

Contract for Children and Young People Placements

Introduction

The need for UKATA Registered Training Establishments (RTEs) to have a list of reputable placements which offer therapy to children and young people is important. It is essential that the placements, on any list, have a clear understanding and appreciation of the needs of the RTE, the course, the specific requirement relating to working with children and young people, and the students, and that a three-way contract is agreed and signed by a representative of the agency, the course leader and the student. It is also essential that all parties have clarity regarding what is required.

Working with children and Young People

Transactional Analysis (TA) Training is generally aimed at enabling the trainee to work with adult clients. UKATA and the United Kingdom Council for Psychotherapy (UKCP) recognise that there are a number of trainees who may also, on occasion, work with, or wish to work with children (anyone under the age of 18) or young people (anyone aged between 18-25 years). If a trainee wishes to have a placement working with children and young people under 18 years of age in England, Wales or Northern Ireland or under 16 in Scotland the trainee must have received specialised training either from their RTE or another training provider specialising in this work.

In addition to the standards of proficiency for adult psychotherapists, adult trained psychotherapists working with children and young people need to demonstrate the following¹:

1.	The Nature of Children: Development / SEN / Mental Health
1.1	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; <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

¹ UKCP Child and Young Person Proficiency Marker SETs July 2013

	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. Engage with a supervisor that has specialist training in: 1) working with children & young people 2) Training/experience of supervising those who are working with Children & Young People.

STANDARDS OF EDUCATION AND TRAINING: CHILD COMPETENCE MARKER

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
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
3.4	Use supervision appropriately including evidence of understanding of the context of the child. Engage with a supervisor that has specialist training in: 1) working with children & young people 2) Training/experience of supervising those who are working with Children & Young People.

Responsibilities of the student

- ✓ To remain aware of these requirements;
- ✓ To ensure:
 - That student health and safety check list is completed and signed;
 - That the placement agreement form is signed and returned to the course leader;
 - That the clinical supervision agreement form is signed and returned to the course leader;
 - Retention of a copy of all three forms.
- ✓ To manage the administrative requirements, e.g. the log of client hours signed by the agency manager or supervisor.
- ✓ To provide feedback to the RTE regarding the placement;
- ✓ In the event of a change of supervisor informing the course leader, obtain a statement of supervision hours from old supervisor and completion of a new supervision agreement form by the new supervisor;

- ✓ Alerting the course leader to a change regarding the named contact and Safeguarding Officer at the agency.

Responsibilities of the Placement

- ✓ To assess the student in terms of the UKCP SETS and standards of proficiency as shown above;
- ✓ To assess clients for suitability for a trainee psychotherapist;
- ✓ To ensure that the trainee is aware of key personnel e.g. the named Safeguarding Officer;
- ✓ To ensure that with clients who are not Gillick/Frasier competent, the individual with parental responsibility understands that the student is in training and is fully aware of, for example, the limits of confidentiality
- ✓ To ensure clients are aware that the student is in training;
- ✓ To have clinical responsibility for the client which they may choose to devolve to the supervisor.
- ✓ To ensure that the supervisor is qualified to supervise students working with children and young people;
- ✓ To ensure that the supervisor is aware of the specific needs of the RTE's processes and requirements e.g. in relation to recording sessions, the supervisor's report to be completed;
- ✓ To liaise with the programme leader and/or clinical supervisor if there are concerns using the flow chart below.
- ✓ To refer Ethical or Professional Practice issues to the Ethics and Professional Practice Committee of UKATA.

Responsibilities of the RTE

- ✓ To assess the students in terms of the standards of proficiency as shown above;
- ✓ To ensure that students have specific training in working with children and young people as per the UKCP SETS above;
- ✓ To meet with the agency before the agency is put on the list of approved placements;
- ✓ To ensure that the agency is familiar with the course requirements;
- ✓ To ensure that the students are trained by trainers with experience of working in this field;
- ✓ To ensure that the name of the Safeguarding Officer is logged at the training centre;
- ✓ To have contact with the agency e.g. a visit every three years;
- ✓ To provide a reference only after the student has successfully passed the Assessment for Fitness to Practice and when requested by the agency;
- ✓ To ensure that the contract is signed by all parties: three copies made, one copy retained and filed in the student's file and the three copies given to the student for dissemination.
- ✓ To communicate with the agency in the event of any concerns regarding the student or the work.

Shared Responsibility

- ✓ To be aware of, and have an understanding of, the difference between contractual and statutory obligations with regard to confidentiality.
- ✓ To have a clear shared understanding of procedures regarding the giving of consent as per the Department of Health's paper Seeking consent working with Children (2001)
- ✓ Open communication between all parties.

Please read the following and sign and date as indicated.



Placement Agency/Organisation Name:	
Address:	
Telephone No:	
Name of Placement Manager:	
Name of Safeguarding Officer	
Telephone No:	
Email Address:	
Name of Trainee:	
Name of RTE:	

The above course and Placement agency/organisation are committed to satisfying the UKATA and UKCP requirements in order to facilitate good, safe and ethical professional practice. These requirements are designed to safeguard the student, the Agency and its clients, and the RTE.

We therefore confirm that the arrangements for practice meet the following criteria:

- The Placement Agency/Organisation, the RTE and the student abide by the UKATA's Ethical Code and Requirements for Professional Practice, and the UKCP Ethical Principles and Code of Professional Conduct or an equivalent
- Students/trainee psychotherapists agree to meet their contractual obligations to the agency (covered by a separate agreement between these two parties)
- Students/trainee psychotherapists are covered by the Public Liability and Professional Indemnity Insurance of the Placement Agency/Organisation
- The Placement Agency/Organisation and its supervisor(s) take clinical responsibility for the therapeutic work and have appropriate arrangements for medical and psychiatric consultancy and referral.
- An initial assessment of clients will be made by the Placement Agency/Organisation to ensure, as far as is reasonably possible, that the student will be working at a level appropriate to his/her level of experience and developing professional competence.
- If asked by the client about their status the student is ethically obliged to state that s/he is a trainee psychotherapist.
- Student/trainee psychotherapists will be provided with 1 hour of clinical supervision for every 6 hours of client work. If the trainee is also a member of the BACP, regardless of the volume of

work, the trainee psychotherapists will receive a minimum of 1.5 hours supervision per month and will see their supervisor at least fortnightly.

- The placement supervisor and the student will together monitor the client load of the student, and the placement supervisor may recommend an increase or a decrease in that workload, in consultation with the student and the course leader if necessary. It may be appropriate and helpful to the student for the supervisor and course leader to liaise on this matter. This would be with the knowledge and permission of the student (i.e. that their psychotherapy work and any related concerns would be discussed)

The supervisor provided by the placement agency/organisation works within the UKATA's Ethical Code and Requirements for Professional Practice, and the UKCP Ethical Code or equivalent and is qualified to supervise trainee psychotherapists in a manner congruent with the course's theoretical orientation e.g. Transactional Analysis. Engage with a supervisor that has specialist training in:

- 1) working with children & young people
 - 2) Training/experience of supervising those who are working with Children & Young People.
- The Placement Agency/Organisation agrees that the student/trainee psychotherapist may present appropriately disguised clinical material from his/her placement for tutorial supervision on the course so that the educational and professional objectives of the course can be met. The confidentiality of the client is paramount and must be protected at all times.
 - The Placement Agency/Organisation agrees that the student/trainee psychotherapist may tape client sessions (with the written permission of the client or the individual with parental responsibility), extracts of which may be played during course supervision so that the educational and professional objectives of the course can be met. The confidentiality of the client is paramount and must be protected at all times.
 - The Placement Agency/Organisation agrees that the student/trainee psychotherapist may present appropriately disguised clinical material from his/her placement client work as a case study, with the client's, or the person with parental responsibility, permission, in fulfilment of course assignment requirements. The confidentiality of the client is paramount and must be protected at all times
 - The Placement Agency/Organisation and the RTE have procedures to be followed in case of a complaint against the trainee psychotherapist, the agency or the course. Ethical or Professional Practice complaints are to be made to the UKATA Ethics and Professional Practice Committee.



- As part of the course assessment of the student/trainee psychotherapist's professional competence, the Agency supervisor will complete an annual report for the student/trainee psychotherapist to submit to the course
- No other information relating to the student/trainee psychotherapist will be discussed by the Placement Agency/Organisation and course staff, except in circumstances of ethical and professional concern. The student will have prior notification of those concerns
- The Placement Agency/Organisation and RTE agree to provide one another with background information on the course and the agency, to facilitate negotiation and adherence to this agreement
- This agreement to be reviewed at the request of the student/trainee psychotherapist, the Agency/Organisation or the RTE course representative, and when the student/trainee psychotherapist has met all course requirements

Signed on behalf of Agency/Organisation

Print Name:

Position in Agency:

Signed on behalf of the RTE:

Signed by student/trainee psychotherapist:

Print Name:

Date:

Flow Chart to Address Student Concern Whilst Working in a Placement

