

BACP evidence-based competences and training curricula for CYP counselling

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Aims

- Clarify the purpose of CYP competence frameworks
- Explain the process of developing competence frameworks
- Explain the YP (11-18 years) Training Curriculum and it's various applications
- Inform about the development of the CYP (4-10 years) competences

Counselling Changes Lives

The BACP advocates for the role and relevance of counselling in improving psychological wellbeing and mental health in numerous ways, for example by:

- Promoting expertise in the counselling professions
- Commissioning, undertaking and encouraging research to champion best practice in the counselling professions
- Defining the scope and standards of training and practice for the counselling professions
- Upholding the highest standards of differentiated practice

Evidence-based competences and training curricula for counselling CYP

- Evidence based competences for counselling young people (11-18 years) - published in 2014
- Counselling Young People (11-18 Years) Training Curriculum - launched in November 2017
- Evidence based competences for counselling children (4-10 years) in development - due in 2019
- Curricula for counselling Children (4-10 years) and CYP (4-18 years) will follow

Why develop specialist competences & curricula?

- Define education and training standards for the counselling professions
- Define the fitness to practice areas within which practitioners can practice in the counselling professions
- Provide clarity and consistency for the public and the profession

What are your



about the CYP competences and curricula?

Aims for Competence Frameworks

- Establish parity of esteem for counselling with other NICE approved NHS therapies
- Demonstrate an evidence-base for counselling
- Inform training curricula for working with specific client groups or within certain contexts
- Intended to support and enhance the work of counselling trainers, supervisors, services and counselling practitioners
- Enable the articulation of practice e.g. develop job descriptions, salary scales, to form the learning outcomes for training programmes, to develop knowledge and skills through supervision and to explain to clients what we do and why we chose particular interventions
- Intended to be descriptive of practice and not prescriptive

The competences development process

- BACP Core Team
- External Consultant
- Information Analyst
- Expert Reference Group
- Peer Review



Competences for humanistic counselling with young people (11-18 years) 2014



Ability to offer a therapeutic relationship that facilitates experiential exploration within a relational context

Core competences for work with young people	Generic therapeutic competences	Basic competences for humanistic counselling with young people	Specific competences for humanistic counselling with young people	Metacompetences for humanistic counselling with young people	Working in an organisational context
Knowledge of development in young people and of family development and transitions	Knowledge of models of intervention, and their employment in practice	Knowledge of the basic assumptions and principles of humanistic counselling	Approaches to working with, and making sense of, emotions	Working with the whole person	Ability to work within a school context
Knowledge and understanding of mental health problems in young people and adults	Ability to foster and maintain a good therapeutic alliance, and to grasp the client's perspective and 'world view'	Ability to initiate therapeutic relationships	Ability to help young people to access and express emotions	Capacity to balance therapeutic tasks	Ability to promote emotional health in schools
Professional/legal issues	Ability to work with the emotional content of the session	Ability to explain and demonstrate the rationale for humanistic approaches to therapy	Ability to help young people articulate emotions	Integrating the counsellor's experience into the therapeutic relationship	Ability to work within a voluntary and community ('third') sector context
Knowledge of legal frameworks relating to working with young people	Ability to manage endings and service transitions	Ability to establish and agree a therapeutic focus/goals	Ability to help young people reflect on emotions and develop new understandings	Working with complex relational issues	Ability to use additional therapeutic interventions
Knowledge of, and ability to operate within, professional and ethical guidelines	Ability to work with groups of young people and/or parents/carers	Ability to develop a contract for the therapeutic work	Ability to help young people make sense of experiences that are confusing and distressing	Working in the organisational context	Ability to use self-help materials for a range of problems
Knowledge of, and ability to work with, issues of confidentiality, consent and capacity	Ability to make use of measures (including monitoring of outcomes)	Ability to maintain and develop therapeutic relationships	Ability to use creative methods and resources to help young people express, reflect upon, and make sense of their experiences		Ability to use applied relaxation
Ability to work within and across agencies	Ability to make use of supervision	Ability to experience and communicate empathy			
Ability to recognise and respond to concerns about child protection	Assessment competences	Ability to experience and to communicate a fundamentally accepting attitude to young people			
Ability to work in a 'culturally competent' manner	Ability to conduct a collaborative assessment	Ability to maintain authenticity in the counselling relationship			
Engagement & communication	Ability to conduct a risk assessment	Ability to conclude counselling relationships			
Ability to engage and work with young people, parents and carers					
Ability to communicate with young people of differing ages, developmental level and background					
Knowledge of psychopharmacology in work with young people					

Competences for work with young people (11–18 years)

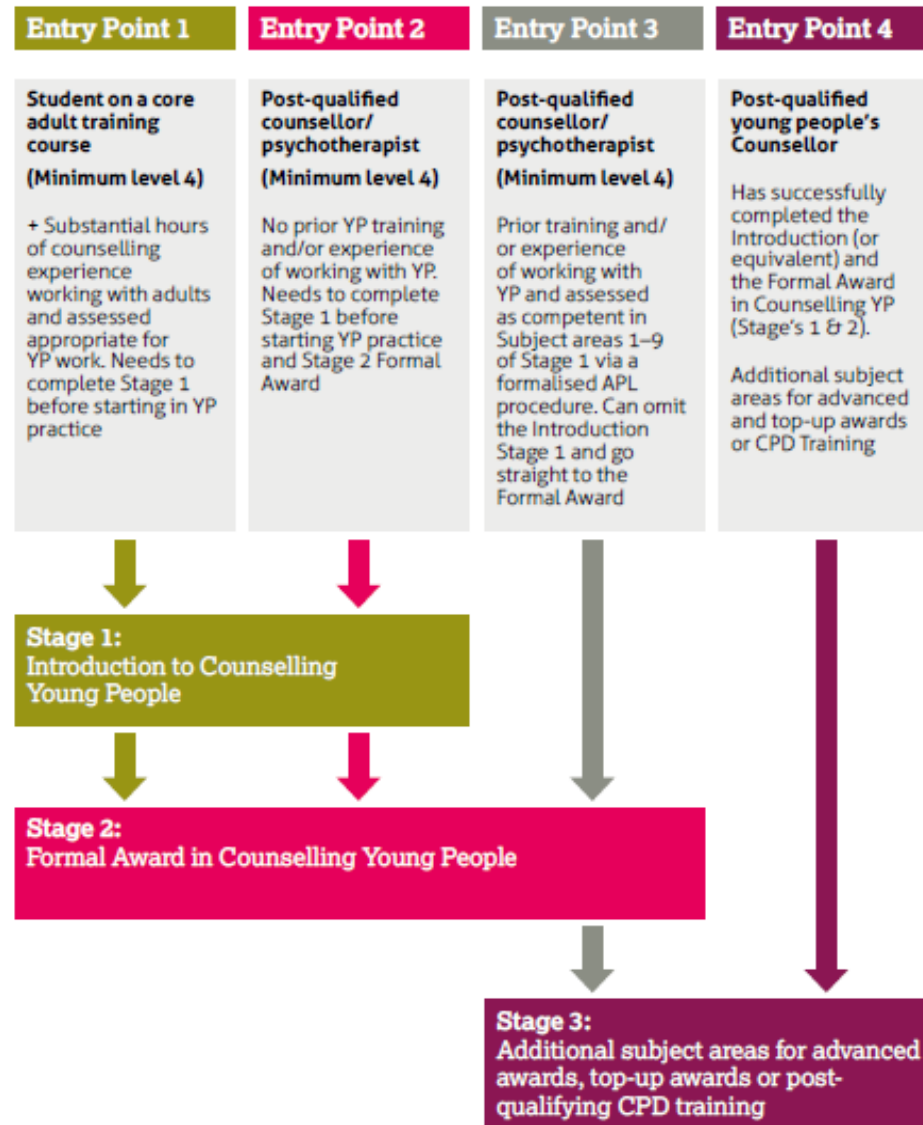
Counselling Young People (11-18 Years) Training Curriculum

- Stage 1: Introduction to Counselling Young People
- Stage 2: Formal Award in Counselling Young People
- Stage 3: Additional Subject Areas for Advanced and Top-up awards or for post-qualifying CPD



Appendix C: *Counselling Young People (11–18 years) Training Curriculum*

Pathway options and entry points



The BACP Ethical Framework expects counsellors to be mindful that they are:

‘..... competent to deliver the services being offered to at least fundamental professional standards or better’

BACP Ethical Framework(2016)
Working to professional standards, point 13



Commitment to CPD

‘We will keep skills and knowledge up to date.....’

BACP Ethical Framework (2016)
Working to professional standards, point 14



- The competence framework and the curriculum can be used by existing CYP counsellors to identify any gaps in knowledge/skills where additional CPD may be needed
- No formal requirement to undertake the training so long as the individual concerned is competent in all of the areas that it covers
- It is up to the individual to decide if they are competent to work with younger age groups



Subject Areas for Stage 1: Introduction to Counselling YP

Subject Area Number	Subject Area Title
1	Ethical and Professional Practice (1)
2	Child Protection and Safeguarding (1)
3	Child and Adolescent Development and Transitions (1)
4	Communication with Young People (1)
5	Beginnings and Endings with Young People
6	Risk Assessments (1)
7	Mental Health and Young People
8	Working within the Context of the Counselling Setting

Subject Areas for Stage 2: Formal Award

Subject Area Number	Subject Area Title
9	Ethical and Professional Practice (2)
10	Child Protection and Safeguarding (2)
11	Child and Adolescent Development and Transitions (2)
12	The Theory and Principles of the Counselling Approach
13	Therapeutic Relationships with Young People
14	Communication with Young People (2)
15	Working with Young People's Emotions
16	Endings
17	Risk Assessments (2)
18	Collaborative Assessments
19	Using Measures and Monitoring Outcomes
20	Working with Cultural Diversity
21	Mental Health, Pharmacology and Young People
22	Engagement with Young People, Parents and Carers
23	Working within and across Agencies
24	Working in a School Setting
25	Working in a Voluntary/Community Sector Setting
26	Holding the Overall Perspective
27	Supervision

Subject Areas for Stage 3: Additional Subject Areas

Subject Area Number	Subject Area Title
28	Working with Groups
29	Alternative Models of Intervention
30	Emotional Health Promotion in Schools
31	Using Self-Help Materials
32	Applied Relaxation

Competences for counselling children (4-10 years)

- Are there any competences from the YP (11-18 years) framework that are applicable to work with 4-10 years?
- Which competences do you think are missing for the 4-10 year age group?



Any Questions?

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Thank you

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