Programme

Time	Session
8.30 - 9.15am	Registration
9.15 - 9.30am	Chair's welcome
9.30 - 10.30am	**Keynote speaker: Carolyn Lochhead** Audit of CAMHS rejected referrals in Scotland
10.30 - 11.00am	Refreshments
11.00am - 12.30pm	Morning workshops (see next page)
12.30 - 1.30pm	Lunch
1.30 - 3.00pm	Afternoon workshops (see next page)
3.00 - 3.30pm	Refreshments
3.30 - 4.30pm	**Keynote speaker: Andrew Reeves** Risk, anxiety and good practice: ethical responsibilities and positive risk-taking
4.30 - 4.45pm	Conference close

Morning workshops

11.00am - 12.30pm	Responding therapeutically to young people who self-harm	Jeanine Connor
	Risk, danger or cyber trauma? Cyberspace and the impact on CYP and the therapis	Catherine Knibbs
	Safe-guarding - navigating dilemmas, decisions and conflicts inside and outside the therapy room	Michelle Higgins
	Working with suicide in the under 18's: key indicators	Tricia Leonard
	The risks of not working with child trauma, ACES, attachment and dissociation - the importance of being 'TAD' informed	Lynne Ryan
	When words are not enough; understanding and responding to risk through arts in counselling	Eleanor Port-Burke
	Working through the counter transference of risk: recognising and working through anxieties	Bridget McConnell
	Teams around teens; simple techniques for complex issues	Catherine Healy

Afternoon workshops

1.30 - 3.00pm	Responding therapeutically to young people who self-harm	Jeanine Connor
	Risk, danger or cyber trauma? Cyberspace and the impact on CYP and the therapis	Catherine Knibbs
	Safe-guarding - navigating dilemmas, decisions and conflicts inside and outside the therapy room	Michelle Higgins
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Keynote presenter: Carolyn Lochhead
Audit of CAMHS rejected referrals in Scotland

In 2018 the Scottish Government commissioned mental health charity SAMH (Scottish Association for Mental Health) and NHS Scotland's Information Services Division to conduct a quantitative and qualitative audit of rejected referrals to CAMHS (Child Adolescent Mental Health Services). During the period of the audit, one in five referrals to CAMHS were rejected. Carolyn Lochhead, Public Affairs Manager at SAMH, will discuss the findings of the audit.

Keynote presenter: Andrew Reeves
Risk, anxiety and good practice: ethical responsibilities and positive risk-taking

Increasingly therapeutic work with children and young people is being defined and shaped by risk-informed anxieties: how to manage safeguarding expectations; how to retain a therapeutic lens in the face of uncertainty; and how to ensure therapy remains young person-focused and thus not reduced to a reporting mechanism for others. This session will help deconstruct these dynamics, and others, and will present a particular view of positive risk-taking that can contribute to retaining the highest standards of professional practice while, at the same time, ensuring the safety of our clients is not over-looked.

Jeanine Connor
Responding therapeutically to young people who self-harm

The session aims to:

- Enable counsellors/therapists to manage risk around self-harm
- Enable counsellors/therapists to respond confidently, safely and therapeutically to clients who self-harm
- Dispel some of the fears counsellors/therapists may have about working with young people who self-harm – (I need to get them to stop. It's too risky to work with someone who is self-harming
- Explore some of the fantasies counsellors/therapists may have about working with young people who self-harm – (Self-harm is attention seeking. Self-harm is a fad. People who self-harm have been abused. Self-harm is for girls.)
- Encourage counsellors/therapists to reflect on their professional obligations regarding safeguarding (assessing and managing risk, advice for safer self-harm) confidentiality (when to maintain it and when to break it) and ethical dilemmas (when to include the parents)

- Encourage counsellors/ therapists to reframe their thinking about self-harm and respond to it as a communication about a young person's state of mind, internal and external worlds.

Catherine Knibbs
Cybertrauma: Practice in the digital space/time continuum. Risk or danger to the client or therapist?

The session will look to the normative practices of children and young people and why the therapist needs to be aware of the varying paradigms of the digital world. The session will look towards best practice guides of the therapist in the digital world and how and when digital behaviors can be a risk/danger to the client or the therapist. Safeguarding applications, technology advances and the law will also be discussed.

Michelle Higgins
Safe-guarding: Navigating dilemmas, decisions and conflicts inside and outside the therapy room

Every safe-guarding situation is unique, presenting dilemmas and struggles for practitioners whose work is underpinned by confidentiality, respect for privacy, and trust. Our duty to act within the law, to comply with Government guidelines and organisational policies, along with BACP's Ethical Framework provides a route through which we can navigate complex safe-guarding situations. However, in the therapy room with the young person before us, the guidance and legislation can seem conflicting. There are no easy answers to the dilemmas we face around safe-guarding and information sharing. Nonetheless, how we move through a safe-guarding process can be a positive, hopeful and healing experience for our young clients. The session will begin with a short presentation, delegates will then have the opportunity to reflect and share experiences from their own practice, and to learn from each other by participating in group work.

Tricia Leonard
Working with suicide in the under 18's: Key indicators

This session aims to help practitioners working with young people to:

- understand risk factors around suicide.
- identify those groups of young people most at risk and feelings expressed by young people which may lead to suicidal ideation
- identify suicide not as an act but as a process and so be able to intervene to help and support clients
- help practitioners feel able to work effectively with young people who are contemplating suicide.

Lynne Ryan
The risks of not working with child trauma, ACES, attachment and dissociation – the importance of being 'TAD' informed

This session aims to present information about Working with Children Who are a 'TAD' troubled: The Interplay of *T*rauma, *A*ttachment, *A*CES and *D*issociation, and the risks of not addressing all of the above.
Trauma is often a consequence of adverse childhood experiences – ACES, including neglect and abuse. Trauma frequently results in dissociation in children and it interrupts the attachment process. Although knowledge about attachment has become much more widespread in child services and the need for 'Trauma Informed' and 'ACES aware' services is emerging; what is less common is information about child dissociation and the implications for treatment and prevention. What are the risks of not addressing trauma, attachment, ACES and dissociation, in child therapeutic services?

Information will be presented regarding a trauma informed approach to working with children, including the ACES (adverse childhood experiences) study. Theoretical and clinical case information regarding working with trauma, attachment and dissociation will be explored together with the potential risks of not working in a 'TAD' informed way.

Eleanor Port-Burke
When words are not enough; understanding & responding to risk through arts in counselling

Many emotions, events, and experiences including risk, cannot be expressed through words alone.
Using expressive arts in counselling expands how we communicate, understand and respond to this vitally important area.

Workshop aims:

- To show how arts (incl. music, song writing, visual arts) increase communication, insight, and understanding of mental health and risk with CYP-F.
- To show how arts increase self-awareness and strategies to improve and manage risk for CYP & F.
- The use of case-studies to show how arts can specifically be used around themes of self-harm (including self-injury, self-isolation, and low school attendance).
- To show how the use of arts can increase systemic work with carers, parents and families- and support therapeutic work between counselling space and other environments.

Bridget McConnell
Working through the counter transference of risk: recognising and working through anxieties

This session aims to enable counsellors working with young people to successfully manage and utilise their own anxieties when dealing with risk and the risk assessment of young people ages 11 – 25.

The session will use a mix of presentation and experiential workshops to facilitate the identification of practitioners' own counter transference evoked whilst working with young people at risk, and variations in this across settings, and then employ creative techniques (see below) to facilitate exploration and processing of these.

Participants will explore their felt sense in response to risk situations using Gendlin's Focusing, Energy Psychotherapy and the principles of Rosenberg's Non-Violent Communication to equip them with skills to process their own anxieties in relation to risk. The aim is to enable practitioners to remain calm and out of 'fight flight' brain states during risk assessment, adopting relational ways of being with clients at risk or in distress.

Catherine Healy
Teams around teens; simple techniques for complex issues

This session aims to enable practitioners to learn new approaches to working with adolescents as part of a team approach, maximising connectivity, outcomes and engagement. Sharing experience and encouraging therapists to seek to work alongside and within youth work organisations, in and out of the local vicinity. Learn flexible techniques to breach the age gap and connect with those young people who are deemed out of reach. Enter their world and work deliberately to oppose traditional ideas and stereotypes attached to talking therapy and counsellors. How to work outside of the box and the room and actively seek connections with other professionals that can assist you to enhance young people's understanding and keenness to engage in the therapy process with you. People will leave with new confidence and passion to use new styles of work, without fear, using a systematic approach to systemic issues.