?
4.
 - Can you think of times outside of therapy when you knew that your child was drawing upon what they had done or talked about in therapy?

5. *Mechanism: make a relational map together, if helpful for parent to facilitate discussion.*

- Who did you and your family talk to about your child's therapy?
- What did other people (e.g. family, school, anyone else?) make of it?
- Did it achieve what you wanted?

Completing the Questionnaires and taking part in research

(Scatter (yp + parent) measures on table)

- Do you think the questionnaires were helpful? How?
- What was your experience of the weekly questionnaires your child had to fill in?
- How did your child find filling in the questionnaires each week?
 - Is there anything that you think would have made completing the questionnaires easier?

Understanding the problem, revisited

6. • How are things now?

Prompts: How would you describe [the problem] at the moment? How is it affecting your child at the moment? How is it affecting you? Thinking back to your hopes and worries – how have things turned out? (Reflecting back on the effort to get help and worries re about what it would be like).

Evaluating acceptability

7. • If you could tell the therapist to do one thing differently, what would it be?

• What did they do that you found helpful?

• If you met another parent, whose child was experiencing similar difficulties to yours, and they had been told that they could see a psychological therapist like your child's, what advice would you give to them?

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Aim: generate an understanding of therapists experiences of CT-SAD A in CAMHS and participation in research

Introduction

Interested in talking about your experience of using the treatment – the training, putting it into practice, the supervision and generally being involved in the study.

Prior to getting involved in the trial

1.
 - Can you tell me about your most recent role?
 - How would you describe the way that you have usually worked with CAMHS clients?
 - How would you describe the way that you normally use supervision in this role?
 - If a colleague or friend was interested in taking on a role like yours, what would you tell them about this way of working?

Getting involved

2.
 - Can you tell me about how you came to get involved?
 - What did you expect?
 - Was there anything that particularly helped you to decide?
 - Was there anything that made it difficult to make this decision?
 - Was there anything that might have made a difference?

CT SAD-A Training

3.
 - What did the training phase involve?
 - How was it structured?
 - How did you find it?

Prompt: What was your experience of the training days/videos/manual? How much did you use the resources? How did you use/draw upon the resources (e.g. only accessed at beginning, or accessed throughout)?

- What were the most and least helpful parts?

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- If you could add something to it, what would it be?

Putting it into practice

- 4.
- How did this treatment compare to what you would normally do?
 - What kinds of things did you do with your client? (What did that involve? Where did you do the work? How did it go? What was it like for you? How do you think the client found it? What did you learn?).

Mechanism: Using document with a list of all of the mechanisms involved in treatment, think about how their experience of doing these components changed over time.

- What helped you to employ these components, what got in the way, what might have made a difference, but wasn't available to you?
- How did you incorporate the various measures into your work? What was it like working with these measures? Were there any that you felt you didn't need to look at?
- How did you feel about just focussing on one particular problem area?

Supervision

- 5.
- How did you use supervision?

Prompt: How often did you have supervision? Did you prepare? If so how/what did you prepare? What was your experience of preparing for supervision? Was there feedback on videos/measures that were uploaded? What was your experience of this?

- What kind of things did you discuss?
- How did you feel about the supervision sessions at the beginning?
- How did that develop?
- How would you describe your relationship with your supervisor?
- How do you think your supervisor would describe these sessions? [Prompts: Did they talk about fidelity to the model? Competence? Specific skills or tasks?]
- Is there anything you would change about supervision / how supervision was conducted?
- What part of supervision was most useful?
- Was there anything that made supervision difficult?
- Was there anything that might have made a difference to supervision being useful?

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- How did supervision differ from what you would usually get?

Competence -

6.
 - How did your feelings of competence change over time?

Prompt: When did this happen? Was there anything specific that caused this tipping point? What things did you feel had to happen before you felt more competent? What contributed to this change? What were the specific things that helped you feel more competent?

- How will use what you've learned in future?
- Is there anything that you wish you had done differently?
- Would you encourage other colleagues in CAMHS to work in this kind of way? What was your experience of implementing this way of working within your service? i.e. What helped/hindered implementation in your service?

Research context

7.
 - What is your understanding of the research aspects of the study compared to the clinical aspects?
 - How did you find incorporating this extra load?
 - Is there anything that would have made this easier?
 - What did the research team do to support you during the training and therapy work? [What did you understand their role to be?]
 - How did you feel when you heard that the trial was closing early?
 - If a colleague or friend was interested in taking on a trial therapist role, what would you tell them about this way of working?

[Deciding to withdraw]

8.
 - Can you tell how it came about that you decided to withdraw?
 - Was there anything that particularly led you to decide?
 - Was there anything that made it difficult?
 - Was there anything that might have made a difference to your decision?

Aim: generate an understanding of Service Managers experiences of CT-SAD A in CAMHS and participation in research

Introduction

Interested in talking about your experience of what was involved for the clinicians taking part in the study in terms of their training and delivery of the treatment, and its impact (if any) on your service and also generally about taking part in research.

Prior to getting involved in the trial

1.
 - How would you describe the way that your CAMHS therapists usually work with their clients?
 - How would you describe the way that they normally use supervision in this role?
 - If a colleague or friend was interested in applying for a post in your service, what would you tell them about this way of working?
 - How would you describe the service that is typically received by young people?

Getting involved

2.
 - Can you tell about how you came to get involved? What did you expect?
 - How accurate do you feel your expectations were?

CT SAD-A Training

3.
 - Were you aware of what the training phase involved for your staff?
 - What did the training phase involve for your staff? Was this what you expected?
 - What impact did it have upon you and your teams? Was this what you expected?
 - What do you think the therapists would say about their experience of the training?
 - Was there anything that particularly helped, in terms of making the training available to the therapists?
 - Was there anything that made it difficult?
 - Was there anything that might have made a difference?

Putting it into practice

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- 4.
- What was your understanding of the therapists' needs, in terms of their training cases?
 - What impact did that have upon you and your teams?
 - What do you think the therapists would say about their first cases?
 - Was there anything that particularly helped, in terms of making these cases available to the therapists?
 - Was there anything that made it difficult?
 - Was there anything that might have made a difference?

Supervision

- 5.
- What was your understanding of the therapists' needs, in terms of their supervision for this work?
 - What impact did that have upon you and your teams?
 - What do you think the therapists would say about their supervision experience?
 - Was there anything that particularly helped, in terms of making supervision available to the therapists?
 - Was there anything that made it difficult?
 - Was there anything that might have made a difference?

Competence

- 6.
- Did you notice anything about the confidence, knowledge or skills of these therapists as their training progressed?
 - In an ideal world, how would your CAMHS therapists work with their clients?
 - What would clients' experiences of the service be like, in this ideal world?

Research context

- 7.
- What did the research team do to support your team/the therapists during the training and therapy phases? [What did you understand their role to be?]
 - Was there anything that particularly helped, in terms of making it easy for you to support the therapists in the trial?
 - Was there anything that made it difficult?

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- Was there anything that might have made a difference?
 - What did the trust do to help or hinder you in supporting the trial? Was there anything that they could have done differently?
 - How did you feel when you heard that the trial was closing early?
 - If a peer in another trust was interested in supporting a trial in their CAMHS service, what would you tell them about it?

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