

Therapeutic Life Story Work International

TLSWi Competency

All members of TLSWi must have completed or are currently studying on the Professional Diploma in Therapeutic Life Story Work or 6 Day Advanced Certificate delivered by Richard Rose and associate organisations (Children in Scotland, TLSWi in England, Berry Street in Australia and ORPARC in the USA. Cuffe and Lacey in Lancashire are also presenting the 6 Day Advanced Certificate by agreement with Richard Rose.

Excellence in the provision of TLSW with service users is critical to the positive outcomes of the intervention and ensures that the model of practice is honoured and the fidelity of the approach secured. The professional Diploma is competency based and within the qualification, core values, skills and approaches are based on the Rose Model of TLSW.

To support TLSWi members and the potential commissioners of the intervention – the following competency table has been developed: -

TLSWi Members Core Competencies

Knowledge Requirement	Competence
Knowledge of current child development theories	Understand key founding theories of healthy child development and current thinking with regard to biological and neuro science advances. Have the ability to present on these and to use this knowledge in assessment and planning meetings with the service user and other stakeholders.
Knowledge of current Attachment, Trauma and Recovery theories	Understand the concept of attachment, through historical and current theoretical frameworks. Be cognisant of biological and neuroscience attachment understanding and be active in continuing development in this subject. Understand the concept of trauma, through historical and current theoretical frameworks. Be able to consult, discuss and present on the impact of trauma, trauma informed approaches and to keep developing awareness of this ever-changing theory. To demonstrate and be competent in trauma informed recovery –

	to include understanding of other intervention methods such as Play, Art, Narrative and other talking therapies, as well as EMDR, Equine and Animal Assisted Therapy, CBT, Theraplay and aligned clinical intervention.
Knowledge of humanistic and social constructionist theories, as well as family and ecological approaches	TLSWi members will demonstrate an understanding of Bronfenbrenner and Rogers theories of social constructs and humanistic approaches. To critically evaluate notions of society, community, culture and belonging. An awareness of Political, Legal, Economic, Environment, Social and Technological (PLEEST) impacts on the service user and other stakeholders so as to consider the history of the child from a perspective of the PLEEST at the time that decisions were made.
Knowledge of theory and practice of TLSW	Understand the theory and practice of the Rose Model of TLSW and its three-stage process - to demonstrate an ability to present on this at a service user, commissioner and professional audience.
Knowledge and practice of working with parents/carers	To have the ability to articulate TLSWi practice and to engage with the service users support network in therapeutic process
Knowledge of the legislation and policy context for interventions, safeguarding and child protection	Understand current legislation and policy relating to social care including child protection, vulnerable adult protection and safeguarding – demonstrate an awareness of local policies and local safeguarding procedures.
Knowledge of theories of anti-discriminatory practice	Understand principles of anti-discriminatory practice in relation to children, young people and their families within the context of a diverse society
Application of ethics and values in practice	Understand ethical practice relating to TLSWi Professional Code of Practice Demonstrating continual professional development and awareness of up-to-date practice, ethics and value and law.
Maintenance and effective use of supervision	To be aware of the importance of supervision and competently benefiting from the process by identifying use in day-to-day practice. Maintaining a reflecting journal to use in the supervision process.

Engagement and facilitation of a therapeutic relationship	Demonstrate effective engagement and facilitation of the therapeutic relationship with clients and significant others,
Clinical record- keeping and writing skills	<p>Accurately record interventions, working within the requirements of General Data Protection Regulation;</p> <p>Communicate effectively in writing through clinical records, written assessments and reports of therapeutic progress</p>
Effective work with different client groups	Work in an effective anti-discriminatory way with a diverse range of children, young people and families, considering the individual's identity and cultural needs