

## Working with young adults: new curriculum, new competencies?

Dr Sandra Dunsmuir, UCL  
Dr Sarah Wright, University of Southampton

---

---

---

---

---

---

---

---

### Background:

1. Successful bid made to the Higher Education Academy (HEA) for a Collaborative Teaching Development Grant by Sandra Dunsmuir (UCL), Sarah Wright (Southampton) and Cathy Atkinson (Manchester).
2. Project to run from June 2013 to December 2014
3. Project title: *'Developing objective structured professional assessment and feedback protocols for professional training of practitioner psychologists'*

---

---

---

---

---

---

---

---

### Project phases:

1. To develop a training curriculum for educational psychologists working with young adults aged 16–25
2. To define the relevant professional competencies
3. To develop an objective structured professional assessment (OSPA) protocol
4. To providing students with video and audio feedback
5. To evaluate outcomes

---

---

---

---

---

---

---

---

### 16–25 curriculum: What knowledge and competencies are required?

- Knowledge and skills we are already applying
- Knowledge and skills that are transferable
- Knowledge and skills that are new

---

---

---

---

---

---

---

### Focus of Phase 1 of the project

1. To consult EPs with expertise in the area to identify new knowledge and skills.
2. To develop the 16–25 curriculum for EP training




---

---

---

---

---

---

---

### How did we do this?



*The Delphi Method*

---

---

---

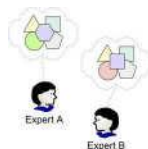
---

---

---

---

## What was involved?



- Group communication among geographically dispersed experts
- Completion of a series of written questionnaires, anonymously answered
- Summarised group responses, provided alongside individual responses
- Followed by a new questionnaire and the chance to change views and adjust responses
- Process ends when consensus is achieved.

---

---

---

---

---

---

---

## How did we identify our experts?

- ▶ Volunteer participant EPs with expertise in working with 16–25 year olds were sought via a posting on EPNET.
- ▶ All of the self-selecting sample (n=28) were invited to participate in the research by responding to an initial questionnaire delivered by Opinio.
- ▶ A high proportions of these (n = 24) returned the online survey.

---

---

---

---

---

---

---

## Delphi poll, first round:

1. What aspects of the **Context** in which young people aged 16–25 live, learn and work should be included in the training curriculum for educational psychologists?
2. What aspects of **Legislation and Policy** should be included?
3. What aspects of **Assessment** should be included?
4. What aspects of **Interventions and Outcomes** should be included?
5. What aspects of **Development** should be included?
6. What aspects of **Transition** should be included?

---

---

---

---

---

---

---

### Each participant received:

- ▶ Quantitative group results – all collated responses under the six categories, and descriptive data summarising the overall importance ratings associated with each one.
- ▶ A summary of their own responses to highlight their individual position in relation to collated group responses.
- ▶ All qualitative comments.

---

---

---

---

---

---

---

### Section 2 – Legislation and policy

	Your Response	Collated Group Response % (n)				
		Extremely Important	Important	Neutral	Unimportant	Extremely Unimportant
		5	4	3	2	1
1. Mental Capacity Act (2005)	4	37.5 (9)	58.3 (14)	4.2 (1)	0	0
2. Autism Act (2009) and Autism Strategy (2010)	4	37.5 (9)	50 (12)	12.5 (3)	0	0
3. Disabled Students Allowances (DSA)	5	54.2 (13)	37.5 (9)	8.3 (2)	0	0

---

---

---

---

---

---

---

### Delphi poll, second round:

- ▶ All 24 participants were then asked to respond to this new information in a second round of Delphi polling.
- ▶ An appropriate level of consensus was achieved after two rounds (level varies according to context, but should achieve 70–80% according to Hasson, Keeney & McKenna, 2000).
- ▶ After the second round of Delphi polling there was over 95% agreement on items that were seen as essential in a new training curriculum and those that were perceived as already being covered in existing curricula.

---

---

---

---

---

---

---

### Who were the Delphi poll participants?

Primary job status	Frequency	Percent
Local authority EP – main grade	6	25.0
Local authority EP – senior practitioner	1	4.2
Local authority EP – senior	4	16.7
Local authority EP – principal	1	4.2
EP in private practice	10	41.7
University tutor	1	4.2
Other	1	4.2
<b>Total</b>	<b>24</b>	<b>100</b>

---

---

---

---

---

---

---

---

### Delphi poll participants: Gender

	Frequency	Per cent
Male	8	33.3
Female	16	66.7

---

---

---

---

---

---

---

---

### Delphi poll participants: Number of years practicing as an educational psychologist

	Frequency	Per cent
6–10 years	5	20.8
11–15 years	3	12.5
15–20 years	6	25.0
Over 20 years	10	41.7

---

---

---

---

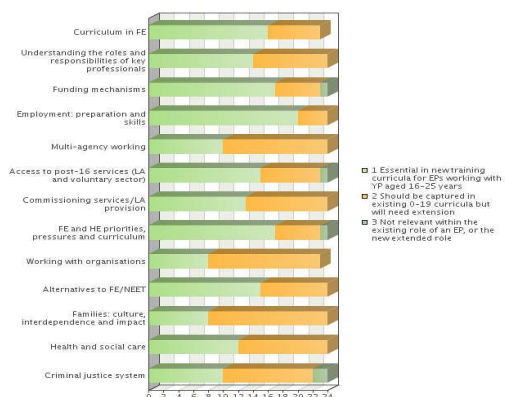
---

---

---

---

## 1. Context




---

---

---

---

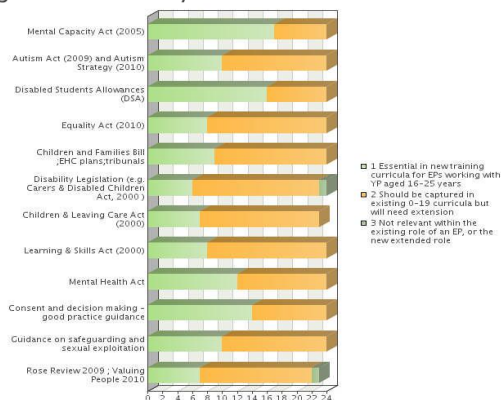
---

---

---

---

## 2. Legislation and Policy




---

---

---

---

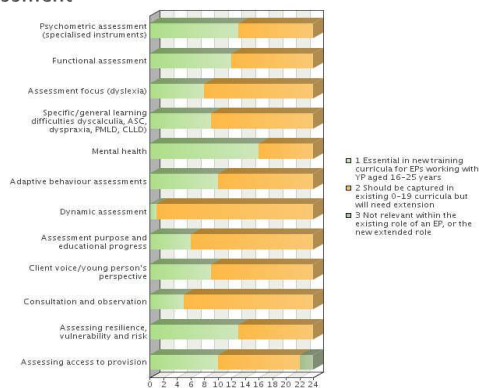
---

---

---

---

## 3. Assessment




---

---

---

---

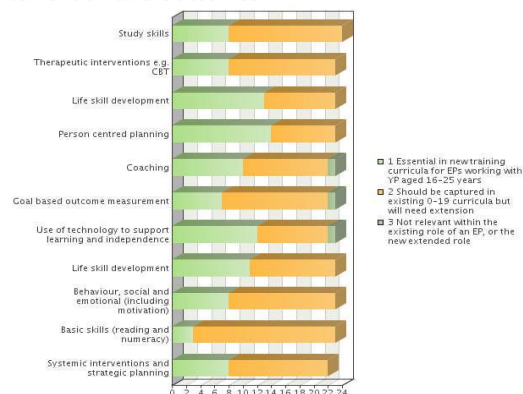
---

---

---

---

#### 4. Intervention and Outcomes




---

---

---

---

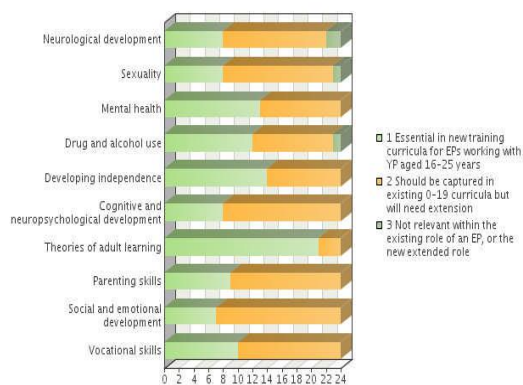
---

---

---

---

#### 5. Development




---

---

---

---

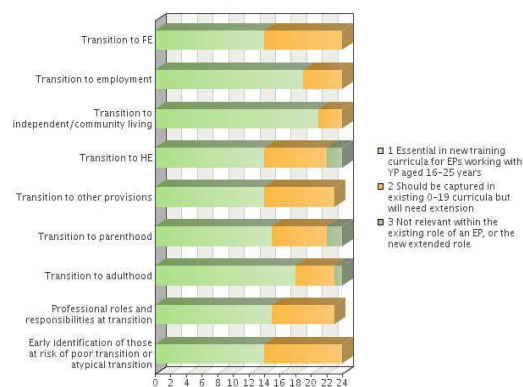
---

---

---

---

#### 6. Transition




---

---

---

---

---

---

---

---

Expert group who met at UCL on 15<sup>th</sup> November 2013

1. Louise Bason (Liverpool EPS)
2. Naomi Burgess (Independent EP)
3. Jill Carden (Independent EP)
4. Viv Clifford (Independent EP)
5. Martin Hughes (Sheffield EPS, University of Sheffield)
6. Olivia Kenneally (Camden EPS, Tavistock Clinic)
7. Michael Lane (Independent EP)
8. Anne Murray (Derbyshire EPS)

## Consensus!



- New knowledge required for working with 16–25 year olds
- Existing knowledge that needs extension to work with 16–25 year olds
- Identification of content considered not relevant within the EP role, current or new

....and now the curriculum

## To find out more detail, go to

<https://www.ucl.ac.uk/ospa-project/competencyframework.html>



**OSPA Project**  
**Objective Structured Professional Assessments**  
 A collaboration between University College London, Southampton University  
 and Manchester University

**Working with Young People Aged 16-25 - Competency Framework**

### Professional competence and fitness to practice

Kaplow et al. (2014) proposed that competencies consist of discrete knowledge, skills, and attitudes. Given the reciprocal relationship between professional competence in the workplace and educational contexts, there is a need to ensure that education of competence is undertaken in consultation with key stakeholders (practicing educational psychologists, service managers, university tutors), drawing both theoretical and functional competence models (e.g., 2010). Foundational competencies are necessary to perform the core functions of professional practice, such as acquisition of ethical frameworks, knowledge of scientific principles and awareness of cultural diversity issues. Functional competencies can be observed as a psychologist's professional performance in terms of skills or behaviours.

The curriculum for training EPs to work with 16-25 year olds has been devised to develop functional competencies and contains three elements:

- |   |                                                                                         |
|---|-----------------------------------------------------------------------------------------|
| 1 | New knowledge required for working with 16-25 year olds                                 |
| 2 | Existing skills required to deliver psychological services to adults to 16-25 year olds |
| 3 | Existing knowledge that needs extension to work with 16-25 year olds                    |



### Section 1 – CONTEXT

1.1a	Demonstrates knowledge about the types of curricula, courses, programmes and pathways available to young people aged 16-25.
1.1b	Understands roles of key professionals in supporting young people aged 16-25.
1.1c	Demonstrates awareness of how educational psychologists can support young people aged 16-25 in achieving outcomes (including employment, health, community inclusion and independent living).
1.1d	Understands the socio-political context and pressures faced by young people aged 16-25 accessing FE and HE including social and learning issues; mental health issues.
1.1e	Understands systems, services and resources to support young people aged 16-25, including Educational, Health and Social Care and Criminal Justice Systems.
1.2a	Verbal and non-verbal communications that are appropriate to the professional context, including in challenging interactions.
1.2b	Respectful of beliefs and values of colleagues within other professional sectors, even when inconsistent with personal values and beliefs.
1.2c	Working knowledge of multiple and differing world views, professional standards and contributions across different professional roles, contexts and systems.
1.2d	Appreciates and integrates perspectives from multiple professions.
1.3	Other areas to be addressed via an extension to existing curricula: Commissioning of services and provision mapping for 16-25 year olds; Working with families - understanding cultural differences in expectations of adulthood and issues of interdependence between young adults and parents

---

---

---

---

---

---

---

---

### Section 2 – LEGISLATION

2.1	Demonstrates awareness of key legislation relating to the needs of young people aged 16-25, including the Mental Capacity Act (2005) and Disabled Students Allowance (DSA).
2.2	Spontaneously and reliably identifies complex ethical and legal issues, analyses them accurately and proactively addresses them.
2.3	Other areas to be addressed via an extension to existing curricula: Knowledge of legislation such as the Autism Act (2009) and Autism Strategy (2010); Equality Act (2010); Children and Families Bill, EHC plans and tribunals; disability legislation (e.g. Carers and Disabled Children Act, 2000); Learning and Skills Act (2000); Children and Leaving Care Act (2000); Mental Health Act; consent and decision making – good practice guidance; guidance on safeguarding and sexual exploitation; Rose Review (2009); Valuing People (2010).

---

---

---

---

---

---

---

---

### Section 3 – ASSESSMENT

3.1a	Able to select and use a broad range of psychological assessment methods, appropriate to the young person, environment and the type of intervention likely to be required.
3.1b	Understands additional responsibilities which may arise within the context of assessing post 16 learners (e.g. capacity to learn; diagnosis of a specific learning difficulty).
3.2	Selection of assessment tools reflects a flexible approach to exploring hypotheses about the needs of the young person in relation to achieving outcomes (including employment, health, community inclusion and independent living).
3.3	Other areas to be addressed via an extension to existing curricula: Specific/general learning difficulties, dyscalculia, ASC, dyspraxia, PMLD, CCLD; mental health; adaptive behaviour assessments; dynamic assessment; client voice/young person's perspective; consultation and observation; assessing resilience; vulnerability and risk

---

---

---

---

---

---

---

---

## Section 4 – INTERVENTIONS AND OUTCOMES

4.1a	Understands the principles of consent and shared decision making, including the Mental Capacity Act (2005).
4.1b	Understands the principles of person-centred planning.
4.1c	Demonstrates awareness of how interventions should support young people in achieving outcomes (including employment, health, community inclusion and independent living).
4.2a	Acts in the best interest of the young person and maintains a professional duty of care.
4.2b	Communicates clearly and effectively with clients.
4.3	Other areas to be addressed via an extension to existing curricula: coaching; goal-based outcome measurement; use of technology to support learning and independence; life skill development; behaviour, social and emotional development and management (including motivation); development of basic skills (reading and numeracy) in adulthood; systemic interventions and strategic planning in FE and post-16 services.

---

---

---

---

---

---

---

---

## Section 5 – DEVELOPMENT

5.1a	Demonstrates knowledge of theories of adult learning.
5.1b	Recognises circumstances or behaviours which may potentially challenging for young people aged 16-25 (including parenthood, development of sexuality, drug and alcohol use, chronic ill health) and which can increase vulnerability.
5.1c	Demonstrates knowledge of how to assess risk and resilience in relation to changing life circumstances.
5.2a	Demonstrates awareness of the effects of oppression and discrimination on young people and their families.
5.2b	Recognises ethical or safeguarding issues, knows how to address these appropriately and when to seek supervision.
5.2c	Recognises and discusses limits of own professional and legal knowledge.
5.3	Other areas to be addressed via an extension to existing curricula: developing independence; neuropsychological development; social and emotional development; vocational skills

---

---

---

---

---

---

---

---

## Section 6 – TRANSITIONS

6.1a	Understands issues with might arise within the context of young people aged 16-25 making transitions between educational and/or vocational institutions, or into employment.
6.1b	Understands issues which might arise as a result of other life transitions (e.g. to independent living; parenthood; adulthood).
6.2a	Works collaboratively with others to support transitions made by young people aged 16-25.
6.2b	Within multidisciplinary settings can work with other professionals to incorporate psychological knowledge into transition planning and monitoring.
6.3	Other areas to be addressed via an extension to existing curricula: professional roles and responsibilities.

---

---

---

---

---

---

---

---

## Next phase of the project:

To look specifically at to what extent Objective Structured Clinical Examinations (OSCEs) from medical sciences could be used as a model for assessing practice competence in this area.

To develop these as Objective Structured Professional Assessments (OSPAs)

---

---

---

---

---

---

---

## What is an OSPA?

- ▶ Objective
- ▶ Structured
- ▶ Professional
- ▶ Assessment

Involve multiple stations, each with a different professional task

---

---

---

---

---

---

---




---

---

---

---

---

---

---

## OSPA stations




---

---

---

---

---

---

---

---

## Any questions?




---

---

---

---

---

---

---

---