

## Psychological Therapies and Support Framework

### Education and Training Grid

The grid below details the knowledge and competencies required across each staff level, alongside likely interventions utilised by each group. Core training tools recommended at each level by the Psychological Therapies and Support Framework Implementation Steering Group are also noted. A detailed overview of training tools is provided in appendix 1. The grid provides examples of training which is available, and does not represent an exhaustive list.

The core training tools included have been mapped against the core competencies outlined within ‘A Competence Framework for Psychological Interventions with People with Persistent Physical Health Problems’ which was launched in Scotland in March 2016. This competence framework was commissioned by NHS Education for Scotland and the Improving Access to Psychological Therapies (IAPT) programme in England ([https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/pdfs/Physical\\_Health\\_Problems/Physical\\_Background\\_Doc.pdf](https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/pdfs/Physical_Health_Problems/Physical_Background_Doc.pdf)).

**Please note: lower intensity training tools / interventions are still relevant across higher levels.**

CORE COMPETENCIES	INTERVENTIONS	TRAINING TOOLS
<b>LEVEL 1A – All those working in cancer care</b>		
<ul style="list-style-type: none"> <li>• Understand concept of distress and the importance of recognising psychological needs.</li> <li>• Basic awareness of the range of specific psychological problems (e.g. anxiety and depression).</li> <li>• Basic listening and communication skills.</li> <li>• Ability to recognise psychological needs.</li> <li>• Ability to offer general support and to communicate honestly and compassionately.</li> <li>• Treat patients and carers with kindness, dignity and respect.</li> <li>• Knowledge of when and how to refer on to senior colleagues or appropriate agencies.</li> <li>• Knowledge of the range of emotional and support services available.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective information giving</li> <li>• Supportive relationships</li> <li>• Compassionate communication</li> <li>• Avoid causing psychological harm</li> </ul>	<p><b>Emotion Matters</b></p> <p><b>ADDITIONAL TRAINING TOOLS (where specific requirement of role)</b></p> <p><b>Suicide prevention (ASIST)</b></p> <p><b>Foundation level communication skills (Rapport, SAGE &amp; THYME)</b></p> <p><b>Bereavement training</b></p>

CORE COMPETENCIES	INTERVENTIONS	TRAINING TOOLS
<b>LEVEL 1B – All those working in cancer care</b>		
<ul style="list-style-type: none"> <li>• Knowledge or experience in working with psychological issues experienced by people with cancer/palliative care needs.</li> <li>• Knowledge and competency in the use of assessment tools as appropriate.</li> <li>• Recognise boundaries of own professional responsibility and competence and to refer on as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Within defined role undertake needs assessment, and signpost to support services or specialist psychological support as necessary</li> </ul>	
<b>LEVEL 2 – All those working in cancer care with additional expertise in psychological support</b>		
<ul style="list-style-type: none"> <li>• Knowledge or experience in working with psychological issues experienced by people with cancer/palliative care needs.</li> <li>• Knowledge of psychological processes of adjustment and loss.</li> <li>• Knowledge and ability to communicate ‘bad news’, and/or offer supportive interventions at this time.</li> <li>• Knowledge and competency in the use of assessment tools as appropriate.</li> <li>• Elicit worries and concerns by establishing trust and listening in a permissive and non-judgemental manner.</li> <li>• Ability to enhance patients’ and carers’ capacity to cope and meet their own needs for support, making use of family, friends, self-help and support groups.</li> <li>• Offer appropriate psycho-educational and problem-solving techniques.</li> <li>• Ability to access and use appropriate case work supervision and training.</li> <li>• Recognise boundaries of own professional responsibility and competence and to refer on as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake needs assessment and risk stratification</li> <li>• Refer on for specialist psychological support as necessary</li> <li>• Psychological techniques such as problem solving</li> </ul>	<p><b>Developing Practice<sup>1</sup></b></p> <p><b>Advanced clinical communication skills</b></p> <p><b>ADDITIONAL TRAINING TOOLS (where specific requirement of role)</b></p> <p><b>Health behaviour change / motivational interviewing</b></p> <p><b>ASSET (Astley Ainslie Psychological Skills and Education Training)</b></p> <p><b>Suicide prevention (STORM)</b></p> <p><b>Cancer related cognitive impairment</b></p>

<sup>1</sup> Discussions are underway regarding the development of a condensed version of Developing Practice

CORE COMPETENCIES	INTERVENTIONS	TRAINING TOOLS
<b>LEVEL 3 – Trained and accredited psychological therapists</b>		
<ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the evidence-based rationale for the use of specified therapies.</li> <li>• Knowledge of psychological theory and models that are most relevant to cancer &amp; palliative care, including advanced knowledge of the nature of adjustment and loss.</li> <li>• Knowledge of professional guidelines and local and national NHS policies to ensure high standards of service delivery.</li> <li>• Expertise in a specific psychotherapeutic model, and experience of applying their skills with individuals, families and groups appropriate to their level of training.</li> <li>• Ability to provide supervision, support and education about psychological issues and interventions.</li> <li>• Ability to promote high quality psychological care by providing consultation to and working with members of the multidisciplinary team.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess for psychological distress and diagnose some psychopathology</li> <li>• Counselling and specific psychological interventions delivered according to a specific theoretical framework</li> </ul>	<p><b>Appropriate professional qualification</b></p> <p><b>CPD in line with professional regulatory body</b></p> <p><b>ADDITIONAL TRAINING TOOLS (where specific requirement of role)</b></p> <p><b>Further training in specific models of counselling / psychological interventions e.g. ACT, CBT, mindfulness, person centred counselling.</b></p> <p><b>Oncology specific induction, e.g. anatomy and oncology for non-clinicians, CBT for people with cancer.</b></p>
<b>LEVEL 4 – Counselling or clinical psychologist/psychiatrist</b>		
<ul style="list-style-type: none"> <li>• Specialist knowledge and experience of assessing and intervening with complex and severe mental health problems.</li> <li>• Specialist knowledge of, and expertise in, a range of psychological therapies appropriate to the needs of people with life threatening illness and their carers. This includes detailed knowledge of the care of people with mental health needs, and/or of the use of psychotropic medication.</li> <li>• An ability to undertake a comprehensive psychological risk assessment taking into account relevant social, familial and</li> </ul>	<ul style="list-style-type: none"> <li>• Assess complex psychological problems</li> <li>• Specialist psychological and psychiatric interventions for managing moderate to severe mental health problems</li> </ul>	<p><b>Appropriate doctoral level professional qualification</b></p> <p><b>CPD in line with professional regulatory body</b></p> <p><b>ADDITIONAL TRAINING TOOLS (where specific requirement of role)</b></p> <p><b>Further training in specific models of</b></p>

CORE COMPETENCIES	INTERVENTIONS	TRAINING TOOLS
<p>cultural.</p> <ul style="list-style-type: none"> <li>• An ability to use clinical experience and judgement, objective testing and access appropriate medical and mental health history in order to identify presenting mental health/psychological problems and develop a meaningful formulation which guides evidence based interventions.</li> <li>• Skills to provide organisational leadership for specialist psychological services.</li> <li>• Ability to act as a specialist resource to local cancer and palliative care services by providing expertise in consultation, education, supervision and research.</li> <li>• An ability to work and liaise at an organisational and strategic level to promote the provision of high standards of psychological care.</li> </ul>		<p><b>psychological intervention</b></p> <p><b>Oncology specific induction, e.g. Anatomy and Oncology for non-clinicians, CBT for people with cancer</b></p>

**Please note:** Given the different skill set required for treating patients under 25 years of age a specific Paediatric Training Portfolio is available from the [NHS Education for Scotland website](#).

## Appendix 1: Brief Description of Existing Training Packages

LEVEL 1	
Course Title / Topic	Description
Emotion Matters	<p><b>What does it cover?</b> Emotion Matters is an e-learning module was developed as a joint project between the Psychology Directorate (Physical Health and Psychological Interventions Teams) and Self Management Team in NMAHP in NHS Education for Scotland. The aim of the resource was to increase understanding and awareness of the psychosocial implications of living with a long term condition as well as provide some skills that will enable holistic, collaborative and person centred care.</p> <p><b>Why and who is this resource for?</b> Emotion Matters is for all health and social care professionals working with adults with long term physical health issues and will provide fundamental skills of communication and emotional support.</p> <p><b>How long should it take?</b> The online module is designed to take one hour to complete and is available at: <a href="#">emotionmatters2018.pdf (scot.nhs.uk) (outlook.com)</a></p>
ASIST Applied Suicide Interventions Training	<p><b>What does it cover?</b> ASIST is based on certain fundamental assumptions about suicide:</p> <ul style="list-style-type: none"> <li>• suicide is a community-wide health problem</li> <li>• suicide is not mental illness</li> <li>• thoughts of suicide are understandable, complex and personal</li> <li>• suicide can be prevented</li> <li>• most people with thoughts of suicide want to live</li> <li>• most people with thoughts of suicide indicate, directly or indirectly, that they want help to live</li> <li>• help-seeking is encouraged by open, direct and honest talk about suicide</li> <li>• the best way to identify people with thoughts of suicide is to ask them directly about their thoughts</li> <li>• relationships are the context of suicide intervention</li> <li>• intervention should be the main suicide prevention focus</li> <li>• cooperation is the essence of intervention</li> <li>• intervention skills are known and can be learned</li> <li>• large numbers of people can be taught intervention skills</li> <li>• evidence of effectiveness should be broadly defined.</li> </ul> <p><b>Why and who is this resource for?</b> ASIST is intended as 'suicide first-aid' training. It is for anyone in a position of trust and aims to help them to become more willing, ready and able to recognise persons at risk of suicide and intervene effectively.</p> <p><b>How long should it take?</b> Comprising a two day practical workshop, the course is delivered locally by a network of ASIST trainers. Find a course at: <a href="http://www.chooselife.net/Training/index.aspx">http://www.chooselife.net/Training/index.aspx</a></p>
Rapport	<p><b>What does it cover?</b></p>

LEVEL 1	
Course Title / Topic	Description
	<p>Aims of the Rapport programme:</p> <ul style="list-style-type: none"> <li>• Better awareness of how patients and carers want to be communicated with, particularly when anxious, vulnerable and afraid.</li> <li>• Support staff to have increased awareness of what we do well and, by implication, what we do badly.</li> <li>• Raised compassion and empathy leading to the establishment of rapport, particularly in first minutes of interaction when all can be won or lost with patients.</li> <li>• Support staff in having a clearer understanding of communication issues.</li> <li>• For staff to undertake a 'personal contract' to improve their own service.</li> </ul> <p><b>Why and who is this resource for?</b> This intervention is generic in terms of role and profession, and indeed proves most effective when all members of a multidisciplinary team participate.</p> <p>The programme is simple in terms of not requiring any specific level of academic ability, either to deliver or to participate.</p> <p><b>How long should it take?</b> Each programme takes no longer than ninety minutes to complete.</p>
<b>SAGE &amp; THYME</b>	<p><b>What does it cover?</b> The SAGE &amp; THYME model can be taught to any member of staff (e.g. healthcare assistants, nurses, AHP's, doctors, administrators, students, volunteers) in contact with distressed people (not just patients) and in any setting (e.g. hospital, patient's home, nursing home, hospice, social care).</p> <p><b>Why and who is this resource for?</b> The SAGE &amp; THYME model can be taught to any member of staff (e.g. healthcare assistants, nurses, AHP's, doctors, administrators, students, volunteers) in contact with distressed people (not just patients) and in any setting (e.g. hospital, patient's home, nursing home, hospice, social care).</p> <p><b>How long should it take?</b> Comprising a 3 hour workshop, usually run by 3 facilitators, teaching up to 30 delegates.</p> <p>SAGE &amp; THYME is offered via Macmillan's Learning and Development Prospectus. For more information contact Macmillan Scotland's Learning and Development Team: <a href="mailto:ScotlandLearning@macmillan.org.uk">ScotlandLearning@macmillan.org.uk</a></p>
<b>Bereavement</b>	<p><b>What does it cover?</b> These 9 modules, produced by Cruse Bereavement Care Scotland in conjunction with NHS Scotland are available on LearnPro, the e-learning platform favoured by most health boards in Scotland.</p> <p>The modules include:</p> <ul style="list-style-type: none"> <li>• Course 0: Before You Begin</li> <li>• Course 1: Introduction to Loss and Grief</li> </ul>

LEVEL 1	
Course Title / Topic	Description
	<ul style="list-style-type: none"> <li>• Course 2: The Grieving Process</li> <li>• Course 3: Interventions and Skills</li> <li>• Course 4: Supporting Bereaved Staff</li> <li>• Course 5: Bereaved Children</li> <li>• Course 6: Bereavement Following Sudden Death</li> <li>• Course 7: Bereavement Following Child Death</li> <li>• Course 8: Bereavement Care After Pregnancy</li> </ul> <p><b>Why and who is this resource for?</b> Suitable for all staff throughout the NHS, social care and other caring professions from level 1.</p> <p><b>How long should it take?</b> Cruse can arrange access for people in organisations which do not use LearnPro as their learning management system.</p> <p>Further information from your NHS Learning and Development department or from <a href="mailto:e-learning@crusescotland.org.uk">e-learning@crusescotland.org.uk</a></p>

LEVEL 2	
Course Title / Topic	Description
Developing Practice	<p><b>What does it cover?</b> The theoretical orientation for the course is based on both CBT and systemic perspectives as well as specialised psychological approaches that help participants understand the process of coping and adjustment to chronic physical illness. Participants will learn and increase their confidence and competence in twenty psychosocial tools.</p> <p><b>Why and who is this resource for?</b> This course is aimed at Level 2 staff i.e. all health and social care staff with specialised training who are providing care to people with a diagnosis of cancer (e.g. nurse specialists, GPs, AHPs, oncologists).</p> <p>The skills learnt are in line with Level 2 knowledge in the NICE Palliative and Supportive care for Adults with Cancer (2004) framework which enables participants to be able to screen for psychological distress and offer low level psychological interventions for people with physical health conditions.</p> <p><b>How long should it take?</b> Comprising six one day workshops, the course is offered by practitioner psychologists over a six month period, to ensure that skills taught are practiced in the workplace with participants completing tasks in between workshops.</p>
Advanced communication skills	Generally run locally by Hospices, Macmillan Cancer Support etc.
Health	<b>What does it cover?</b>

LEVEL 2	
Course Title / Topic	Description
<b>Behaviour Change / Motivational Interviewing</b>	<p>Level 1 will enable you to:</p> <ul style="list-style-type: none"> <li>• describes health behaviour change and why it is important;</li> <li>• examine the relationship between health behaviours, health outcomes and health inequalities;</li> <li>• clarify your role in supporting health behaviour change; and</li> <li>• raise lifestyle issues.</li> </ul> <p>Level 2 will enable you to:</p> <ul style="list-style-type: none"> <li>• gain in-depth knowledge of health behaviour change techniques;</li> <li>• examine the relationship between public health, health behaviour change and health inequalities;</li> <li>• to discuss lifestyle issues more fully, supporting individuals through the process of change.</li> </ul> <p><b>Why and who is this resource for?</b></p> <p>Level 1: Intended for anyone with a role in promoting health behaviour change (for example, about smoking, alcohol, physical activity, healthy weight or healthy diet) or an interest in improving the health of patients or clients.</p> <p>Level 2: This more in-depth training in behaviour change is designed for anyone with a role in supporting patients or clients in making lifestyle changes (concerning smoking, alcohol, physical activity, healthy weight or healthy diet) to improve their health, going beyond the level of knowledge and skill required to raise the issue initially.</p> <p><b>How long should it take?</b></p> <p>Level 1: The online module is designed to take 30-60minutes  Level 2: The online module is designed to take 60-90minutes  Both courses are available at:  <a href="https://elearning.healthscotland.com/course/index.php?categoryid=108">https://elearning.healthscotland.com/course/index.php?categoryid=108</a></p>
<b>AsSET</b>  Astley Ainslie Psychological Skills and Education Training	<p><b>What does it cover?</b></p> <p>The course provides a theoretical background to the management of long term conditions and issues of behavioural change. Using an evidence-based consultation approach with work-based follow up and support for 1 year it aims to help staff understand and embrace the self management approach to create a cultural change in patient management that is sustainable within teams.</p> <p><b>Why and who is this resource for?</b></p> <p>The AsSET course aims to meet the needs of staff supporting patients with Long Term Conditions in the Community. It is aimed at Level 2 staff i.e. all health and social care staff with specialised training who are providing care to people with a diagnosis of cancer (e.g. nurse specialists, GPs, AHPs, oncologists).</p> <p><b>How long should it take?</b></p> <p>Comprising two full days training ideally developed with a one month gap between.</p>



LEVEL 2	
Course Title / Topic	Description
<b>STORM</b>  Skills-based training on risk management for suicide prevention	<p><b>What does it cover?</b>  STORM focuses on developing the skills needed to assess and manage a person at risk of suicide. The STORM package is designed to be flexible and adaptable to the needs of a service. Training is given with the goal of four members of staff receiving training to let them deliver STORM to the remainder of their organisation.</p> <p>There are two packages in suicide prevention:</p> <ol style="list-style-type: none"> <li>1. Adults - a generic package for front line staff working in adult services of all ages</li> <li>2. Children and Young Adults (CYA) - a package for frontline staff working in children and young adults services.</li> </ol> <p><b>Why and who is this resource for?</b>  STORM (skills-based training on risk management for suicide prevention) is intended for frontline workers in health, social and criminal justice services.</p> <p><b>How long should it take?</b>  STORM consists of four half-day modules:</p> <ul style="list-style-type: none"> <li>• Assessment concentrates on the skills needed to assess the risk of suicide (compulsory)</li> <li>• Crisis Management focuses on the skills needed to keep a person safe once the risk of suicide has been identified(compulsory)</li> <li>• Problem Solving involves helping a person take control of their problems (optional)</li> <li>• Crisis Prevention focuses on developing a plan for the future in the event that the risk of suicide may arise again (optional).</li> </ul> <p>Find a course at: <a href="http://www.chooselife.net/Training/index.aspx">http://www.chooselife.net/Training/index.aspx</a></p>
<b>Cancer Related Cognitive Impairment</b>	<p>1-day training will be offered to Psychologists and Specialist Occupational Therapists via NES. Two dates offered – one in Dec and one in Jan. Attendees will be provided with all materials required for delivery including training resources and patient handouts. For more information contact: <a href="mailto:Christopher.Hewitt@ggc.scot.nhs.uk">Christopher.Hewitt@ggc.scot.nhs.uk</a></p> <p><b>Self-management resources are available for patient use:</b>  Videos (3 x videos – Introduction to attention and memory changes, Attention Changes, Memory Changes):  <a href="https://www.youtube.com/playlist?list=PLmuRxztsS0NwaXZ132kWemjESZ9pg25v4">https://www.youtube.com/playlist?list=PLmuRxztsS0NwaXZ132kWemjESZ9pg25v4</a>  Leaflet: <a href="https://www.woscan.scot.nhs.uk/wp-content/uploads/CRCC-Info-Leaflet.pdf">https://www.woscan.scot.nhs.uk/wp-content/uploads/CRCC-Info-Leaflet.pdf</a></p>

LEVEL 3 & 4	
Course Title / Topic	Description
<b>Oncology Specific Induction</b>	For Example: Anatomy and Oncology for non-clinicians. O’Halloran Consultancy. 3 day course