

Educational Psychology Online Consultation Competencies

1. Fitness for purpose

- a) Demonstrates remote consultation is appropriate to the needs of the client and the problem situation.
- b) Demonstrates that the consultee has been offered a choice to proceed with an online consultation.
- c) Demonstrates consideration of the needs of the client and their ability to successfully access the agreed online platform, both before and during the consultation.

2. Technological capacity

- a) Demonstrates confidence and adaptability in the use of the chosen platform e.g. screen sharing of notes, use of white boards etc.
- b) Demonstrates flexibility in the appropriate use of online technology (e.g. use of document sharing, chat, bitmojis, virtual classrooms) to ensure full exchange of information and maximise engagement.
- c) Demonstrates an awareness of the consultee's familiarity with, and competency for using the specific technologies involved in providing the online consultation.
- d) Discusses how to proceed should the technology fail (e.g. arranging to try again in 5 minutes or rescheduling).
- e) Takes appropriate steps to address the risk of distractions, thereby reducing the risk that sessions will be interrupted and privacy breached (e.g. through use of headphones).
- f) Demonstrates awareness and application of local policies and protocols in relation to audio/video recording of consultations.

3. Ethics, expectations and boundaries

- a) Ensures that arrangements are clear regarding young person and parents' assent/consent and confidentiality.
- b) Clarifies whether others are to be involved in the consultation or not (e.g. a parent, teacher, mentor).
- c) Where there is more than one consultee, sets expectations about respect, listening, confidentiality.
- d) Ensures that consultant presentation is appropriate (video background and dress).
- e) Engages in setting clear expectations regarding
 - Use of technology – cameras, microphones, use of chat, hands up to speak
 - How notes will be taken
 - Who is in the room
 - Beginning and ending
 - Contingency planning e.g. loss of connectivity, interruptions
 - Nature of contribution

4. Risk assessment and management

- a) Evidences that all reasonable efforts to offer a complete and clear description of the psychological services provided have been made.
- b) Checks with young person's school that they are in agreement with online consultations and identifies an adult who is accessible and contactable, should concerns arise.
- c) Acts appropriately if an issue arises in relation to risk; addressing it with the child/young person/their carer/teacher where necessary.
- d) Demonstrates consideration of potential threats to the integrity of data and information and take reasonable steps to ensure that security measures are in place for protecting and controlling access to data.
- e) Clarifies the security conditions, how data will be stored and for how long.

5. Consultation

- a) Adapts oral communication skills to set appropriate pace and shows awareness of non-verbal communication (e.g. enhancing eye-contact through interaction with the camera).
- b) Reflects on and clarifies understanding at regular points during online discussions.

6. Assessment

- a) Selects assessment materials that are fit for purpose.
- b) Demonstrates an awareness of, and consideration for, publisher restrictions on the use of assessments online and threats to the reliability and validity of assessments that do not follow the standardisation protocols.
- c) Presents the rationale for the assessment chosen and details any adaptations that are being made in the light of the delivery method.
- d) Demonstrates the ability to communicate the assessment results clearly, in either oral, written or diagrammatic form, paying attention to any potential impact that the assessment platform may have had.

7. Intervention and Evaluation

- a) Demonstrates the ability to plan an intervention which is suitable for online delivery (e.g. a therapeutic intervention such as CBT), and which is clearly derived from the assessment information and formulation.
- b) Demonstrates the ability to plan an intervention online which is suitable for face-to-face delivery, which is clearly derived from the assessment information and formulation.
- c) Seeks feedback from the consultee about both the content and the process of the online consultation.
- d) Seeks to identify ways of assessing progress and outcomes from the point of view of the child/young person, as well as significant others in their life where appropriate, such as parents/carers, teachers. This may require adaptation of existing tools and measures for online use.

References

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Acknowledgements

With enormous thanks to our colleagues in Educational Psychology Services (EPSs) and Universities, who so generously gave their time, knowledge and expertise to the task of defining the competencies listed in this document.

Susan Birch (UCL & Hampshire EPS); **Kirsten Branigan** (Cambridgeshire EPS); **Liz Hampton** (University of Exeter & Plymouth EPS); **Ben Hayes** (UCL & Kent EPS); **Emma Kate Kennedy** (Tavistock & Portman NHS Foundation Trust); **Jey Monsen, Helen Kerlake, Jane Roller** (Kensington & Chelsea + Westminster Bi-Borough EPS); **Anne Powell-Davies** (Southend-on-Sea EPS); **Vicky Parker** (Portsmouth EPS); **Ros Somerville, Andrew Stephens, Sophie Winter** (Essex EPS); **Brigitte Wood** (Wokingham EPS).

Sandra Dunsmuir (UCL) and **Sarah Wright** (University of Southampton): Project Convenors.