

**Health Professions Council  
Standards of Proficiency for Applied Psychologists  
Professional Liaison Group (PLG)  
4th September 2007**

**Generic Standards of proficiency with standards for Arts therapists  
and Clinical scientists, for illustration**

**Executive Summary and Recommendations**

**Introduction**

The attached reference paper details the generic standards, together with the profession-specific standards for Arts therapists and Clinical scientists, for illustration.

The document is intended to illustrate how different professions reflect the specific nature of their professions.

**Decision**

This paper is for information only.

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Appendices**

None

**Date of paper**

21st August 2007

## Generic standards of proficiency with profession-specific standards for Art therapists and Clinical scientists for illustration

Ref	Standard	Notes
	<b>Professional autonomy and accountability</b>	
1a.1	<p><b>be able to practise within the legal and ethical boundaries of their profession</b></p> <ul style="list-style-type: none"> <li>- understand the need to act in the best interests of service users at all times</li> <li>- understand what is required of them by the Health Professions Council</li> <li>- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every service user including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing</li> <li>- be aware of current UK legislation applicable to the work of their profession</li> </ul>	
PS	<i>- understand the role of the art, music or drama therapist in different settings</i>	Art therapists
1a.2	<b>be able to practise in a non-discriminatory manner</b>	
1a.3	<b>understand the importance of and be able to maintain confidentiality</b>	
PS	<i>- be aware that the concepts of confidentiality and informed consent extend to illustrative records such as video and audio recordings, paintings, digital images and other art work</i>	Art therapists
1a.4	<b>understand the importance of and be able to obtain informed consent</b>	
1a.5	<b>be able to exercise a professional duty of care</b>	
1a.6	<p><b>be able to practise as an autonomous professional, exercising their own professional judgement</b></p> <ul style="list-style-type: none"> <li>- be able to assess a situation, determine the nature and severity of the</li> </ul>	

	<p>problem and call upon the required knowledge and experience to deal with the problem</p> <ul style="list-style-type: none"> <li>- be able to initiate resolution of problems and be able to exercise personal initiative</li> <li>- know the limits of their practice and when to seek advice or refer to another professional</li> <li>- recognise that they are personally responsible for and must be able to justify their decisions</li> </ul>	
<b>1a.7</b>	<b>recognise the need for effective self-management of workload and resources and be able to practise accordingly</b>	
PS	<i>- understand the value of therapy in developing insight and self-awareness through their own personal experience</i>	Art therapists
<b>1a.8</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>- understand the need to practise safely and effectively within their scope of practice</li> <li>- understand the need to maintain high standards of personal conduct</li> <li>- understand the importance of maintaining their own health</li> <li>- understand both the need to keep skills and knowledge up to date and the importance of career-long learning</li> </ul>	
PS	<i>- recognise that the obligation to maintain fitness for practice includes engagement in their own arts-based process</i>	Arts therapists

Ref	Standard	Notes
	<b>Professional relationships</b>	
<b>1b.1</b>	<p><b>be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers</b></p> <ul style="list-style-type: none"> <li>- understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals</li> <li>- be able to make appropriate referrals</li> </ul>	
PS	- <i>recognise the role of arts therapists and the contribution they can make to health and social care</i>	Arts therapists
<b>1b.2</b>	<b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b>	
<b>1b.3</b>	<b>be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers</b>	
PS	<ul style="list-style-type: none"> <li>- <i>be able to explain the nature, purpose and techniques of therapy to clients and carers</i></li> <li>- <i>understand the need to establish and sustain a therapeutic relationship within a creative and containing environment</i></li> </ul>	Art therapists
<b>1b.4</b>	<p><b>understand the need for effective communication throughout the care of the service user</b></p> <ul style="list-style-type: none"> <li>- recognise the need to use interpersonal skills to encourage the active</li> </ul>	

	participation of service users	
PS	<i>be able to communicate the outcome of problem solving and research and development activities</i>	Clinical scientists
PS	<i>be able to summarise and present complex scientific ideas in an appropriate form</i>	Clinical scientists

Ref	Standard	Notes
	<b>Identification and assessment of health and social care needs</b>	
<b>2a.1</b>	<b>be able to gather appropriate information</b>	
PS	- <i>understand the need to take account of psychological, social, cultural, economic and other factors when collecting case histories and other appropriate information</i>	Arts therapists
PS	- <i>be able to identify the clinical decision which the test or intervention will inform</i>	Clinical scientists
<b>2a.2</b>	<b>be able to select and use appropriate assessment techniques</b> - be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment	
<b>2a.3</b>	<b>be able to undertake or arrange investigations as appropriate</b>	
PS	- <i>be able to observe and record clients' responses and assess the implication for diagnosis and intervention</i> - <i>be able to undertake or arrange investigations, for example setting up an assessment period in order to ascertain the appropriateness of an intervention</i>	Arts therapists
<b>2a.4</b>	<b>be able to analyse and critically evaluate the information collected</b>	

Ref	Standard	Notes
	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b>	
<b>2b.1</b>	<p><b>be able to use research, reasoning and problem solving skills to determine appropriate actions</b></p> <ul style="list-style-type: none"> <li>- recognise the value of research to the critical evaluation of practice</li> <li>- be able to engage in evidence-based practice, evaluate practice systematically, and participate in audit procedures</li> <li>- be aware of a range of research methodologies</li> <li>- be able to demonstrate a logical and systematic approach to problem solving</li> <li>- be able to evaluate research and other evidence to inform their own practice</li> </ul>	
PS	<ul style="list-style-type: none"> <li>- <i>be able to conduct fundamental research</i></li> <li>- <i>be able to interpret data and provide diagnostic and therapeutic opinions, including any further action which the individual directly responsible for the care of the patient service user should take</i></li> <li>- <i>be able to search and to appraise scientific literature and other sources of information critically</i></li> <li>- <i>be able to develop the aims and objectives associated with a project</i></li> <li>- <i>be able to develop an experimental protocol to meet the aims and objectives in a way that provides objective and reliable data (free from bias)</i></li> <li>- <i>be able to perform the required experimental work and be able to produce and present the results (including statistical analysis)</i></li> <li>- <i>be able to interpret results in the light of existing knowledge and the hypothesis developed, and be able to formulate further research questions</i></li> <li>- <i>be able to present data and a critical appraisal of it to peers in an appropriate form</i></li> </ul>	Clinical scientists

<b>2b.2</b>	<p><b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b></p> <ul style="list-style-type: none"> <li>- be able to change their practice as needed to take account of new developments</li> <li>- be able to demonstrate a level of skill in the use of information technology appropriate to their practice</li> </ul>	
<b>2b.3</b>	<p><b>be able to formulate specific and appropriate management plans including the setting of timescales</b></p> <ul style="list-style-type: none"> <li>- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors</li> </ul>	
<b>2b.4</b>	<p><b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</b></p> <ul style="list-style-type: none"> <li>- understand the need to maintain the safety of both service users and those involved in their care</li> </ul>	
PS	<p><i>- be able to work with clients both to define a clear end for the therapy, and to evaluate the therapy's strengths, benefits and limitations</i></p> <p>Art therapist only</p> <p><i>- be able to use a range of art and art-making materials and techniques competently and be able to help a client to work with these</i></p> <p>Dramatherapist only</p> <p><i>- be able to use a range of dramatic concepts, techniques and procedures (including games, activities, styles and structures) competently</i></p> <p>Music therapist only</p> <p><i>- be able to use a range of music and music-making techniques competently and be able to help a client to work with these</i></p>	Art therapists



	<ul style="list-style-type: none"> <li>- <i>ensure service users are positioned (and if necessary immobilised) for safe and effective interventions</i></li> <li>- <i>be able to perform a range of techniques employed in the modality</i></li> <li>- <i>understand the need to conform to standard operating procedures and conditions</i></li> <li>- <i>understand the need to work with accuracy and precision</i></li> <li>- <i>be able to solve problems that may arise during the routine application of techniques (troubleshooting)</i></li> </ul>	Clinical scientists
<b>2b.5</b>	<p><b>be able to maintain records appropriately</b></p> <ul style="list-style-type: none"> <li>- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines</li> <li>- understand the need to use only accepted terminology in making records</li> </ul>	

Ref	Standard	Notes
	<b>Critical evaluation of the impact of, or response to, the registrant's actions</b>	
<b>2c.1</b>	<p><b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b></p> <ul style="list-style-type: none"> <li>- be able to gather information, including qualitative and quantitative data that helps to evaluate the responses of service users to their care</li> <li>- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user</li> <li>- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes</li> <li>- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately</li> </ul>	
PS	<ul style="list-style-type: none"> <li>- <i>be able to make judgements on the effectiveness of procedures</i></li> <li>- <i>be able to use quality control and quality assurance techniques, including restorative action</i></li> </ul>	Clinical scientists
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>- understand the principles of quality control and quality assurance</li> <li>- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>- be able to maintain an effective audit trail and work towards continual improvement</li> <li>- participate in quality assurance programmes, where appropriate</li> </ul>	

	- understand the value of reflection on practice and the need to record the outcome of such reflection - recognise the value of case conferences and other methods of review	
PS	- <i>recognise the role and value of clinical supervision in an arts therapy context</i>	Arts therapists
PS	- <i>understand the importance of participating in accreditation systems related to the modality</i> - <i>recognise the need to be aware of emerging technologies and new developments</i>	Clinical scientists

Ref	Standard	Notes
	<b>Knowledge, understanding and skills</b>	
<b>3a.1</b>	<p><b>know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice</b></p> <ul style="list-style-type: none"> <li>- understand the structure and function of the human body, relevant to their practice, together with knowledge of health, disease, disorder and dysfunction</li> <li>- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>- recognise the role of other professions in health and social care</li> <li>- understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> </ul>	
PS	<ul style="list-style-type: none"> <li>- <i>understand the psychological and cultural background to health, and be aware of influences on the client-therapist relationship</i></li> <li>- <i>understand core processes in therapeutic practice, such as the therapeutic frame, transference and counter-transference and concepts from other therapeutic models, and be able to engage these to achieve productive therapeutic outcomes</i></li> <li>- <i>understand the therapeutic relationship, including its limitations</i></li> <li>- <i>be able to employ a coherent approach to the therapeutic process</i></li> <li>- <i>understand how and why different approaches to the use of the arts in arts therapy and in other settings varies according to context and purpose</i></li> <li>- <i>know theories of group work and the management of group process</i></li> <li>- <i>know theories relevant to work with an individual</i></li> <li>- <i>know about normal human development; normal and abnormal psychology; normal and abnormal human communication and language development; mental illness, psychiatric assessment and treatment; congenital and acquired</i></li> </ul>	Art therapists

	<p><i>disability; disorders of social functioning; the principal psychotherapeutic interventions and their theoretical bases; the nature and application of other major interventions</i></p> <ul style="list-style-type: none"> <li>- <i>recognise methods of distinguishing between human health and sickness, including diagnosis, symptoms and treatment, particularly of mental health disorders and learning disabilities and be able to critique these systems of knowledge from different socio-cultural perspectives</i></li> </ul> <p><i>Art therapist only</i></p> <ul style="list-style-type: none"> <li>- <i>understand that while art therapy has a number of frames of reference, they must adopt a coherent approach to their therapy, including the relationship between theory and practice and the relevant aspects of connected disciplines including visual arts, aesthetics, anthropology, psychology, psychiatry, sociology, psychotherapy and medicine</i></li> <li>- <i>know the practice and process of visual art-making</i></li> <li>- <i>understand the role of the physical setting and the art-making process in the physical and psychological containment of emotions</i></li> <li>- <i>understand the role and function of the art object as an intermediary frame and within the relationship between client and art therapist</i></li> <li>- <i>understand the role and use of visual symbols in art that communicate conscious and unconscious processes</i></li> <li>- <i>understand the influence of socio-cultural context on the making and viewing of art in art therapy</i></li> <li>- <i>recognise that different approaches to the use of visual arts practice in therapeutic work have developed in different socio-cultural and political contexts around the world</i></li> </ul> <p><i>Dramatherapist only</i></p> <ul style="list-style-type: none"> <li>- <i>understand core processes and forms of creativity, movement, play and dramatic representation pertinent to practice with a range of client groups</i></li> <li>- <i>understand both the symbolic value and intent inherent in drama as an art form, and with more explicit forms of enactment and re-enactment of imagined</i></li> </ul>	
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	<p><i>or lived experience</i></p> <ul style="list-style-type: none"> <li>- know a range of theatrical representation techniques and be able to engage clients in a variety of performance-derived roles</li> <li>- recognise that dramatherapy is a unique form of psychotherapy in which creativity, play, movement, voice, storytelling, dramatisation and the performance arts have a central position within the therapeutic relationship</li> <li>- recognise that different approaches to the discipline have developed from different histories in Eastern and Western Europe and the Americas</li> <li>- recognise that the discipline has deep foundations within the many cultural traditions that use ritual, play, drama and performance for the enhancement of health</li> <li>- know the key principles of influential theatre practitioners and their relevance to the therapeutic setting</li> </ul> <p><i>Music therapist only</i></p> <ul style="list-style-type: none"> <li>- be able to improvise music in a variety of styles and idioms</li> <li>- be able to use musical improvisation to interact and communicate with the client</li> <li>- know a broad range of musical styles and be aware of their cultural contexts</li> <li>- be able to play at least one musical instrument to a high level</li> </ul>	
PS	<ul style="list-style-type: none"> <li>- know the basic science underpinning the modality in which the registrant practises, understand relevant basic clinical medicine, and be aware of the fundamental principles of clinical practice</li> <li>- understand the wider clinical situation relevant to the service users presenting to the specialty</li> </ul>	Clinical scientists
3a.2	<b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities</b>	
PS	- understand the clinical applications of the speciality and the consequences of	Clinical scientists

	<p><i>decisions made upon actions and advice</i></p> <ul style="list-style-type: none"> <li>- <i>understand the evidence base that underpins the use of the procedures employed by the service</i></li> <li>- <i>understand the principles associated with a range of techniques employed in the modality</i></li> <li>- <i>know the standards of practice expected from techniques</i></li> </ul>	
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe and effective practice environment</b></p> <ul style="list-style-type: none"> <li>- be aware of applicable health and safety legislation, and any relevant safety and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these</li> <li>- be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation</li> <li>- be able to select appropriate personal protective equipment and use it correctly</li> <li>- be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control</li> </ul>	