

Core Skills needed by DDP Consultants



Section One: Good understanding of the DDP principles

- We would expect a good level of skill to be demonstrated during review of two DDP sessions as rated on the rating scale. This would include a session with parent(s) only and a session with parent(s) and child.

Section Two: Modelling and developing understanding of DDP principles

- Able to model DDP principles in their relationship with the trainee practitioner
- Understanding of how to help a trainee practitioner develop their use of the core DDP principles
- Able to communicate the DDP principles to the trainee practitioner
- Able to sensitively communicate when a trainee practitioner is relying on previously learnt therapy skills at the expense of using DDP principles (eg falling back on CBT, play therapy, counselling skills etc)
- Able to help a trainee practitioner build on beginning skills and develop use of core principles
- Able to sensitively communicate when a trainee practitioner is becoming defensive with any family member or within the ongoing relationship with the consultant.

Section Three: Working with parent(s) and child

Able to sensitively communicate to a trainee practitioner working with a parent(s) and child when they are:

- Not developing an intersubjective connection sufficiently
- Moving too fast and staying with things at a superficial level. (i.e., being content with events and facts, rather than exploring the underlying experiences and meanings)
- Being too cognitive and not deepening the affective experience sufficiently
- Following without also leading or leading without also following

Core Skills needed by DDP Consultants (cont.)



- Moving in to problem solving too early before emotional connections are established
- Moving in to reassurance
- Not providing sufficient help to a parent who is offering reassurance to their child or their partner
- Not providing sufficient help to a parent who is problem solving
- Not providing sufficient help to a parent who is becoming defensive

Section Four: Working with parents

Able to sensitively communicate to a trainee practitioner working with parent(s) when they are:

- Not developing an intersubjective connection sufficiently
- Moving too fast and staying with things at a superficial level. (i.e., being content with events and facts, rather than exploring the underlying experiences and meanings)
- Being too cognitive and not deepening the affective experience sufficiently
- Following without also leading or leading without also following
- Moving in to problem solving too early before emotional connections are established
- Not providing sufficient help to a parent who is becoming defensive
- Moving in to reassurance
- Avoiding discussion about attachment history and previous relationship experience as well as other current family relationships and challenges

Section Five: Understanding of working with a trainee practitioner through the process

- Demonstrates the ability to understand the need for, and the skills to offer, flexibility regarding the range of ways a trainee practitioner might be certified.

Core Skills needed by DDP Consultants



- Identifying when trainee practitioner is ready to start the practicum
- Identifying when trainee practitioner is ready to have a mid-point session reviewed by a second consultant
- Identifying when trainee practitioner is ready to have an end-point session reviewed by a second consultant
- Identifying when a trainee practitioner is ready to be recommended for certification (if different from point 3)
- Able to write reviews that reflect sections 3 and 4