

UK Council for Psychotherapy

Child & Young Person Proficiency Marker

Background

Since January 2012, UKCP has operated a separate register for UKCP Child Psychotherapists and Child Psychotherapeutic Counsellors, as defined by the UKCP Standards of Education and Training (SETs). Entry onto this register is via the completion of an approved training programme, or a time-limited grandparenting process. The grandparenting process is managed centrally, via a UKCP grandparenting panel, and registrants from all colleges and modalities are able to apply via this central process for entry onto the register. The grandparenting process closes at midnight on 30th April 2014, after which entry onto the register will only be via training or accrediting OMs who have approved, College specific SETs Child Psychotherapy or Psychotherapeutic Counselling.

UKCP recognises, however, that there are a large number of registrants who work primarily with adult clients, but who may also, on occasion, work with, or wish to work with children or young people. A consultation process exploring the concept and nature of a Child and Young Person Proficiency Marker with clearly defined parameters was undertaken between July 2011 and January 2013.

This document is the culmination of this process, and defines the parameters of the marker, and outlines process of its achievement and maintenance.

Responsibility

The management of Marker will be the responsibility of Colleges. Colleges need to define college and modality specific processes for the achievement and maintenance of the Child and Young Person Proficiency Marker, as well procedures for regaining it following a period of inactivity. Individual registrants who wish to achieve this Marker, but whose College does not wish to develop the necessary processes for the achievement and maintenance of this Marker, can apply via the specialist College of Child and Adolescent Psychotherapies (CCAP) or other appropriate college, by arrangement.

Definition

The Child and Young Person Proficiency Marker is the means whereby UKCP signals to the public that registered adult psychotherapists and psychotherapeutic counsellors who have this Marker have also met a minimum standard of proficiency in relation to therapeutic work with children and young people. Minimum standard is defined as a level of knowledge and skill that aims to enhance the safety of child and young person clients, and ensure that the therapy provided meets their human right of access to appropriate services.

From the perspective of the individual practitioner, achievement The Child and Young Person Proficiency Marker is via initial supported self-certification which is subsequently assessed, or via an approved training process, but in line with other UKCP requirements, needs to be maintained in order to remain valid.

Guidelines for Colleges for the Development of Standards and Processes for the Achievement and Maintenance of the Child and Young Person Proficiency Marker

Introduction

The purpose of the Child and Young Person Proficiency is to define minimum standards of proficiency for adult psychotherapists who work with children and young people in order to:

- a) Ensure the safety of child and young person clients via appropriate safeguarding procedures
- b) Ensure the right of access to service appropriate to the needs of young person clients
- c) Ensure that the public are appropriately informed that practitioners on the UKCP register are able to deliver the service to this standard

In line with current UKCP policies, 'child' refers to anyone under the age of 18 years.

*The purpose of the marker is **NOT** to define to level of skill or general competence of practitioners, but rather to define a **MINIMUM STANDARD** of proficiency that seeks to enhance the safety of child clients, to demonstrate that the therapy provided meets their human right of access to appropriate services, and to inform the public of this standard.*

Achievement of the Proficiency Marker

Colleges need to define:

- a) An initial supported self-certification process and period. This should be no longer than 12 months, and the self-certification should include evidence of training, where relevant
- b) A subsequent assessed time-limited grandparenting process during which all self-assessments are verified
- c) Clearly articulated a qualifications route which involves the achievement of the specified competencies, and includes guidance for OMs around the development of such a route

As per the ETPC Minutes of 5th July 2013, this must be implemented by Colleges by 14th April 2014.

Members who wish to acquire the Marker but whose Colleges do not have procedures in place by this time can apply via the College of Child and Adolescent Psychotherapies

6. Maintenance of the Proficiency Marker

The Child and Young Person Proficiency Marker should be reviewed on an annual basis upon re-registration via the production specified evidence such as:

- a) A declaration that the practitioner currently works with children/young people
- b) A signed declaration that that the practitioner works according to the UKCP Codes of Ethics and Practice for Working with Children and Young People
- c) Evidence of appropriately child-competent supervision of child case-load
- d) Description of the way in which the practitioner maintains their knowledge base in respect of recent and current developments in the therapeutic work with children and young people

REGAINING THE MARKER:

The annual evidence requirement for the maintenance of the Marker means that some Registrants will have periods where they have not seen child clients, and either wish to do so again, or to maintain their capacity to do so. Colleges need to explore ways in which to manage this. They will need to think about a number of issues, such as:

- How many child clients does an individual need to work with per year in order to maintain their Marker
- Is refresher training necessary, and at what intervals (e.g. safeguarding)
- What is the procedure for regaining the Marker after a short period of inactivity (and
- What is the procedure for regaining the Marker after a long period of inactivity (and to

Standards of Proficiency for Adult Psychotherapists Working with Children and Young People

In addition to the standards of proficiency for adult psychotherapists, adult trained psychotherapists working with children and young people need to demonstrate the following:

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| 1 | The Nature of Children: Development / SEN / Mental Health |
| 1.1 | <p>Be able to demonstrate an understanding of, and the ability to work with, the range of issues arising as a result of the working out of needs and characteristics at different stages of development, including;</p> <ul style="list-style-type: none"> • knowledge of child and adolescent development and of the child within the context of the family system • the difference between developmental delay, Special Educational needs and psychopathology • the impact of trauma and abuse on the developing psyche and how it manifests itself in behaviour • the effect of transitions of all kinds • the impact of the use of medicines to treat emotional and mental conditions in children |
| 1.2 | Be able to communicate and work therapeutically with young people in a manner appropriate to their level of need and ability, their developmental level, and their cultural and social context |
| 2 | Safeguarding, Child Protection and Legal & Ethical Issues |
| 2.1 | Be able to draw on knowledge of legislation pertinent to the safeguarding of children, young people and vulnerable adults, and understand their duty of care in relation to these groups and to apply this within a multi-agency context |
| 2.2 | To practice in accordance with the UKCP codes of Ethics and Practice for Working with Children and Young People |
| 2.3 | Be able to demonstrate familiarity with practical safeguarding processes and procedures within all relevant contexts of service delivery |
| 2.4 | Be able to understand the need to respect and uphold, the rights, dignity, values and autonomy of all clients, including children |
| 2.5 | Be able to understand the importance of obtaining informed consent and to be able to determine competence to give such consent |
| 2.6 | Be able to manage the complexities of information sharing, transfer and disclosure within a multi-professional context |
| 2.7 | Be able to build and sustain professional relationships with other professionals and with the parents of children as relevant, without impinging on the autonomy of the client |
| 2.8 | To be able to provide a practice environment suitable for children and young people and to carry out and review risk assessment procedures in accordance with health and safety legislation |
| 3 | Supervision |
| 3.1 | Be able to understand the need for regular supervision, and be able to make use of this to reflect on and develop their skill in practice with children and young people approach |

Standards of Education and Training: Child Competence Marker

This section describes the specific knowledge base that Colleges need to define in Modality specific terms where relevant, for OMs to incorporate into training programmes in order to be able to offer graduates from its programmes the proficiency marker upon registration with UKCP.

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| 1 | The Nature of Children: Development / SEN / Mental Health & Communication |
| 1.1 | Child Development, including developmental stages and psychological, existential, cognitive, emotional and relational tasks |
| 1.2 | Recognising the signs of possible developmental delay |
| 1.3 | Psychopathology and mental conditions relating to children |
| 1.4 | The range of Emotional, Social & Behavioural Difficulties |
| 1.5 | The effects of trauma, neglect and physical and sexual abuse |
| 1.6 | Different forms of abuse and their impact on children's development |
| 1.7 | The likely impact of key transitions, such as divorce, bereavement, family break-up, puberty, move from primary to secondary school, unemployment, and leaving home or care |
| 1.8 | The signs of difficulties associated with transitions of all kinds |
| 1.9 | The physical and psychological implications of the use of medicines to treat mental and emotional conditions in children |
| 1.10 | The role and importance of body language in communication |
| 1.11 | Adapting strategies and techniques to suit the age, life stage, experience and context of the child |
| 1.12 | The position of the child or young person in the family or caring network, as well as the wider social context |
| 2 | Safeguarding, Child Protection and Legal & Ethical Issues |
| 2.1 | The laws and key policy areas related to children, including the most current legislation |
| 2.2 | The concept of harm and situations potentially harmful to children and young people |
| 2.3 | The subtleties and signs of abuse in terms of affect and of physical, emotional, mental symptoms, as well as part of the therapeutic communication process (e.g. art and play) |
| 2.4 | Government and local safeguarding guidance policies and procedures and how they apply in the wider working environment |
| 2.5 | Variations in child protection procedures, legal frameworks and use of terminology across agencies |
| 2.6 | Practical data recording, including the security and the legal requirements and guidance relating to the length of time for which records must be kept |
| 2.7 | Supporting client self-determination where appropriate, taking account of health and safety and child protection issues |
| 2.8 | The concept of competence and the right to self-determination of the child or young person |

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| 2.9 | Work with children in a range of contexts (private practice; schools; NHS; other professional settings) |
| 2.10 | Working with parents within the context of client autonomy |
| 2.11 | The complexities of information sharing, transfer and disclosure within a multiprofessional context |
| 2.12 | Understanding of limits of professional competency in working with children and when to refer on |
| 3 | Supervision |
| 4.3 | Use supervision appropriately including evidence of understanding of the context of the child |