

MA in Integrative Counselling and Psychotherapy with Children, Young People and Families (Year 2 of 3)

September 2022 – June 2023

Thank you to the generous grant awarded by the FPSA, this has enabled me to continue to the second year of training and continue to learn and develop as an integrative counsellor and psychotherapist at the University of Roehampton. This has included one day of lectures each week and one day of placement. This training will equip me to become a qualified integrative counsellor and psychotherapist with children, young people and families and to register with the BACP (British Association of Counselling Professionals). My second year of training ended in June 2023.

Summary of and reflections on training:

The second year has had a focus on academic learning, clinical practice and experiential learning. This has supported me to develop my therapeutic skills in working with children including play-based and non-directive skills, linking theory to practice and my understanding of the importance and role of research for clinicians.

This year the programme has consisted of weekly teaching lectures and seminar groups. Alongside this, a placement in a school through which I have completed 60 hours of supervised clinical practice with children. I have also completed three written essays and have delivered a reflective presentation to share my thoughts on the past academic year.

Upon completion of the second year of my training, I have achieved the following learning objectives which contribute to:

- a working knowledge and understanding of key theories and the application of a psychodynamic approach to therapeutic work with children and young people
- a working understanding concerning short-term and time-limited counselling and psychotherapy with children and young people
- a working understanding of psychodynamic assessment and formulation
- a working knowledge of the development and key concepts and theories of CBT and their application to therapeutic work with children and young people
- a working knowledge of how to conduct a CF-CBT Formulation and assess whether and when a child or young person is ready to engage in CF-CBT
- a working knowledge of psychological assessment and formulation
- a developing capacity to appropriately integrate approaches to formulation and intervention in therapeutic work with children and adolescents
- demonstrate the ability to work collaboratively with tutors and fellow students in exploring clinical work, and to conduct themselves within appropriate professional and ethical guidelines and mental health legislation relevant to professional practice

- demonstrate the ability to use theories of psychotherapeutic practice and human development to critically inform their practice
- be able to establish, maintain and close a satisfactory working alliance and therapeutic relationship
- demonstrate the ability to work therapeutically in a child-led way with a range of clients.
- demonstrate an ability to recognise the boundaries of their own competence and not attempt to practice an intervention for which they do not have appropriate training or specialist qualifications
- demonstrate a developing capacity for reflexivity in terms of their development as a practitioner
- be able to engage in professional communication clearly and competently in written and oral form, maintain records and engage in appropriate and secure information sharing while ensuring confidentiality
- demonstrate they have met the core competencies for this module
- have knowledge and understanding of a range of difficulties concerning young people who might benefit from therapeutic interventions and have the necessary skills, knowledge and insight to support the client through the therapeutic process

Over the past year, I have deepened my understanding of the skills needed to provide children with in-depth and robust psychological care. This has helped me in all areas of my practice including assessments and direct work with children.

In addition to this, I have been able to begin offering advice and consultation to my colleagues to support the therapeutic understanding for their clients. I have also valued the extensive supervision I have received as an individual and in groups which has challenged my thinking and supported me in developing my analytical skills, especially when applying theory to practice and creating sound formulations using CBT (Cognitive Behavioural Theory) and psychodynamic theory. This has enabled me to better understand and meet the needs of the children I have supported this year.

I am very thankful to FPSA for making it possible for me to continue my training which I hope to continue doing in order to be able to provide the best care to the children, young people and families I support. In the future, I hope to use this training to work with young people who have experienced trauma and abuse.