



CPD profile

1.1 Profession: Early Career Educational Psychologist

1.2 CPD number: CPD1234

2. Summary of recent work / practice

I qualified as an Educational Psychologist two years ago, and I currently work as a main grade Educational Psychologist in a Local Authority Service. My role involves delivering a traded Psychology service to a group of primary & secondary schools, and to Post-16 education providers. Casework includes working through consultations, psychological assessments & multi-agency working. My role also includes delivering training to school staff and other LA colleagues, contributing to EHCP assessments in line with SEND Code of Practice 0-25 and providing Early Years transition support. I have involvement in the traded service development working group, and I am currently supporting, but not formally supervising, a Year 1 Trainee Educational Psychologist.

Half a day per week of my time is spent working with the Looked After Children's Education Service (LACES). This role includes completing out of borough casework in schools & children's homes, attending team meetings, liaison with the Virtual School Head & supporting the development and implementation of Attachment Aware Schools research project across the Local Authority.

Another of my specialist interest areas is working with young people aged 16 to 25 years, in line with the new SEND Code of Practice. I am part of a working group within the service which focus on this area, completing casework and contributing to statutory assessments of young people within this age range. I have delivered training on working within this area at both a service and at a regional level.

I am also currently the service representative for the regional CPD group, which was developed in order to contribute to the continuing professional development of Educational Psychologists in the local area. As part of this role I have been involved in organising, planning and delivering regional CPD events for Educational Psychologists.

Finally, I am a member of the Association of Educational Psychologists (AEP) and receive supervision once per month from my line manager.

3. Personal statement

Standard 1: Registrants must maintain a continuous, up-to-date and accurate record of their CPD activities.

I use a document that was developed within the Educational Psychology Service in which I currently work to record and maintain a log of my CPD activities for that year (see Evidence Number 1). This log enables me to record the date, timing and reflections / next steps related to each activity I have undertaken. It allows consideration of how each CPD activity has contributed to the quality of my practice and service delivery, and encourages me to think about what was the benefit, direct or indirect, to my service users. The log also provides ongoing consideration of my own development needs for the upcoming year in relation to the whole-service CPD needs.

I update the log on a half-termly basis and it is stored electronically on my computer system.

Standard 2: Registrants must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice.

CPD Planning sheets were developed within my service which are used by psychologists to plan their CPD for the upcoming year. Learning needs are identified within supervision, and the planning sheet is used at the first supervision for each academic year (see Evidence Number 2).

The CPD planning approach allows me to identify my own needs, and how these link with the needs of the service as a whole, to ensure that my CPD impacts positively upon service delivery.

I receive half-termly individual supervision with a Senior Psychologist which allows me to reflect upon my learning needs & discuss any particularly complex cases I am dealing with. I have also attended Group Supervision sessions which focus upon using Cognitive Behavioural Therapy (CBT) techniques with children and young people (see Evidence Number 3).

I have attended a number of conferences and training days (see attached CPD log) which relate to my own areas of development (which are reviewed annually). I have also planned, and delivered training to Educational Psychology colleagues from other Educational Psychology Services at a regional CPD event (see Evidence Number 4).

I also update my knowledge by accessing journal articles, particularly those from the Educational Psychology in Practice journal, which I receive four issues per year.

Standard 3: Registrants must seek to ensure that their CPD has contributed to the quality of their practice and service delivery.

Standard 4: Registrants must seek to ensure that their CPD benefits the service user.

Developing my role as a Psychologist working with Young People aged 16-25

In order to improve my skills in this area I have been working towards the 'Certificate of Competence in Psychological Practice 16-25' which is provided by Real Training. This is an online training course which includes information on preparing for adulthood, mental capacity assessment, understanding 16-25 assessment tools and assessing needs and provision, and approximately 30 hours has been spent completing this course.

This course has increased my awareness and ability to reflect upon the way in which I work with particularly vulnerable and at-risk groups within the 16-25 population. I feel that now have greater understanding of my responsibilities when working in this area and I also have access to key legislation and guidance to inform my working practice. I now feel more confident in measuring progress for young adults with PMLD & I also have increased and refreshed my knowledge of SEND reforms & the impact these have for young people aged 16-25. I also feel that I now have increased knowledge and understanding of the theoretical basis upon which many elements of 16-25 work are based.

The online training course will allow me to work with this particular population group much more efficiently and effectively in the future. I am currently awaiting approval of the submitted work for this course (submitted May 2015) and approval by my online tutor in order to confirm that I have passed the course.

I have also worked together with colleagues to plan, develop and write a training package for other Educational Psychologists on working with the 16-25 age group, which has been delivered to colleagues locally and also at a regional training event. **This has increased the quality of my work with this age group, allowing me to discuss common issues / difficulties and share good practice with colleagues** (for a copy of the presentation please see Evidence Number 5).

Increasing my knowledge and skills in delivering therapeutic interventions, particularly Cognitive Behavioural Therapy (CBT)

As part of my CPD planning I identified that I needed to increase my knowledge, skills and confidence in delivering therapeutic interventions with children and young people (particularly Cognitive Behavioural Therapy).

I attended a day conference on 'Effective Brief Psychotherapy' which was provided by Human Givens College (see Evidence Number 6). The human givens approach to psychotherapy and psychology developed out of the work and research of the Human Givens Institute as they endeavoured to bring greater clarity to the way people who become depressed, anxious, traumatised or addicted are helped by professionals, as well as making such help more reliably effective. Attending this training allowed me to develop my understanding of the most effective ways of working with individuals who are experiencing emotional distress.

Improving confidence and skills in delivering Therapeutic Interventions, specifically CBT, was also identified as a whole-service CPD need, and therefore an introductory training session was provided for all team members. **This was a highly enjoyable and informative training session, which provided me with a number of tools that I can use when delivering CBT therapeutic interventions with children and young people.** I have attached my notes from this training session (see Evidence Number 7).

Both of these training sessions have contributed enormously to my current practice by significantly increasing my knowledge, skills and confidence when working therapeutically with children and young people. This will impact upon my service delivery & my service users by supporting the emotional health of the pupils I am working with building their resilience and capacity to cope with the challenges they may face.

As previously described, I have also attended group supervision sessions which focus upon CBT approaches (see Evidence Number 3). Attending group supervision sessions has allowed me to gain valuable insights from other EPs around difficult cases and has increased my confidence when delivering CBT therapeutic interventions. **Attending these sessions impacts directly upon my service delivery with the clients that have been discussed during the supervision sessions.**

These CPD activities are also relevant to my future work as I am now considering working towards accreditation with the British Association of Behavioural and Cognitive Psychotherapies (BABCP) as a CBT practitioner.

Developing my skills in working with Looked After Children and supporting the development of a Local Authority research project

As part of my current role, half a day per week is spent working for the Looked After Children's Education Service (LACES). My role includes school-based casework, both in and out of borough, supporting schools to meet the needs of Looked After Children (LAC) who are at risk of exclusion and the organisation and development of a Local Authority level research project.

In order to support the development of the research project I have attended a series of meetings with LA colleagues to discuss implementation, and I have also developed materials for the project which have been disseminated to head teachers and designated teachers within the LA. Working on the development of the materials to be sent out to schools has proven to be highly valuable for my learning in terms of what information is required for potential participants in a research project, and encouraging reflection on the logistical elements of conducting research within a Local Authority setting. **This work will also support my service delivery by ensuring that I have the most up to date knowledge of how to meet the attachment needs of vulnerable young people within the LA.**

(For the research project materials that I helped to develop please see Evidence Number 8).

Being a member of the service working group for traded service delivery

I have played a role within a small working group of four Educational Psychologists who met together to discuss and problem-solve some of the challenges that are inherent when working within a traded model of service delivery. I have attached the notes from the task that was led by the working group at a service day (see Evidence Number 9).

The findings from this working group were shared with the rest of the service and enabled us to develop the current model within which psychology is delivered to children, young people and families within the Local Authority.

I feel that this work contributes directly to my service delivery as I have played a role in shaping the model within which our work is commissioned by schools. It has meant that service-users can more readily access psychological services.

4. Summary of supporting evidence submitted

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standard(s) that this evidence relates to
1	Dated list of all CPD activities undertaken in the last two years	Electronic (pdf) 6 pages	1
2	CPD planning sheets 2013-14 & 2014-15	Electronic (pdf) 2 pages	2
3	Example of notes from CBT Group Supervision Session	Electronic (pdf) 2 pages	2, 3, 4
4	Flyer for Regional Study Day	Electronic (pdf) 3 pages	2, 3, 4
5	Presentation slides	Electronic (pdf) 6 pages	2, 3, 4
6	Certificate of attendance at 'Effective Brief Therapy' Conference	Electronic (pdf) 1 page	2, 3, 4
7	Notes from training session on CBT	Electronic (pdf) 10 pages	2, 3, 4
8	Research Project Materials	Electronic (pdf) 2 pages	2, 3, 4
9	Notes from Working Group	Electronic (pdf) 1 page	2, 3, 4