

<<Mandatory Certificate EPA>>

**ST3-PSY-FELL-EPA2 – Assessment and treatment planning**

<b>Area of practice</b>	Psychotherapies	<b>EPA identification</b>	ST3-PSY-FELL-EPA2
<b>Stage of training</b>	Stage 3 – Advanced	<b>Version</b>	v0.5 (EC-approved 10/04/15)
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the basic standard of a practitioner with foundational training in psychotherapy (generalist advanced trainee or early-phase certificate trainee) who makes ongoing judicious use of supervision. As such, you may require further supervision to develop skills to adhere to the processes of assessment and treatment planning in this modality of psychotherapy but may practise independently with skills influenced by this modality. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>			
<b>Title</b>	<b>Foundational assessment and treatment planning.</b>		
<p><b>Description</b> Maximum 150 words</p>	<p>The trainee should conduct appropriate psychiatric assessment, formulation and treatment planning for a prescribed number of patients for whom psychotherapy is being considered in order to establish comprehensive, organised, accurate and relevant psychotherapy management plans for significant psychotherapeutic intervention (either individual dynamic/structured or brief/couples or family/group psychotherapy, excluding psychoeducation). These should include a rationale for the chosen psychotherapy approach. There should be a clear psychological and psychiatric formulation at a generalist level. An outline of the proposed psychotherapy framework including the contract, frame and process plans is required. The process should be planned around prognostic issues including anticipated process priorities and obstacles (harms or failures), risk management assessment and anticipated corrective or adjunctive measures.</p>		
<b>Fellowship competencies</b>	<b>ME</b>	1, 3, 4, 5, 7	<b>HA</b>
	<b>COM</b>	1, 2	<b>SCH</b>
	<b>COL</b>	1, 2	<b>PROF</b> 1, 2
	<b>MAN</b>		
<p><b>Knowledge, skills and attitude required</b> The following lists are neither exhaustive nor prescriptive.</p>	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p><b>Ability to apply an adequate knowledge base</b></p> <ul style="list-style-type: none"> <li>Knowledge of the key schools/modalities of psychotherapy, their benefits, limitations and patient attributes to which they are most suited.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Knowledge of the predisposing, precipitating and perpetuating factors that contribute to a sophisticated, tailored formulation.</li> <li>• Understanding the relevant process method and therapy stages of the chosen modality of therapy and how to explain and introduce them to the patient including the therapy contract details.</li> <li>• Awareness of the coincident employment of adjunctive treatments including medication, knowledge of any evidence of adverse effects in combining adjunctive treatments with the chosen psychotherapy and the role of liaison with other practitioners if indicated.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrates accurate assessment skills.</li> <li>• Develops a sophisticated biopsychosociocultural formulation incorporating constructs relevant to the chosen modality of psychotherapy.</li> <li>• Formulates and plans a treatment approach to fit the needs, capacity and limits of the patient consistent with the chosen therapy.</li> <li>• Demonstrates an awareness of the therapist's own limits and boundaries.</li> <li>• Communications are informed by the underlying theory of the modality being employed but are clear and understandable to the patient and relevant others.</li> <li>• Establishes a strong therapeutic alliance.</li> <li>• Anticipates process difficulties and manages emotional distress in a way appropriate to the context.</li> <li>• Demonstrates an awareness of cultural and subcultural issues and an ability to work within them if required.</li> <li>• Appropriately considers relevant ethical and legal issues including patient autonomy, consent, privacy, confidentiality and anticipated conflicting needs.</li> <li>• Identifies any need for adjunctive treatment outside of the psychotherapeutic relationship and makes appropriate plans to ensure the patient receives comprehensive treatment.</li> </ul> <p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Patient centred, empathic, respectful and non-judgmental.</li> <li>• Committed to ensuring a working therapeutic alliance.</li> <li>• Ethical, well bounded, safe and professional.</li> </ul>
<b>Assessment method</b>	Progressively assessed during individual and clinical supervision, including three appropriate WBAs with a minimum of two cases.
<b>Suggested assessment method details</b>	<ul style="list-style-type: none"> <li>• Case-based discussion – with written and verbal presentation. Undertaken before, or close to, commencement of treatment.</li> </ul>

(These include, but are not limited to, WBAs)

- Observed Clinical Activity (OCA).
- Assessment by supervisor (accompanied by formative feedback) of standard suitable to proceed. (For certificate trainees, the supervisor must be an accredited psychotherapy supervisor.)

**References**

BLOCH S, ed. *An introduction to the psychotherapies*. 4th edn. Oxford: Oxford University Press, 2006.

GABBARD G, BECK J & HOLMES J, eds. *The Oxford textbook of psychotherapy*. Oxford: Oxford University Press, 2007.

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar