Generic CAMHS Competences

SPECIALIST COMPETENCES FOR CHILD & ADOLESCENT PSYCHOANALYTIC PSYCHOTHERAPISTS

Foundations of psychoanalytic work

1. Ability to apply psychoanalytic observation skills
2. Ability to draw on knowledge of the continuity, complexity and psychosomatic roots of unconscious life
3. Ability to integrate psychoanalytic reflection and engagement
4. Ability to maintain an empathic open-minded stance
5. Ability to make use of process as a source of understanding

Psychoanalytic psychotherapy with infants, children and young people

Assessment and formulation

1. Knowledge of psychoanalytic approach and rationale
2. Ability to establish and manage a psychoanalytic psychotherapy setting and boundaries
3. Ability to deal with the emotional content of sessions
4. Ability to manage endings and service transitions
5. Ability to work with groups of children and/or parents/carers
6. Ability to make use of measurement of outcomes
7. Ability to keep supervision
8. Ability to work with complex, chronic and co-morbid presentations
9. Ability to identify and respond to difficulties in the therapeutic relationship
10. Ability to work through the closing phase of therapy
11. Ability to use psychoanalytic supervision

Specialist applications and interventions

1. Ability to offer clinical consultation, and brief, short and long term interventions
2. Ability to adapt psychoanalytic practice to work with individuals across the age range from infancy to late adolescence
3. Ability to offer psychoanalytically informed work with parents, foster carers and kinship carers
4. Ability to offer psychoanalytically informed family work
5. Ability to offer psychoanalytically informed perinatal assessments, and perinatal work (at qualification)
6. Ability to deliver manualised treatments
7. Ability to maintain a psychoanalytic stance whilst meeting psychological therapies requirements of a range of work tasks and settings
8. Ability to provide clinical supervision from a psychoanalytic perspective to practitioners from other professional disciplines

Multi-disciplinary and organisational competences

1. Ability to work effectively as an autonomous professional in a multi-disciplinary team
2. Ability to provide psychoanalytic perspective in multi-disciplinary team case discussions
3. Ability to work in (and to provide a psychoanalytic perspective to) networks
4. Ability to provide psychoanalytically informed case consultation to CAMHS and non-CAMHS professionals and agencies
5. Ability to exercise management responsibilities as appropriate to the work role
6. Ability to exercise leadership as appropriate to the work role
7. Presentation skills appropriate to audience and communication task
8. Ability to deliver psychoanalytically informed training to colleagues and other professionals
9. Ability to provide clinical supervision from a psychoanalytic perspective to practitioners from other professional disciplines

Meta-competences

1. Ability to apply the analytic model flexibly in response to the patient’s individual needs and context
2. Ability to monitor self-disclosure by the therapist
3. Ability to adapt interventions in response to patient feedback
4. Ability to establish an appropriate balance between interpretative, developmental and supportive therapeutic work

Core competences for work with children/young people

1. Knowledge of models of intervention, and their employment in practice
2. Ability to foster and maintain a good therapeutic alliance and grasp the perspective & ‘world view’ of members of the system
3. Ability to deal with the emotional content of sessions
4. Ability to manage endings and service transitions
5. Ability to work with groups of children and/or parents/carers
6. Ability to make use of measurement of outcomes
7. Ability to keep supervision
8. Ability to work with complex, chronic and co-morbid presentations
9. Ability to identify and respond to difficulties in the therapeutic relationship
10. Ability to work through the closing phase of therapy
11. Ability to use psychoanalytic supervision

Generic Therapeutic Competences

1. Knowledge of development in children/young people and of family development and transitions
2. Knowledge and understanding of mental health problems in children/young people and adults
3. Ability to deal with the emotional content of sessions
4. Ability to manage endings and service transitions
5. Ability to work with groups of children and/or parents/carers
6. Ability to make use of measurement of outcomes
7. Ability to keep supervision
8. Ability to work with complex, chronic and co-morbid presentations
9. Ability to identify and respond to difficulties in the therapeutic relationship
10. Ability to work through the closing phase of therapy
11. Ability to use psychoanalytic supervision

Professional/legal issues

1. Knowledge of legal frameworks relating to working with children/young people
2. Knowledge of, and ability to work within, professional and ethical guidelines
3. Knowledge of, and ability to work with, issues of confidentiality, consent and capacity
4. Ability to work within and across agencies
5. Ability to recognize and respond to concerns about child protection
6. Ability to work with difference (cultural competence)
7. Ability to engage and work with families, parents & carers
8. Ability to communicate with children/young people of differing ages, developmental level and background
9. Knowledge of psycho-pharmacology in child and adolescent work

Engagement issues

1. Knowledge of models of intervention, and their employment in practice
2. Ability to foster and maintain a good therapeutic alliance and grasp the perspective & ‘world view’ of members of the system
3. Ability to deal with the emotional content of sessions
4. Ability to manage endings and service transitions
5. Ability to work with groups of children and/or parents/carers
6. Ability to make use of measurement of outcomes
7. Ability to keep supervision
8. Ability to work with complex, chronic and co-morbid presentations
9. Ability to identify and respond to difficulties in the therapeutic relationship
10. Ability to work through the closing phase of therapy
11. Ability to use psychoanalytic supervision

Research skills

1. Research literacy
2. Ability to conduct practice based research

Analytic metacompetences

1. Generic metacompetences
2. Ability to work with infants, children, young people and their families
3. Ability to manage risk and to work safely
4. Ability to work within legal and ethical frameworks
5. Ability to integrate issues of diversity into the work

Work tasks

1. Work tasks such as CAMHS assessments, CAPA, risk assessments, child protection
2. Work tasks such as CAMHS, In-patient unit; Looked After Children Team; hospital setting or primary care; setting disorders; learning disability team; education or forensic setting