

Core competences for work with children/ young people

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

Professional/legal Issues

3. Knowledge of legal frameworks relating to working with children/ young people
4. Knowledge of, and ability to operate within, professional and ethical guidelines
5. Knowledge of, and ability to work with, issues of confidentiality, consent and capacity

6. Ability to work within and across agencies

7. Ability to recognise and respond to concerns about child protection

8. Ability to work with difference (cultural competence)

Engagement Issues

9. Ability to engage and work with families, parents & carers

10. Ability to communicate with children/young people of differing ages, developmental level and background

11. Knowledge of psychopharmacology in child and adolescent work

Generic Therapeutic Competences

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 measures (including monitoring of outcomes)

7. Ability to make use of supervision

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 make use of conscious and unconscious aspects of the working relationship as a vehicle for change

4. Ability to experience, tolerate and work with extremes of vulnerability, aggression and emotional pain

5. Ability to draw on knowledge of psychoanalytic theory, attachment theory and child development research

6. Ability to integrate psychoanalytic reflection and engagement

7. Ability to maintain an empathic open-minded stance

8. Ability to make use of process as a source of understanding

Psychoanalytic psychotherapy with infants, children and young people

1. Knowledge of psychoanalytic approach and rationale

2. Ability to establish and manage a psychoanalytic psychotherapy setting and boundaries

3. Ability to deal with risk, safeguarding, notes and confidentiality as they pertain to the psychoanalytic process

4. Ability to generate developmentally informed reflection and interpretation

5. Ability to work with the transference and counter-transference

6. Ability to work with defences, adaptive and maladaptive

7. Ability to work with severe, complex, chronic and co-morbid presentations

8. Ability to identify and respond to difficulties in the therapeutic relationship

9. Ability to work through the closing phase of therapy

10. Ability to track change and outcomes using subjective and standardised methods

11. Ability to use psychoanalytic supervision

Assessment and formulation

1. Ability to conduct assessment for psychoanalytic psychotherapy of infants, children, young people and their parents

2. Ability to take account of the dynamics and wider context of the referral as a source of understanding of the individual

3. Ability to conduct a 'State of Mind' assessment

4. Ability to integrate complex (and potentially contradictory) aspects of development, functioning and presentation into a formulation

5. Ability to generate a psychoanalytically informed formulation

6. Ability to assess the need for different intensities and duration of psychoanalytic psychotherapy

7. Ability to draw on knowledge of other psychological therapies and their application

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 either psychoanalytically informed perinatal and parent-infant work or group work (at qualification)

6. Ability to deliver manualised treatments

7. Ability to maintain a psychoanalytic stance whilst meeting the requirements of a range of work tasks and settings

- Work tasks such as Generic CAMHS assessments, CAPA, risk assessments, child protection

- Work settings such as CAMHS, In-patient unit; Looked After Children Team; hospital setting or primary care; eating disorder team; learning disability team; education or forensic setting

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 discussion

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

- Research skills**
1. Research literacy
 2. Ability to conduct practice based research

Meta-competences

Generic metacompetences

1. Ability to work with infants, children, young people and their families

2. Ability to manage risk and to work safely

3. Ability to work within legal and ethical frameworks

4. Ability to integrate issues of diversity into the work

Analytic metacompetences

5. Ability to apply the analytic model flexibly in response to the patient's individual needs and context

6. Ability to monitor self-disclosure by the therapist

7. Ability to adapt interventions in response to patient feedback

8. Ability to establish an appropriate balance between interpretative, developmental and supportive therapeutic work