



Sugar and spice and all things nice: what are competent counsellors made of? Development of a Core Curriculum for counselling and psychotherapy *Presentation*

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- Summary of Presentation or
- Outline of presentation

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Regulation - coming soon



British Association of
Counselling and Psychotherapy



Regulation

- What do we have at present, 2007?
- BACP Accreditation: the standard set by the Professional body
- UK Register of Counsellors: Independent Register of counsellors deemed to be licensed to practice. Not a government body
- THOUSANDS of unlicensed practitioners!

The external context

- The White Paper: Trust Assurance and Safety
- The Government manifesto – IAPT, Layard Plan
- Competencies - ENTO, Skills for Health
- HPC criteria for entry and current training provision

Competency based initiatives

ENTO

Counselling National Occupational Standards
Generic competences
2007

Skills for Health (SfH)

Project to map competencies in the psychological therapies
to produce National Occupational Standards

IAPT

Project to produce competences for CBT, Psychodynamic,
Systemic, Humanistic therapies and supervision. 2008

Department of Health Agenda

- To regulate psychology, psychotherapy , counselling and other psychological therapies.
- To link competencies to counsellors and psychotherapists roles as a basis for the regulation for the psychological therapies.
- To pursue their agenda of defining jobs through competencies, to encourage multiskills and to define a role for low intensity (and therefore low paid) mental health professionals. (Graduate mental health workers).

HPC criteria for entry for new professions

- Apply a defined body of knowledge.
- Practice based on evidence of efficacy.
- Have defined routes of entry to the profession.
- Have independently assessed entry qualifications.
- Entry to the register is by completion of an approved qualification; approved by the HPC. Historically these are all HE qualifications

Current Training Provision in Counselling and Psychotherapy

- Approximately 430 courses delivered across three sectors – HE, FE and private providers.
- No single standard or qualification.
- A significant number of courses, especially in psychotherapy with no formally recognised award or external quality assurance.

Hence the need for a standard training

- An agreed level of training
- defined routes of entry to the profession
- a defined body of knowledge.

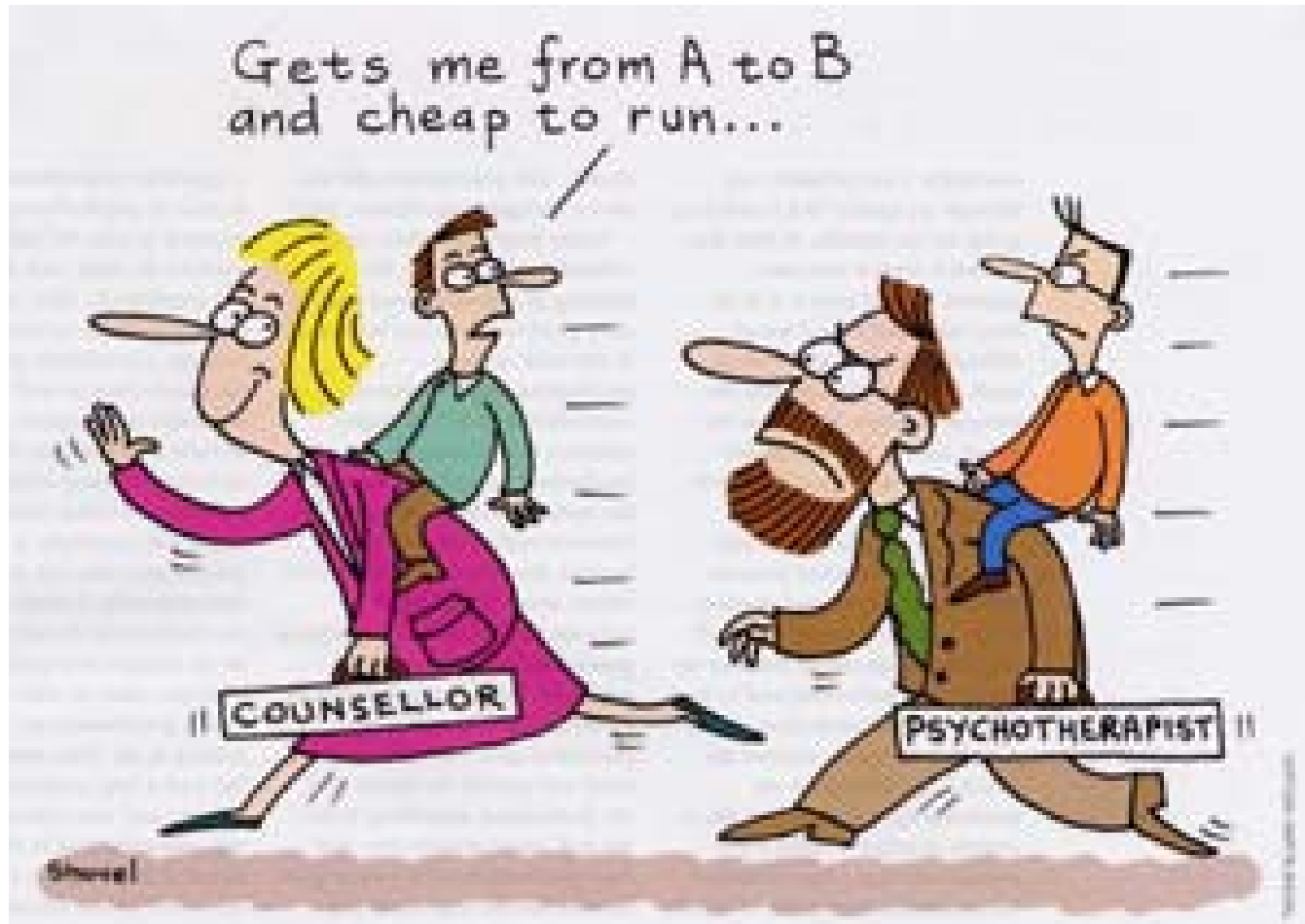
March 2007

BACP put out a tender for a group of experienced trainers in all sectors to produce a core curriculum for training in counselling and psychotherapy

Background

- ❖ (1) Meetings of Core Curriculum Group (2006/7). Members represent a range of theoretical orientations and types of training institutions.
- ❖ (2) Report on Core Generic Competencies devised (University of Leicester) and delivered November/December 2006
- ❖ (3) Core curriculum consortium membership derived from membership of (1) and (2)

Counselling and Psychotherapy: What is the difference?



Reference points

- QAA Benchmark standards
- Professional Regulations and Core Curricula
- Skills for Health Consultation Report (March 2007)
- ENTO National Occupational Standards for Counselling (4th draft)
- Core Generic Competencies for Counselling & Psychotherapy (BACP, 2006)
- Existing curricula at FD/Diploma, BA (Hons) & Masters levels

Process

- Draft Document written
- Put on BACP Website for consultation
- London meeting for accredited courses
- Regional Consultations
- Meetings and communication with individuals
- Core consortium meetings
- Final document taking account of feedback.

‘The steadfast effort of the consortium has been directed towards reaching the best possible consensus from a wide range of different perspectives and opinions so as to resource the professional association in its future negotiations.’

Core Domains

- The Professional Role and Responsibility of the Therapist
- Understanding the Client
- The Therapeutic Process
- The Social, Professional and Organisational Context for Therapy

Within these domains

- Supervision
- Self-awareness
- Personal and professional development
- Theoretical frameworks that underpin therapeutic practice.
- Ethical awareness
- Research and evaluation

Additional Elements

- Level and length of training
- Entry criteria
- Placement
- QAA Benchmark

The professional role and responsibility of the therapist

- The practitioner will have relevant knowledge to inform his or her ability to:
- Show a commitment to personal and professional development including self-awareness and an awareness of fitness to practice in relation to clients.
- Reflect on personal development including ways in which life experiences affect self and relationships with peers, clients and other professionals.
- Demonstrate the psychological and emotional robustness necessary to work with intense feelings and uncertainties.
- Engage in rigorous self-examination, monitoring thoughts, feelings, physical sensations and behaviour in the therapeutic relationship.

Understanding the client

The practitioner will have relevant knowledge to inform his or her ability to:

- Devise a strategy for conducting assessment interviews with potential clients.
- Devise and use a comprehensive risk assessment strategy.
- Use all available information including pre-assessment information; client presentation; therapist response to the client and quantitative or qualitative measures or assessment tools to make a collaborative decision with clients regarding an appropriate therapeutic contract.
- Reflect on, and synthesise complex and sometimes contradictory information in order to facilitate an understanding of underlying psychological difficulties.

The therapeutic process

The practitioner will have relevant knowledge to inform his or her ability to:

- Establish and maintain an effective, collaborative therapeutic alliance with the client, with due regard to the physical, contractual and ethical framework.
- Develop and sustain a relationship with the client that provides the safety and security, understanding and warmth to explore complex emotional concerns and clearly defines the boundaries of the relationship.
- Clearly agree roles and responsibilities with the client whilst in a therapeutic relationship.
- Negotiate and agree with clients appropriate and achievable therapeutic goals or outcomes and the process by which these can be achieved.

The social, professional and organisational context for therapy

The practitioner will have relevant knowledge to inform his or her ability to:

- Take an active role as a member of a professional community.
- Show a critical awareness of the history of ideas, the cultural context and social and political theories that inform and influence the practice of counselling and psychotherapy.
- Identify and critique the philosophical assumptions underpinning the practice of counselling and psychotherapy.
- Interpret and use research evidence to inform practice and undertake a small scale research project
- Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies.

Project outcome

- Towards Regulation: The Standards, Benchmarks and Training Requirements for Counselling and Psychotherapy
- Sample templates for primarily Integrative, Person Centred, CBT and Psychodynamic Courses at Honours Degree and Masters Degree Level.

Structure of Awards: Honours Degree in Counselling/Psychotherapy

Level	Time	Award	Content focus	Content focus
HE1/ NQF4 120 credits	1 year f/t or 2 years p/t	Cert HE	Theory, personal development and counselling skills	May not have formal entry requirements To use in other work settings
HE2/ NQF 5 120 credits	1 year f/t or 2 years p/t	Foundatio n Degree	Theory, personal development and practice placement	Exit for people who do not want/need to be regulated
HE3/ NQF6 120 credits	1 year f/t or 2 years p/t	BA/BSc Hons	Practice placement and Research	Award for entry to the regulated profession

Masters Degree in Counselling/Psychotherapy

Level ?		Award	Content	Implications
Foundation training in counselling/ psychotherapy		Certificate?	Theory, personal development and course based skills practice	May not have formal entry requirements To use in other work settings
Level M				
Year 1 p/t 60 Credits Level M/ NQF7	One year Full time 120 Credits	PG Cert Counselling/ Psychotherapy	Theory, personal development and course based skills practice	To use in other work settings
Year 2 p/t 60 Credits Level M/ NQF7		PG Diploma Counselling/ Psychotherapy	Theory, personal development and practice placement	Exit for people who do not want/need to be regulated
Year 3 p/t 60 Credits Level M/ NQF7	Or one year full time 60 Credits	MA or MSc Counselling/ Psychotherapy	Practice placement and Research	Award for entry to the regulated profession

Implications for Training

- Can have a core theoretical model but will need to take account of other models for which there is an evidence base
- Will need to include ALL aspects of the core curriculum
- Broader curriculum than many courses are used to

To include:

- Research awareness and skills
- 150 hours of counselling hours and 50 hours of other placement work
- Considerable attention to personal development
- Evidence based practice
- Focus on society, groups and institutions
- Mental health

When???

- BACP Governors endorsed the project in December 2007
- Implementation plan
- Consultations with other professional bodies on going
- Currently trying to influence the QAA to use it as a benchmark for counselling
- Regulation in 2009??

More information

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- www.bacp.co.uk