

# The SCoPEd partnership: the creation of a shared standards framework



# What is SCoPEd?

A shared evidence-based generic competency framework for counselling and psychotherapy with adults

### Theme 1 Professional framework

Competences for setting professional and ethical boundaries, and working within an ethical, legal and professional framework to create a safe therapeutic space for the counselling or psychotherapy to take place.

Required competences for therapists:	Column		
	A	B	C
1.1A Knowledge of and ability to operate within professional, legal and ethical frameworks	●	●	●
1.2A Ability to understand and apply the Equality Act and other relevant legislation to practise safely and ethically within the law	●	●	●
1.3A Ability to negotiate, maintain and review an appropriate contract with the client or patient, taking account of timing, practice setting and duration of therapy, ensuring that the client or patient's consent is explicitly informed and freely given	●	●	●
1.4A Ability to create regular opportunities for the client or patient to review and feed back their experience	●	●	●
1.5A Ability to protect the confidentiality and privacy of clients or patients from unauthorised access or disclosure in advance about any reasonably foreseeable limitations of confidentiality and privacy	●	●	●
1.6A Ability to provide and maintain a secure framework for both therapist and clients or patients, in terms of and the therapy setting	●	●	●
1.7A Ability to evaluate own work within an ethical framework and apply the framework to resolve conflicts	●	●	●
1.8A Ability to address and respond to ethical dilemmas and recognise when to consult with supervisor and other professionals	●	●	●

### Theme 2 Assessment

Competences which focus on assessing the needs of diverse clients or patients within a clear framework for understanding psychological distress, which takes account of risk and the need to work within personal limits.

Required competences for therapists:	Column		
	A	B	C
2.1A Ability to make an initial and ongoing assessment of the client's or patient's problems and suitability for therapy being offered	●	●	●
2.1B Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach	●	●	●
2.1C Ability to conceptualise and fully formulate ways of working with clients or patients with chronic and enduring mental health problems	●	●	●

### Theme 3 Therapeutic relationship

Competences which focus on establishing and developing an authentic and enabling therapeutic relationship which concentrates on the particular needs of diverse clients or patients, from the first stages of establishing rapport through to a safe ending. This theme recognises the central importance of the therapeutic relationship in therapy and the need to understand how to work with the relationship, including managing difficulties and ruptures.

Required competences for therapists:	Column		
	A	B	C
3.1A Ability to understand the central importance of the role and purpose of the therapeutic relationship within the therapeutic approach	●	●	●
3.2A An ability to demonstrate personal qualities associated with supporting a strong therapeutic relationship including: respect, concern, confidence and genuineness, matched to the client's or patient's needs; a non-judgemental and non-defensive attitude; an ability to establish rapport; an ability to discuss issues which are important to them; an ability to understand the significance and impact of their own identity, culture, language, values and worldviews upon the relationship and the therapeutic process, and use this shared understanding to inform and evaluate ongoing practice	●	●	●

### Theme 4 Knowledge and skills

Competences that outline ability to relate theory to practice, which shows understanding of the individual, their difficulties and the process of change within a clear framework of skills and knowledge.

Required competences for therapists:	Column		
	A	B	C
4.1A Ability to articulate the rationale and philosophy underpinning own therapeutic practice	●	●	●
4.2A An understanding of and the ability to apply the theory and practice of therapy from assessment to ending including knowledge of: <ul style="list-style-type: none"> <li>a model of person and mind</li> <li>a model of gendered and culturally influenced human development</li> <li>a model of human change and ways in which change can be facilitated</li> <li>a model of therapeutic relationship</li> <li>a set of clinical concepts to relate theory to practice</li> </ul>	●	●	●
4.2B Ability to critically appraise a range of theories underpinning the practice of counselling and psychotherapy	●	●	●
4.2C Ability to critically appraise the history of psychological ideas, the cultural context, and relevant social and political theories to inform and evaluate ongoing practice	●	●	●

### Theme 5 Self-awareness and reflection

Competences that show the ability to use self-awareness, self-knowledge, self-challenge, reflexivity and supervision to ensure the best interests of diverse clients and patients are at the forefront of the work.

Required competences for therapists:	Column		
	A	B	C
5.1A Ability to make use of personal development, self-awareness and supervision to reflect on, learn from and enhance therapeutic practice	●	●	●
5.1B.i Ability to be emotionally prepared for intense and complex work, which requires sustained reflexivity	●	●	●
5.1B.ii Ability to work with 'unconscious' and 'out of awareness' processes	●	●	●
5.1C Ability to evidence reflexivity, self-awareness and the active use of self to work at depth in the therapeutic relationship and throughout the therapeutic process	●	●	●
5.2A Ability to use awareness of self during therapy to enhance the therapeutic process	●	●	●
5.3A Ability to reflect on aspects of own identity, culture, values and worldview that have most influenced 'self' and work on own preconceptions and bias	●	●	●
5.4A Ability to understand the significance and impact of own identity, culture, language, values and worldview in work with clients or patients	●	●	●
5.4B Ability to critically challenge own identity, culture, values and worldview	●	●	●

# The Vision

For the profession of counselling and psychotherapy to be better **understood, valued** and **trusted** by clients, patients, employers, commissioners and society

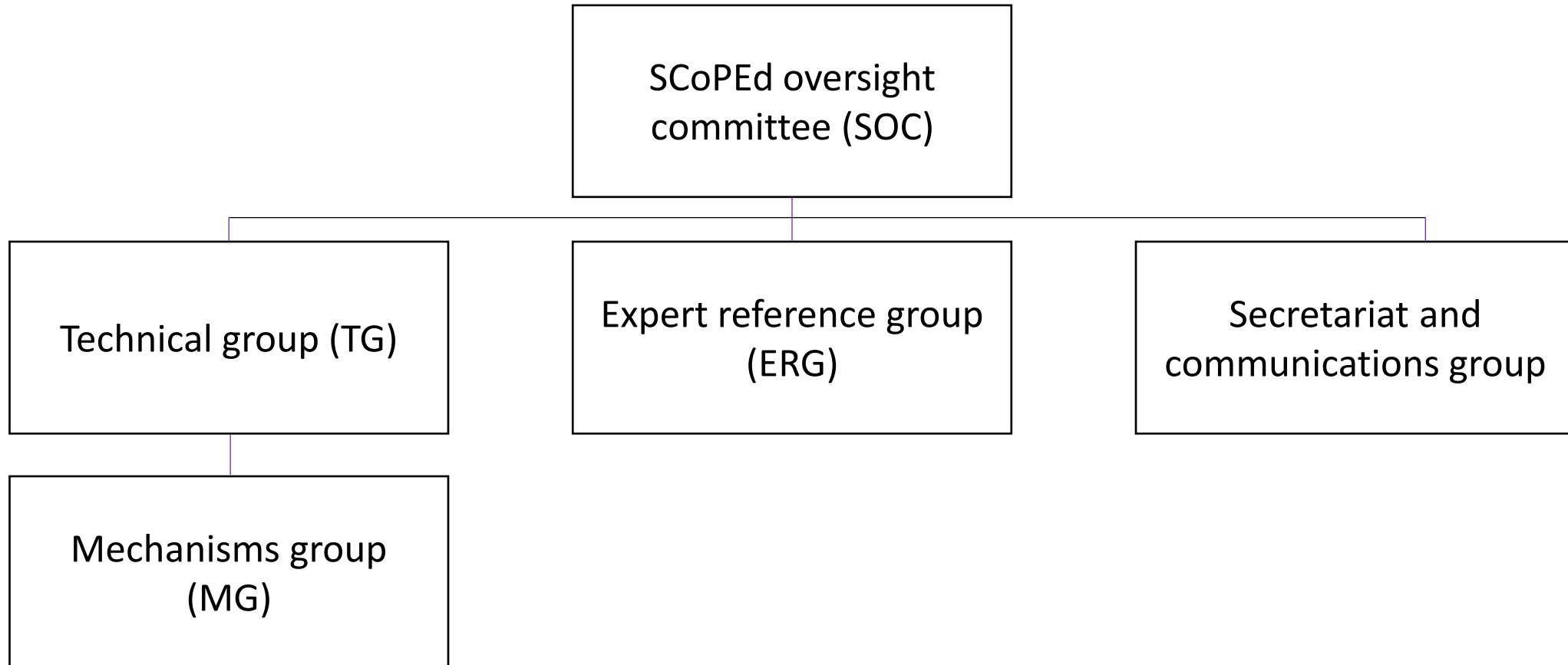
# The Vision

- Commissioners, employers and service managers can confidently recruit appropriately qualified therapists
- Clients and service users can access the most appropriate help
- Increased opportunities for this skilled and underused workforce
- Clear training and progression routes for professionals

# Why is SCoPEd needed?

- To overcome the confusion and complexity in training and professional development
- To bring clarity and transparency to the high-quality work of the profession
- To ensure that the profession is better **understood, valued and trusted**
- To give clients, service users and patients the tools to make an informed choice and give greater access to high-quality psychological therapies

# Structure



# Factors contributing to success

- Strong leadership and vision
- Commitment
- Technical expertise
- Strong relationships
- Flexibility
- Openness
- Listening
- Independent chairing
- Support from dedicated secretariat
- Willingness to compromise

# Experts by Experience (EBEs)

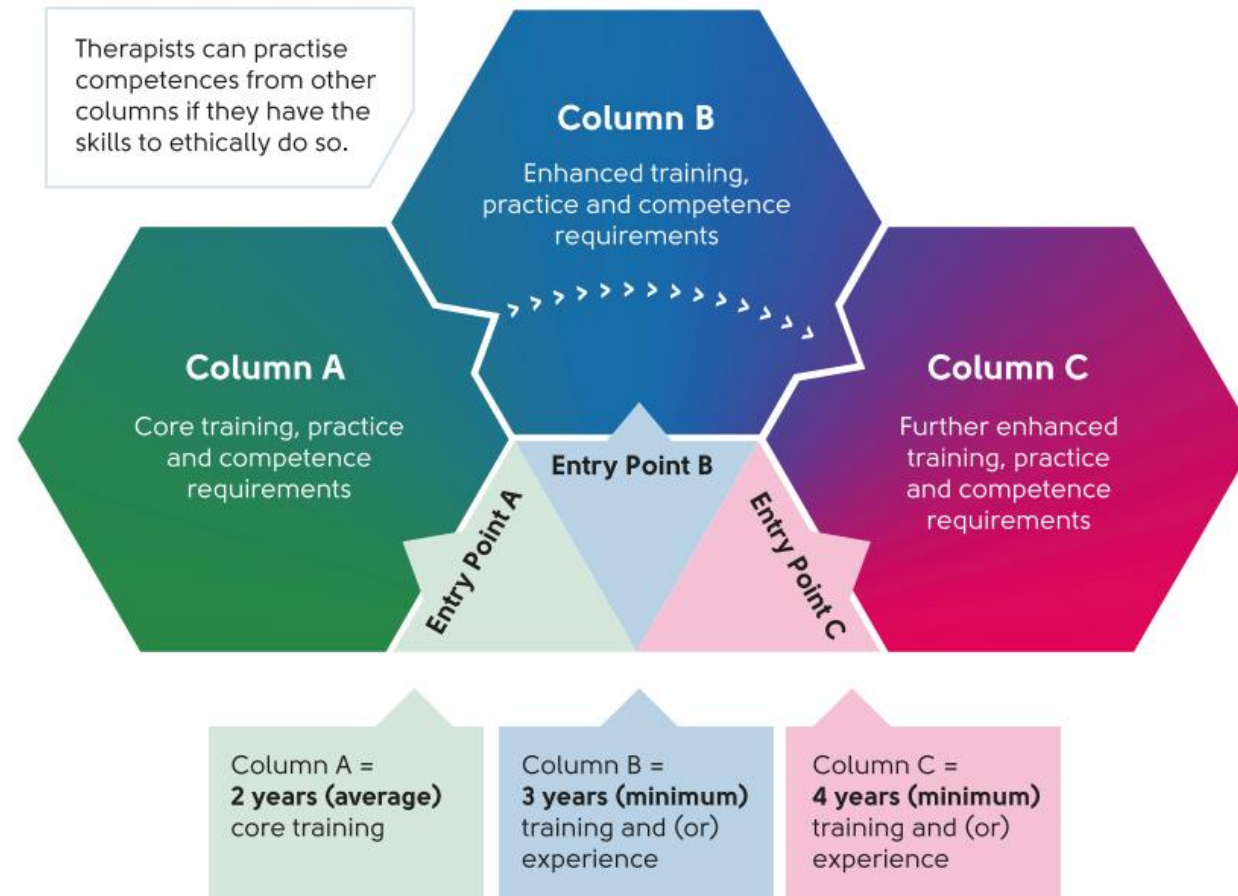
EbE involvement has been **transformative**

They have been:

- generous
- committed
- patient
- challenging



# Creating and enabling opportunities



# Key outcomes

- Transparent competences and practice standards
- Clear standards associated with different entry points
- Clear 'transition points' or 'gateways'
- Accessible information for stakeholders
- Benchmark for minimum expected standards

# Key outcomes

- Greater trust between partners
- Greater respect for different ways of working
- High level of agreement on common standards
- Evidence of growing respect and opportunities as a result of collaboration

# Questions