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**The Role of the Psychologist working in the Youth Justice
System**

by

Sue Warnock

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The Role of the Psychologist working in the Youth Justice System

Contents and Lists of Tables and Figures

Acknowledgements

Abstract	1
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Chapter 1: Introduction

1.1	The Youth Justice System and Youth Offending Teams: The Legislative Context	2
1.1.1	The Green Paper Proposals	4
1.2	The Role of the Psychologist	8

Chapter 2: Literature Review

2.1	The Changing Role of the Psychologist	10
2.2	The Psychologist working in Youth Offending Services	15
2.3	Psychological Assessment and Intervention in Youth Justice	20
2.4	The Effectiveness and Efficacy of Psychological Interventions in Youth Justice	24
2.5	Ethical and Professional Issues	
2.5.1	Who is the Client?	27
2.5.2	Crime 'Prevention' and Labelling	30
2.5.3	Confidentiality, Values and Client Consent	32
2.6	Influence of the Literature upon Study Design	
2.6.1	The Changing Role of the Psychologist	37
2.6.2	The Psychologist working in Youth Offending Services	38
2.6.3	Psychological assessment and Intervention in Youth Justice	40
2.6.4	The Effectiveness and Efficacy of Psychological Interventions in Youth Justice	41
2.6.5	Ethical and Professional Issues	41

Chapter 3: Method and Methodology

3.1	Aims of the Study and the Central Research Question	43
3.2	Overview of Literature	44
3.3	Methodology and Study Design	52
3.4	Participants	53
3.5	Instruments	
3.5.1	Postal Questionnaire	53
3.5.2	Interview Schedule	54
3.6	Procedure	
3.6.1	Procedure Part 1	55
3.6.2	Procedure Part 2	56
3.7	Data Analysis	
3.7.1	Data Analysis Part 1	57
3.7.2	Data Analysis Part 2	57

Chapter 4: Results

4.1	Results of Postal Survey	58
4.1.1	Return Rates	58
4.1.2	Professional Backgrounds and Relationships with YOTs	59
4.1.2.1	Full or Part Time YOT Contract	59
4.1.2.2	Permanent or Temporary Contract	60
4.1.2.3	Length of Time worked with the YOT	60
4.1.2.4	Contractual Relationship with the YOT	61
4.1.2.5	Professional Backgrounds of Psychologists	61
4.1.2.6	Line Management Arrangements	62
4.1.2.7	Appropriateness of Line Management Arrangements	63
4.1.3	YOT Based Psychological Assessment and Intervention	65
4.1.3.1	Range of Clients	65
4.1.3.2	Number and Nature of Assessment Approaches Used	65
4.1.3.3	Number and Nature of Intervention Approaches Used	68
4.1.3.4	Consultation for YOT on Individual Client Needs	71
4.1.3.5	Training Provided for YOT on Client Group Needs	71
4.1.3.6	Delivery of YOT-Based Training Workshops	72
4.1.3.7	Other Services Provided to and on Behalf of YOTs	73
4.1.4	Services Delivered to Non-YOT Agencies	74
4.1.4.1	Services for the Courts	74
4.1.4.2	Services for the Parent Agency	74
4.1.4.3	Services for Other Professional Groups/Agencies	75
4.1.5	Issues and Dilemmas for Psychologists working with YOTs	76
4.1.5.1	Nature of Professional Issues/Dilemmas	76
4.1.5.2	Suggestions for Addressing Issues/Dilemmas	78
4.1.6	Continuing Professional Development (CPD)	80
4.1.6.1	Perceived Adequacy of CPD Opportunities	80
4.1.6.2	Completed CPD Activities and Organising Bodies	80
4.1.6.3	Desired CPD and Suggested Organising Bodies	81
4.1.6.4	Supervision of Psychologists in Training	85
4.1.7	Involvement in Research and Development Activity	85
4.1.8	Measuring the Effectiveness of Psychological Interventions	87
4.1.8.1	Direct Client-Focussed Intervention	87
4.1.8.2	Advice/Consultation Offered to YOT Colleagues	88
4.1.8.3	Psychological Services Provided on Behalf of YOTs	89
4.2	Summary and Implications of Postal Survey Results for Part 2	91
4.3	Telephone Interview Results	95
4.3.1	Presentation of Results	95
4.3.2	The Professional Background and Training of Participants	96
4.3.2.1	Preparedness for YOT Role	96
4.3.2.2	Background Discipline and Range of YOT Services	97
4.3.3	The Advantages/Disadvantages of Full or Part Time Working	97
4.3.4	Psychological Services provided to the Courts	99

4.3.4.1	Provision of Psychological Court Reports	99
4.3.4.2	Training Provided for Court report Writing	100
4.3.4.3	Identified Training Needs	100
4.3.5	Issues and Concerns regarding Confidentiality	101
4.3.5.1	Nature of Concerns regarding Confidentiality	101
4.3.5.2	Suggestions for Resolving Confidentiality Issues	102
4.3.6	Issues and Concerns regarding Client Consent	102
4.3.6.1	Nature of Concerns regarding Client Consent	103
4.3.6.2	Suggestions for Resolving Client Consent Issues	104
4.3.7	Issues and Concerns regarding Role Conflict	105
4.3.7.1	Who Psychologists see as their Primary Client	105
4.3.7.2	Dilemmas raised by Role Conflict	106
4.3.7.3	The Resolution of Role Conflict Dilemmas	107
4.3.8	Views on Crime Prevention	107
4.3.9	Support and Guidance for Ethical Issues and/or Dilemmas	109
4.3.9.1	The Range of Support Strategies Used	109
4.3.9.2	The Perceived Helpfulness of Support Strategies	109
4.3.9.3	How Psychologists wish to be Supported in the Future	110
4.4	Summary of Telephone Interview Results	112
Chapter 5: Discussion		
5.1	The Psychologist working in Youth Offending Services	116
5.2	Psychological Assessment and Intervention in Youth Justice	121
5.3	The Effectiveness and Efficacy of Psychological Interventions	123
5.4	Ethical and Professional Issues	124
5.4.1	Who is the Client?	124
5.4.2	Crime Prevention and Labelling	127
5.4.3	Confidentiality and Client Consent	129
5.4.4	The Resolution of Professional or Ethical Dilemmas	132
5.5	Limitations of the Study	134
5.6	Conclusion	135
References		140
Appendices		
A-1	The Postal Survey	153
A-2	First Letter to Respondents	159
A-3	Follow-Up Letter to Respondents	160
B-1	The Interview Schedule	161
B-2	Interview Transcriptions	169

List of Figures and Tables

Figures: Part 1

Figure 1	Number of Days per Week Spent Working with the YOT	59
Figure 2	Permanent or Temporary Contract	60
Figure 3	Length of Time Psychologists had Worked with YOTs	60
Figure 4	Contractual Relationships with the YOTs	61
Figure 5	The Background Training of Psychologists	62
Figure 6	Line Management Arrangement in the YOT	63
Figure 7	Appropriateness of Line Management Arrangements	63
Figure 8	Clients whom Psychologists were Assessing	65
Figure 9	Client's where two or more Assessment Approaches were used	65
Figure 10	Assessment Approaches used with Young People	66
Figure 11	Assessment Approaches used with Parents/Carers	66
Figure 12	Assessment Approaches used with Families	67
Figure 13	Clients with whom Psychologists were Conducting Interventions	68
Figure 14	Clients where two or more Intervention Approaches were used	68
Figure 15	Nature of Interventions with Individual Young People	69
Figure 16	Nature of Interventions with Parents/Carers	69
Figure 17	Nature of Interventions with Families	70
Figure 18	Advice/Consultation offered to YOT regarding Individual Clients	71
Figure 19	Advice or Consultation offered to YOT regarding Client Groups	72
Figure 20	Delivery of YOT-based Training Workshops	72
Figure 21	Other Services Psychologists provided to and on behalf of YOTs	73
Figure 22	Services provided to the Courts	74
Figure 23	Services provided to the Psychologist's Parent agency	75
Figure 24	Provision of YOT- related Services to other Professional Groups	75
Figure 25	Issues and Dilemmas for Psychologists working with YOTs	76
Figure 26	Adequacy of CPD opportunities Provided for YOT Psychologists	80
Figure 27	Suggestions for Helpful CPD Opportunities	82
Figure 28	Measures of the Effectiveness of Psychological Services Provided	88

Figures: Part 2

Figure 29	Background Training of Psychologists	96
Figure 30	Preparedness for YOT Role	97
Figure 31	The Number of Days Psychologists spent working with the YOT	98
Figure 32	Advantages of Working on a Part-Time Basis	98
Figure 33	Disadvantages of Working on a Part-Time basis	99
Figure 34	Suggestions for Resolving Confidentiality Issues	102
Figure 35	Suggestions for Resolving Client Consent Issues	104
Figure 36	Who Psychologists Regard as being their Primary Client	105
Figure 37	The Nature of Dilemmas raised by Role Conflict	106
Figure 38	The Resolution of Role Conflict Dilemmas	107
Figure 39	Views on Government Crime Prevention Initiatives (YISPs)	108
Figure 40	The Range of Support Strategies used by Psychologists	109
Figure 41	The Perceived Helpfulness of Support Strategies	109
Figure 42	How Psychologists would like supporting with Ethical Issues Arising from their YOT work in the future	110

Tables

Table 1	Number of Psychologist Responses Phase 1	58
Table 2	Number of Psychologist Responses Phase 2	58
Table 3	Overall Survey Responses from Psychologists	59
Table 4	Suggested Training and Organising Bodies for CPD	84
Table 5	Areas to be Explored in Part 2	94

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For Mum and Dad

A thought:

'..even when we live benevolent, admired lives according to the standards of our times, we can fear that had things been tougher we would have joined the fallen. If we are good, it may be because we were never tempted enough, or frightened enough, or put in desperate enough need... the right reaction is not to succumb to the mood, but to reflect that the cure lies in our own hands.'

S.W. Blackburn (2001)

Abstract

The study describes the role of psychologists working in the newly reformed youth justice system. Particular attention is paid to the professional activities of psychologists, the models of assessment and intervention employed, the methods by which effective practice is measured and to the ethical dilemmas and professional issues impacting upon psychologist's work and the professional support systems used to support the resolution of such dilemmas.

A two-part survey was used to explore the role of psychologists working in Youth Offending Teams (YOTs) in England and Wales. The number of psychologists attached to or working with YOTs was established via direct telephone enquiry to the 155 YOTs and then personalised letters, follow-up letters and postal questionnaires were sent out to all 39 identified psychologists. Following a good overall (71.8%) return rate, major aspects of the role and professional activity of the 'YOT psychologist' were identified, together with the professional issues and ethical dilemmas which were most exercising the minds of the 28 questionnaire respondents.

The majority of Part 1 participants (18) were subsequently interviewed by telephone to obtain a deeper understanding of such issues as client consent, role conflict, confidentiality, problems with court commissioned work and the notion of 'crime prevention'. An apparent lack of appropriate professional development opportunity for the participant group was explored in the light of the results and opinions were sought on how psychologists would most like to be supported with their YOT related work in the future.

Chapter 1: Introduction

1.1 The Youth Justice System and Youth Offending Teams: The Legislative Context

The 1998 Crime and Disorder Act heralded the commissioning of multi agency Youth Offending Teams (YOTs), whose purpose was to tackle the government's agenda to reduce youth crime.

During 1998-2000, 155 multi-agency YOTs were established across England and Wales, largely comprising personnel from former social service department youth justice teams. Each YOT was required to include representation from their local police, probation, health, education and social services departments. In some cases psychologists were appointed as representatives of health and/or education departments to work within the newly formed YOTs. Enquiries made of the Youth Justice Board (YJB) established that exact data on how many psychologists were linked to or were employed by YOTs were not held centrally and this piece of research would need undertaking at the start of the study.

In December 2002 the government announced a decision that would require 25% of Children's Fund money in any given authority to be invested in crime prevention activities, which would be jointly managed by the respective YOTs. This area of multi-agency crime prevention activity would be seen as a significant strand within local authority's 'Local Preventative Strategies' which in turn would be governed by newly forming Children's Strategic Partnerships or Children's Trusts. Each local preventative strategy would need underpinning by a system for the identification, referral and tracking of children and young people between agencies, as part of the Government's response to the Laming Report (Department of Health, 2003) following the death of Victoria Climbié. This would require information sharing on a new level, and could potentially pose some interesting ethical dilemmas for psychologists working in YOTs.

On 8th September 2003 the government published a long awaited Green Paper 'Every Child Matters' (Department for Education and Skills, 2003) designed to focus specifically on the needs of children at risk and to add detail and weight to local preventative strategies. The paper was produced as a direct response to an enquiry led

by Lord Laming into the tragic death of Victoria Climbié. Victoria suffered from serious abuse at the hands of her carers over a period of months when numerous contacts had been made with different agencies, each of whom was deemed to hold some responsibility for not preventing her death. The Victoria Climbié Enquiry Report (Department of Health, 2003) concluded that Victoria's death may have been avoided if core agencies (Social Services, the police and health) had communicated and worked more effectively with one another.

Ivory (2003) comments that:

'The Laming Report criticised the failings of senior managers even more strongly than those of frontline social workers...in past enquiries...frontline social workers have been blamed and the organisational context ignored.' pp 32-33

The Climbié Enquiry is the latest in a long line of enquiries to examine failure to prevent serious abuse or death related to children. The Curtis Committee Report (Curtis Enquiry Committee, 1946) was the first report of a formal inquiry into the death of a child (Dennis O'Neill) at the hands of his carers and there was found to be a failure on the part of agencies to share information and to talk to the child. There have been at least forty such formal inquiries since, and in 2002 the Department of Health highlighted the six most common features of such inquiries as being problems with information sharing, interagency working, effective decision-making, assessment processes, information recording systems and insufficient information on significant males. It seems from the recommendations of Lord Laming and those within the Green Paper, that such difficulties, in spite of previous acknowledgement, continue to prevail.

Problems with inter-agency working are not restricted to contexts where extreme tragedies occur in association with a failure to prevent children from abuse. Dyson, Lin and Millward (1998) surveyed ten local education authorities and analysed the degree to which agencies were cooperating to meet the needs of children with Special Educational Needs. Dyson et al. found that joint working between education, health and social services departments is difficult to sustain in practice. They provided a series of specific recommendations for improving communication which are remarkably similar to those proposed within the Green Paper and they also identified

four underlying models of cooperation which could be used between agencies. The first of the models is termed '*the mutual co-operation model*'. This model creates the opportunity for particularly proactive professionals to instigate local co-operative activities. Within this model, agencies will act cooperatively, respecting each other's responsibilities and statutory duties and efficient systems will be in place to support co-operation when statutory duties require joint action. Although co-operation may be limited, the model has the advantage of supporting the freedom of the individual professional to meet client needs.

The second model is one of '*shared responsibility*'. This model emphasises the need for multifaceted agency intervention and aims to meet client needs by devolving much autonomy to multi-professional teams. The focus is upon a community-based preventative approach that emphasises the importance of co-operation. A disadvantage of this model may be that provision is driven largely by localised demand.

The third model identified is termed the '*natural lead model*', in which each agency takes the lead for coordinating provision at different stages of a child's life. An advantage of this model is that high levels of co-ordination and clarity are achieved. However, transition points may lack coherence and there may be some reticence to commit resources from non-leading agencies.

The final model is termed the '*community services model*'. Within this model, services are decentralised and arranged around identifiable community-based administrative areas. Key-workers coordinate the work of all (including private) agencies. A high level of participation is found in service-users and a balance may be found between overall spend and intervention. Disadvantages of this approach may include the danger of inequitable resourcing and the difficulties of quality monitoring between areas.

1.1.1 The Green Paper Proposals

The policies set out in the Green Paper supported a framework for services for children and young people aged between 0-19 years, aimed at reducing the proportion

of children subject to educational failure, poor health, engaged in anti-social behaviour or offending, or becoming teenage parents. The paper was published for consultation alongside an accompanying document 'Keeping Children Safe' (Department of Health, 2003) which stated that what was needed was a framework to balance the interests of children, parents and the State and which allows effective and rapid practitioner response to concerns about a child.

The Green Paper suggested four major changes impacting upon local governmental structures and their constituent (and developing) interagency partnerships, in addition to announcing new reforms to the youth justice system. The proposed reforms to the youth justice system included revising the Child Safety Order, increasing the use of Intensive Supervision and Surveillance Programmes and intensive fostering placements (as an alternative to custody), and creating a new range of more flexible community sentencing options.

The four main Green Paper proposals were designed to focus action on:

- *supporting parents and carers*
- *early intervention and effective protection*
- *accountability and integration – locally, regionally and nationally*
- *workforce reform*

Department for Education and Skills (2003) p.7

The first of these areas 'supporting parents and carers' was designed to be tackled through using universal services such as health, social services, childcare providers and schools to provide advice and information for parents with a view to increasing parental involvement in child development. More targeted support would be offered to the parents of children requiring additional support. The government also intended to strengthen compulsory action on parents through the increased use of Parenting Orders for parents who are viewed as condoning their child's anti-social behaviour, offending or truancy. In common with other agencies it seemed likely that YOTs would be required to increase the level of support and intervention that they provided for parents and carers.

Early intervention and effective prevention should be the essence of local authority's preventative strategies. The Green Paper outlined proposals aimed to ensure that children receive appropriate service support at the first onset of problems. One of the mechanisms for ensuring this happens would be through improving information sharing between agencies. It was proposed that such information should include details on which services a child has had contact with and a named contact for each of the services/agencies. A named lead professional would be responsible for ensuring that each child receives a coherent package of services.

The Green Paper stated that current legislative barriers to information sharing would be removed and that every child would need to be allocated a unique identity number to enable improved tracking of children and young people. Each local authority would be expected to nominate an individual whose responsibility it would be to ensure that services (youth offending teams, Connexions, special educational needs, social services and health) share basic information about children to reduce the levels of duplication in information collection. The number of multi-disciplinary teams working in and around Children's Centres and schools would need to be increased to provide accessible service delivery in rapid response to the concerns of professionals working in schools, childcare settings and other universal services. It is interesting to note that the Government's commitment to school and community based services for children and families has not thus far extended to youth offending teams who are usually placed in one centrally based (and arguably stigmatised) location.

The third major Green Paper proposal was to increase accountability and integration through the breaking down of organisational barriers and re-organising services in terms of children's needs. The Government aimed to do this through legislating for each local authority to appoint a Director of Children's Services (who would be accountable for both local education authority and children's social services) and to create a lead council member for children. Key services for children and young people would be integrated under the Director of Children's Services as part of Children's Trusts. Children's Trusts are designed to be part of the local authority and to report to elected members, and will comprise children's social services, education, Connexions, health and YOTs. Margaret Hodge (The Minister for Children and

Young People) was appointed to coordinate policies across Government and to support policy integration at a local level. It is hoped by the Government that, through these proposals, the current multiplicity of performance targets, their associated governance requirements and funding streams which are presenting very real barriers to organisational change at a local level (Warnock, 2002), will thus be rationalised. Ofsted will be responsible for leading joint teams designed to assess the effectiveness of partnership working. A new appointment of *Children's Commissioner* will be responsible for championing the views of children and they will be required to report annually to Parliament.

The final major Green Paper proposal was for workforce reform through high profile recruitment campaigns for working with children, a comprehensive workload survey to address bureaucracy, more flexible training routes into social work, common occupational standards and modular training across children's practice and for those groups with wider remits (which include children and families) such as the police and GPs. A leadership development programme was also to be introduced. This strategy was to be delivered by a new *Children's Workforce Unit* (based in the Department for Education and Skills) who would be responsible for establishing a *Sector Skills Council for Children and Young People's Services* to deliver the strategy.

The Green Paper proposals were not without criticism, and as it was passed through to the committee stage as the 'Children Bill 2004,' concerns were being raised concerning the independent status of the post of Children's Commissioner who will be accountable to the Secretary of State (Revans, 2004; Lester, 2004). Concerns were also raised about the stigma that could be potentially inflicted upon children and families flagged by the identification, referral and tracking systems advocated by the Bill (Roberts, 2004) and also about a reinforcement of:

'...the current tendency to prioritise identification and assessment of both need and risk over services and interventions to meet those needs.' Stanley (2004) p75-79.

Criticism of the Children Bill was also voiced by Goldthorpe (2004) in her examination of the Bill from a legal perspective. Goldthorpe argued that issues concerning immigration and asylum, youth justice and the whole family justice

system have been largely overlooked by the Green Paper and that in order to successfully enact the proposed policies, both cultural and structural facets require integration and leadership and that investment of resources across government is needed.

The merger of health and social care functions was not proving easy to enact, with Barking and Dagenham (who were the first locality in England to bring these departments together under joint leadership in a bid to integrate service delivery) announcing that difficulties arising from the cultural differences between the departments had already led to reversion to the two previously separated directorates (Ross, 2003).

1.2 The Role of the Psychologist

Psychologists work in a diversity of fields each typically comprising a spectrum of specialisms or professional interests. The British Psychological Society structures this broad range of professional interests and roles into nine separate divisions, each broadly representing a professional field. The divisions (in order of membership size) cover the disciplines of clinical psychology, occupational psychology, counselling psychology, educational and child psychology, health psychology, forensic psychology, neuropsychology, teachers and researchers in psychology and Scottish educational psychology. The British Psychological Society's Annual Report (2004) indicates that overall membership of all of the divisions has steadily increased since 1993. The specialisms or interests of psychologists in many cases span these divisions and fourteen special interest sections and groups offer support to such areas.

Psychologists work in a range of public service and private sector contexts, both independently and as employees of organisations. In 1987 the British Psychological Society was authorised to maintain a register of chartered psychologists. All chartered psychologists are bound by the Society's code of conduct which governs their practice.

Although psychologists may be eclectic in role, common factors binding their practice include a quest to understand the behaviour of individuals and a commitment to

testing their respective hypotheses as objectively as possible. Psychologists from the range of disciplines essentially use scientific methods to understand human behaviour and to effect positive change. Psychologists from different disciplines work in a wide range of public and private sector settings and it would be expected that the multi-agency structure of Youth Offending Teams might reflect this diversity of background with psychologists working with them who are from a range of psychological disciplines.

Clifford (1995) considered the premises, methods and values of psychology when contributing to a text concerned with understanding psychology in legal contexts:

‘...whatever the nature of activity being investigated, there is always a level of analysis beyond the ‘what’ level. This deeper level asks the questions ‘how’ and ‘why’. These questions are the focus of all professionals who call themselves psychologists, and it is the nature of the answers to these questions which cause the ‘bewildering confederacy of psychology’ to cohere, despite their very different methods of enquiry concerning the addressing of these questions.’

p.26.

In the psychologist’s quest to ask the questions of ‘how’ and ‘why’ they use a broad range of assessment methods. The methods chosen are likely to depend upon the nature of the assessment, the preference or experience of the psychologist and their theoretical orientation (Gudjonsson, 1995).

Chapter 2: Literature Review

2.1 The Changing Role of the Psychologist

Much has been written regarding the current and future role of psychologists in the UK. MacKay (2002) recently discussed the future of educational psychology, arguing that educational psychology's future lies in embracing a wider role than special educational needs and he also argued that it is difficult to separate the future of educational psychology from the future of psychology as a whole.

MacKay's argument is based on certain fundamental tenets. Firstly, that the position and role of the profession must be re-examined and that there is no future in constraining activity to within the field of special educational needs, indeed the place of research in the profession will be crucial. MacKay also emphasises the point that the key to the future lies within the hands of the educational psychology profession itself. MacKay also argued, however, that as the demand for public accountability is increasing and value for money is being driven further under the spotlight, then longstanding arguments concerning professional autonomy versus political accountability will be drawing to an end, with education departments identifying the precise contribution that educational psychologists are making to fulfil their statutory obligations.

The dissonance between these two observations is evident and one can perhaps turn one's attention to the origins of applied psychology in Britain to try to seek some resolution. Psychologists have historically been employed to work within the fields of work, law, health and education and, MacKay argues, that this will continue to be the case, only that the Government is now drawing the focus away from the traditional compartmentalisation of agency functions to the needs of society in terms of key social issues such as raising achievement, social inclusion and tackling the effects of poverty.

Hill (2003) in an article considering the future of psychology generally, and the future of work psychology in particular, considers the arguments of Anderson *et al* (2001) who proposed that in order for work psychologists to embrace organisational change and effect the strategic change that is necessary to attract the support of political leaders and stakeholders to the profession, then psychologists will need to

develop key political and leadership skills which may necessitate a leap in the current aspirations of psychologists. Perhaps a parallel might be drawn with psychologists working in the traditionally compartmentalised realms of health, education and forensic services who may be increasingly working to the emerging de-compartmentalised 'social-issue' focussed political agenda.

Burnett and Appleton (2004) conducted an extended case study of one YOT that considered the aims, strategies, operations and processes of the YOT in some detail. Appleton and Burnett observed that:

'..The opportunity to work alongside practitioners from various agencies proved valuable but the multi-professional environment became a melting pot because eventually staff all tended to take on the mantle of being a 'YOT worker'. Staff from different backgrounds felt cut off from their parent agencies and were concerned that returning after secondment would be difficult, and also that opportunities to take advantage of their agency link were diminishing.'

pp.135-136

Burnett and Appleton argue that to keep the distinctions between the differing agencies alive there should be a regular turnover of seconded staff. The observation was also made that:

'..An unintended consequence of working in an interagency setting may be that people swap the role for which they are best qualified for another that is outside their own range of skills and experience..'

p.136

Burnett and Appleton commented that a poor relationship between the parent agency and the YOT at senior level with a consequent lack of support for the YOT 'mental health team' led directly to the resignation of one of the mental health professionals. The relationships between the mental health team and YOT colleagues were however observed to be positive.

Gersch (2004) takes a 'framework for future gazing' approach to considering the role of psychologists and to the future of the educational psychology profession in particular. Gersch's approach considers local, national and global developments in

relation to major global trends such as consumerism, science and technology, employment, training and communication. Gersch predicts that the growing harmonisation between the sub-disciplines of psychology may result in a new division of psychology that concerns itself with applied child psychology. Gersch feels that many elements of doctoral level applied psychology will increasingly overlap, allowing students aiming for occupational, clinical, educational and counselling psychology to be co-trained in certain aspects. He feels that it is likely that child psychologists will begin to focus more distinctly upon specialist areas of childhood difficulty or upon specific schools. Their practice is likely to become increasingly evidenced-based, consumer-orientated and responsive to a range of stakeholders (where it might be argued, that the changes implied by the Children's Bill could have a significant effect).

Fox (2003) predicts a greater focus upon evidence-based psychology, for educational psychologists in particular. Fox suggests that the resolution of the tension between those who prefer to base their practice on subjective experience and self-reflection, with those who base their practice upon a more objective base holds the key to how the future of the profession is likely to develop.

Little, however, has been written about the work of psychologists specifically in relation to YOTs, (which is hardly surprising considering the relative recency of YOT's inception) or indeed in relation to their work in this new 'joined-up' partnership working era. There is however, an emerging literature concerning forensic psychology, which can perhaps help to unravel the mystery of what it is that psychologists might be doing in YOTs. Of concern, perhaps, is that the dearth of writing and focus in this area of work may suggest that only a minority of psychologists working in YOTs may be receiving any specifically tailored professional training opportunities on psychological issues directly related to the complex field of interagency working in youth justice.

More than a decade ago, Conn (writing in a key text outlining the future role and directions for educational psychology in 1992) argued that:

‘..While not all psychologists work within a forensic context, all work within legal constraints...’

and:

‘ My own experience has led me to the view that all psychologists need a thorough familiarity with this area (forensic context) at initial training level and that there should be routinely available opportunities for updating at post-experience level....Given this it is surprising to note how little British work is published on the practice issues... ’

Conn (1992) p.168

Psychologists have a responsibility to undertake appropriate continuing professional development activities such that they can perform their job effectively. The British Psychological Society’s Code of Conduct, Ethical Principles and Guidelines (2000) stipulates that:

‘Psychologists shall endeavour to maintain and develop their professional competence, to recognise and work within it’s limits, and to identify and ameliorate factors which restrict it’

p.2.

In December 2003 the British Psychological Society issued new pilot guidelines on continuing professional development, which will require all chartered psychologists to undertake continuing professional development activity which averages 40 hours per year over a three year period, and which will include not less than 20 hours of activity in any one of those years. It is expected that the activities will be balanced between directed (e.g. training, research, course attendance, peer discussion etc) and non-directed activity (e.g. reading or systematic reflection).

Raven (2003) presents a critique of the British Psychological Society’s approach, arguing that such guidelines imply that competence deficits stem largely from deficiencies in ‘technico-rational’ knowledge rather than from the motivation to learn, an understanding of the social forces determining our behaviour, a lack of initiative, a failure to get along with people or a failure to step outside of the immediate working environment to influence the constraints upon effective job performance (Raven and Stephenson, 2001). Raven argues that the external compulsion of the British

Psychological Societys' continuing professional development guidelines will not rectify problems of incompetence within the profession but rather may increase them.

Stobie (2002) argues in a paper considering change and continuity in educational psychology that:

'..educational psychologists need to be aware of and reflect regularly about 'change' and 'continuity' in their profession as a means of evaluating their own short- and long term development'

pp 203-212

Stobie argues that 'change' is in itself 'learning'.

It seems that both Stobie and Raven advocate a reflective and dynamic approach to professional development rather than specific knowledge deficit rectification.

Rapkins (1996) distinguishes between two models of CPD policy and practice that focus upon sanctions and benefits respectively. Rapkins argues that the *sanctions model* of CPD is used primarily to demonstrate that professionals are up to date, the model is mandatory with sanctions applied for non-compliance. The sanctions model is typically input oriented with an emphasis upon content, number of hours and the process of learning. A professional body will typically monitor compliance and the major thrust of CPD activity is likely to focus upon updating technical knowledge and skill.

In contrast, the *benefits model* of CPD is used primarily to raise the status and profile of a professional body through providing voluntary incentives and rewards for participation, which are output orientated, with a focus upon learning resulting from participation. Self-monitoring of learning outcomes is encouraged with an updating, broadening and deepening of knowledge, skill and expertise. Rapkins argues that the *sanctions model* is generally adopted by the 'old and established' or regulatory professional bodies, whereas the *benefits model* tends to be adopted by newer or non-regulatory bodies.

The Professional Associations Research Network (PARN, 2000) distinguish between Voluntary, Obligatory and Mandatory/Compulsory systems of CPD. PARN argues that Mandatory/Compulsory approaches apply professional sanctions for non-compliance and that the implementation of such a system may alienate those older members who feel that they have engaged in appropriate CPD for many years. PARN argues that professional bodies who recognise both formal and informal CPD activities and who recognise previous CPD activities, will find it easier to absorb members into the new system. However, PARN also observe that such professional bodies are usually statutorily regulated and as such, they may be less concerned about upsetting those same members.

Within this climate of increasing professional regulation, it would be interesting to explore the nature and extent of continuing professional development activities undertaken by psychologists working with youth offending teams.

2.2 The Psychologist Working in Youth Offending Services

It seems inevitable from such major changes to the ways in which services are delivered to the public, that psychologists will become increasingly involved in multi-agency initiatives designed to promote social inclusion which embrace the crime prevention agenda. This is not traditional territory for psychologists and not without its tensions. Lawyers themselves may question the contribution that psychologists can make, for example to the courtroom. In the words of Judge Stone:

'...Lawyers deal with living testimony every day. They acquire vast experience in this, but they do not carry out research into it. Psychologists on the other hand, carry out their research in controlled situations in their laboratories, but have no practical experience of the real subject of their inquiries in the courtroom.'

(Stone, 1984, p3, cited in Bull and Carson 1999).

King (1986) has also criticised the lack of relevance of psychology to courtroom applications in particular, he describes such work as:

'..a misguided campaign by psychologists to colonise the law' (p.102)

and furthermore:

'..Its (psychology's) methods lead to an oversimplification of legal issues, restricting their analysis to what is observable and measurable'. (p.102)

King also states that:

'..the dream fostered by many psychologists working on legal issues of developing law and psychology into a scientific body of knowledge about human behaviour in legal contexts will never be realised.' (p.101)

Bull and Carson (1999) however, argue that such views are based upon a restricted (and overly simplified) perception of an absolute dichotomy between the 'scientific' and the 'non-scientific' that is made by some lawyers. They argue that the science of enquiry can relate to the process as much as the product and that although the results of such enquiry may invariably fall short of absolute predictive value, this is no excuse for the profession to avoid developing and testing theory within legal contexts. Indeed, Bull and Carson argue that this delivers added impetus to psychologists in their quest to deliver research of the very highest standards.

Within criminal (including Youth Justice) proceedings the standard or burden of proof required in any given case, is that of 'beyond reasonable doubt', (Wall and Hamilton, 2000); it might be interesting to elicit the views of lawyers towards psychological expertise that is utilised in civil contexts e.g. in Children Act proceedings, where the burden of proof lies upon the 'balance of probability'. In such cases it is likely that an assessment of risk (or the probability of a particular event occurring) is likely to inform the proceedings. Towl and Crighton (1996) define risk assessment (in the context of forensic psychology practice) as:

'..a combination of an estimate of the probability of a target behaviour occurring with a consideration of the consequences of such occurrences' (p 55.)

It seems that such activity appropriately falls within the domain of psychologists working in the forensic field.

King does however raise the important point that one should not study the behaviour of the individual without looking towards the context in which it occurs. It is of some doubt whether psychologists would be inclined to be as blinkered in their assessments as some lawyers may fear, as comprehensive models for assessment incorporating both individual and contextual factors prevail within the clinical literature (e.g. Carr 2002; Towl and Crighton, (1996). Hollin (1989), in his definitive introduction to the field of criminological psychology points out that psychological theories of crime do tend to be largely 'dispositional' in nature, which implies that in order to prevent a crime, the offender's disposition towards crime needs changing. Hollin argues that it is here that clinical psychological skills are of value.

Hollin draws upon examples of psychologists working in specific settings, examples of psychologists using specific approaches (e.g. social learning theory/ behaviourism), psychologists targeting specific age groups (e.g. juveniles) and psychologists working on offence specific interventions (e.g. violent crime). When speaking of psychologists working in secure institutions, Hollin draws attention to the interdependence of *institutional* and *inmate* needs, and the meeting of the latter's needs being dependent upon the successful functioning of the institution. Hollin cites Marcus (1982) as delineating four distinct areas of work for prison psychologists:

- *organisational work (related to the management of the institution)*
- *staff training (for both psychologists and members of other professions)*
- *theoretical and applied research*
- *clinical treatment of offenders*

(Hollin 1989, p.182)

A parallel may perhaps be drawn between the objectives of secure custodial settings with those of a YOT in terms of increasing compliance and reducing re-offending. The present study is designed to capture a flavour of psychologist's work in YOTs with respect to each of these functions. The field produces an abundance of

philosophical and ethical dilemmas for psychologists which will be explored within the study. It is however worth reminding ourselves at this stage, that the Code of Conduct for The British Psychological Society (2000) requires psychologists to:

'....hold the interest and welfare of those in receipt of their services to be paramount at all times...'

(Clause 1, p.2.)

This may seem a clear-cut duty at first glance, however, when applied to the youth justice setting, the psychologist might be well advised to consider carefully for whom they are providing their services. Perhaps on a macro level, the provision of services for children as young as ten or (in the Government's new Youth Inclusion Support Programme) even eight years old, offers a service primarily to government crime reduction measures whilst possibly inadvertently condoning the criminalisation of children by the state (Farrington, 2002). It has also been argued (Blackburn 2000) that psychologists working within criminal justice settings are indeed employees of a system whose primary purpose is that of social control. A tension for some psychologists who find themselves working in this field might be in balancing the needs of their respective governmental organisations or local youth justice agencies, who are in the business of public protection and perception, (or as some might argue the 'criminalisation' of young people and families) with the needs of the individual child.

Muncie and Hughes (2002) argue that the 1998 Crime and Disorder Act brought with it a 'crime prevention' agenda designed to penetrate deeply into the lives of parents and families with new powers to criminalize their behaviours under the guise of 'child welfare'. Within this agenda, targeting of the 'non-criminal' or the 'disorderly' and 'anti-social' has been legitimised, allowing the state the opportunity to intervene not only with the illegal, but also with perceived social and moral transgressions. It is possible that YOT psychologists who are involved in the management and delivery of such initiatives e.g. Referral Order Panels, may not be aware that such work might be in denial of the 1998 Human Rights Act which incorporates the European Convention of Human Rights into British Law.

'..Article 6 provides the right to a fair trial and legal representation with the right to appeal. Youth Offender panels deliberating on referral orders would appear to be in denial of such rights.'

And furthermore:

'..Article 8 refers to the right to respect for private and family life and protects families from arbitrary interference. Parenting orders, child curfews and anti-social behaviour orders, in particular, would again appear to be in contempt'.

Muncie 2002 p.10

On the other hand, psychologists in YOTs might perceive themselves as offering services directly to children and young people and their families, a perception that may lead to its own professional dilemmas when considering the involuntary context of some such referrals for psychological intervention (Robinson, 1974; Council for Science and Society, 1981; and Blackburn, 2000). This potential dilemma is further considered in Section 2.5.

It seems likely that psychologists working in youth offending services may at some stage in their work be required to provide a service to those youth or crown courts that will be attempting to address the alleged offences or behaviours of children and young people (or their families) who are known to the psychologist working within the YOT context. Indeed psychologists were reported as increasingly becoming involved in legal issues concerning children as far back as 1988 (Lloyd-Bostock, 1992). Conn (1992), however, points out that in the same year, Richards (1988) expressed concern about the minimal degree to which psychological work was being used in judicial decision making. Conn, however, predicted that there was likely to emerge a significant subgroup of psychologists who would become increasingly engaged in court work and that:

'.. the courts will seek psychological input in a wider variety of cases and range of issues'

Conn, 1992 p.168.

Conn argues that such work may present particular concerns to the psychologist who may have been working with a child and their family as the primary client, but who finds that subsequently, as a result of a court subpoena or a witness summons that their primary client becomes the court. Conn suggests that this potential conflict can largely be avoided by psychologists who are clear about the context of their work in the forensic arena, but that it can be more of a problem for psychologists who are called unexpectedly to court in the course of their general 'non-forensic' therapeutic work.

2.3 Psychological Assessment and Intervention in Youth Justice

In order to appreciate the range of assessment and intervention approaches used by psychologists working within the youth justice field it may be useful to firstly draw attention to psychological approaches taken towards understanding crime. The observation by Hollin (1989) that:

'..psychological research continues to elucidate variables which are associated with crime, but then attempts to explain crime by recourse to psychological rather than criminological theories. Thus criminal behaviour becomes a defence mechanism, or the result of a failed maternal attachment, or an extreme of personality development, rather than a phenomenon deserving an explanation in its own right.' (p.61)

seems hardly surprising, in view of psychologists' traditional focus upon the behaviour of the individual.

Clifford (1995) has observed that the fields of law and psychology have similarities in that they are both concerned with the understanding and prediction of human behaviour. However the premises and values associated with this mutual quest are quite different (Bentley, 1979; Clifford, 1995; Haward, 1979; and Tapp, 1969). Tapp draws attention to the fact that law relies primarily upon precedent and tradition. Tapp argues that law is value laden and subjective and thus differs significantly from psychology, which as a discipline, relies heavily upon empirical research and is therefore more value free and objective. Haward (1979) highlights the differences between the basic philosophical stances of psychologists and lawyers, the former

believing in a degree of determinism or causality and the latter emphasising the notion of free will.

Hollin believes that psychologists would be better positioned to understand crime if the functional relationships between psychological, environmental and biological variables and crime were considered. In order for this to take place greater links will need making between criminological and psychological theory and a greater understanding will need to be sought concerning the environmental influences effecting the production and maintenance of criminal behaviour.

However, Farrington (1996), to some degree, may appear to bridge the gap between explanations concerning the science of the individual and wider environmental variables in his examination of youth offending risk factors. Farrington identifies prenatal and perinatal, personality, intelligence and attainment, parental supervision and discipline, parental conflict and separation, socio-economic status, delinquent friends, school and community influences as all playing complex and interrelated parts in the creation of behaviours that society labels as criminal. Farrington also argues that whilst much attention is paid to the above 'risk factors' relatively little attention is paid to the factors that may protect and prevent young people from becoming involved in criminal activity.

Blackburn (2000) describes psychological assessment as:

'..the process of gathering information necessary for making informed decisions about a client, and involves the testing of hypotheses leading to the formation of a model of the client's problems. Psychological assessment is usually distinguished by its reliance on objective methods of data collection and hypothesis testing in the form of tests, ratings or structured observations.' (p. 340)

Blackburn argues that in the penal context there is a wide range of procedures of specific relevance to individuals who have offended.

However, Gudjonsson (1995) in Bull and Carson's seminal work on psychology within the legal context, noted that psychologists are increasingly being instructed to

conduct assessments in forensic environments that differ significantly from assessments found in general clinical practice. Gudjonsson states that psychological assessments are typically based upon empirical research and scientific principles and that a problem for psychologists working in legal contexts, is that many standard psychological techniques can only be applied to address legal concepts and issues to a limited degree. However, Gudjonsson also noted that, over recent years, empirical psychological data have increasingly begun to influence legal structures and policy.

In a survey conducted of members of the British Psychological Society who provided services to the courts, Gudjonsson (1985) found that 96 percent of members surveyed indicated that they used standardised tests when conducting forensic assessments. This practice, Gudjonsson states, contrasts with the practice of many forensic psychiatrists who are not trained in the administration or interpretation of psychometric tests and who tend to base their forensic assessments upon clinical interviews. The psychometric test most commonly cited as being used by psychologists within their forensic practice, is the Wechsler Adult Intelligence Scale (WAIS) and they also used various neuropsychological tests.

A performance versus verbal IQ discrepancy has been noted on the corresponding Weschler Intelligence Scale for Children (used for testing children/young people aged up to 16 years 11 months) for numerous populations of individuals who have offended and this discrepancy was found to be considerably larger for recidivists (Andrew 1974; Culbertson, Feral and Gabby 1989; Eaves and Cutchen 1990; Grace and Sweeney 1986; Meinhardt, Hibbett, Koller and Busch 1993; Rosso, Falasco and Koller 1984; Zimmerman and Woo-Sam 1972). Other studies suggest that this finding does not generalize to the adult population as may be tested on the WAIS. Kaufman (1994) points out that virtually the entire literature concerning brain dysfunction and behaviour problems is beset with problems in identifying characteristic patterns for various groups through using the Weschler Scales of Intelligence.

Gudjonsson found that interview and qualitative behavioural measures generally complemented the use of psychometrics. Heilbrun (1992) pointed out that psychological testing should be viewed as part of hypothesis testing and states :

'..Psychological testing can serve as one source of information that can both formulate and confirm or disconfirm hypotheses about psychological constructs relevant to legal issues, but there are others as well: history, medical testing, interview data and third party observations of behaviour can all be used for these purposes.' (p. 268)

Gudjonsson and Haward (1998) point out that psychologists working in forensic settings will select assessment methods based upon the nature of their enquiry:

'..Psychologists in judicial proceedings will commonly employ a combination of methods, including interviewing, behavioural observations and psychological testing.' (p.79)

Gudjonsson and Haward highlight that psychological tests are used to obtain information about an individual in a standardised fashion and to compare the differences between individuals in relation to specific abilities or skills. Tests can also be used to measure changes within the same individual over time or differences within the same individual in different circumstances. One might argue that until such time as psychologists can clearly distinguish the characteristics that are unique to an offending population, then it might be an anathema to suggest that tests or approaches are utilised which purport to meet specific needs of this group. Indeed, a number of researchers have pointed to the difficulties of purporting to report successful outcomes (Friendship, 2000; Maguire 1997) and of the dangers of viewing this group as in some way different to the sector of the population who have not been recorded as engaging in behaviours which society classifies as criminal (Hollin, 2002).

Blackburn states that competent assessment is an integral part of effective intervention, and that in criminal justice settings, interventions vary with the orientation of the psychologist:

'..which may be behavioural, psychodynamic or cognitive, but cognitive-behavioural approaches have dominated recent developments.' (p. 341)

Kazdin (1986) has however identified at least 400 therapeutic techniques being used generally, many of which lack any strong scientific grounding (which perhaps

explains why Parloff (1984) was given to describing California as being the Silicon Valley of technology and the Silly Con Valley of psychotherapy!)

Blackburn argues that given the heterogeneity of individuals who have offended, a multimodal or multifaceted intervention is the ideal approach to clinical practice as it takes into account the multi-dimensional influences upon behaviour. However, Blackburn draws attention to the dearth of studies concerning 'which approach works best for whom and under what conditions'. Blackburn suggests that this may at least in part, be attributed to the commitment of the majority of therapists to adhere to a single theoretical model and also to the complexity of varying more than one factor when designing such studies or engaging in 'prescriptive programming' (Goldstein et al., 1989). However, Kazdin (1987) points out that the extent to which multimodal approaches are more effective than those of single approach interventions has yet to be established.

2.4 The Effectiveness and Efficacy of Psychological Interventions in Youth Justice

Warnock (2002) explored issues concerning the objective measurement of the effectiveness of educational psychological interventions within a climate of increasing public accountability. The exploration concluded that it was possible to obtain a near-fit solution to the problem of obtaining outcome-based effectiveness measures for psychologists working with a range of clients, by using a range of client feedback systems.

Fox (2003) discusses the increasing focus of health and social services over recent years on the promotion of evidenced-based practice based on high quality research.

'.. increasingly there is a belief that evidence-based guidelines on best practice are the cornerstone of providing professional services to the public'

(Fox 2003 p.93)

The quality of such 'research' is generally measured, according to Fox, through assessing its proximity to meeting the requirements necessary for an empirically based systematic review of randomised controlled trials.

Fox also comments on the variations in the professional practice of educational psychologists both between and within educational psychology services. Fox points out that such differences in professional assessment style and advice, can result in differences for children in terms of the provision that they receive to meet their needs. Fox argues that the government would attribute such differences to a lack of evidenced-based practice within the profession. Fox further points out that the whole of the health field (including clinical psychologists) are now expected to base their practice on 'gold standard' evidence. Fox highlights a tension within the profession of educational psychology between those psychologists who base their professional practice on self-reflection and 'subjective experience' and those who base their practice on more 'objective' evidence. He suggests that the future credibility of the profession rests upon how this tension is resolved.

Echoes of Muncie and Hughes' (2002) concept of *managerialisation* as a mode of youth governance might be seen within such 'gold standard' changes within the health service. Muncie and Hughes argue that the government, in an attempt to marry the demands of community safety, retribution, responsibility and crime prevention has encouraged agencies to join together to form a suitable and cost effective system for the management of 'youthful behaviour' which stretches from family, to court, to correction and detention. They argue that this measure is driven by pragmatism rather than by any penal philosophy and that its key concern is centred on 'what works' and the maintenance of a coherent internal system.

The dearth of literature and guidelines concerning the role of psychologists working in the youth offending teams lends an assumption that no such clear framework or 'gold standard' has yet been established for psychologists working in this context. This is hardly surprising if one considers that youth offending teams only reached their fourth anniversary since inception in April 2004, although as the psychology profession becomes increasingly open to scrutiny within a climate of increasing accountability (Bridges and McLaughlin, 1994; Dowling and Liebowitz, 1994; Lindsay, 1995; Cherry, 1998; Gersch et al. 1990; and MacKay, 2002), then it seems that psychologists working within the youth offending team and other multi-agency arenas such as 'Sure Start' will need to begin to consider modes by which they can demonstrate the effectiveness of their work.

A recent paper describing the impact of accredited offending behaviour programmes (Friendship, Falshaw and Beech, 2003) argues that to date there has been an over-reliance on the sole use of reconviction data for the measurement of psychological treatment efficacy. They argue that little research into the field of reconviction following specific intervention has been rigorously based upon studies involving adequate comparison groups (using randomised controlled trials), and that the use of reconviction rates as a sole outcome measure of intervention effectiveness is itself questionable.

Attention has been drawn to questions concerning whether reconviction rates bear a systematic relationship to true levels of re-offending (Friendship 2003; Maguire 1997) and whether the authorities do indeed hold an accurate record of convictions (Friendship, Thornton, Erikson and Beech, 2001). Similarly, Blackburn (2000) comments that:

‘..it is clear that the official statistics are an unreliable guide to the occurrence of criminal events, and some therefore argue that no reliance can be placed on them.’

p.42

A self-report ‘offender’ study conducted by Hood and Sparks (1970) showed that official crime figures underestimate the extent of crime *especially* amongst the young. Their study suggests that the actual crime figure is approximately only one quarter of those who actually commit offences. When considering this research Hollin (2002) posed the question of whether criminal activity (especially in the young) should be considered the norm rather than deviant activity. Criticisms of such self-report methodology in terms of data validity, reliability and interviewer or sample bias have been mitigated against by verification studies which compare test-retest samples and peer verification techniques (Blackmore, 1974 and Hindelang *et al.* 1981).

Official reconviction rates are however relatively accessible and thus less costly to obtain than studies focussing upon recidivism (a relapse into previous criminal behavioural patterns) or self report and are thus widely used for evaluating intervention effectiveness. Friendship *et al.* recommend that psychologists use a more integrated approach for evaluating offending behaviour programmes which should include an evaluation of the programme delivery climate, the cost effectiveness of the

programme (including re-convictions saved), an evaluation of programme integrity and an evaluation of short and long-term treatment outcomes (of which reconviction data forms only a part).

In the apparent absence of any universally shared system for gathering data on the effectiveness of psychological intervention in the youth justice field it will be interesting to explore how or whether psychologists within youth offending teams are attempting to measure the effectiveness of their interventions.

2.5 Ethical and Professional Issues

2.5.1 Who is the client?

The British legal system is duty bound to concern itself with the reduction of crime and the protection of the public. A psychologist working within this context may find that the needs of the individual may conflict with those of society in general and with the legal system in particular.

'Psychologists who intervene in the lives of offenders face a number of role ambiguities and ethical dilemmas. Employment in any organisation implies acceptance of its aims, but the punitive, custodial and rehabilitative goals are frequently incompatible'

Blackburn, 2000. p.410

and furthermore:

'..retribution may demand a custodial sentence, but the best rehabilitative strategy may be to keep the offender at home and in a job. While the aim of psychologists is typically to help offenders they are professionally obliged to hold the interests and welfare of those in receipt of their services to be paramount...they are simultaneously employees of a system whose primary purpose is social control..' p.409

In 1988 Pope and Bajt conducted a questionnaire survey of 100 senior psychologists (with a 60% return rate) where the question was asked whether legal and ethical standards should ever be violated in the interests of client welfare, 75% of respondents believed that they should, and the majority had already done so. Pope and

Bajt expressed their concern that only 18% of respondents felt that ethical issues had been adequately addressed during training and supervision and only 22% believed that such questions were adequately addressed in the relevant literature. Perhaps the results of this survey seem somewhat less shocking when considered within the context of the professional ambiguities and dilemmas that psychologists appear to be facing within their daily work in criminal justice.

In his 1995 Presidential Address to members of the British Psychological Society, Lindsay highlighted difficulties when considering the degree to which personal responsibility and autonomy for clinical judgements should take precedence over agreed procedures. Lindsay drew attention to a survey conducted of 1000 randomly selected members of the British Psychological Society who were asked to describe an ethically troubling incident that they themselves or a colleague had faced during the past year or two. Thirty-seven percent of respondents reported no such dilemmas. A wide range of dilemmas were reported by the remainder and issues concerning confidentiality were the most commonly cited, followed by issues concerning research and thereafter issues concerning questionable intervention (Lindsay, 1995; Lindsay and Colley, 1995; Lindsay 1996). Lindsay questioned whether the number of psychologists who reported no such dilemmas in their work was indeed reflective of an absence of dilemmas or whether this figure might be representative of a lack of awareness concerning such issues.

Pope and Vetter (1992) in a similar American study reported that the most commonly cited ethical dilemma for psychologists concerned confidentiality. Lindsay (1996) suggested that the ethical dilemmas most commonly raised by the British Psychological Society's study fell into two broad categories; the first concerning the more 'traditional' dilemmas of psychologists (e.g. confidentiality and not abusing positions of trust) and the second being concerned with psychologists perceiving conflicts between the needs of the client and the demands of their employers.

Brodsky (1972) suggests that the role of a psychologist working within the criminal justice field falls along a continuum of 'system professional'-'system challenger'. Brodsky suggests that the 'system professional' accepts that the primary target of intervention is that of self-control and compliance, whereas the 'system challenger' is

more likely to perceive problems as arising from discrimination and social deprivation. The 'system professional' is less likely to question that treatment is in the best interests of society and he/she is typically keen to work with the system through establishing good working relationships. The 'system challenger' is more likely to sabotage those agency goals that he/she sees as potentially harmful to clients. Brodsky does not see these roles as being mutually exclusive and expresses the view that psychologists are likely to be struggling to maintain a balance between them.

Blackburn (2000) acknowledges the difficulty of defining a psychological problem within the rhetoric of rehabilitation being seen as 'a liberal and liberating process' and asks a question which Feldman and Peay (1982) previously posed, concerning whose problem is it that the psychologist is addressing:

'Identifying socially unacceptable behaviour itself as the target of treatment uncritically equates psychological abnormality with social deviance, and implies that all offences including "political" and victimless crimes are grist to the psychologist's mill. This is clearly an ideological position, and mental health professionals who give primacy to their role as agents of social control risk not only violating their professional code, but also colluding with unjust laws and oppressive regimes.' p.411

Robinson (1974) argued that psychologists have no place in intervening with clients who have been referred involuntarily and that behavioural scientists should not mediate such a conflict between clients and society unless the client is seen to be physically harmful or they have requested the help themselves. However, the Council for Science and Society (1981) advocated that psychological intervention (of those detained in custody) should only be conducted when it clearly benefited the individual and not the institution and when a 'recognisable disorder' had been diagnosed.

Blackburn (2000) suggests that it is doubtful whether there is any role for psychologists within the criminal justice setting that escapes the dilemmas of acting as agents for society or for the individual and he suggests that psychologists may find themselves balancing multiple goals and commitments. Blackburn suggests that a minimal professional requirement for psychologists working in the criminal justice

setting is for them to have an awareness of the legal and social context of behaviour problems and criminal justice.

2.5.2 Crime 'Prevention' and Labelling

A dilemma, which may currently face psychologists linked to YOTs, can be aptly illustrated by well-known research by McCord. In 1978 McCord traced over 500 men who participated in 'The American Cambridge-Somerville Youth Study' in 1939. As children, the participants had been identified as 'difficult' or 'average' in their social behaviour and were randomly assigned to two groups. The experimental group received personal and social counselling from social workers, academic tutoring, medical attention and participated in youth programmes for five years. The control group received information only. Thirty years on, McCord found there to be no difference between groups in terms of adult criminal history although more of the *treated* group had committed at least two crimes. More alcohol problems, more serious mental illness, lower status jobs and earlier death were all found in the 'treated' group. A later study was conducted by Fo and O'Donnell (1974) who paired up young people who had offended with 'friendly adults' or (buddies) in their community. The aim of the study was to make rewards contingent upon good behaviour. The outcome of this study was mixed, with the worst 'offenders' showing improvements and the 'non-offenders' becoming 'worse.'

Hollin provides a concise overview of community-based programmes designed to tackle offending behaviour which show that in many cases misplaced professional agency intervention can lead to highly undesirable results (Palamara, 1986; Rutter and Giller 1983; Spence and Marzillier 1981).

Such research findings no doubt pose questions in psychologists' minds concerning their role in 'crime prevention' activity. Part 2 of the study examines the views of psychologists towards such crime prevention activity.

Central government policy directed that from April 2003, 25% of local authority Children's Fund money was required to be spent upon crime prevention activity in association with the YOTs. YOTs appeared to be heralding the way to the new arena of multi-agency work with a particular focus upon crime prevention. This study

examines the role (if any) that psychologists with their awareness of labelling theory and of effective interventions in terms of 'prevention' are playing in this.

Muncie and Hughes (2002) argue that youth justice is an arena filled with longstanding tension and conflict with the twin goals of justice and welfare being largely incompatible. They state that:

'Justice implies a commitment to individual rights and due process but has readily been translated into neo-liberal responsabilization and neo-conservative retributive strategies. A narrow justice v. welfare debate is thus particularly moribund, for neither model has ever been fully realised in practice. Rather, youth justice tends to act on an amalgam of rationales, oscillating around and beyond the caring ethos of social services and the neo-liberal legalistic ethos of responsibility and punishment'

p.1.

Rationalisations of this tension, they argue, are sought through expanding the remit of the system to incorporate diversionary and preventative elements, targeting for example, young people who are seen to be 'at risk' of offending or those who are seen to be vulnerable and in need of protection.

One such central Government initiative requires that youth offending teams work together with locally based Children's Fund programmes to develop multi-agency 'Youth Inclusion Support Panels' (YISPs) through which services can be targeted at children as young as eight years old who are seen to be at risk of later offending behaviour. Jerrom (2002) comments on fears by children's charities and human rights organisations that this could lead to the age of criminal responsibility being lowered from ten years to eight through the 'back-door' and that children could be adversely labelled as potential offenders in early childhood.

Harrison-Jennings (2002), in an interview concerning YISP panels was quoted as saying: (representing the views of the Association of Educational Psychologists):

'..The problem with Lord Warner's (Chair of the Youth Justice Board) approach, is that children are being identified for negative reasons, for being troublesome... There is a danger that after identification, children may try to live up to the reputation that

they have acquired. The child could then be excluded from school and end up in a pupil referral unit, coming into contact with like-minded pupils. They will have a reputation as 'hard' and may suffer psychological damage.'

(Community Care, October 2002 p.21)

Harrison-Jennings expressed the view that what is needed is early intervention with parents, which begins at birth and which is *positive* in nature. This might then be seen as the norm and prevent the labelling problems arising in early childhood.

Muncie and Hughes point out that the 1998 Crime and Disorder Act brought with it new orders that can be imposed upon families and young children in circumstances when a criminal offence has not been committed. They argue that these measures are an attempt to draw children below the age of criminal responsibility into 'formal networks of social control'.

It seems probable that psychologists working in YOTs are facing such dilemmas on a regular basis. Furthermore the term 'young offender' (used almost universally to describe children and young people who are known to the youth justice system) prevails within all of the literature reviewed for this research. It would be interesting to observe the language used by psychologists working with YOTs when describing such children and young people. (One might argue that the proportion of psychologists who have not fought with a sibling during childhood, passed through a red light in a moment of distraction or crept over a statutory driving speed limit during their lifetime would be minimal, and a similar label applied to such persons may be equally justifiable!)

2.5.3 Confidentiality, Values and Client Consent

Another ethical issue likely to confront psychologists working in multi-agency settings is that of confidentiality. Goldethorpe (2004) points out that although the processing or disclosure of information should be conducted under statutory frameworks such as human rights, the common law of confidence and data protection law, she argues that:

'..if a child's welfare is to be truly paramount, adverse risk justifies breaches of confidentiality'.

p123.

Goldethorpe further draws attention to the growing demand by agencies to clarify existing guidance and asks where the balance truly lies between adult individuals and agencies and adults and children. This is a dilemma that is likely to have exercised the professional thoughts of psychologists on numerous occasions in their work and can be amply illustrated in a discussion between two experienced psychologists concerning a psychotherapeutic situation:

Windy Dryden: *'..Let's say as a result of this open discussion of values the patient chooses a way that for example is opposite to yours. So if you value rebelliousness then he or she might choose the conforming way; if you value truth he or she might choose the deceptive way. Is that a dilemma for you?*

Peter Lomas: *'Yes'*

Windy Dryden: *'In what way?'*

Peter Lomas: *'It is a dilemma because I don't know how far I should let the patient go his own way – a way which I don't approve of. I don't know how far I should try to stop him. In a way it is the question of how much one stands back, feeling that the person's freedom is very important even if he is going to do something that appears to you to be self-destructive.'*

Dryden, (1985) p.98.

It is possible that such dilemmas might be heightened in intensity for psychologists working within the youth justice setting who are legally obliged to disclose offending activity (which may be revealed during therapeutic work with young clients) to youth justice colleagues, yet who feel that in so doing, in some circumstances, this may likely result in further psychological damage to the client.

Ethical guidelines from various professional codes of ethics do offer some guidance designed to help professionals through such dilemmas e.g.:

'treating with confidence means not revealing any of the information....to any other person or through any public medium, except to those whom counsellors owe accountability for counselling work (in the case of those working in an agency or organisational setting) or on whom counsellors rely for support or supervision'.

British Association of Counselling (1984) in McLeod (1993) p.162.

In some cases it might be that a psychologist working in a youth justice setting is being line-managed by professionals other than psychologists (e.g. the police) who have their own professional responsibility codes. In most cases it is however likely that a fellow member of the psychology profession (as advocated by the British Psychological Society) will be undertaking at least part of that professional supervision. This issue will be explored within the study.

Key issues concerning privacy and confidentiality in psychotherapy may be considered in the light of the 'Tarasoff' case as described by Bersoff (2003):

'On August 20, 1969,...Prosenjit Poddar, who was a voluntary outpatient at Cowell Memorial Hospital... informed his therapist, a psychologist, that he was planning to kill a young woman. Poddar did not name the woman, but as established later, the psychologist could easily have inferred who she was. The murder was to be carried out when the woman returned to Berkeley from her summer vacation.'

p.162

Following this statement of intent, the psychologist informed the relevant police authorities and also his professional supervisor. Poddar was taken into custody for questioning and thereafter released upon appearing 'rational'. The psychologist's supervisor thereafter requested the return of the psychologist's written correspondence to the police, and ordered that the letter and all therapy notes in connection with Poddar be destroyed. Poddar did not resume therapy and in October of 1969 he murdered his intended victim (Tatiana Tarasoff).

Tatiana Tarasoffs' parents subsequently filed a law suit against the hospital staff and the police. The case was finally adjudicated in the American Supreme Court where it was decided that it was not the failure of the psychologist to predict violence which made the case a viable one (as the psychologist had clearly already done this), but that it was the psychologists' failure to provide an adequate warning of violence to Tatiana or to her parents. It was the view of the Court that the protection or preservation of a therapy relationship is of *secondary* importance to the preservation of life and safety and a guiding principle was born:

'The public policy favouring protection of the confidential character of patient-psychotherapist communications must yield to the extent to which disclosure is essential to avert danger to others. The protective privilege ends where the public peril begins.'

Bersoff (2003) p.163

The British Association of Counselling also offers the following guidance to therapists:

'..if counsellors believe that a client could cause danger to others, they may advise the client that they break confidentiality and take appropriate action to warn individuals or the authorities'.

British Association of Counselling (1984) in McLeod (1993) p.162.

One might argue that it is of particular importance that psychologists working within the youth justice context agree this point with the client at the beginning of any therapeutic intervention. Taylor and Adelman (1989) suggest such a model (for when working with children) which outlines the exceptions to confidentiality at the beginning of the therapeutic intervention.

A further ethical consideration for psychologists engaged in YOT work might concern the concept of autonomy:

‘..in the societies where counselling and psychotherapy have become established, individual freedom and rights are usually enshrined in law. This concept of autonomy has been so central to counselling that many counsellors would assert that counselling cannot take place unless the client made a free choice to participate..’

McLeod (1993) p.161.

Issues of this nature appear to have exercised the minds of some of Britain’s most eminent psychologists and can be demonstrated by extracts from a professional discussion between two leading therapists:

Fay Fransella: *‘Well the one (dilemma) that exercises my mind most at the moment is whether I have the right to intervene with a client who actually doesn’t want my help; such as young people suffering from anorexia nervosa’*

Windy Dryden: *‘so on the one hand they don’t seek help, and on the other?’*

Fay Fransella: *‘On the other, at the end of the road there is death in the extreme case. However, everything that I and some others like me stand for is the notion that individuals are responsible for themselves. Thus if they say that ‘I don’t want your help’ you should not intervene. And yet I know that without help of some sort, unless there is some spontaneous improvement, the young person is never going to have any form of what I would call a ‘happy life.’*

Dryden, W. (1997) p.128

It is likely that psychologists in YOTs will be presented with many such ‘unwilling’ clients who have been referred to them by the courts and other agencies. It seems imperative that psychologists should be equipped with the tools to enable them to deal with such difficult dilemmas.

It may be that psychologists can continue to offer a service to the individual client rather than the state by choosing to focus upon the problems of the client and not upon the problems that are incurred upon others resulting from the actions of the client.

This may necessitate a recognition that the state, the individual and the institution are all clients with differing priorities and that the priority may need to change over time. (Blackburn, 2000; Feldman and Peay, 1982; and Clingempeel, Mulvey and Repucci, 1980). Part 2 of the study will enquire into the support frameworks currently being used by psychologists to help them to resolve such ethical dilemmas and will also enquire into what type of support they might find to be most useful to them in the future.

2.6 Influence of the Literature upon Study Design

2.6.1 The Changing Role of the Psychologist

MacKay (2002) argued that educational psychology's future lies in a wider role than special educational needs and that it is difficult to separate the future of educational psychology from the future of psychology as a whole. MacKay sees research as being crucial to the future role although with increasing public accountability, education departments are likely to increasingly dictate the precise contribution that psychologist should make. The study was designed to establish whether YOT psychologists were actively engaging in research, and if so, the nature of that research.

Both MacKay and Gersch (2004) have argued that the Government's increasing emphasis upon de-compartmentalised key social issues is likely to result in enhanced harmonisation of the traditional sub-disciplines of psychology, which are likely to increasingly overlap. One might hypothesise from such arguments that those psychologists working in a de-compartmentalised newly developed youth justice organisation (the YOT) would represent a range of psychological disciplines and not be solely forensically trained. The study was designed to establish which particular psychological disciplines the psychologists linked to YOTs represented and a comparison was made of whether the distribution of psychological disciplines linked to YOTs was representative of the professional pattern as a whole.

As little was known about psychologist's work with YOTs, or indeed how many psychologists were attached to YOTs and what psychological disciplines the psychologists represented, this may have suggested a lack of professional training

opportunities tailored to the needs of this group of professionals. However, psychologists have a responsibility to undertake appropriate and continuing professional development activities (British Psychological Society, 2000) and it has been argued (Conn 2002) that *all* psychologists not only need a thorough familiarity with the forensic (or legal) context at initial training level, but also continued opportunities for updating their skills to inform their work generally. The study was designed to establish the nature and duration of any training that the psychologists had received in relation to their YOT work. A particular emphasis was paid to court related work which is purely forensic in its nature and also to the more general YOT related training and support mechanisms and processes being used by psychologists.

As outlined, The British Psychological Society intend to instigate specific and mandatory continuing professional development requirements of all Chartered Psychologists, which if not met, could ultimately result in serious professional sanctions. Stobie (2002) and Raven (2003) criticised the Society's approach arguing that reflective and dynamic approaches to professional development are more helpful to psychologists than specific knowledge deficit rectifications. Both Rapkin's (1996) and the Professional Associations Research Network (PARN, 2000) offer theoretical models designed to explain the process stages of professional regulation and PARN suggests an explanation of why certain members of a professional association might voice their concerns.

Questions concerning the nature of professional support and CPD most valued by psychologists working with YOTs were therefore asked in the study, with a particular emphasis upon the support which they find most useful when attempting to resolve difficult ethical dilemmas. This latter question was asked at the end of the telephone interview following discussion of a number of ethical dilemmas. Psychologists were also asked to comment upon what help they feel would be most useful in helping YOT linked psychologists to resolve ethical dilemmas in the future.

2.6.2 The Psychologist working in Youth Offending Services

Stone (1984) and King (1986) argued that psychologists have no place in the courtroom, the former arguing that their typically laboratory controlled research has

little value when applied to 'real life' situations and the latter arguing that the oversimplification by psychologists of behaviours that are seen as measurable and observable restricts their subsequent analyses and therefore renders their methods incompatible with courtroom situations. Bull and Carson (1999) however, dispute such views arguing that such observations are themselves overly simplified and are based upon a misguided perception of an absolute dichotomy between the scientific and the non-scientific. Bull and Carson argue that there is no excuse for psychologists not testing out scientific theory within legal contexts as does Richards (1988). Conn (1992) predicted an increase in psychologists' involvement in court work. The study will examine whether psychologists linked to YOTs are providing psychological reports (or other services) directly for the courts and whether psychologists feel adequately trained and prepared to deliver such services. The study will also explore why those psychologists who are not providing reports to the court are not doing so.

Hollin (1989) and Marcus (1982) have highlighted the tendency for psychologists working in forensic settings to work at a number of different levels (organisational, staff groups, individual clients and research) and Hollin draws attention to an interdependence between 'institutional' and 'inmate' needs with the latter being dependent upon the successful functioning of the former. Farrington (2002) argues that psychologists who are offering a service to individual clients as identified by the state may be serving the interests of Government crime reduction measures and in so doing, may be condoning the criminalizing of young children. Attention is also drawn in the literature review to the British Psychological Society's (2000) professional requirement that psychologists must at all times hold the interests of their clients to be paramount. Blackburn (2000) echoes Farrington's concerns and expresses the view that psychologists working within criminal justice settings are indeed acting as agents of social control. The study will explore at what 'levels' the psychologists are working, whom they perceive to be their primary client(s) and whether they perceive there to be ethical dilemmas or professional conflicts raised by working in their context. Lindsay (1995,1996) drew attention to conflicts arising between the needs of the client and the needs of the employing institution. Where such ethical dilemmas are recognised or apparent to the psychologist, they will be asked how they can best be addressed or how they have been or are being resolved.

Conn (1992) draws attention to a potentially shifting focus from the primary client being a child or family to one of where it is the court in circumstances when a witness summons or court subpoena has been issued. He argues that potential dilemmas can be avoided by psychologists who are clear about such possibilities within a forensic context but that this may be more of a problem for psychologists working in non-forensic settings. Questions concerning such client confidentiality issues will be asked of psychologists in the study and also their ideas on how such issues may be avoided or resolved will be elicited.

Muncie and Hughes (2002); Robinson (1974); The Council for Science and Society (1981) and Blackburn (2000) all echo to some degree the concerns of Farrington and Muncie in particular, who draw attention to apparent denials of Articles 6 and 8 of the 1998 Human Rights Act if state intervention is made to 'non-criminals' under the guise of 'crime prevention' which interferes with private or family life. Psychologists will be asked whether they are involved in such 'interventions' as Referral Orders or YISPs (Youth Inclusion Support Panels) and also for their views on such specific 'crime prevention' initiatives.

2.6.3 Psychological Assessment and Intervention in Youth Justice

Kazdin (1987) draws attention to the wide range of assessment and intervention techniques employed by psychologists, whilst Blackburn (2000) although echoing to a certain degree this observation, states that psychologists working in criminal justice settings may tend to focus upon specific (and often cognitive-behavioural) approaches to their work. Blackburn argues that the dearth of studies concerning 'what works best for whom' in this field may be as a result of psychologists tending to utilise specific and favoured theoretical models. He argues however, that a multi-modal intervention is the ideal approach in view of the heterogeneity of the client population.

Study participants will be asked about the type and range of psychological assessment and intervention approaches that they are using with various client groups.

2.6.4 The Effectiveness and Efficacy of Psychological Interventions in Youth Justice

Friendship, Falshaw and Beech (2003) highlighted the dangers for psychologists of measuring 'what works' in terms of the re-conviction data commonly cited in the justice field, with Maguire (1997); Friendship, Thornton, Erikson and Beech (2001) and Blackburn (2000) highlighting the dangers of using such 'official' statistics.

The study will explore the methods by which psychologists are measuring the effectiveness of their interventions within the Youth Justice setting and whether indeed they are using reconviction data as one such method or whether they are using a more 'integrated' approach, for example when evaluating offending behaviour programmes (Friendship, 2003).

The range of methods used to measure intervention effectiveness will be explored within the study and if effectiveness measures are not employed, then consideration will be given to why psychologists are not collecting such evidence.

Increasing accountability within the profession (Bridges and McLaughlin, 1994; Dowling and Liebowitz 1994; Lindsay, 1995; Cherry, 1998; Gersch et al 1990 and Mackay, 2002) is seen to be an increasingly prominent influence. Fox (2003) goes as far as to suggest that the future credibility of the educational psychology profession rests upon the resolution of the tension between 'subjective' practice and more 'objective evidence'. The study will explore the nature of how such 'effectiveness' is being measured by participants, if indeed it is being measured at all.

2.6.5 Ethical and Professional Issues

Blackburn's (2002) suggestion that the psychologist working with the criminal justice setting is likely to be faced with a number of role ambiguities with the needs of the individual sometimes conflicting with those of society or of the legal system was echoed by Pope and Bajt (1988) and Lindsay (1995,1996). Pope and Bajt expressed concern that only a minority of respondents had felt that such issues had been adequately addressed during training and supervision or in the relevant literature; these are obviously serious issues requiring exploration. Questions will be designed to

explore whether psychologists working within YOTs feel that they are faced with ethical dilemmas specific to their role, the nature of such dilemmas and will provide an opportunity to examine the ways in which psychologists are attempting to resolve identified dilemmas.

The dilemmas will be identified in Part 1 of the study and the attempts at resolution (elicited in Part 2 of the study) will be considered in the light of Brodsky's (1972) balancing model between 'system professional' and 'system challenger'.

Blackburn (2000); Feldman and Peay (1982); Robinson (1974) and The Council for Science and Society (1981) all point to ethical problems for the psychologist working within the justice field and historical studies concerned with the effectiveness of 'crime prevention' (Fo and O'Donnell 1974; McCord 1978; Spence and Marzillier 1981 and Rutter and Giller 1983) urge caution when intervening lest unexpected outcomes occur. Part 2 of the study will ask participants for their views (bearing in mind their knowledge as psychologists of labelling effects) upon present day multi-agency and community crime prevention initiatives. The language used by study participants in Part 2 when describing children and young people who have offended will also be observed.

Parts 1 and 2 of the study will also be designed to elicit whether confidentiality issues are presenting ethical dilemmas for psychologists (Goldethorpe 2004; Bersoff 2003; McCleod 1993; Dryden 1985; Lindsay 1995; Taylor and Adelman 1989; Blackburn 2000; Feldman and Peay 1982; Clingempeel, Mulvey and Repucci 1980), the nature of such issues and the way(s) in which participants are resolving them.

Chapter 3: Method and Methodology

3.1 The Aims of the Study and the Central Research Questions

Little has been written or indeed seems to be known about the work of psychologists in Youth Offending Teams. An emerging literature concerning forensic psychology (Gudjonsson and Haward 1998; Blackburn 2000; Hollin 1989) has yet to address this area of work. As psychologists broaden the role and scope of their work within a climate of increasing accountability and central government is focussing multi-agency attention towards youth crime prevention, it is perhaps timely to explore the contribution psychologists are making to this developing work. Professional issues and dilemmas concerning the work of psychologists within forensic settings abound within the literature and it is hypothesised that psychologists working in YOTs will be confronted by many such issues and dilemmas within their professional roles.

The research questions are essentially:

‘What is the role of the psychologist in a Youth Offending Team?’

and:

‘What (if any) professional issues or dilemmas are particularly pertinent to psychologists working within this setting?’

Salmon (2003) in an article discussing the subjective values guiding evaluation of scientific research emphasised the importance of conducting research which produces findings which are of use to others. Salmon argues that research quality agreed by an audience other than the researcher is more important than simple adherence to methodological rules. Similarly, Bruce (2002) when discussing how to get psychological research to the people who use it, argues that good psychological research:

‘... must impact upon potential students and their curriculum, on professional development, on public policy and on industry’

Bruce, 2002. p.622.

3.2 Overview of Literature

There are two main parts to the study, the first of which (Part 1) is concerned with establishing the psychologist's professional discipline, the nature of their contractual relationships with YOTs, detailing the scope of their YOT related work and highlighting issues that may be posing particular dilemmas for psychologists within the YOT context. The tool selected to gather the data was the postal questionnaire. The results from Part 1 were to be analysed quantitatively to identify general trends in terms of frequency (although the sample would be small) and qualitatively in terms of those issues that seemed to form patterns of response. The findings together with the literature would be used to inform Part 2 of the study, which would explore particular response patterns and pertinent issues in more detail, using semi-structured and (mainly) audio-taped telephone interviews. Part 2 results would be analysed qualitatively through transcriptional analysis. The data gathered would be from a total sample of participants and hence theoretically motivated rather than selected for generalizability (Morgan, 1997)..

Robson (1999) highlights the advantages of using more than one method to explore a research question, in that it can encourage the 'reduction of inappropriate certainty'. Unfortunately however, conflicting results can also add to uncertainty and confusion. Robson points out that methods do affect measurements and the danger of using a single method is that unknown aspects of the results may be attributable to the use of that method. Robson argues that the error due to methods may 'average out' when multiple methods are used. The *complementary purposes* model (multiple methods) can be used to address different but complementary questions in the study and can help to enhance interpretability and in addition the model can be used to assess the plausibility of threats to validity of the primary method used (Robson). For example, some participants may drop out of a particular group in a time series design and the researcher might be interested in following up those participants to establish whether there are differences between those individuals and those who continue to be members of the original group.

Cohen and Manion (1992) compare the relative merits of a self-administered questionnaire with an interview, suggesting that the former tends to rate higher on reliability, honesty and economy whereas the interview allows for clarification of

misunderstandings and will generally allow more time for the development of ideas. Interestingly Cohen and Manion do not draw attention to possible interviewer effects when drawing this comparison.

A predominantly qualitative rather than a quantitative approach was taken to the gathering and subsequent analyses of data. (Cohen and Manion 1992; Robson, 1999). The study was concerned with identifying and thereafter approaching and attempting to engage the total sample of psychologists who were working in the YOT arena. The total sample was not captured however, and therefore a sample bias may have been present. Although the methodology would render findings largely unique to the YOT setting, a degree of generalisability may be present for both the non-participating YOT psychologists and also possibly to psychologists working in other forensic settings or multi-agency contexts.

- **Postal Survey**

The postal questionnaire was seen as an appropriate data collection method for Part 1, as the method offers the opportunity to efficiently collect comparative data to form an overall impression of the role of YOT-linked psychologists. As pointed out by Cohen and Manion:

'..Research shows that a number of myths about postal questionnaires are not borne out by the evidence. Response levels to postal surveys are not invariably less than those obtained by interview procedures; frequently they equal, and in some cases surpass, those achieved in interviews.'

And furthermore:

'..Nor does the questionnaire necessarily have to be short in order to obtain a satisfactory response level. With sophisticated respondents, for example, a short questionnaire might appear to trivialise complex issues with which they are familiar.'

Cohen and Manion (1992) p.111

Hoinville and Jowell (1978) argue that a good questionnaire response rate can be encouraged through attractively spacing out questions which are characterised by clarity and simplicity and through interspersing questions eliciting views rather than just behaviours throughout the document. They advise the use of first class postage paid good quality return envelopes and they also advise avoiding December mail outs. Hoinville and Jowell also recommend the use of letter headed paper and a short covering letter tailored to suit the audience with confidentiality boundaries clarified.

Cohen and Manion (1992) liken the qualities of a well-constructed self-completion questionnaire to those of a good law:

'...It is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents...and coders. And since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth.'

p.106

and they (together with Robson, 1993) argue that the singularly most important factor in ensuring good response rates is the follow up covering letter which should incorporate all of the above points together with an impression that a non-response was unexpected. Cohen and Manion (1992) and Robson (1993) point out that follow-up letters do however tend to suffer from the law of diminishing returns. The use of incentives can prove fruitful in terms of fostering a sense of obligation, these however if used, do require careful selection.

Goodwin (1998) comments that return rates are frequently a problem for postal surveys, the best response rates usually being obtained from surveys administered in a group setting. Attention is drawn to research concerning return rates conducted by Mangione (1998). Mangione states that in general terms return rates of below 60% suggest caution should be taken regarding whether data are representative, a return rate of 60-70% is considered acceptable, a return rate of between 70-85% is considered to be very good, and a rate of more than 85% (which is rare) should be considered excellent. Belson (1975) highlights the problem that it is difficult to establish whether the non-returnees would have given a similar range or style of responses to the returnees of a postal survey. Perhaps a comparison of results

between those who responded initially to the survey with those participants who replied after a subsequent reminder might offer some clues to the potentially differing responses? Or perhaps one might use additional data (where available) to judge the comparability between the two groups.

Shaughnessy, Zechmeister and Zechmeister (2000) direct attention to ethical dilemmas which may arise if a sponsor of a research survey has a vested interest in the survey results. There is a suggestion that a survey in these circumstances may be biased in some way to 'advance a cause', although it is also pointed out that high quality and ethical research *can* be carried out by sponsors with an interest in the results. Parry and Watts (1996) on the subject of objectivity in qualitative research, suggest that the researcher should take particular care to consider their personal connection to what they are studying, to ensure impartiality and commitment to validity.

Prior piloting or pre-testing of interview and survey tools is advocated widely (Davidson, Robson, Cohen and Manion) to establish the clarity of questions. Stewart and Shamdasani (1990) suggest that a minimal requirement of pretesting questions is that the participants should not have been involved in the design of the interview (or perhaps survey) format and should not be aware of the purpose of the research. This latter point however, seems to conflict with the British Psychological Society's (1991) principles for conducting ethical research with human participants where the investigator is implored to:

'...explain all aspects of the research or intervention about which the participants enquire.'

Clause 3.1

especially if one considers, (as Robson does) that a pilot test with an essentially exploratory function may be seen as a case study in its own right. It does seem necessary however that in a number of circumstances an explanation of the purpose of a study would need to be provided in a way that would not affect results.

- **Semi-Structured Telephone Interview**

The methodological approach selected for Part 2 was the semi-structured telephone interview.

'... they (telephone interviews) share many of the advantages of face-to-face interviewing: a high response rate; correction of obvious misunderstandings; possible use of probes, etc. Rapport may be more difficult to achieve but this is compensated for by evidence of smaller interviewer effects and a lower tendency towards socially desirable responses'

Bradburn and Sudman 1979 in Robson 1993 p.241.

It seems generally agreed that telephone interviews are particularly useful when the participants are geographically widely dispersed (Robson 1993 Stewart and Shamdasani 1990). Interview schedules should be designed to commence with general opening questions designed to help to build rapport and to set the scene for the more specific questions to come (Krueger 2000, Payne 1951, Robson 1993, Stewart 1990).

As Payne (1951)observed:

'... 'opener' or introductory questions tend to be of the most general free-answer type. They serve to lead into the subject, to elicit non-directed, unstructured replies, and to provide the background for interpreting the more detailed and specific questions asked later...'

p.34.

Cohen and Manion highlight an added advantage to the use of open questions in interviews, with their observation that hypotheses or relationships may occur in an 'open' situation which had previously not been considered or anticipated. The semi-structured interview methodology will allow the interviewer to cue or *probe* the participant as appropriate when exploring opinion and when trying to elicit suggestion (Stewart and Shamdasani 1990; Robson 1993; Zeisal 1981). Probes are however essentially different from *prompts* which suggest the range of possible answers that are expected by the interviewer. Prompts are ordinarily prepared in advance (Robson, 1993).

Robson (1993) suggests that case study investigators not only need an enquiring mind, good listening skills, adaptability and flexibility and a grasp of the issues, but also a lack of bias when interviewing. Langer (1978) would add to this list of traits with: humour, insight, empathy and interestingly with the suggestion that good qualitative researchers should be expressive of their own feelings. Langer views complete objectivity as an impossibility, and Langer suggests that the researcher aims for recognition of his/her own feelings towards the subject that is being tested, through being introspective enough to understand these biases and aiming to professionally detach him/herself from them within their work.

Goodwin (1998) suggests that telephone surveys should be brief, as a disadvantage of this survey technique is that participants can lose patience, Goodwin feels that this can limit the use of open-ended questions. Shaughnessy, Zechmeister and Zechmeister (2000) also suggest that there may be limits to how long participants wish to stay on the telephone, and that participants may respond differently to a 'faceless' voice. However Bradburn and Sudman (1979) view the use of the telephone as advantageous in the latter respect, and state the view that telephone interviewing is less likely to lead to socially desirable responses.

Krueger and Casey (2000) and Stewart and Shamdasani (1990) offer clear advice on the use of audio taping. Krueger and Casey suggest that written notes are an essential precautionary measure to safeguard data in the case of technical failure. Stewart and Shamdasani consider the effects that audio-taping may have upon participant behaviour and argue that the effects are minimal, and that although some initial self-consciousness may be observed, this is soon forgotten within the 'excitement' of the interaction. It is of course ethical practice always to notify respondents of the intention to tape, to request their permission and to explain the reasons why it is helpful or necessary for the research:

'... The investigator should inform all participants of the aspects of the research or intervention that might reasonably be expected to influence the willingness to participate...'

Ethical Principles for Conducting Research with Human Participants, British Psychological Society, (1991) Clause 3.1

Krueger (2000) suggests that a written record is always made of an audio-taped discussion in case of technical breakdown, and that such notes should be as full as possible. Bloor, Frankland, Thomas and Robson (2001) however, disagree with Krueger's suggestion that case analysis can be carried out through summarising tape content, using notes or interviewer memory alone, they argue that this will lead to a loss of much of the richness of the data and risk increased bias and superficiality and suggest that full transcription is necessary (for academic research) if rigour is to be assured.

Cohen and Manion (1992) echo a concern by Robson (1993) that the coding and categorisation of 'open' data (such as that derived from transcription) may result in some loss of information. They express the view that the biggest difficulty with using this type of methodology is in the subsequent coding and categorisation of responses, they suggest that pilot studies may be helpful in pre-determining such coding categories. Miles and Huberman (1984) suggest that 'first level coding' or attaching labels to groups of words is a useful prerequisite to 'second level' or *pattern coding*, where the initial codes are grouped into a smaller number of patterns or themes. Glaser (1978) advocates the use of 'memoing' during the coding and categorisation process as ideas strike and relationships between codes seem apparent.

Krippendorff (1980) points to a long history of content analysis within the social sciences and a number of instruments have been developed to facilitate the process (e.g. The Message Measurement Inventory, (Smith 1978) and the Gotteschalk-Gleser Content Analysis Scale (Gotteschalk, Winget and Gleser 1969)).

More recently, Stewart and Shamdasani (1990) described a specific 'cut and paste' technique for analysing discussion transcripts. They suggest that this method for analysing data is a useful approach, albeit one which relies upon the judgement of a single analyst. The approach is nevertheless cost-effective and they argue that it shares many of the characteristics of more time-consuming and sophisticated approaches, which can involve a number of analysts. The process of the cut and paste technique involves:

- Reading the transcript and identifying those sections which are relevant to the research question(s).
- The development of a classification system for major topics and issues.
- The identification of transcript material which is related to each topic or issue (colour coded brackets or symbols may be used to mark different topics within the text).
- Several passes are made through the transcript as categories of topics evolve and the analyst gains greater insight.
- Upon completion of the coding process, coded copies of interview transcriptions are cut apart (or cut and pasted on a computer) and sorted such that all material relevant to a particular topic is placed together to produce a summary report for each topic.
- The various pieces of transcription can be used as supporting materials and incorporated within an interpretative analysis.

Finally, an unpublished PhD thesis (Kitwood) cited in Cohen and Manion (1992) seems to perfectly encapsulate the tension or conflict between validity and reliability when using the interview as a research tool:

'..In proportion to the extent to which reliability is enhanced by rationalisation, 'validity' would decrease. For the main purpose of using an interview in research is that it is believed that in an interpersonal encounter people are more likely to disclose aspects of themselves, their thoughts, their feelings and values, than they would in a less human situation. At least for some purposes, it is necessary to generate a kind of conversation in which the 'respondent' feels at ease. In other words, the distinctly human element in the interview is necessary to its validity. The more the interviewer becomes rational, calculating and detached, the less likely the interview is to be perceived as a friendly transaction, and the more calculated the response also is likely to be.'

(Kitwood in Cohen and Manion 1992 p.319).

3.3 Methodology and Study Design

The methodological approaches taken to answering the central research questions were designed to yield initial data concerning the role and scope of psychologists work in YOTs (Part 1) and thereafter to explore those issues raised in greater depth (Part 2). The instruments developed for these purposes were the Postal Survey (**Appendix A-1**) and the telephone Interview Schedule (**Appendix B-1**) respectively.

Part 1 was designed to yield the data concerning the range of YOT linked activity in which psychologists were engaged and allowed for exploration of whether specific activities or issues are more closely associated with some groups of psychologists than with others. Participants were asked to respond to questions concerning their contractual relationships with YOTs, the nature of assessment and intervention approaches in relation to YOTs and the measurement of their effectiveness, the nature of their continuing professional development needs and how they were being met, research and development activities and about any professional/ethical issues pertinent to their role. The answers to the questions raised in Part 1 informed the design of Part 2 where any pertinent issues raised were to be explored in greater depth. The questionnaire was designed to be predominantly qualitatively analysed with a mixture of open and closed questions available to participants.

Part 2 of the study took the form of audio-taped telephone interviews and was designed to explore the psychologist's role in YOTs in greater depth. Specific questions were generated from Part 1 to inform the structure and focus of Part 2.

Problems cited by Cohen and Manion, and Robson concerning the difficulties frequently encountered in the coding and categorisation of responses from open questions were borne in mind at the Part 1 and Part 2 design and construction stages and subsequent re-categorisation would remain an option.

In essence more than one method was used to explore the research question (Robson, 1999) with the data being theoretically motivated (Morgan 1997). The use of more than one instrument was intended to combine the merits of both questionnaire and interview (Cohen and Manion, 1992) with the latter being used clarify potential misunderstandings from the questionnaire.

Finally, the research findings were designed to be of interest to a wider audience than solely the researcher, namely the Youth Justice Board for England and Wales, YOT managers, the British Psychological Society and most importantly to YOT psychologists themselves (Salmon, 2003; Bruce, 2002).

3.4 Participants

The study sample for Part 1 was derived from telephone enquiry as there were no accessible centrally held data on the number of psychologists attached to YOTs. All (155) YOT managers or their representatives in England and Wales were telephoned and asked whether a psychologist was linked to their team. When the response was affirmative the name of the psychologist was obtained in order to personalise the introductory letters accompanying the questionnaires. The sample comprised all psychologists identified as being linked to, or employed by Youth Offending Teams.

A total (non-probability quota) sample (Robson 1993) was selected for Part 2, as no statistical generalization from the data would be made. The sample was drawn from the total pool of respondents for Part 1 and was selected on the basis of participant availability.

3.5 Instruments

3.5.1 Postal Questionnaire

The postal questionnaire (**Appendix A-1**) was designed to be attractive to participants with well-spaced questions worded clearly and simply (Hoinville and Jowell 1978) and a reasonable number of open questions interspersed with closed questions designed to engage the participant's interest (Cohen and Manion 1992 and Payne 1951). A good quality stamped addressed return envelope was sent out with each questionnaire. Attached to the questionnaire was a short personalised covering letter (**Appendix A-2**) tailored to suit the participants, and which outlined the purpose of the survey and the confidential nature of the way in which responses would be handled (Hoinville and Jowell 1992).

Some of the major pitfalls of question construction highlighted by Cohen and Manion were avoided through the avoidance of wording that could be perceived as *leading*, *highbrow*, *complex*, *irritating* or *negative*. Open-ended questions were however used in some cases to elicit clarification of meaning. To avoid these questions appearing too onerous or demanding of respondent's time, the space given for the response was minimal. As suggested by Robson (1993) the questions were sub-lettered to group questions relating to a specific theme.

A further follow-up letter (**Appendix A-3**) was sent out after the stipulated return date of the questionnaire, which incorporated all of the above points in addition to informing the participants that the majority of the sample had already replied (Robson 1999).

Prior piloting of the instrument on a sample with very similar professional characteristics to the participants was not possible owing to the relatively small number of participants in the study; however, the questionnaire was piloted on an experienced psychologist who was familiar with the context of YOT work. This respondent had not been involved in the design of the questionnaire and he had only limited awareness of the purpose of the research (Stewart and Shamdasani 1990).

3.5.2 Interview Schedule

The interview schedule (**Appendix B-1**) commenced with a general opening question designed to put the participant at ease and to build rapport before leading on to more focussed questions (Krueger 2000; Payne 1951; Robson 1993 and Stewart 1990).

A semi-structured interview design was prepared with the intention of allowing the interviewer the opportunity to cue or probe the participant when exploring opinion and attempting to elicit suggestion (Stewart and Shamdasani; Ziesal 1981). Prompts to questions (where the interviewer expected a range of possible answers) were prepared in advance (Robson 1993). The schedule was also prepared with brevity in mind (Goodwin 1998; Shaughnessy Zechmeister and Zechmeister 2000).

The interview schedule was designed such that the interviewer could simultaneously take adequate notes whilst interviewing to preserve data in case of technical failure

(Krueger and Casey 2000; Bloor, Frankland, Thomas and Robson 2001). The schedule was not however to be piloted (Cohen and Manion) owing to the limited pool of potential respondents.

3.6 Procedure

3.6.1 Procedure: Part 1

A telephone survey was initially conducted in order to establish how many (of the 155) Youth Offending Teams used the services of psychologists and thereby identify potential participants. The names of respondents were also obtained at this point in order to personalise the requests for participation and maximise response rates.

The postal questionnaire (**Appendix A-1**) was constructed, piloted and sent out first class with a first class stamped addressed return envelope and a covering letter (**Appendix A-2**) to indicate the aim of the survey, the importance of the work and to assure participants of their anonymity (Robson 1993). The letters were personalised and addressed to the psychologist by name (Cohen and Manion 1992).

The questionnaire was constructed with a short introductory section on basic details (Robson 1993), questions were formulated about the nature of direct psychological assessments, interventions, advice, consultation and training. Questions were included on services provided on behalf of the YOT (e.g. for the parent agency / courts etc). Participants would be asked to comment on professional/ethical issues pertinent to work in the YOT setting and ideas for resolving these. Questions followed concerning continuing professional development, supervision of psychologists in training, research and development and the questionnaire closed with questions on whether or how the effectiveness of psychological interventions was being measured.

Participants were given three weeks in which to respond. At the end of the three week period the process was repeated for non-respondents with a revised covering letter attached (**Appendix A-3**). The non-respondents were once again sent a questionnaire and a first class stamped addressed envelope. Robson suggests that follow-ups are subject to the law of diminishing returns although may be worthwhile. Robson suggests that three reminders can increase returns by a further third. Time restraints prevented further follow-ups, which may possibly have yielded increased returns.

Robson; Davidson; Cohen and Manion highlighted the necessity for *pre-testing* the wording of questions and although the questionnaire was not piloted on any of the (limited) potential participant population, the questionnaire was assessed for 'usefulness' by senior managers of the Youth Justice Board and a YOT manager, and assessed for 'readability' by an experienced (non-YOT) psychologist.

The questionnaire data would be analysed to identify themes or trends prevalent in the work of YOT-linked psychologists, and to highlight areas requiring more detailed exploration during the semi-structured interview stage (Part 2).

3.6.2 Procedure Part 2

Following analysis of Part 1 results, the semi-structured interview schedule was constructed (**Appendix B-1**).

Participants were located (or relocated if they had moved employment), telephoned, thanked for their participation in Part 1, assured of the value of their response and thereafter asked if they could answer some further questions about their role in relation to the YOT. A reminder was given of the purpose of the research and permission was requested to tape the interviews. Assuming the response was affirmative the interview was conducted (subject to adequate time being available). Each participant was assured of the anonymity of their response. If sufficient time (approximately 20-30 minutes) was not available at that point, a further telephone appointment was agreed and scheduled. If any participant had not wished to be taped, the interview would have been conducted using hand written notes only. If any participant had not agreed to being interviewed then they would have been asked to give a reason if they so wished. Whilst the interviews were taking place, notes were taken by the interviewer to act as an 'aide memoir' in the event of technological mishap!

The audio-taped data were subsequently transcribed in preparation for coding and analysis (**Appendix B-2**).

3.7 Data Analysis

3.7.1 Data Analysis Part 1

Upon receipt of the completed questionnaires, the results were analysed in the order that questions appeared on the questionnaire. Initially the data were analysed quantitatively to determine overall frequencies. Once frequency trends had been identified, the data were analysed qualitatively to determine areas requiring exploration during Part 2 of the study. Inferential statistical tests were not used to determine the validity of conclusions drawn from the data (e.g. to establish whether correlations or relationships are likely to be due to more than chance) as the participant sample was small. Although the sample size was less than 100, data were presented in the results as percentages (and rounded to the nearest whole number) to aid clarity.

On the basis of frequencies, possible associations or relationships between variables became apparent. When this was the case, hypotheses were formulated into questions for more detailed exploration in Part 2. The analyses of Part 2 transcripts provided the opportunity for a deeper exploration of issues beyond the pre-determined question categories of Part 1. It should be emphasized that the data analysed from Part 1 were used to indicate *possible* associations only, as the small sample size limited generalisation.

3.7.2 Data Analysis Part 2

Responses to interview questions were coded and categorised into themes for analysis and interpretation. The themes were determined upon completion of Part 1 data analysis and a thorough review of the literature had been conducted in relation to these.

Initial analyses of Part 2 data highlighted areas where results did not fall neatly within pre-determined categories. When this occurred subsequent re-categorisation took place (Cohen and Manion 1992; Robson 1993).

Chapter 4: Results

4.1 Results of the Postal Survey

4.1.1 Return Rates

Initial telephone enquiry to 155 YOTs resulted in 42 positive affirmations that a psychologist was linked to the YOT. Thirty nine of the YOTs provided the name of the psychologist, allowing for personalisation of the letters accompanying the survey. Three ‘non-personalised’ letters were sent ‘for the attention of the psychologist’.

Following the posting of the first letter (**Appendix A-2**) and survey (**Appendix A-1**), 22 returns were received. The responses included 3 returns from ‘non-psychologists’ explaining that a psychologist was not attached to the YOT. Confusion had arisen regarding the distinction between a psychologist and a community psychiatric nurse. Out of the 3 ‘non-personalised’ letters one was accounted for in the above category, another did not respond to the first letter or the second reminder and one responded at the initial survey phase.

Table 1.

Number of Psychologist Responses: Phase 1

Total No. of Psychologists	No. of Responses	Percentage Response Rate
39	19	49%

Following the 3 week return deadline further personalised letters (**Appendix A-3**) and survey pro-formas were sent to the remaining 20 psychologists. Nine further responses were obtained.

Table 2.

Number of Psychologist Responses: Phase 2

Total No. of Psychologists	No. of Responses	Percentage Response Rate
20	9	45%

The total number of psychologist responses from Phases 1 and 2 was 28 out of a possible 39. This produced an overall response rate of 72%.

Table 3.

Overall Survey Response from *Psychologists:

* The 3 responses stating a psychologist was not attached to the YOT are discounted from the analyses.

Total No. of Psychologists	Total No. of Responses	Response Rate %
39	28	72%

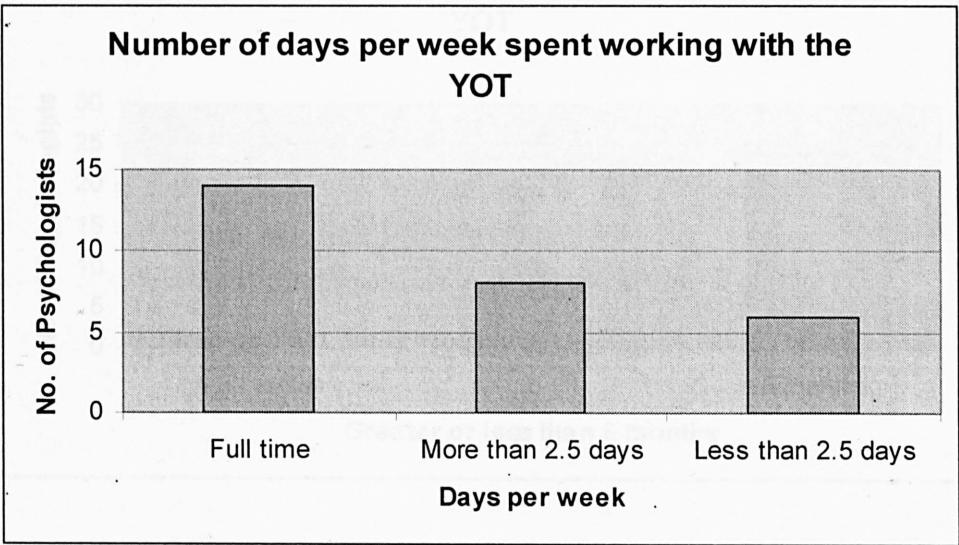
A postal questionnaire return rate of between 70-85% is described by Mangione (1998) as being very good.

4.1.2 Professional Backgrounds and Relationships with YOTs

4.1.2.1 Full Time or Part Time Contract

The results indicated that 50% of respondents (14) worked at a YOT for 2.5 days per week or more. Out of these, 6 psychologists worked with a YOT on a fulltime basis. The remaining 50% of respondents (14) worked with a YOT for less than 2.5 days per week (Figure 1).

Figure 1.



4.1.2.2 Permanent or Temporary Contract

The majority of respondents (72%) indicated that their contract with the YOT was permanent in nature and 86% of respondents had worked with the YOT for a period of more than 6 months at the time of the survey (*Figures 2 and 3*). It was hoped that psychologists would have ‘settled’ into their posts and had the opportunity to provide a relatively broad range of services and be in a position to consider possible issues and dilemmas arising from these.

Figure 2.

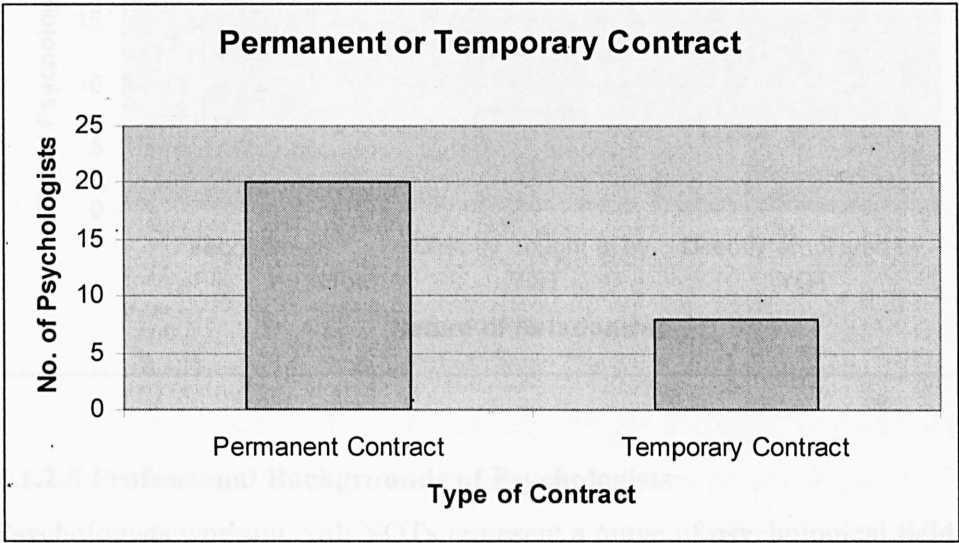
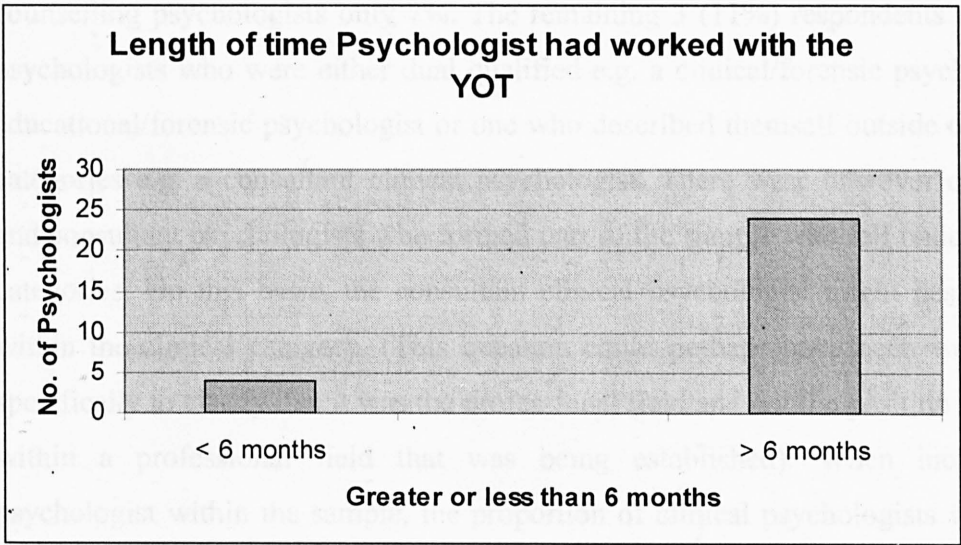


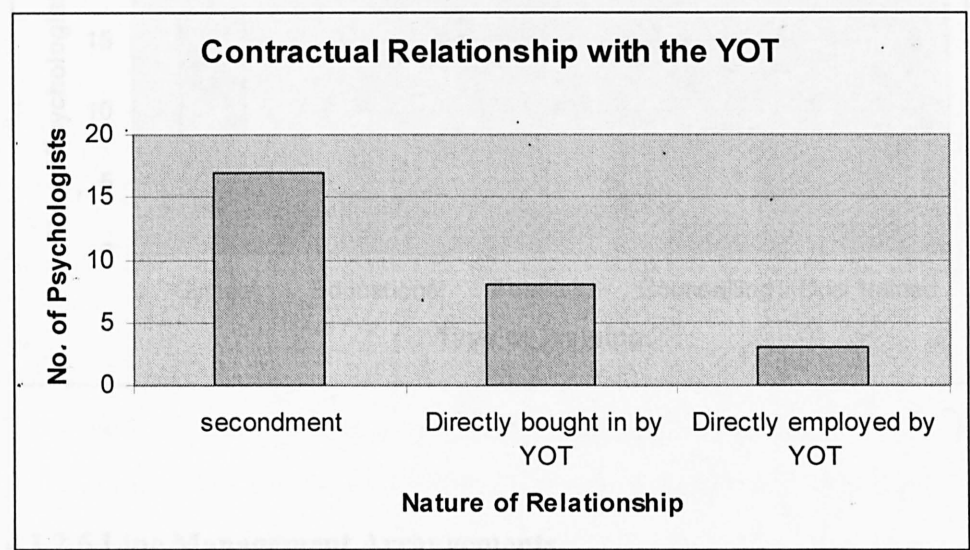
Figure 3.



4.1.2.4 Contractual Relationship with the YOT

As is shown in *Figure 4*, 61% of respondents had been seconded into the YOT by their parent agency, 29% of respondents were being directly bought in by the YOT and only 10% of respondents were being employed directly by a YOT.

Figure 4.

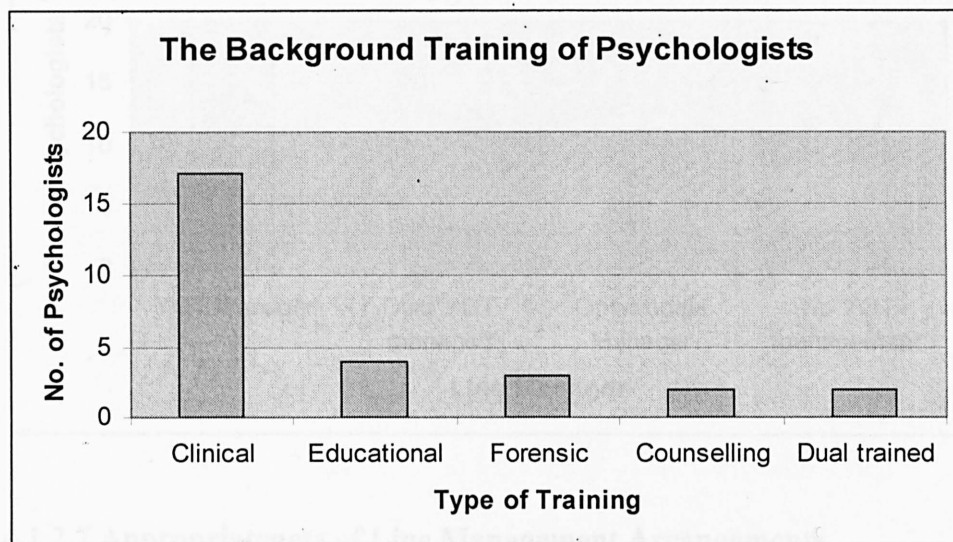


4.1.2.5 Professional Backgrounds of Psychologists

Psychologists working with YOTs represent a range of psychological fields (as shown in *Figure 5*), with the majority (57%) being clinical psychologists. Educational psychologists represented 14% of the sample, forensic psychologists 11% and counselling psychologists only 7%. The remaining 3 (11%) respondents represented psychologists who were either dual qualified e.g. a clinical/forensic psychologist, an educational/forensic psychologist or one who described themselves outside of the given categories e.g. a consultant clinical psychologist. There were however other senior and consultant psychologists who formed part of the sample who fell under the stated categories. On this basis, the consultant clinical psychologist might best be placed within the clinical category. (This question could perhaps have been worded more specifically to clarify that it was the professional field and *not* the position of seniority within a professional field that was being established). When including this psychologist within the sample, the proportion of clinical psychologists who formed the sample rises to 61%. It further became apparent (during Part 2 interviews) that one

of the educational psychologists was also occupationally qualified, which further adds weight to the argument that this question suffered from a lack of piloting.

Figure 5.



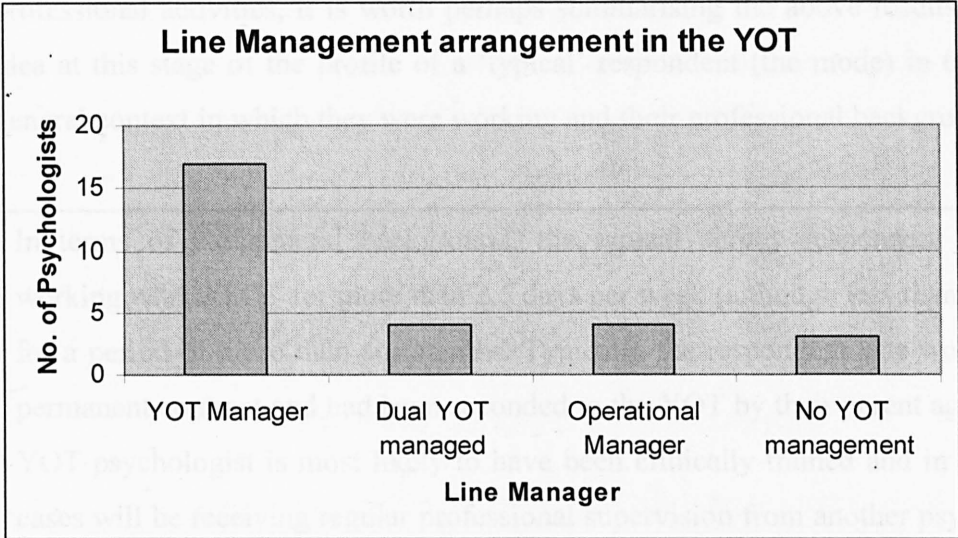
4.1.2.6 Line Management Arrangements

Only one psychologist out of the sample was not receiving or arranging to receive professional supervision from another psychologist. This psychologist was receiving supervision from a consultant psychiatrist and the respondent noted in their response, that the (unsatisfactory) situation had arisen from an unresolved issue that they had been pursuing for some considerable time.

For 61% of respondents the main point of contact/line management arrangement with the YOT was the YOT manager. In 14% of cases it was the YOT manager together with another member of YOT staff and in another 14% of cases their link was with a YOT operational manager (see Figure 6).

Three respondents to this question chose to delete the phrase 'line manager' from the questionnaire (writing instead 'main point of contact') emphasising that they had no line management arrangements from within the YOT. In retrospect, this was a poorly worded question which should have been divided into two separate questions, perhaps by asking firstly, whether there was a line management relationship with the YOT, and secondly, asking who the main point of contact was.

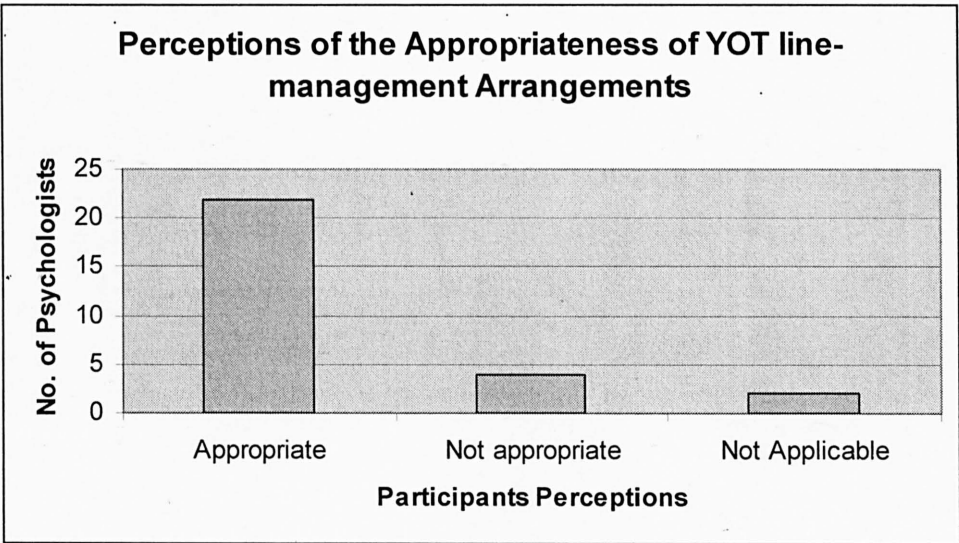
Figure 6.



4.1.2.7 Appropriateness of Line Management Arrangements

In response to the question regarding whether respondents felt that their line management arrangements with the YOT were appropriate, 79% were in agreement that they were, however, 6 of these participants emphasised that their clinical skills were supervised elsewhere and that YOT line management referred to operational matters only. A number of psychologists (14%) felt that the line management arrangements were not appropriate, denoting that general misunderstandings concerning their role and the voluntary basis upon which psychologists work with clients were problem areas. For the two remaining respondents the question was not applicable (e.g. self-employed and newly appointed into post).

Figure 7.



Before exploring in more detail the results indicating the nature of the psychologist's professional activities, it is worth perhaps summarising the above results to give an idea at this stage of the profile of a 'typical' respondent (the mode) in terms of the general context in which they were working and their professional background.

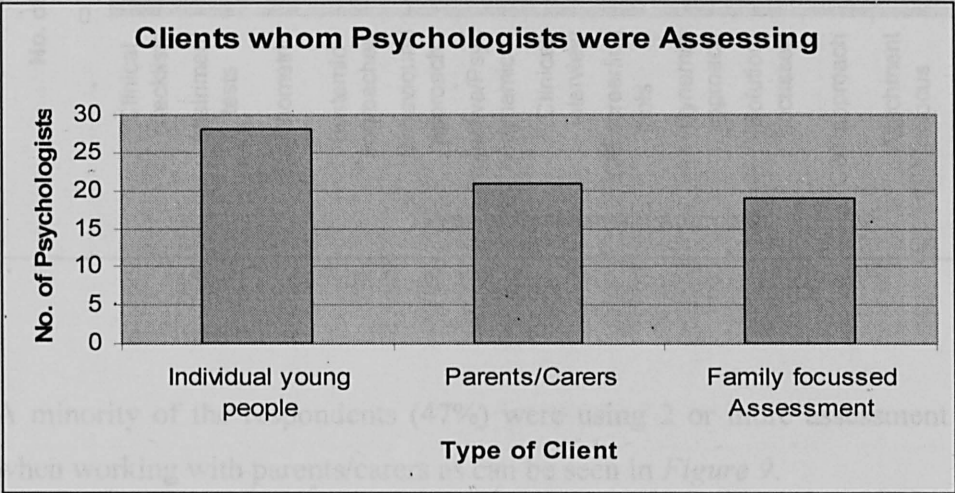
In terms of the general background, the typical survey respondent had been working with a YOT for more than 2.5 days per week (although less than full time) for a period of more than six months. Typically the respondent was working to a permanent contract and had been seconded to the YOT by their parent agency. The YOT psychologist is most likely to have been clinically trained and in almost all cases will be receiving regular professional supervision from another psychologist. The main point of contact for the psychologist and any line management is most likely to be provided by the YOT manager, and the YOT line management arrangement is generally seen to be appropriate and satisfactory when this management is confined to operational matters.

4.1.3 YOT Based Psychological Assessments and Interventions

4.1.3.1 Range of Clients

As is demonstrated by *Figure 8*, all respondents were conducting (or planning to conduct) psychological assessments of individual youngsters and 75% of respondents were also conducting (or planning to conduct) psychological assessments of parents/carers. Slightly fewer respondents (68%) were conducting (or planning to conduct) family focussed assessments.

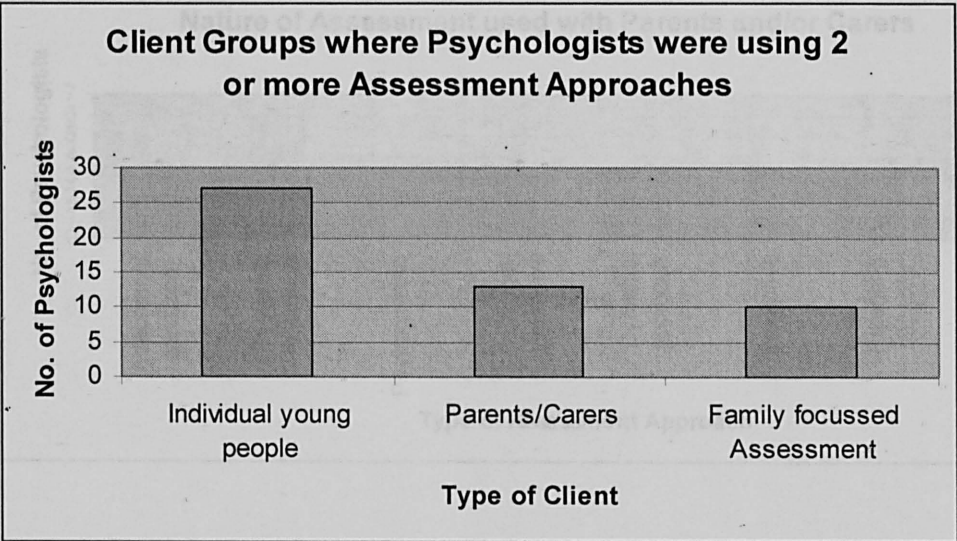
Figure 8.



4.1.3.2 Number of and Nature of Assessment Approaches Used

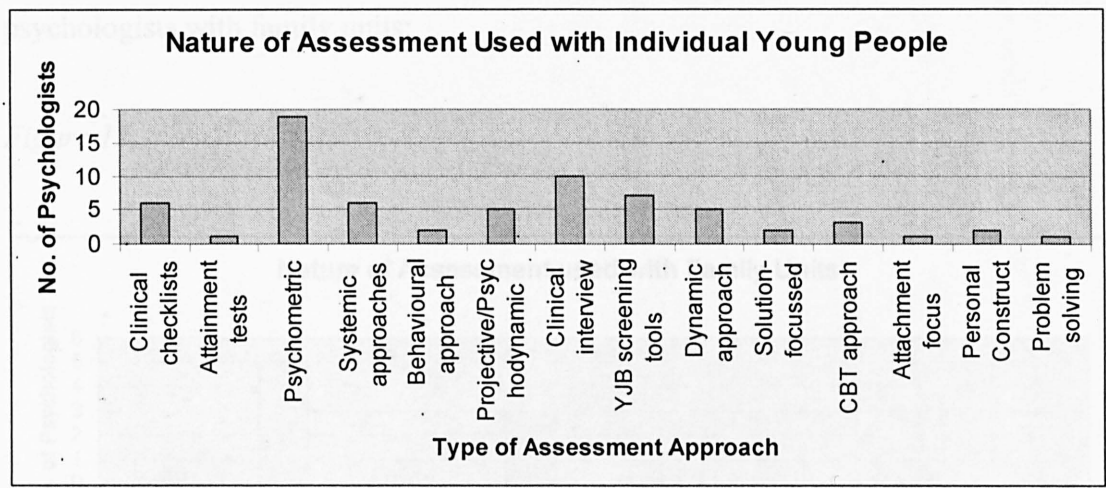
In terms of the number of assessment approaches being employed (*Figure 9*), 96% of respondents were using 2 or more assessment approaches when working with individual young people.

Figure 9.



The nature of the assessments employed with young people was wide ranging as seen in *Figure 10*.

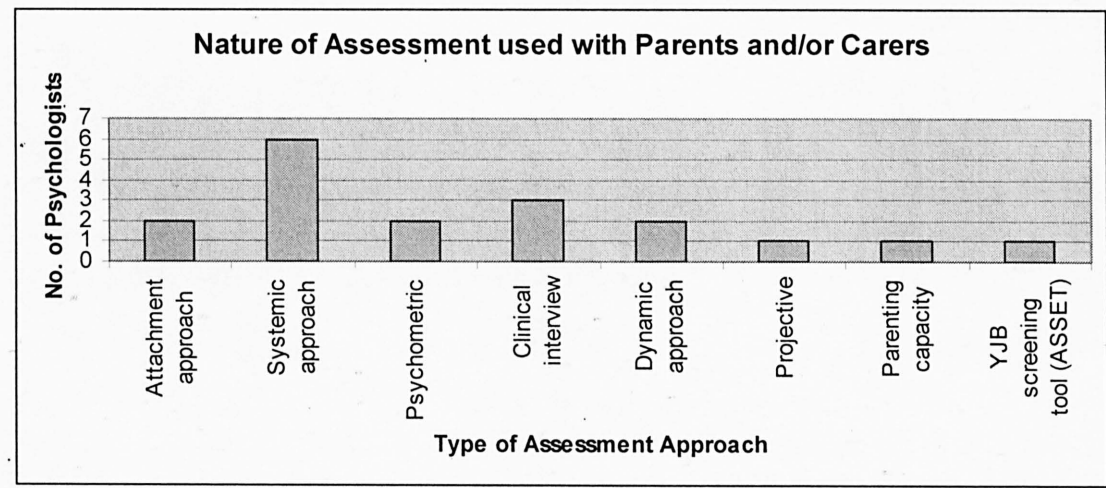
Figure 10.



A minority of the respondents (47%) were using 2 or more assessment approaches when working with parents/carers as can be seen in *Figure 9*.

Figure 11 illustrates the different types of assessment approach being used by psychologists with parents and carers:

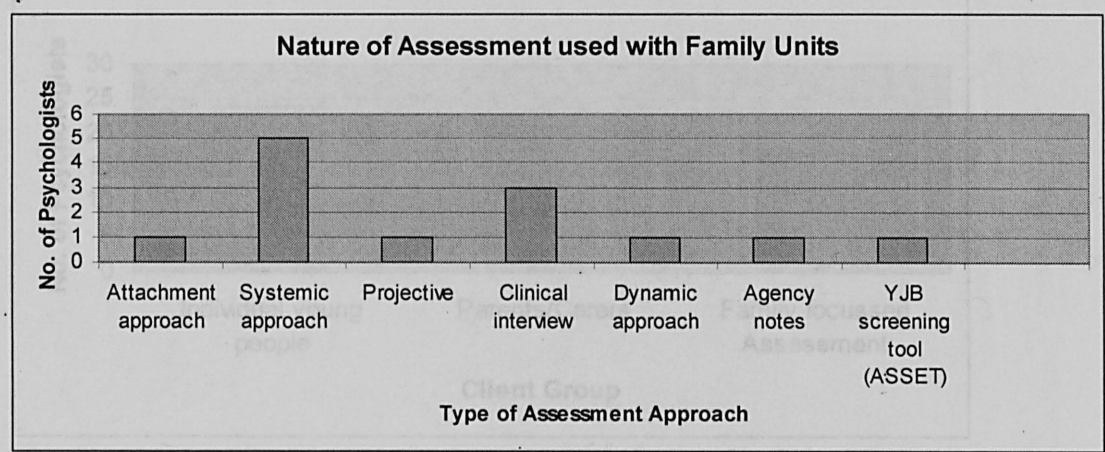
Figure 11.



An even lower proportion of respondents (36%) denoted that they were using 2 or more assessment approaches with families (Figure 9).

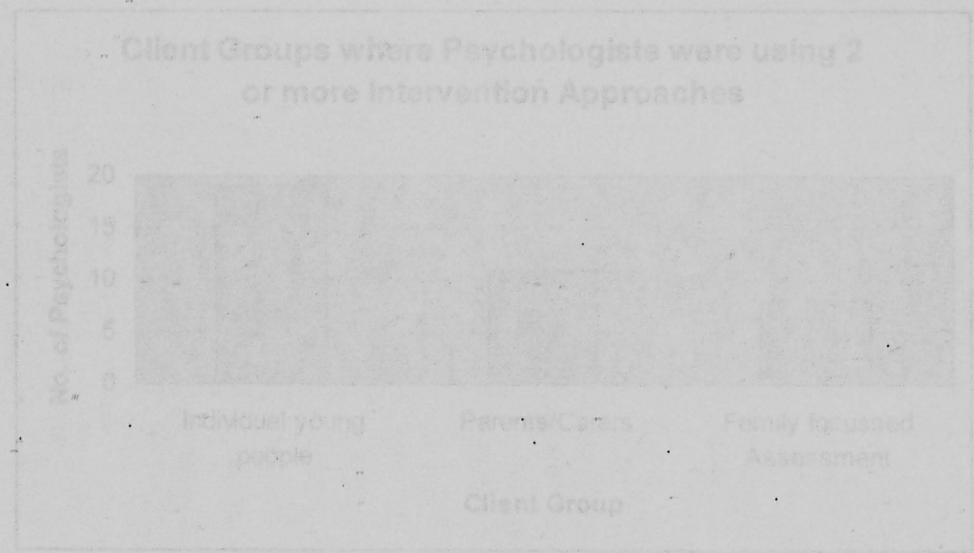
Figure 12 illustrates the different types of assessment approach being used by psychologists with family units:

Figure 12.



From this group, 68% were using 2 or more direct intervention approaches (Figure 14).

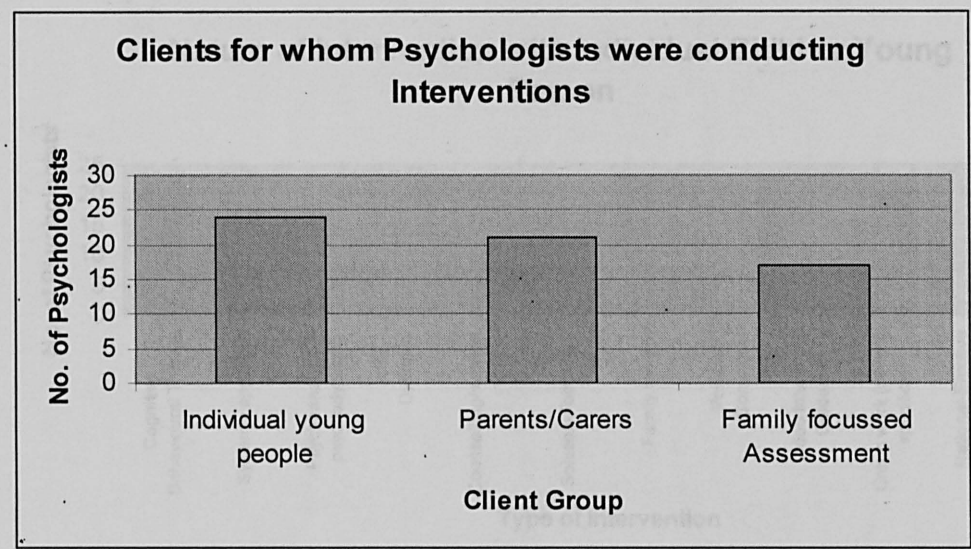
Figure 14.



4.1.3.3 The Number and Nature of Intervention Approaches Used

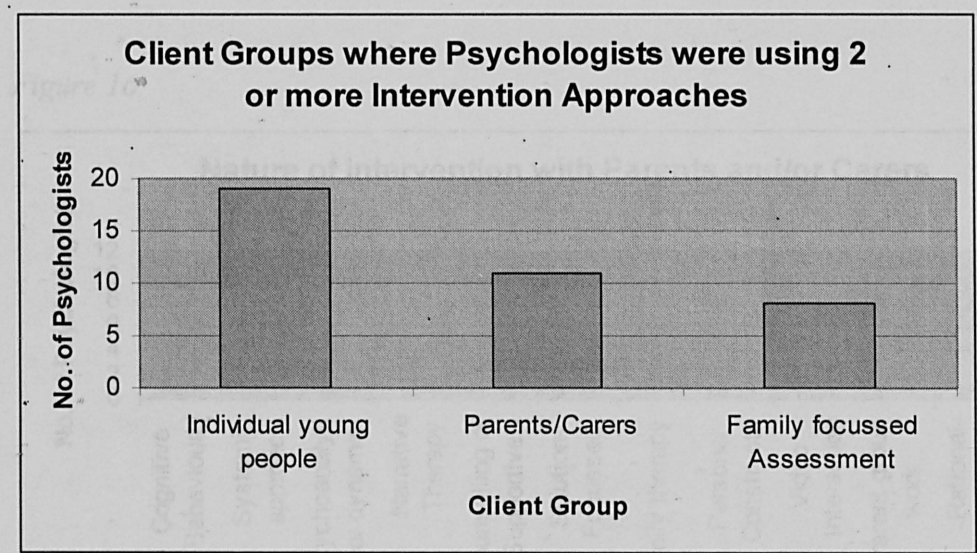
The majority (86%) of respondents were carrying out (or planning to carry out) direct interventions with young people, with parents and/or carers and with families (*Figure 13*).

Figure 13.



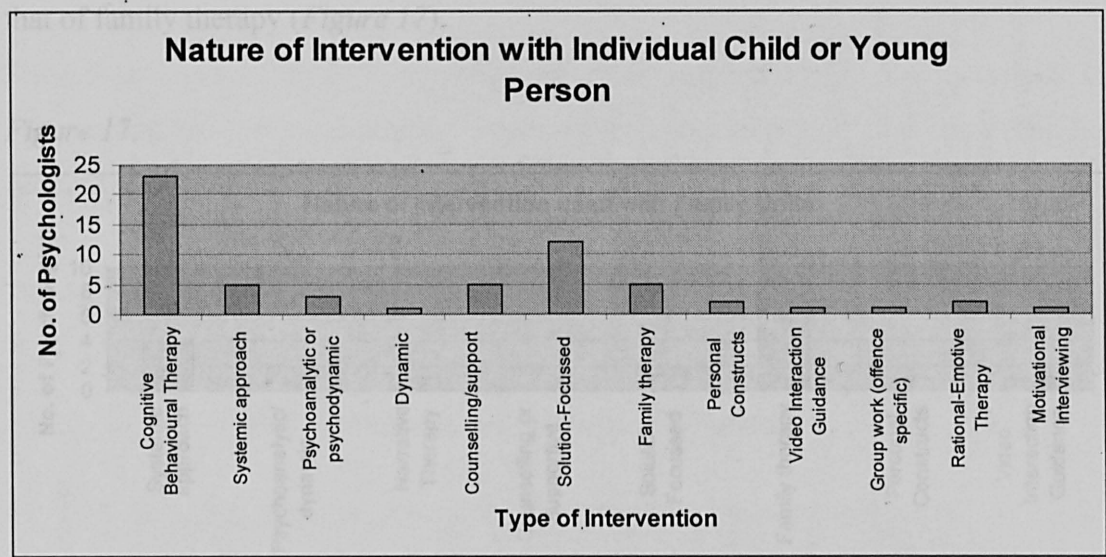
From this group, 68% were using 2 or more direct intervention approaches (*Figure 14*).

Figure 14



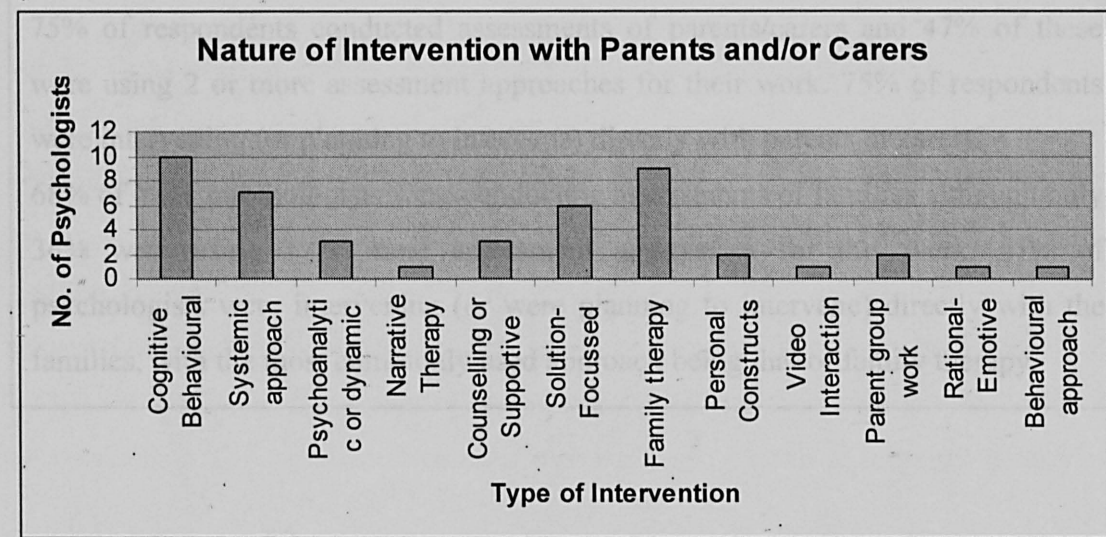
A wide range of intervention approaches were being used by psychologists when working with individual children and young people (Figure 15). The most commonly cited intervention approach when working with individual young people was that of cognitive behavioural therapy.

Figure 15.



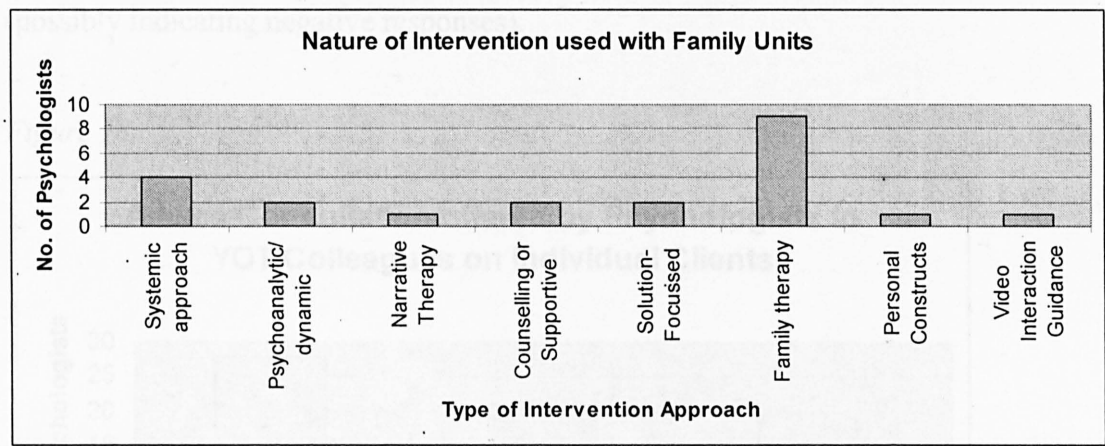
The nature of interventions being used with parents and carers was similarly diverse, with the most popular approaches being those of family therapy and cognitive-behavioural approaches (Figure 16).

Figure 16.



The results for the question on direct interventions with family units, indicated that 61% of respondents (17) were carrying out (including 1, who was ‘planning to carry out’) direct family interventions. A further 2 respondents stated that they ‘may do’. Out of the 16 respondents who were actually carrying out direct family interventions, only 8 were using 2 or more direct intervention approaches. The range of family interventions was, however, reasonably diverse, *with* the most popular approach being that of family therapy (Figure 17).

Figure 17. Nature of Intervention used with Family Units



In summary, all YOT psychologists typically conducted assessments of individual children and young people and 96% were using 2 or more assessment approaches for this work (with the most common assessment approach being that of psychometric testing). 86% of these psychologists subsequently conducted (or planned to conduct) interventions.

75% of respondents conducted assessments of parents/carers and 47% of these were using 2 or more assessment approaches for their work. 75% of respondents were intervening (or planning to intervene) directly with parents or carers.

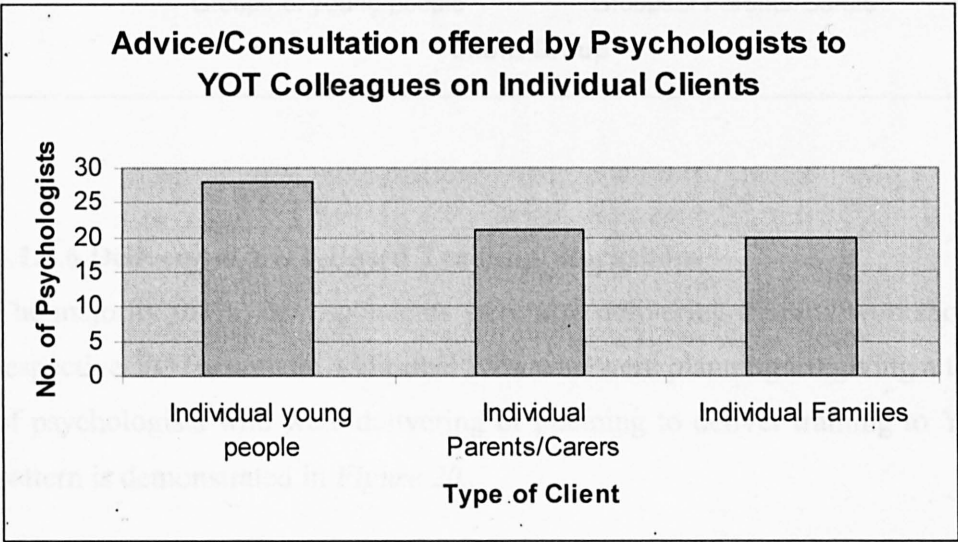
68% of YOT psychologists were conducting assessments of families although only 36% were using 2 or more assessment approaches for this work. 61% of psychologists were intervening (or were planning to intervene) directly with the families, with the most commonly used approach being that of family therapy.

4.1.3.4 Consultation and Training for YOT Colleagues on Individual Clients

All Part 1 respondents stated that they provided advice/consultation for YOT colleagues on the psychological needs of individual young people and 75% of respondents also provide advice on the psychological needs of individual parents/carers. Slightly fewer respondents (71%) provide advice/consultation for YOT colleagues on the psychological needs of individual families (*Figure 18*. There were

There were 11% and 14% non-response rates respectively to the questions on consultation on the psychological needs of parents/carers and individual families (possibly indicating negative responses).

Figure 18.

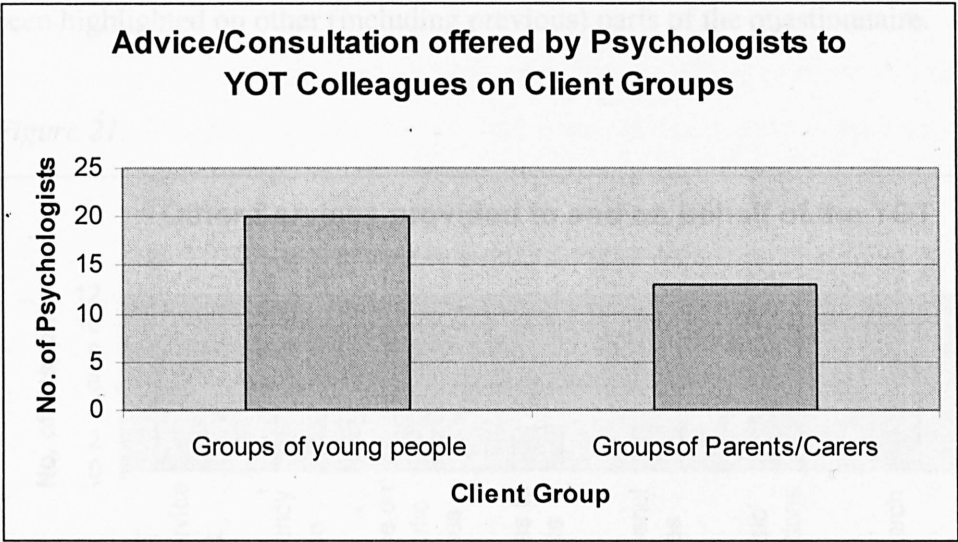


4.1.3.5 Consultation and Training (for YOT colleagues) on Groups

Similar questions were asked of respondents concerning whether they offered consultation for individual YOT colleagues on psychological approaches which can be taken towards meeting the needs of *groups* of young people, their parents/carers and their families. As can be seen in *Figure 19*, 71% of psychologists offer consultation on approaches that can be taken with *groups* of young people compared with only 46% who offer consultation on approaches that can be taken with groups of parents/carers. This result is consistent with a general pattern of a greater proportion

of a psychologists' YOT work appearing to be focussed upon the needs of individual children and young people rather than upon their respective family contexts.

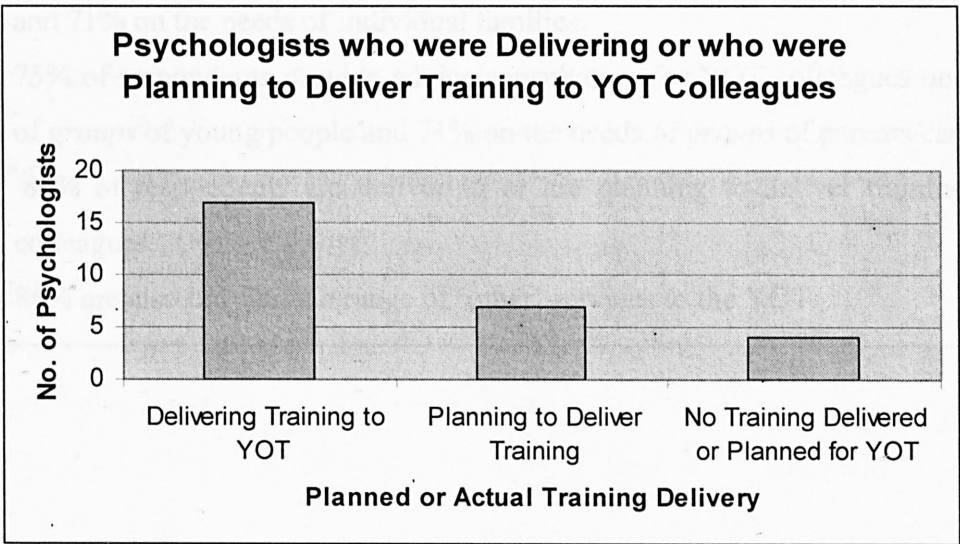
Figure 19.



4.1.3.6 Delivery of YOT-Based Training Workshops

The majority (61%) of respondents were also delivering training workshops for their respective YOTs, with an additional 25% who were planning to (giving a total of 86% of psychologists who were delivering or planning to deliver training to YOTs). This pattern is demonstrated in Figure 20..

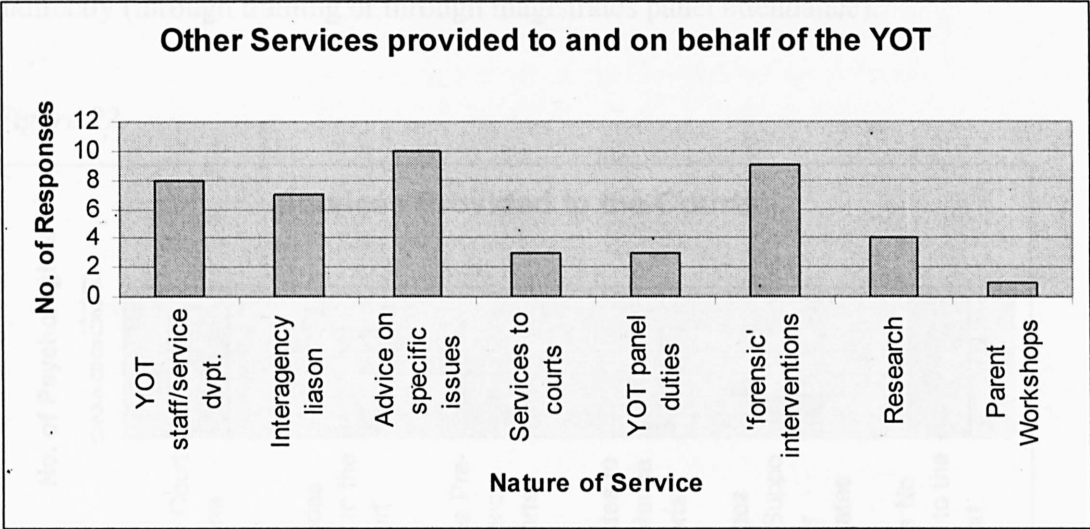
Figure 20.



4.1.3.7 Other Services Provided to and on Behalf of the YOT

In terms of *other* services or consultation for the YOT, 86% of respondents were delivering or planning to deliver these. The ‘other services’ have been categorised into themes as shown in *Figure 21*, with some overlap evident in services which have been highlighted on other (including previous) parts of the questionnaire.

Figure 21.



In summary, all respondents offer advice/consultation for YOT colleagues on the needs of individual young people, 75% on the needs of individual parents/carers and 71% on the needs of individual families.

75% of respondents provide advice/consultation for YOT colleagues on the needs of *groups* of young people and 71% on the needs of *groups* of parents/carers.

86% of respondents are delivering or are planning to deliver training to YOT colleagues.

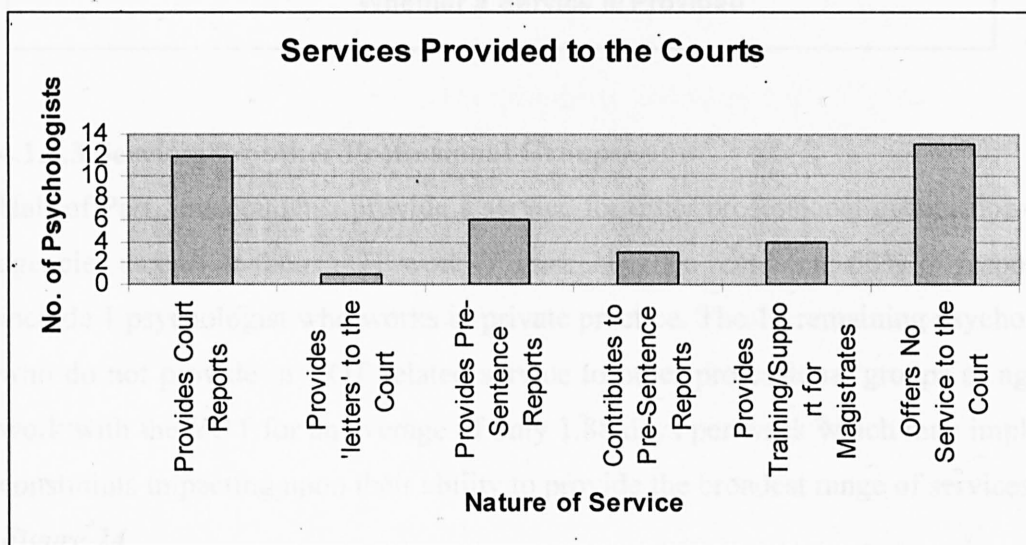
86% are also providing a range of ‘other’ services to the YOT.

4.1.4 Services Provided to Non-YOT Agencies

4.1.4.1 Services for the Court

The majority (61%) of respondents offer direct services to the courts. In terms of the nature of these services, *Figure 22* shows that 12 respondents were providing psychological court reports with one writing a ‘supporting letter’ to the court, 3 respondents were contributing to YOT provided pre-sentence reports, 6 psychologists were providing pre-sentence reports and 4 respondents were supporting magistrates indirectly (through training or through magistrates panel attendance).

Figure 22.

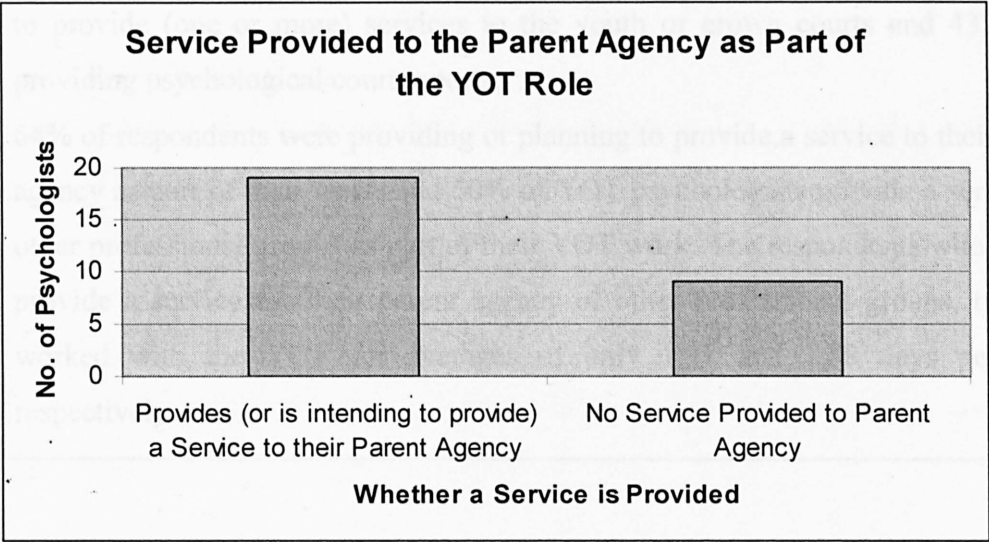


4.1.4.2 Services for the Parent Agency

As *Figure 23* exemplifies, 64% of respondents (18) provide a service for their parent agency as part of their YOT work and one additional respondent was ‘planning to’. Of the remaining 9 respondents, one works in private practice and one is employed directly by a YOT.

An examination of the remaining 7 individual responses denoting ‘no service to the parent agency’ revealed that the mean number of days worked by this group of respondents was only 1.71 (compared with an average of 2.5 or more for the total sample), and this might perhaps offer some explanation for this result.

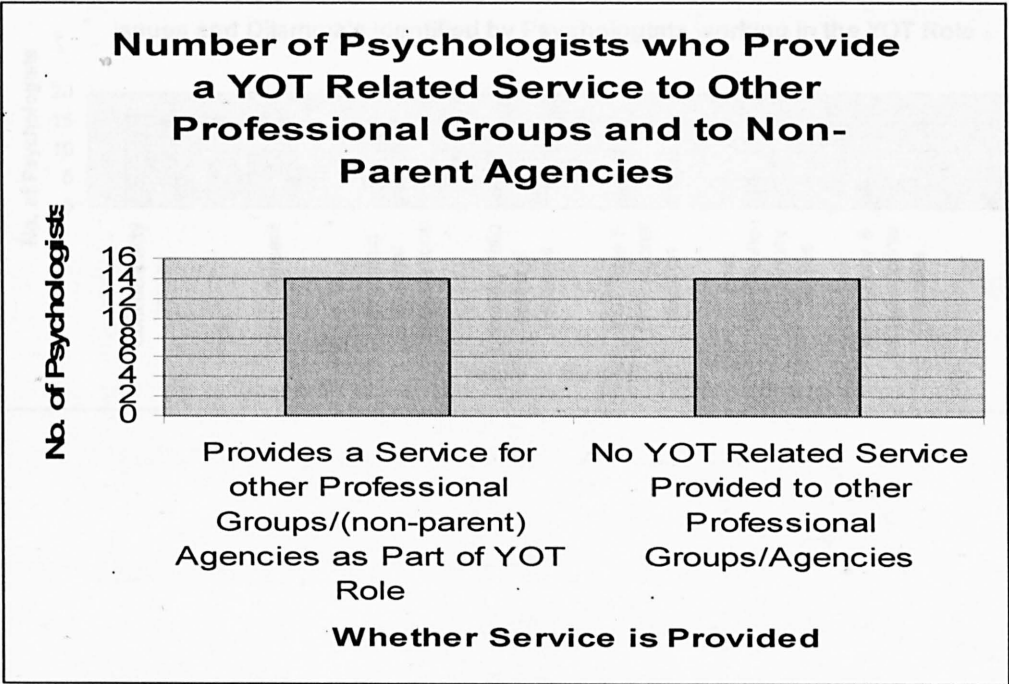
Figure 23.



4.1.4.3 Services for other Professional Groups

Half of Part 1 respondents provide a service for other professional groups/non-parent agencies as part of their YOT work (*Figure 24*). The remaining 50% of respondents include 1 psychologist who works in private practice. The 13 remaining psychologists who do not provide a YOT related service to other professional groups or agencies work with the YOT for an average of only 1.88 days per week which may imply time constraints impacting upon their ability to provide the broadest range of services.

Figure 24.



In summary, the majority (61%) of YOT psychologists were providing or planning to provide (one or more) services to the youth or crown courts and 43% were providing psychological court reports.

64% of respondents were providing or planning to provide a service to their parent agency as part of their work, and 50% of YOT psychologists provide a service for other professional groups as part of their YOT work. The respondents who did not provide a service for their parent agency or other professional groups, typically worked with the YOT for averages of only 1.71 and 1.88 days per week respectively.

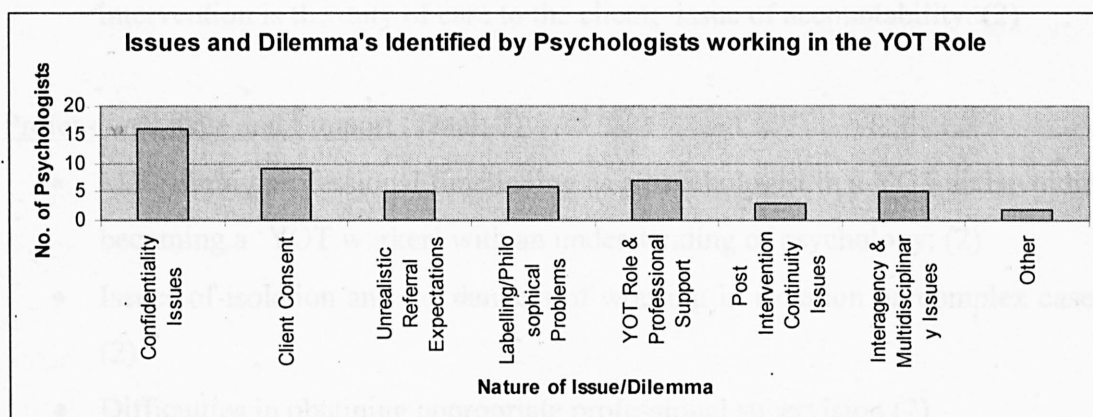
4.1.5 Issues and Dilemmas for Psychologists Working with YOTs

4.1.5.1 Nature of Professional Issues or Dilemmas

In this open question 100% of respondents (28) indicated professional issues or dilemmas which are particularly pertinent to psychologists working in YOTs and 46% of respondents (13) indicated more than one such professional issue or dilemma.

The nature of the responses have been categorised and are represented in *Figure 25* as follows:

Figure 25.



The categories denoted in *Figure 25* comprise the following specific issues:

Confidentiality Issues (16)

- Specific issues concerning client confidentiality (concerning information sharing, data protection, ownership of case notes and therapeutic vs. youth justice objectives (e.g./disclosures) : (16)

Client Consent and Therapeutic Intervention (Total: 9)

- Psychological/therapeutic intervention requires voluntary client consent and motivation rather than a Court Order: (9)

Unrealistic Referral Expectations (Total: 5)

- Issues concerning ‘quick-fix’ referral expectations concerning a treatment or ‘cure’: (5)

Labelling and Philosophical Issues (Total: 6)

- Over ‘psychiatrisation’ of mental health issues and subsequent ‘labelling’ of the individual and/or a reluctance by the YOT to see mental health as a form of ‘social control’: (4)
- Goal of the YOT is to reduce re-offending whereas the goal of a psychological intervention is the duty of care to the client; issue of accountability: (2)

Professional Role and Support (Total: 7)

- Maintaining professional functioning as a psychologist in a YOT and avoiding becoming a ‘YOT worker’ with an understanding of psychology: (2)
- Issues of isolation and the dangers of working in isolation on complex cases: (2)
- Difficulties in obtaining appropriate professional supervision (2)
- Securing funding from the YOT for CPD activities (1)

Continuity and Post-Intervention Issues: (Total: 3)

- A lack of adequate time to intervene effectively with cases and the time-constraints imposed by Court Orders: (2)

- No-one to hand case on to (especially for young people aged 17-18 years): (1)

Inter-agency and Multidisciplinary Issues (Total: 5)

- Difficulties with conforming to the expectations or orientation of parent agency in relation to (other agency) YOT members (1)
- The role of a psychologist in a multi-disciplinary team is very complicated with many boundaries and dilemmas (unspecified): (1)
- Ensuring psychiatric support for clinical caseload: (1)
- Social workers not sharing cases ('territorialism'): (1)
- Expectations to undertake work that should be carried out by CAMHS.

Other (Total: 3)

- Working with neglectful/negative families/parents: (1)
- Introduction of ASSET tool: (1)
- Difficulties with measuring the effectiveness of psychological interventions: (1)

4.1.5.2 Suggestions for Addressing the Issues/Dilemmas

The majority (90%) of respondents gave suggestions for at least how one such issue/dilemma could be resolved. The three remaining respondents either declined to answer the question (1) or stated that they did not know (2).

A summary of the issues denoted in *Figure 19* together with their respective suggested resolutions is given as follows:

Issue:	Suggested Resolution(s)
Confidentiality:	*D.K. (5) Clear boundary setting. Discussion. Sharing practice. Clear systems/policies/protocols. Closer liason between YOT and other agencies. *BPS Good Practice Guidelines. Needs continually addressing.
Client Consent:	D.K. (2) Clarify that therapy is voluntary. Clear systems. Needs continually addressing. Needs

	addressing by Professional Bodies/*YJB and *DoH. Try to engage client even if initially reluctant.
Referral Expectations:	Clear *SLA. Training /consultation for YOT workers.
Labelling/Philosophy:	Legislative changes needed (mental health vs. criminal justice) Quality supervision.
YOT Role/Professional:	Educate the YOT and other agencies. Close liason with parent agencies and colleague contact. Professional supervision.
Post Intervention Issues:	More resources. *CAMHS sessions allocated.
Interagency Difficulties:	Consultation. Management capacity building.

* D.K. indicates that respondent stated that they did not know how the issue could be resolved.

* BPS indicates the British Psychological Society

* DoH indicates the Department of Health

* SLA indicates a Service Level Agreement

* YJB indicates the Youth Justice Board

* CAMHS indicates the Child and Adolescent Mental Health Service

In summary, all YOT psychologists were able to identify one (or more) professional/ethical issues/dilemmas particularly pertinent to psychologists working in YOTs.

The majority of the sample, (58%), identified issues/dilemmas concerning confidentiality and 32% of the sample identified issues/dilemmas concerning client consent and the voluntary nature of psychological intervention with five respondents stating that they did not know how these issues could be resolved.

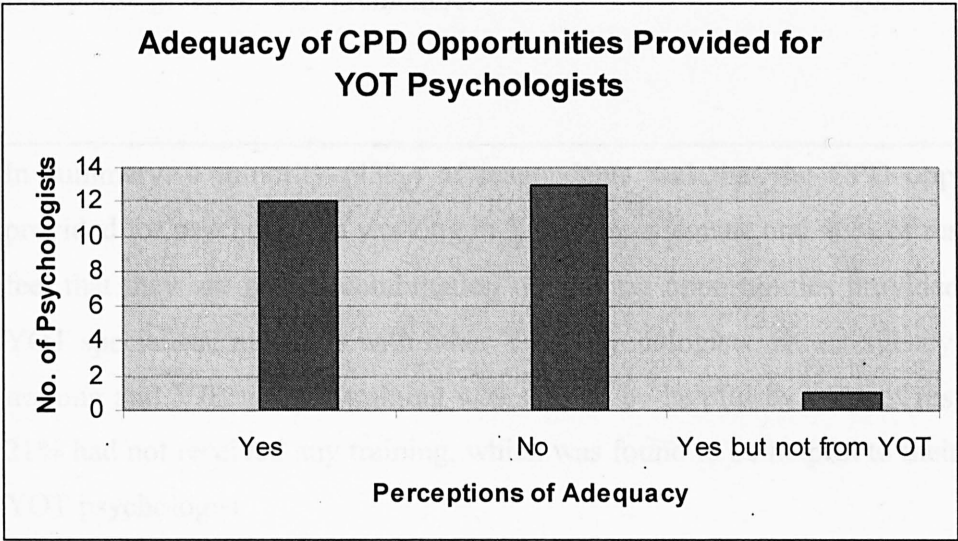
Issues concerning professional role and support were raised by 25% of the sample and difficulties with interagency and multi-disciplinary working were raised by 18% of YOT psychologists. Issues concerning unrealistic referral expectations were raised by 18% of the sample. On a positive note, 89% of respondents were able to give (at least) one suggestion as to how some of these issues might be resolved.

4.1.6 Continuing Professional Development (CPD)

4.1.6.1 The Perceived Adequacy of CPD Opportunities

As is apparent in *Figure 26*, only 43% of respondents feel that adequate CPD opportunities are provided for psychologists in YOTs (and an additional 4% stated “yes, but not from the YOT”). In contrast, 46% of respondents feel that the CPD opportunities provided for psychologists working in YOTs are inadequate. One respondent stated that they did not know (as they work in independent practice) and one respondent did not answer this question.

Figure 26.



4.1.6.2 Completed CPD Activities and their Organising Bodies

The organised CPD activities which were stated as having been helpful to psychologists working in YOTs are as follows:

Meeting(s) with other YOT psychologists	3.6%
Meeting with parent agency professionals	3.6%
‘Non-YOT’ specialised psychological training	21.4%
-Youth Justice Board Generic Training	3.6%
Combination of the above types of training	46.4%
Training needs are still in the planning stage (new in post)	3.6%
No type of training has been engaged in/found to be helpful	17.9%

The organising bodies of the training opportunities provided for psychologists were named as being:

Self	10.7%
Youth Justice Board	3.6%
YOT	3.6%
Parent Agency	3.6%
YOT Psychologist Colleagues	3.6%
Two or more of the above	32.1%
Specific Other	14.3%
Not Applicable	17.9%
No response given or 'can't remember'	10.7%

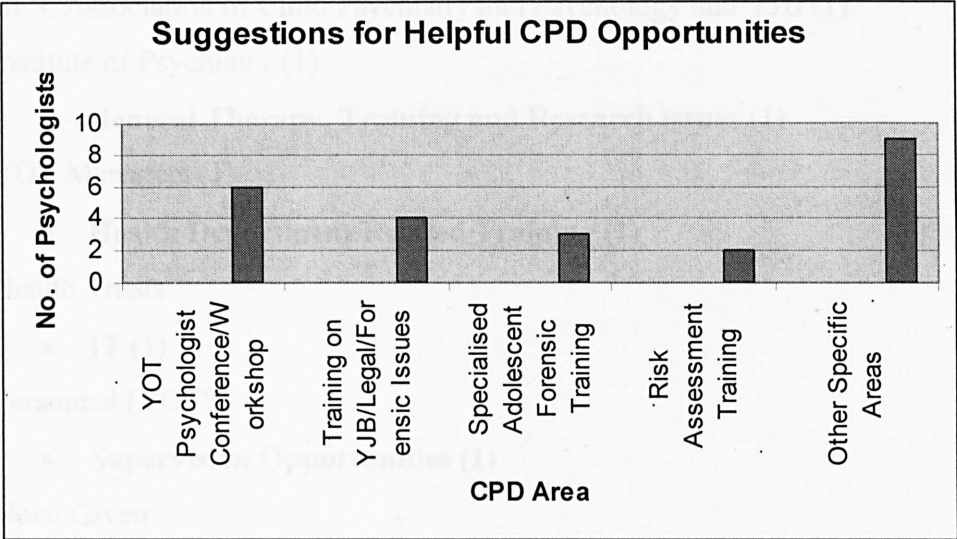
In summary, a minority (43%) of respondents feel that the CPD opportunities provided for psychologists working in YOTs are adequate and 46% of respondents feel that they are not. A combination of training opportunities provided by non-YOT specialists, meetings with other YOT psychologists, parent agency provided training and YJB generic training was seen to be helpful by 46% of respondents. 21% had not received any training, which was found to be helpful to their role as a YOT psychologist

4.1.6.3 Desired CPD and the Suggested Organising Bodies

The majority (61%) of respondents gave examples of specific CPD opportunities which might be helpful to psychologists working in YOTs and a further one respondent stated that there were too many of such examples to list! However, 7% of respondents were uncertain of what specific CPD opportunities might be helpful to them and 29% of respondents did not answer this question.

The examples that were given are categorised in *Figure 27* as follows:

Figure 27.



The Suggested Organisers of CPD:

Respondents denoted that certain bodies could ideally organise such CPD activities:
(The following suggestions are also summarised in *Table 4.*)

- **YOT Psychologist Focussed Conference or Workshops (6)**
Youth Justice Board (YJB) and British Psychological Society(BPS) (1)
YOT Managers and Psychologists (1)
YJB (1)
Not sure (1)
YJB (although the reality is we will probably have to do it ourselves) (1)
YOT Managers (1)
- **Training on Legal/Forensic/Youth Justice Framework Issues (4)**
Health Department and YOT (1)
Not sure (1)
BPS, Association of Child Psychiatry and Psychology and YJB (1)
YOT/YJB (1)
- **Specialised Adolescent Forensic Training (3)**
No suggestion given (1)
A university or maybe Young Minds (1)
Institute of Psychiatry (1)

- **Assessment of Risk (2)**

BPS, Association of Child Psychiatry and Psychology and YJB (1)

Institute of Psychiatry (1)

- **General Therapy, Training and Research issues (1)**

YOT Managers (1)

- **Health Department Related Training (1)**

Health Trusts

- **IT (1)**

Personnel (YOT?)

- **Supervision Opportunities (1)**

None Given

- **Working with Families (1)**

Institute of Psychiatry

- **Formulating Difficulties of Young People (1)**

Institute of Psychiatry

- **Cognitive Behavioural Therapy (1)**

None Given

- **Evaluation of Evidence Base and Models of Good Practice (1)**

BPS, Association of Child Psychiatry and Psychology and YJB

- **Better Screening Tool to replace ASSET (1)**

YJB

- **Too Many to List (1)**

Individual YOT Psychologist is responsible for his/her own CPD.

- **Don't Know (1)**

Irrelevant as long as someone does and it is clear who this should be.

Summary Table of Suggested Training and Organising Bodies:

Table 4:

Organising Bodies

<u>Type of Training</u>	*YJB	*BPS	YOT	Self	*DoH	Young Minds	Inst.of Psychiatry
Conference/Workshop	2	1	2	1			
Legal/Youth Justice Issues	2	1	1		1		
Adolescent Forensic Training						1	1
Risk Assessment	1	1					
Other Specific	2	1	2	1	1		1
Totals:	7	4	5	2	2	1	3

*Key to Abbreviations

YJB Youth Justice Board for England and Wales

BPS British Psychological Society

DoH Department of Health

In response to this open question, 61% of respondents gave examples of specific CPD activities that could help with their work in YOTs and 22% of respondents suggested YOT psychologist focussed conferences or workshops. Training on legal/forensic/youth justice framework issues was suggested by 14% of respondents and 11% of respondents suggested a workshop on specialised adolescent forensic training. Risk assessment training was suggested by 7% of respondents. A further nine individual areas for CPD activity were also suggested.

Respondents suggested a wide range of bodies as being best placed to organise such training; the most frequently suggested were the Youth Justice Board, YOT managers and the British Psychological Society.

4.1.6.4 Supervision of Psychologists in Training

In summary, 36% of respondents had supervised a psychologist in training as part of their YOT role, and for nearly one third of these respondents, this supervision extended to more than half of their (full time) working week.

The majority (80%) of the trainees were undergoing clinical psychology training or were 'A' Grade clinical psychologists. One trainee was undergoing forensic psychology training and one trainee was undergoing educational psychology training.

4.1.7 Involvement in Research and Development Activity

A minority (29%) of respondents were actively engaged in research/development activities which they saw as linked to the psychologist's role in YOTs or youth justice, with a further 7% who were planning such activities. One respondent was also involved in research which they did not perceive as being directly linked to the role of the YOT psychologist.

One of the respondents (who was not engaged in research and development activity) denoted that research and development activity was not supported within their YOT and another respondent denoted that funding could not be secured from a major Government Agency funding body to support their research proposal.

The nature of the research and development activity being conducted by the eight respondents was as follows:

- Development and evaluation of a structured group work cognitive behavioural programme
- Trends in patterns of substance abuse and a separate study of traumatised adolescents
- Too many to detail on the questionnaire
- An audit of YOT clients and CAMHS/mental health providers
- Attachment experiences, offending and narrative therapies

- Anger expression and the index offence (together with a student researcher)
- Development of groups for violent and aggressive young people
- A review of the mental health needs of YOT clients across a county to identify gaps in service provision. (with further plans to research the scope of complex cases to ensure the effective targeting of services).

and the planned research activities were as follows:

- Collaboration with university-based colleagues to look at risk taking behaviour.
- A case study approach to examining the educational experiences of young people.

The research activity denoted as not being directly linked to the YOT psychologists' role was:

- Involvement in research into the prevalence of Attention Deficit Disorder in the YOT population.

In summary, a minority (39%) of respondents are actively undertaking or planning to undertake research/development activities linked to the psychologist's role in YOTs/Youth Justice. The research activities and interests listed by respondents were wide ranging.

A further 7% of respondents indicated that they would undertake research/development activity if provided with appropriate support/funding.

4.1.8 Measuring the Effectiveness of Psychological Interventions

4.1.8.1 Direct Client-Focussed Psychological Interventions

The majority of Part 1 respondents (24) carry out direct psychological interventions, of which (62.5%) measure the effectiveness of such interventions (see *Figure 22*).

Out of the group who measure direct intervention effectiveness, 9 respondents (60%) indicated that they used pre and post measures of evaluation including either psychometric or standardised measures of change (used by 6 respondents), and/or pre and post intervention questionnaires (used by 6 respondents).

The remaining 6 respondents evaluate intervention effectiveness through service user questionnaires (1), direct (verbal) feedback from client or referrer (4), psychometric assessment (2) and statistics (1) (2 using a combination of these measures).

Of the remaining 9 respondents who conduct direct psychological interventions without measuring their effectiveness:

4 stated the reason as not having enough time (including one who also stated that no one is interested),

3 were looking to address the issue, (and one stated that the task was very difficult).

1 indicated a lack of adequate measurement tools.

1 did not indicate a reason.

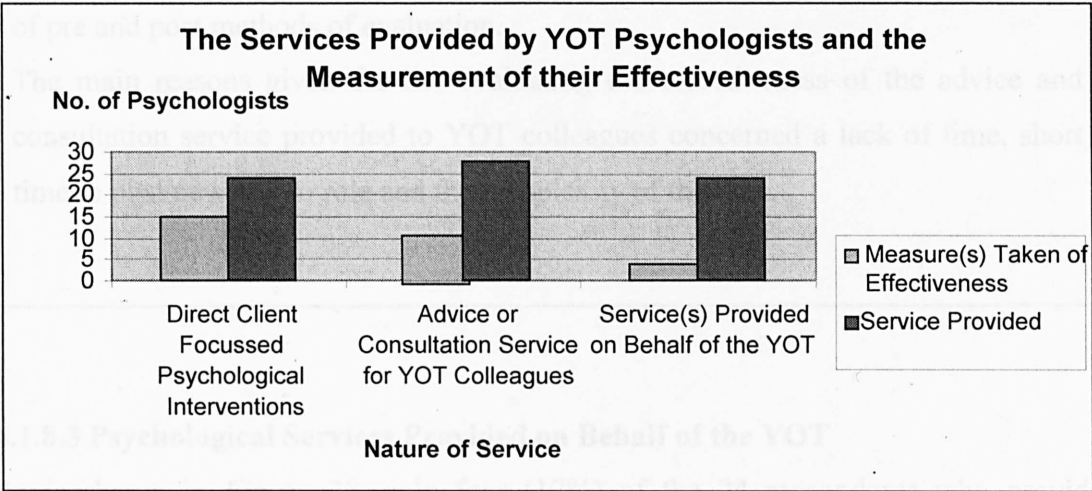
In summary, 62.5% of respondents who conduct direct psychological interventions measure the effectiveness of those interventions, with the majority of this group (60%) using pre and post measures of evaluation.

The main reasons given for not evaluating the effectiveness of direct psychological interventions, concern a lack of time and (to a lesser extent) the difficulty of the task.

4.1.8.2 Advice/Consultation offered to YOT Colleagues

As is shown in *Figure 28*, all respondents (28) were providing an advice/consultation service for YOT colleagues and 39% of respondents (11) indicated that they subsequently measured the effectiveness of this service.

Figure 28.



Out of the group who measure the effectiveness of advice/consultation seven respondents (64%) indicated that the main mechanism for eliciting such feedback was through informal ‘subjective’ or discussion based feedback. Two respondents use a feedback form/questionnaire developed for the purpose, one respondent stated that this service is reviewed during formal Service Level Agreement meetings and one respondent indicated that they use satisfaction questionnaires and baseline psychometrics re-administered (a pre and post measure of effectiveness).

The seventeen respondents who did not measure the effectiveness of the advice/consultation provided to YOT colleagues gave the following reason(s):

No time	8
In process of planning/thinking about the process and/or new in post	5
Task is complex or difficult	4
Had not previously considered it	2
Consultation/advice is informal in style and colleagues may not want to be	

seen to be asking for help.	1
No-one would be interested	1
Did not indicate a reason	2

Of the 100% of respondents who provide an advice and consultation service to YOT colleagues, only 39% measure the effectiveness of this service. Such measures are mainly (64%) verbal and 'informal'. One respondent indicated usage of pre and post methods of evaluation.

The main reasons given for not evaluating the effectiveness of the advice and consultation service provided to YOT colleagues concerned a lack of time, short time in post/newness to role and the complexity of the task.

4.1.8.3 Psychological Services Provided on Behalf of the YOT

As is shown in *Figure 28*, only four (17%) of the 24 respondents who provide psychological services on behalf of the YOT indicated that they measured the effectiveness of such services. The effectiveness of the services provided were measured through discussion (2 respondents), through discussion and written feedback (1 respondent), and through pre and post intervention measures and key performance indicators (1 respondent).

The twenty respondents who provide psychological services on behalf of the YOT but who do not measure the effectiveness of such services gave the following reason(s):

No time	5
In process of planning/thinking about the process and/or new in post	2
Task seems complex or difficult/unsure how	3
Feedback is informal in style	1
Did not indicate a reason	7
Not applicable (question seemingly misunderstood)	2
Not valued by YOT	1
YOT operational manager does this task	1

Of the 24 respondents who provided psychological services on behalf of the YOT, 17% measured the effectiveness of these services. Such measures were mainly discussion based, although one respondent indicated usage of a written feedback system and another was using pre and post measures of evaluation.

The most commonly given reasons for not evaluating the effectiveness of these services were lack of time, complexity of the task and short time in post/newness to role. This part of the question received a high non-response rate (25%) and a further 2 respondents indicated some misunderstanding of the question.

4.2 Summary and Implications of Postal Survey Results for Part 2

The results from the postal questionnaire indicated that half of the respondents were working with a YOT upon a full time basis and the majority of the remainder worked with the YOT for more than 2.5 days per week. Most of the respondents had been seconded to work with the YOT by their parent agency on a full time basis and they had been working with the YOT for a period of at least six months. It seems that this should have given the majority of respondents ample opportunity to have faced and or explored many of the issues deemed as pertinent to the psychologist's professional role when working with a YOT. As there was a fair degree of variation apparent in the contractual arrangements with YOTs, psychologists would be asked to consider both the advantages and disadvantages of working on a full or part time basis with their YOT in Part 2.

Although the respondents represented a range of professional psychology backgrounds, they were most likely to have been clinically trained. Interview questions did however need designing such that they were equally accessible and pertinent to respondents from, clinical, educational, occupational, counselling, forensic and dual trained backgrounds. As anonymity had been assured at the outset (**Appendix A-2**), psychologists would need to be asked to repeat such basic professional details at the beginning of their interview. The wide range of psychologists working in YOTs begged the question of how well psychologists felt that their background training had equipped them for their role within a YOT and this question would be asked during the interviews. Psychologists would also be asked to express a view upon how they felt that their particular training was impacting upon the range of services that they felt able to deliver in the YOT context.

In almost all cases, psychologists were receiving regular professional supervision from another psychologist and their operational line management was most likely to have been through their respective YOT manager. This operational line management arrangement was generally seen as satisfactory when confined to operational matters.

All of the psychologists surveyed were conducting assessments of individual children and young people as part of their YOT work and the vast majority were using at least two different assessment approaches. The majority of this group also conducted

psychological interventions with individual children or young people. The majority of psychologists were also conducting assessments of parents and of families, although interestingly, only a minority were using more than one assessment approach when working with individual parents or with families.

All respondents were providing advisory and or consultative services to YOT colleagues on the needs of individual children/young people and the majority were also advising on the needs of individual parents/carers and families. The majority of psychologists were also providing advice on the needs of specific groups of these clients. The range of services that psychologists were providing to YOTs was broad and included a substantial majority of respondents who were providing training sessions for YOT staff.

The majority of respondents provided services to non-YOT agencies as part of their work, with more than 60% of respondents providing a service to the courts. Particular issues for psychologists when working with courts were identified in Chapter 1 and this area of work would be explored further during the interviews.

In terms of more general professional issues and dilemmas for psychologists, all respondents felt that were issues/dilemmas that were specifically pertinent to psychologists working in the YOT setting and 46% of respondents identified two or more of such professional dilemmas. Although a wide range of issues were identified, more than half of the respondents felt that issues concerning confidentiality were proving to be challenging (and one third of the sample did not know how this issue could be resolved). Approximately one third of respondents were also struggling with issues concerning client consent. Labelling or general philosophical issues were mentioned by more than 20% of respondents and in view of the philosophical problems identified for psychologists when working within a youth justice context (Chapter 1), these areas were selected for further exploration during the interviews.

As 25% of respondents denoted that they were facing issues specifically concerning their professional role and the quality of their professional support (and there were a large number of ethical and professional issues with which respondents were grappling), an exploration would be made of what specific professional support

systems psychologists were using to help tackle such issues and also what style of support psychologists would find to be most helpful to them. This seemed particularly pertinent in view of the finding that the majority of respondents perceived the CPD opportunities provided to them in relation to their YOT work as being inadequate. Respondents cited the Youth Justice Board, YOTs and the British Psychological Society as the bodies best positioned to organise such CPD training and six respondents indicated that YOT psychologist focussed conferences/workshops would be useful. A wide range of topics were identified as warranting training sessions, the most frequently cited being legal/forensic/Youth Justice issues (4 respondents), specialised adolescent forensic training (3 respondents) and risk assessment (2 respondents). One respondent indicated that there were too many of such areas to list!

Positively, more than one third of respondents were (or had previously) supervised a psychologist in training as party of their YOT work, and the trainees represented a range of psychological disciplines (clinical, educational and forensic). More than one third of respondents were also involved in, or were planning YOT related research and development activities, of which the topics were diverse.

The majority of psychologists who carried out direct (client-focussed) psychological interventions were measuring the effectiveness of such interventions through pre and post measures of evaluation. In contrast, less than half of the respondents who were providing advisory and consultative services to the YOT were evaluating effectiveness. An even smaller number of respondents (17%) were evaluating the effectiveness of the services that they provided on behalf of the YOT, although there was a high (25%) non-response rate to this question. The main reasons given for not measuring the effectiveness of psychological interventions or services included a lack of time and the complexity of the task.

In summary, the results from the Part 1 postal survey together with the literature reviewed in Chapter 1 highlighted particular areas worthy of more detailed exploration during the Part 2 interviews as shown in *Table 5*.

Areas to be Explored in Part 2

Table 5.

- How well the psychologist's professional background had prepared them for the YOT role
- The advantages and disadvantages of working with the YOT on a full or part time basis
- The psychological services provided to the courts
- Professional issues/dilemmas concerning confidentiality
- Issues/dilemmas concerning client consent
- Philosophical or ethical dilemmas concerning who is perceived as the primary client
- Views on 'crime prevention' activity
- Support and guidance for professional and ethical issues.

4.3 Telephone Interview Results

4.3.1 Presentation of Results

A full transcript of each of the eighteen interviews may be found in **Appendix B-2**. The transcripts occur in the chronological order in which participants were interviewed and each paragraph, sentence and/or unit of meaning has been assigned a code number to aid referencing and analysis. For example, in Interview 4, the second unit of meaning is represented as 4.2.

Interviewer speech is *italicised* and the words of the participant interviewee appear in standard script. Significant non-verbal communication (laughter, substantial pause etc) is shown in brackets. In some instances, names of specific people or organisations etc have been replaced with xxx to protect the anonymity of participants; in all other respects the data remain unmodified.

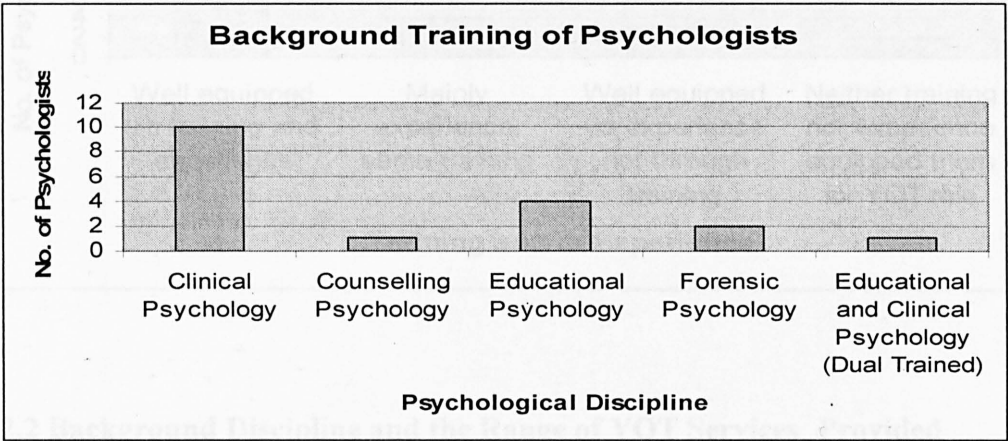
The results following categorisation are presented in Chapter 4. In some instances, the number of responses pertaining to a given category is represented as 'R' and they are followed by the code number pertaining to the corresponding unit of meaning. E.g. where 3 responses fall into a given category, then this is represented as 3R. When an item pertaining to a given theme or category was mentioned on more than one occasion during an interview, the first or the most pertinent unit of meaning within the interview has been represented. However, when a unit of meaning appears to fall within more than one theme it may be represented more than once.

Where appropriate, the results are also presented graphically within the main body of this chapter. Although the Part 2 sample was small, the results have on occasion been presented as percentages (and rounded to the nearest whole number) to aid readability.

4.3.2 The Professional Background and Training of Psychologists

The professional disciplines of the psychologists interviewed in **Part 2** were broadly representative of the postal survey population and are as shown in *Figure 29*:

Figure 29.



4.3.2.1 Preparedness for YOT Role

There was no clear association between the professional backgrounds of psychologists and the appropriateness of previous training or experience in terms of equipping participants for their YOT role. However, the two forensically trained psychologists felt that their training and experience had equipped them well:

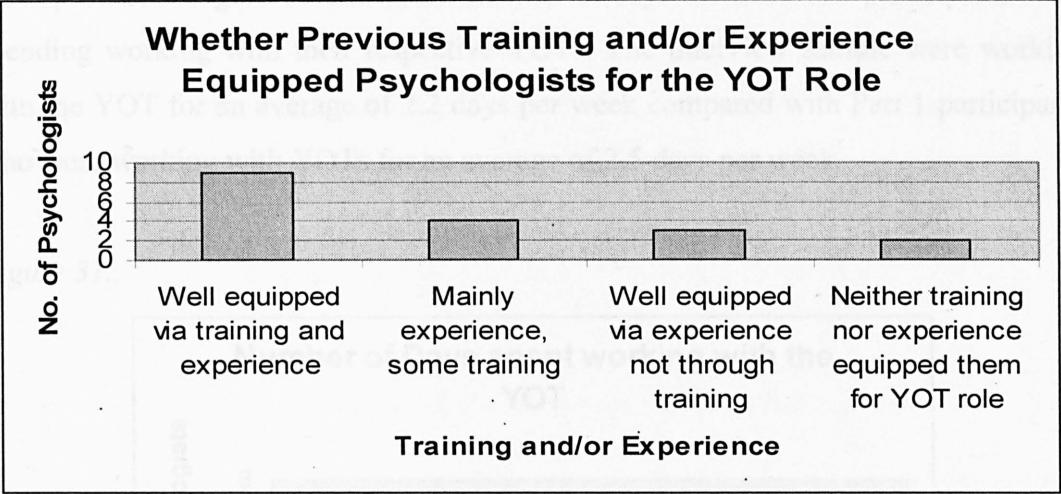
‘..the training and experience were absolutely tailor made’. (4.4)

and:

‘..pretty well actually. I worked with juveniles in a custodial setting for a few years and of course that was very useful experience...(2.4) ...also my grounding is very much in the effective practice ‘what works’ research and so I have got quite a bit of experience in what assessments are useful and what interventions are useful..’ (2.8)

The two respondents who felt particularly ill equipped for the role (through training *and* experience) were both clinical psychologists. The respondent sample (as shown in *Figure 30*) was however too small to draw firm conclusions from.

Figure 30. Number of psychologists who had subsequently moved away from the YOTs to



4.3.2.2 Background Discipline and the Range of YOT Services Provided

Educational, counselling, dual-trained, clinical and forensic psychologists were working in a range of ways. The number of services provided by each of these groups (e.g. direct casework, systemic or family approaches, consultation or training for YOT colleagues and an interagency policy or strategic emphasis) varied according to the professional background of the psychologist.

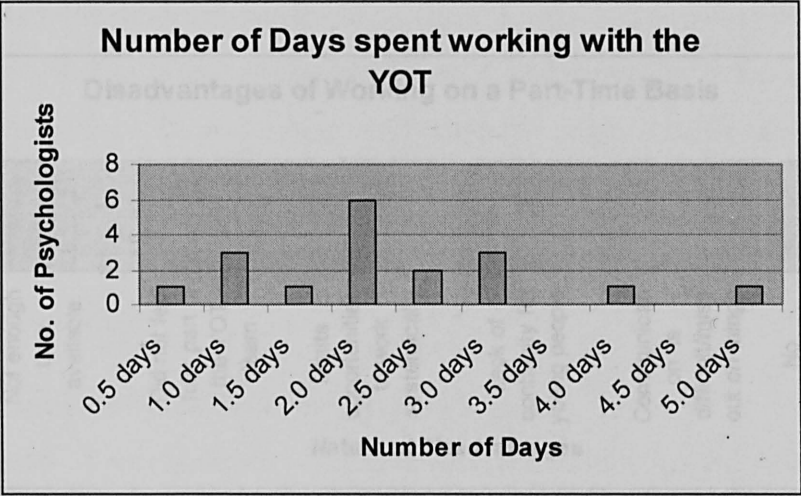
Educational, clinical and dual trained psychologists were offering the full range of services; however, the counselling psychologist was only offering direct case work and the forensic psychologists were not involved in work with an interagency or strategic emphasis. Generalisations should not however be drawn from these results as the sample numbers are extremely small.

4.3.3 The Advantages and Disadvantages of Full or Part Time Working

Only one (5%) of the telephone interview participants was working with the YOT on a full-time basis compared with six (21%) of the Part 1 respondents. The range of services provided by psychologists (as denoted in 4.3.2 above) was likely to have been affected by the time that psychologists had available to work with the YOTs. It seems that over time there had been a somewhat marked reduction in the number of psychologists who were working with the YOTs on a full time basis and there were

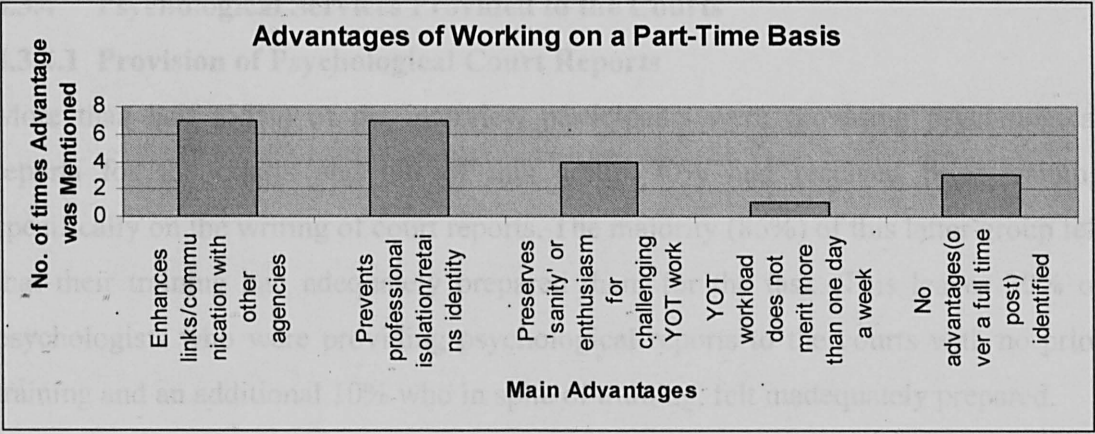
also a number of psychologists who had subsequently moved away from the YOTs to other positions. *Figure 31* shows the number of days the interview participants were spending working with their respective YOTs. The interview sample were working with the YOT for an average of 2.2 days per week compared with Part 1 participants who were working with YOTs for an average of 2.5 days per week.

Figure 31.



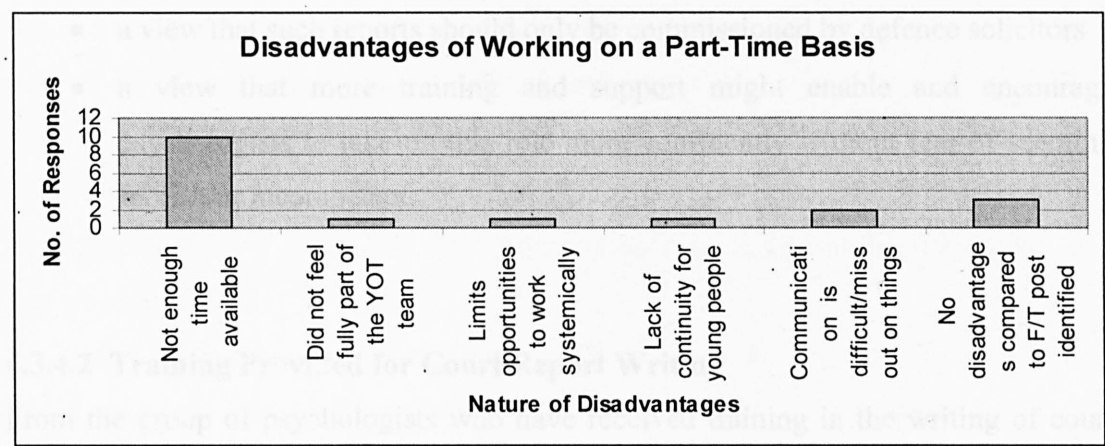
All of the interview participants with the exception of three, perceived advantages to working with a YOT on a part-time basis. The advantages have been categorised as shown in *Figure 32*.

Figure 32.



The reasons given for there being few advantages to working on a part-time basis with the YOT included the difficulty of communication and the missing of important meetings within the YOT team (2 respondents) and not being permanently on site to meet the needs of young people (1 respondent). The specific disadvantages that participants attributed to working on a part-time basis in the YOT are represented in Figure 33.

Figure 33.



The participant who worked on a full-time basis with the YOT stated that the main advantage of this, was they felt ‘*apparent*’ and ‘*obvious*’ to the YOT team (1.15) although a disadvantage was the danger of losing focus and becoming more generic in their style of working.

4.3.4 Psychological Services Provided to the Courts

4.3.4.1 Provision of Psychological Court Reports

More than half (55%) of the interview participants were providing psychological reports for the courts and out of this group 70% had received prior training specifically on the writing of court reports. The majority (86%) of this latter group felt that their training had adequately prepared them for the task. This leaves 30% of psychologists who were providing psychological reports to the courts with no prior training and an additional 10% who in spite of training, felt inadequately prepared.

Interestingly, half of the psychologists who were *not* providing psychological reports for the courts had received prior training which they perceived as having adequately prepared them for the task. The reasons which they gave for not providing such reports were that:

- there was already a provision made for this service locally
- a conflict of interests (e.g. the young person being perceived as the primary client rather than the court)
- a view that such reports should only be commissioned by defence solicitors
- a view that more training and support might enable and encourage psychologists to take on this role more confidently without fear of seeming foolish or incompetent.

4.3.4.2 Training Provided for Court Report Writing

From the group of psychologists who have received training in the writing of court reports, the majority (7) received such training through supervision or from their basic professional training experiences whilst five had participated in training events delivered by independent training providers.

4.3.4.3 Identified Training Needs

The majority of participants (17) identified training opportunities that they felt would be useful in preparing psychologists for the provision of court reports.

Out of this group, ten participants stated that training on the *modus operandi* of the Youth Justice System and on the expectations of the courts would be useful with an additional one participant stating that training on using multi-modal approaches within a broader sociological context would be useful.

Two participants felt that a workshop specifically designed for YOT psychologists would be best placed to deliver such training and a further two participants stated that

there should be a greater emphasis upon this work at basic training level and during placement experience.

Upon reflection, this question was not worded as clearly as it might have been as participants appeared to be showing some confusion between the content of training and the delivery mode.

4.3.5 Issues and Concerns regarding Confidentiality

4.3.5.1 Nature of Concerns regarding Confidentiality

All of the participants acknowledged that there were or had been confidentiality issues arising from their YOT work. However responses to this question ranged from there no longer being any issues (as clear information sharing protocols and systems had been designed) to:

'...I think that's a perpetual minefield really that you have to step through'. (16.35) and *"...there are big splits between me respecting my client's confidentiality and the need to share information"* (17.32).

Some participants alluded to ongoing struggles with confidentiality issues:

'..I still don't understand them (confidentiality issues). I've been here for a year now and I still don't understand whether the notes that I have taken and the files that I keep belong to CAMHS, belong to the YOT or belong to Social Services. I just do not understand it; so I keep my own case histories in a locked drawer and they're getting bigger and bigger and bigger and I just do not know what will happen when they overflow it. ...' (4.43-4.44).

One participant acknowledged that there may be a number of different ways of approaching confidentiality issues:

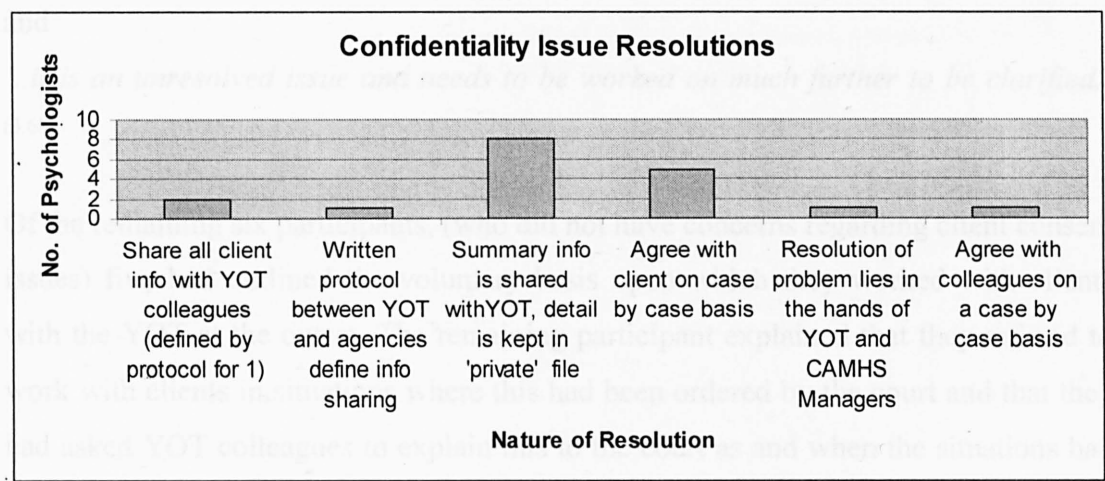
'..I think it's difficult because different psychologists have different viewpoints about sharing notes and confidentiality. ..it's something that comes up quite a lot, but it's not that openly discussed.' (13.41).

One participant who felt that confidentiality issues did not pose a particular problem for them, although when probed stated: *'..we were probably quite open in sharing information, maybe more so than probably we should have been..'* (14.28).

4.3.5.2 Suggestions for Resolving Confidentiality Issues

Confidentiality issues were being resolved in a number of ways as shown in *Figure 34*.

Figure 34.



Interestingly, only one participant alluded to the general principles derived from the Tarasoff case:

‘..they don’t represent major issues actually (confidentiality); I was always very open with the kids about that right from the start. I’d say look, if you do anything that’s a danger to others or yourself, I will have to report it. I’m going to make notes when I’m talking with you. You can see them, if there’s anything that I’ve written that you’ve said to me by the end of this session, if there’s anything you’re unhappy about, we’ll negotiate it and I’ll try and take it out if I can. And I made it clear to them that I’d have to share this information with colleagues.’ (8.22).

4.3.6 Issues and Concerns Regarding Client Consent

4.3.6.1 Nature of Concerns Regarding Client Consent

Two thirds of participants (12) stated that they had faced problems or harboured concerns about issues regarding client consent when a client had been ordered by the court to involuntarily engage in psychological assessment or therapeutic intervention. Participants voiced such concerns as: *‘..it’s interesting because initially it was a*

completely new field for me and initially I didn't find it a challenge; but as I started working more and more and I was becoming more familiar with the legal system, it then dawned on me that it was not ethical to make people come to our appointments and that's been hard. In a sense that's been the most challenging thing in the team for me.' (5.49).

and

'..it is an unresolved issue and needs to be worked on much further to be clarified.'
(3.68)

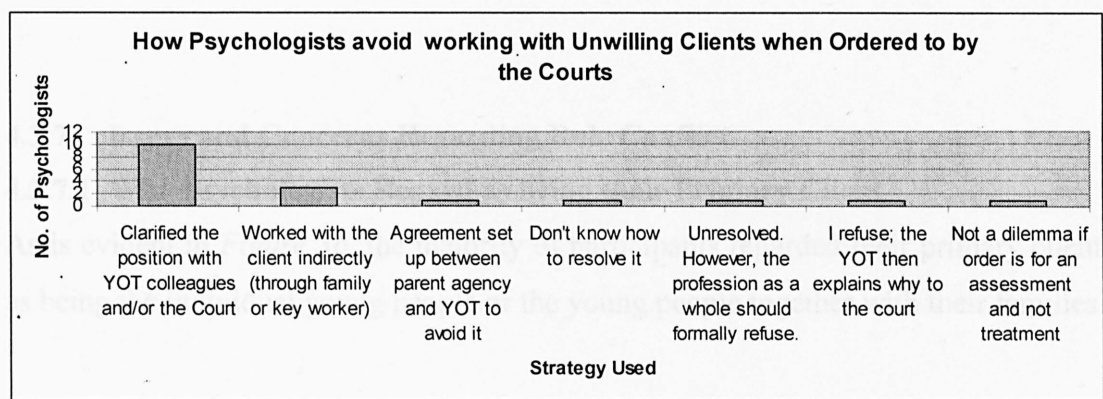
Of the remaining six participants, (who did not have concerns regarding client consent issues) five had outlined the voluntary basis upon which they worked with clients with the YOT at the outset. The remaining participant explained that they refused to work with clients in situations where this had been ordered by the court and that they had asked YOT colleagues to explain this to the court as and when the situations had arisen:

'..I don't see how you can impose psychological services upon somebody. It would always have to be a voluntary activity. Like you couldn't force somebody with diabetes to see their GP and take insulin you can't force somebody to use psychological services... it's just unethical.' (4.47) *'..I'd just refuse to take somebody on that basis; but it can be very much recommended by the court and you could engage the young person and encourage them to address the psychological issues but it should never be mandatory. They (YOT officers) should go to the court and explain to the magistrate or judge why that can't be the case.'* (4.62)

4.3.6.2 Suggestions for Resolving Client Consent Issues

A variety of suggestions were provided for resolving client consent issues as shown in Figure 35.

Figure 35.



Echoes of Brodsky’s (1972) ‘system-professional’ ‘system-challenger’ model might be seen within the following responses:

‘..generally children and adolescents feel that they’re coerced into this stuff anyway. You know, I mean this is part of a broader picture and they feel this isn’t their choice to be doing this. I mean some do, but a large proportion don’t.. ..it didn’t turn out to be as big a problem as I thought actually... ..but I didn’t just focus on them, I kind of focussed on the context and other relationships so that it wasn’t like a fight.. ..I worked closely with YOT colleagues and quite a few of the sessions I did jointly...’
(8.27).

When the same participant was asked if any of these children had been breached back to court for not attending sessions with them, they responded by saying:

‘Some, ..I didn’t have many breached for not attending me. Potentially it was there, but I don’t remember it actually happening, I think that the key worker would sort of pick it up and the breach would happen around seeing the key worker... we usually managed to sort of get around it somehow and if a breach happened it was through the key worker’ (8.36).

One might compare the above approach with the following (which might fit within Brodsky’s ‘system-challenger’ category):

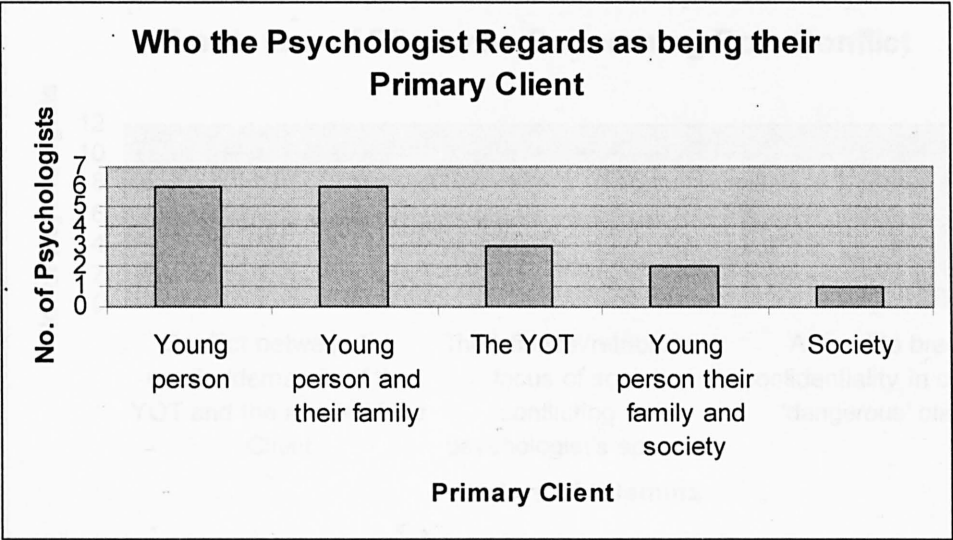
‘..it’s not created a dilemma at all. I am very clear that nobody has to attend any of my appointments. It’s trodden on some people’s toes but that’s an absolute for me’ (10.43). ‘...it’s a voluntary relationship. The whole use of the mental health system within the criminal justice framework has a sordid history in many countries and I shy exceptionally clear of it. I am adamant about this.’ (10.47).

4.3.7 Issues and Concerns Regarding Role Conflict

4.3.7.1 Who Psychologists Regard as being their Primary Client

As is evident in *Figure 36*, the majority of participants regarded their primary clients as being the individual young people or the young people together with their families.

Figure 36.



Interestingly however, there seemed to be a lack of consistency between whom the psychologist stated as being their primary client and their actual decision making in practice. In response to the question concerning whether clients should be ordered by the courts to involuntarily engage in psychological intervention, one participant (who stated unequivocally that their primary client was the young person) said:

‘..there are two sides to this, compulsion can be both helpful and unhelpful. If the young person has been ordered with good reason and they have been well briefed,

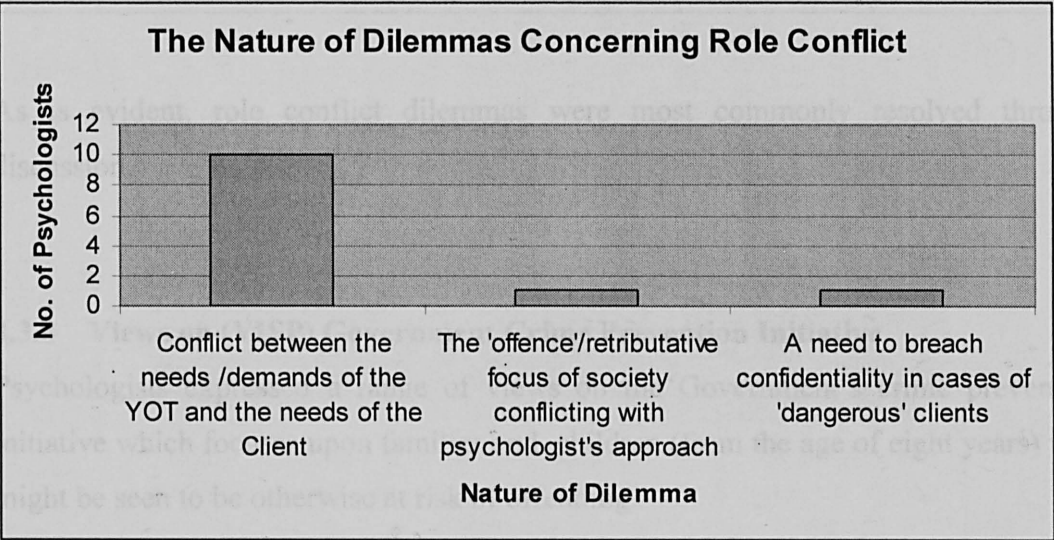
then it can be helpful even if compelled. It is more an issue about whether an organisation is adept in planning interventions and negotiating'. (18.27).

Such a response might lead one to question whose needs the psychologist is actually serving in such a situation.

4.3.7.2 The Nature of Dilemmas raised by Role Conflict

Participants were asked whether they had experienced any role dilemmas associated with their perception of who was their primary client. The majority of psychologists (12) had faced such dilemmas, the nature of which are represented in Figure 37:

Figure 37.



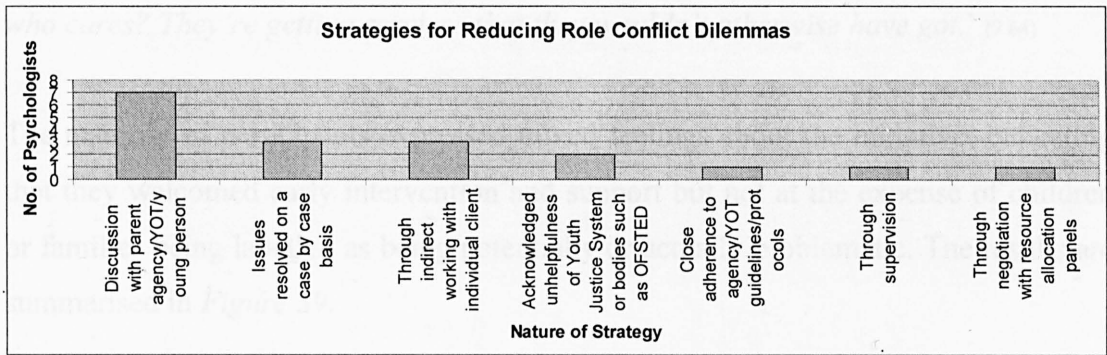
For those (6) psychologists who perceived there to be no such professional dilemma's concerning role conflict, the reasons given were as follows:

- Close adherence to parent agency, YOT or personal ethical guidelines (3R) (4.62 5.62 10.54)
- Clarity with young person/agency concerning the role (2R) (11.42 12.46)
- No such dilemmas had occurred (1R) (18.32)

4.3.7.3 The Resolution of Role Conflict Dilemmas

The majority of participants (16) suggested at least one strategy for avoiding or resolving role conflict dilemmas, the strategies have been categorised into general themes and are presented in Figure 38.

Figure 38.



As is evident, role conflict dilemmas were most commonly resolved through discussion.

4.3.8 Views on (YISP) Government Crime Prevention Initiative

Psychologists expressed a range of views on the Government’s crime prevention initiative which focuses upon families and children (from the age of eight years) who might be seen to be otherwise at risk of offending.

The views ranged from YISP panels being:

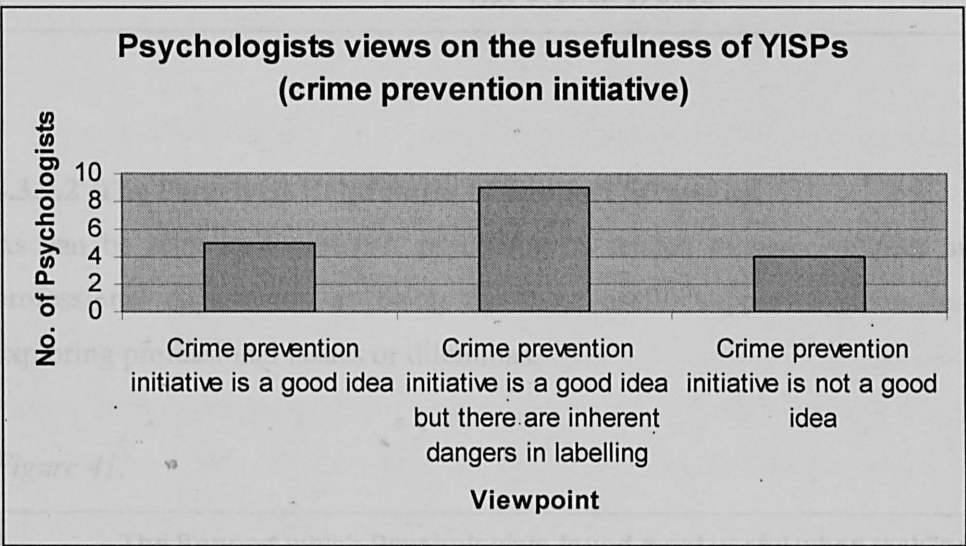
‘...both stupid and unworkable. Totally unacceptable, the dangers are huge. I can see what the motivation is and I entirely accept the need to divert young people at the earliest possible age from a criminal career as it were, but this is not the way to do it.’ (3.93-3.94)

to:

‘..I think YISP is fantastic. I think YISP is the most promising development I’ve seen occur at YOT since starting. It just makes a huge amount of sense to pick these young people up. The extent to which they are identifying people who will go on to commit offences is you know not always clear and you can’t know something like that because it’s obviously a projective decision, but you are talking about a group of young people who are in pretty desperate need, and if they can secure services purely by virtue of the fact that that they’re going to commit offences or there’s a high risk that they will, who cares? They’re getting services that they wouldn’t otherwise have got.’ (7.64)

The majority of participants expressed mixed feelings about the initiative, indicating that they welcomed early intervention and support but not at the expense of children or families being labelled as being potentially or actually problematic. The results are summarised in Figure 39.

Figure 39.



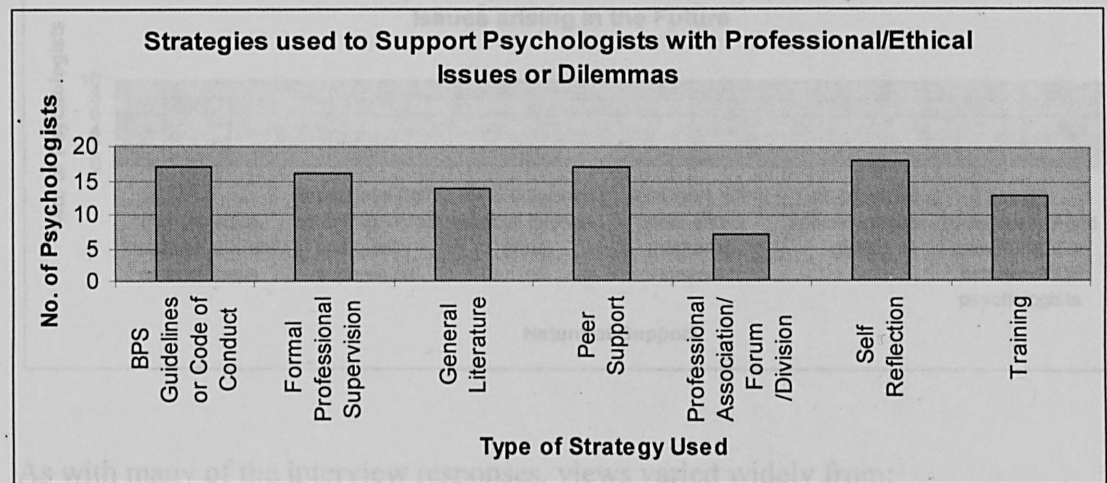
4.3.9 Support and Guidance for Ethical Issues and/or Dilemmas

4.3.9.1 The Range of Support Strategies Used by Psychologists

Psychologists were using a broad range of strategies to support them when tackling ethical issues or professional dilemmas within their YOT work, as is shown in *Figure 40*.

Figure 42.

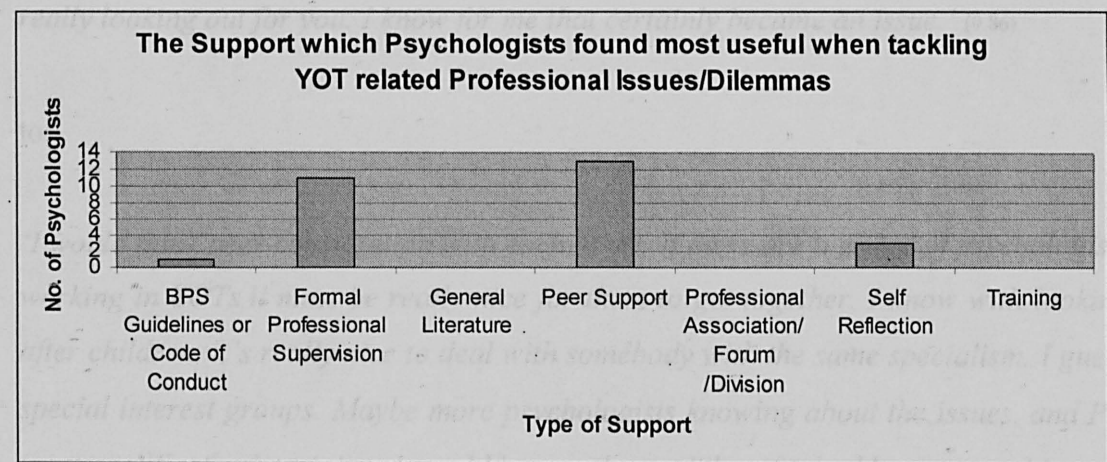
Figure 40.



4.3.9.2 The Perceived Helpfulness of Support Strategies

As can be seen in *Figure 41*, psychologists tended to perceive peer support and professional supervision as being the most useful support systems to use when exploring professional issues or dilemmas.

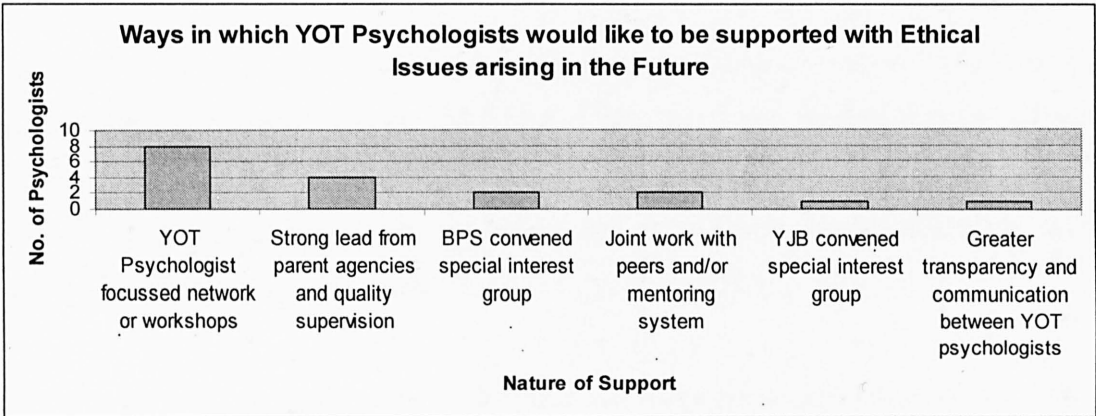
Figure 41.



4.3.9.3 How Psychologists would most like Supporting with Ethical Issues arising from their YOT work in the Future

Participants cited a number of ways in which they felt that they could best be supported with ethical issues in the future as shown in *Figure 42*.

Figure 42.



As with many of the interview responses, views varied widely from:

“I think that the essence ..., or one of the key things, is that the organisation that they come from needs to really safeguard them and ring fence them and protect them; because I think that what was happening to a lot of people was that they weren’t being protected and certainly some of the psychologists left very early because that they felt that they were almost the subject of a lot of anxiousness and also anger and lack of understanding of their professions.” (9.84) ‘...so I think a chunk of it comes down that you need strong management from your service who take an interest and who are really looking out for you. I know for me that certainly became an issue.’ (9.86).

to:

‘I would think peer consultation with each other. If there are a group of psychologists working in YOTs, it must be really nice for them to get together. I know with looking after children, it’s really nice to deal with somebody with the same specialism. I guess special interest groups. Maybe more psychologists knowing about the issues, and PQ (post qualification) training. I would have welcomed that if it had been around.’ (11.56).

and:

'..Ethical issues? ..erm ..I'm trying to think of ethical issues I've been confronted with. I'm not sure.. I'm trying to think of examples, I can't think of any. There are none that stand out.' (7.76).

4.4 Summary of Interview Results (Part 2)

The participant sample for the telephone interviews (Part 2) was broadly representative of the professional disciplines of the psychologists involved in the postal questionnaire (Part 1), with the majority being from a clinical psychology background followed by educational, forensic, counselling and dual trained backgrounds in order of decreasing frequency respectively.

Forensically trained psychologists felt particularly well trained and well prepared (in terms of their experience) for the YOT role. However, it was educational and clinical psychologists who appeared to be offering the broadest range of services to the YOT (in terms of working on a number of levels) and counselling psychologists who were offering the smallest range of services (individual/group work only).

Interestingly, only one (5%) of the telephone interview participants was working with the YOT on a full time basis compared with six (21%) of Part 1 participants. It seems possible therefore that the range of services on offer to the YOT may have been limited in accordance with available time. However, there was only a small difference between the average number of days worked by Part 1 and Part 2 participants, 2.5 and 2.2 days respectively.

The majority (89%) of participants felt that there were distinct advantages to working with a YOT on a part time basis; the most frequently cited being the advantage of being able to maintain and enhance close links with parent or other agencies and also the maintenance of professional identity and the avoidance of isolation. A number of participants (22%) also felt that working with the YOT on a part time basis helped them to maintain their enthusiasm for what was seen as particularly challenging work. The main disadvantages to working on a part time basis with the YOT were seen as there not being enough time available to do justice to the task (55%); however, 17% of participants felt that there were no disadvantages to working part time. Individual participants stated that they felt that working part time limited their opportunities for working systemically, it limited their ability to feel fully part of the YOT team, it resulted in a lack of continuity for young people and that communication with the YOT team was made more difficult through part time working.

The participant who worked on a full time basis with the YOT stated that a danger of working with the YOT on a full time basis was that they felt that they could easily lose focus and become more generic in their style of working, although an advantage was that they felt 'apparent' and 'obvious' to the YOT team through their full time presence. On the whole, more advantages were cited for part-time working than for working on a full time basis with the YOT.

More than half (55%) of the interview participants were providing psychological reports for the courts and the majority had received prior training specifically on the writing of court reports. Most of this latter group felt that their training had adequately prepared them for the task. This left 30% of psychologists who were providing psychological reports to the courts with no prior training and an additional 10% who in spite of having received such training, felt inadequately prepared.

The vast majority of participants (17) identified training (or further training) opportunities that they felt would be useful in preparing psychologists for the provision of court reports. The majority of this group stated that training on the workings of the Youth Justice System and on the expectations of the courts would be useful to them. Two participants felt that a workshop specifically designed for YOT psychologists would be best placed to deliver such training and a further two participants stated that there should be a greater emphasis upon this work at basic training level and during placement experience.

In common with Part 1 responses, issues concerning client confidentiality continued to be presenting dilemmas for psychologists; with the total sample of Part 2 participants stating that they had needed to resolve or were continuing to try and resolve issues concerning confidentiality within their YOT work. Such issues were being resolved in a number of ways, with nearly half of participants sharing basic client details with YOT colleagues and holding more detailed information in separate 'private' or parent agency files. A substantial minority of participants (5) were coping with issues concerning confidentiality on a case-by-case basis, whilst only one participant stated that their practice was governed by an interagency protocol outlining information sharing processes.

Two thirds of participants (12) stated that they had faced problems or harboured concerns about issues regarding client consent (when a client has been involuntarily ordered by the court involuntarily to engage in psychological assessment or therapeutic intervention). Of the remaining six participants (who did not have concerns regarding client consent issues), five had outlined the (voluntary) basis upon which they worked with clients with their YOT at the outset. The remaining one participant explained that they refused to work with clients in situations where this had been ordered by the courts and that they had asked YOT colleagues to explain this to the courts as and when the situations arose.

In terms of actively resolving client consent issues, the majority of participants believed that clarifying their professional positions with the YOTs and/or the courts could prevent such issues arising, however three participants had worked without direct client consent through working on peripheral/systemic issues or through a YOT colleague. There appeared to be a relatively high degree of uncertainty/inconsistency governing the responses to this question, with one participant stating that they did not see client consent as a particular issue if restricted to “assessment” rather than “treatment” and with one participant stating that they really did not know of any way of resolving such issues.

Two thirds of Part 2 participants regarded their primary client (in relation to YOT work) as being the young person and/or their family, however the remaining one third of participants perceived their primary client as being the YOT, society or a combination of these together with a young person and their family. The majority of participants (10) perceived there to be a degree of conflict between the competing needs of young people, the YOT and society, with an additional psychologist who had felt the need to breach individual client confidentiality in order to protect members of society from client behaviour. The majority of participants (16) were however able to suggest at least one strategy which they had used for avoiding or reducing such role dilemmas at a personal or a practical level, most commonly through discussion.

Strong views were expressed on the Government’s crime prevention initiative aimed at young children and their families, ranging from the initiative being a highly

promising approach to the initiative being ill thought out and potentially damaging. Half of the participants expressed mixed feelings about the initiative, typically stating a view that early intervention may be helpful, however the associated dangers of labelling young children and families as being potentially problematic may be present.

Psychologists were using a broad range of strategies to support them with professional and ethical issues arising from within their work; the most useful being perceived as peer support and professional supervision. Psychologists stated that in the future they would most like to be supported by YOT psychologist focussed workshops or seminars and by having a strong lead from their parent agencies with quality professional supervision.

Chapter 5: Discussion

5.1 The Psychologist working in Youth Offending Services

MaKay (2002) argued that psychologists were beginning to be drawn away from the traditionally compartmentalised domains of education, work, law and health to face the Government's more decompartmentalised agenda focussing upon social issues. It seems that the YOT may be one such example of a decompartmentalised mixture of professionals from a variety of 'traditional' disciplines and fields. It is interesting to see that the range of psychological disciplines which YOT psychologists represent are representative of all of the main psychological professional fields; indeed it seems that only occupational psychologists were absent from the sample (although indeed one participant had been dual trained as an occupational psychologist). In view of the issues arising from the study, perhaps it could be argued that there might be an important place for them in such interagency partnership structures.

The observations of Appleton and Burnett (2004) that:

'..The opportunity to work alongside practitioners from various agencies proved valuable but the multi-professional environment became a melting pot because eventually staff all tended to take on the mantle of being a 'YOT worker'. pp135-136

were echoed by the majority (88%) of Part 2 participants who expressed views that working on a part time basis with the YOT enabled them to maintain and enhance close links with their parent or other agencies and to maintain professional identity with avoidance of professional isolation. Interestingly, the one full time Part 2 participant stated that a danger of working on a full time basis with the YOT was:

'...I think that there is a danger of losing focus on what you are there to do as an Ed Psych and there is a risk of being drawn in more to doing more generic work..' 1.17

However, the types of support that YOT psychologists would most like to see happen for them in the future (YOT psychologist focussed seminars and a strong lead from parent agencies and supervision) would hopefully have the effect of mitigating against such changes in professionalisms.

Gersch's (2004) forecast that a growing harmonisation between the sub-disciplines of psychology (resulting from major global trends) would lead to a new division of applied child psychology could indeed be paralleled somewhat with the context of YOT psychologists, whom (all being interested in the welfare of young people) appeared to be seeking shared training experiences and understanding. Indeed two (Part 2) participants explicitly stated the view that they felt that the British Psychological Society would be well positioned to support such training.

Gersch also predicted that psychologists are likely to become increasingly evidence based in their work (as did Fox, 2003). Indeed the majority of Part 1 study participants were measuring the effectiveness of individual client-focussed interventions, with the majority of the remainder stating their reasons for not doing so including a lack of time and also a difficulty with the task. However, fewer numbers of psychologists were measuring the effectiveness of consultation and 'other' services provided on behalf of the YOTs and similar reasons were cited for this. A weakness of the study might lie in not exploring in greater depth the specific evidence bases upon which these services were being delivered.

A hypothesis was generated (page 21) which suggested that in view of the dearth of literature concerning psychologists working in this specialist field, YOT psychologists were unlikely to be receiving many specifically tailored training opportunities from which they could develop their practice. Part 1 results appear to echo this concern with only 43% of respondents stating that adequate training opportunities had been provided for them in relation to their YOT roles. This could be seen to be a matter of some concern if one considers Conn's (1992) remarks that (*in addition* to forensic experience at basic training level) there should be routinely available opportunities for *all* psychologists to update their forensic skills at post-experience level. Indeed, the British Psychological Society is currently piloting a requirement for all chartered psychologists to undergo adequate and relevant training. Before judging this situation too harshly however, it might be useful to remind ourselves that the majority of participants were working with their respective YOTs on a part time basis only with the relatively restricted time constraints upon training opportunities that this arrangement can bring.

Stone (1984) and King (1986) expressed views that psychologists have little contribution to make to the courtroom as their practice is largely restricted to researching controlled situations in laboratories and the methods of the discipline lead to oversimplification resulting from solely focussing upon the observable and measurable. Bull and Carson (1999) argued against this perspective suggesting that such views result from an overly simplified dichotomy between what is perceived to be 'scientific' or 'non-scientific' and that psychology should indeed strive to develop and test theory of the highest standards within legal settings.

It seems that study participants were not representative of the stereotypical 'scientists' envisioned by Stone and King, with more than 60% of Part 1 participants providing a range of services to the courts which included psychological reports, psychological contributions to 'non-psychological' reports and training and support to magistrates. Indeed more than half of Part 2 participants were providing psychological reports for the courts and the remainder cited their reasons for not doing so as there already being a (psychological) provision made for this service locally, a potential conflict of interests (the young person being perceived as the *primary* client), a view that reports should only be commissioned by defence solicitors and a view that more training and support might encourage psychologists to adopt this role with more confidence. Indeed, not one of the psychologists interviewed expressed the view that their contribution to the courtroom might be restricted by a professional focus upon controlled experimentation and indeed all study participants were engaged in a range of activity in relation to their YOT work which included direct client work (which was clearly not confined to the 'laboratory') and less than one third of Part 1 participants were actively engaged in research activities (for part of their time) which may or may not have been scientifically 'controlled' in nature.

Tunstall et al., (1982) commented on a division within psychology regarding the ethics of psychologists' involvement with the criminal courts. Tunstall drew attention to an adversarial system characterised by partiality seeming at odds with the scientific and helping nature of the discipline of psychology. Tunstall suggested that it was not uncommon for test data to be misinterpreted in the court arena and Fersch (1980) suggested that psychologists may not be able to adhere to their professional ethical standards when serving the needs of the court. It seems that such problems were

indeed affecting the decisions of at least two participants in terms of their willingness to engage in court commissioned work.

Conn (1992) predicted that a significant subgroup of psychologists would emerge who would become increasingly involved in legal issues surrounding children and that the courts would increasingly make use of psychological expertise to aid their decision making on a range of issues. As is evident from the results, the range of services provided to the courts by YOT psychologists may indeed be reflective of this trend. Conn did however also highlight a concern that a psychologist who may have been working with a child or family as a primary client may find him/herself subsequently subpoenaed such that the psychologist's primary client then becomes the court. This situation was alluded to by two of the study participants:

- *'...we tended to refer out to people doing court reporting or expert witness work privately to do court reporting. The reason for that was that we felt that it was an incompatible role that we were playing; working as a mental health team or mental health workers as advocates of young people and also working for the court. We felt that we were working for the clients.'* 3.34
- *'...If it wasn't clear from the outset that this was going to be shared (psychological report prepared for other purposes) and it possibly came up in court (which it has with one of the young people that I worked with), I said that I wasn't happy to give any information until I had written consent from either the Local Authority or the young person if they were over 16, if they were competent basically. And then they would give me written consent and then I would release the stuff.'* 11.32

and when speaking about confidentiality issues generally, one participant (who frequently provided reports for the courts) stated:

- *'..there have been loads of issues, but they've been what you would expect really. Can the local CAMHS service share information with me freely because I would obviously share it with other people? What can I write in reports? and that does go back to the previous question about report writing.'*

Actually we write much fuller reports in psychology than it's probably useful to write for the courts. There's been issues around what do we do if somebody's suicidal. Who can we share that with? There have been a whole lot of issues and they're never-ending really'. 15.32

and about resolving such issues:

- *'..on a case by case resolution. We have a form that I get parents and clients to fill in to say that we can share information.' 15.34*

Conn also argued that potential conflicts can largely be avoided by psychologists who are clear about the context of their (forensic) work although more of a problem for those who are called unexpectedly to court as part of their general therapeutic work.

King (1986) also raised the point that the behaviour of an individual should not be studied in isolation from the context in which it occurs and Hollin (1989) highlighted this point by drawing attention to a need for an interdependence (for psychologists working within the secure estate) between the needs of the individual client and the needs of the institution, with the needs of the individual largely being met through the successful functioning of the latter. One might thus expect the work range of YOT psychologists to include organisational focus, staff training, clinical treatment/interventions and theoretical and applied research.

It is clear that the majority of Part 1 study participants were indeed engaged in both staff training and individual client assessments (often as a prerequisite to interventions) although less than one third of respondents were actively involved in research activity or were directly supporting the organisational needs of the YOT. However, 25% of respondents were additionally engaging in interagency liaison activity that could be deemed to have an organisational focus. A closer look will now be taken at the nature of the psychological assessments and interventions in which the majority of participants were engaged.

5.2 Psychological Assessment and Intervention in Youth Justice

Gudjonsson (1995) and Blackburn (2000) observed that psychologists use a wide range of assessment methods in forensic settings, which in Gudjonsson's view, are likely to be selected on the basis of the nature of the assessment, and the psychologist's theoretical orientation and experience. Gudjonsson also noted that the majority of psychologists who provide services to the courts include standardised tools within their assessment battery; however, interview and qualitative behavioural measures generally complement the use of psychometrics. Blackburn argued that a multi-faceted intervention is the ideal approach and that assessment is in itself an integral part of intervention. He pointed out that the forensic population is indeed heterogenous with a wide variety of influences impacting upon behaviour.

Part 1 participants appear to reflect this diversity in their assessment approaches, with 96% of psychologists using at least two different assessment approaches in their work with individual clients, however, a smaller number (68%) were carrying out two or more different types of intervention with individual clients. Questions relating to the direct assessment and intervention of parents/carers or families had a high missing value count and may at best be only cautiously included within the analyses. It is possible to question whether the results indicate that participants may have been most experienced and theoretically knowledgeable when assessing and intervening with individual clients, or whether (as Kazdin, 1987 highlighted) the lack of multi-modal interventions effectiveness data was dissuading participants from utilising multimodal approaches.

Blackburn suggested that a tendency for the majority of therapists to adhere to a single theoretical assessment model has contributed to a dearth of studies demonstrating which are the most effective assessment and intervention approaches for use with a variety of forensic clients and client circumstances. Indeed the results tend to reflect such a trend, with fewer psychologists measuring the effectiveness of interventions with parents, carers and families than with individual clients (and also possibly with an absence within the population of YOT psychologists of those actively engaged in 'formal' research activity designed to measure intervention effectiveness).

Hollin (1989) argued that if the functional relationships between biological, environmental and psychological variables and crime were considered then psychologists would be better positioned to understand crime. For this to happen he felt that greater links were necessary between psychological and criminal theory and an increased understanding would need to be sought about the environmental influences affecting offending behaviour. Indeed a number of YOT psychologists alluded to the importance of appreciating the inter-relationships between these variables when discussing their YOT work:

'..I think to develop a multilevel, multi-modal, multi-context approach and being able and willing to work not just with the young people, because I think that things like CBT (cognitive-behavioural therapy) and anger management are futile if they go home and it's kind of chaotic and violent and abusive, so something has to happen with the family context as well. I think also having some sociological understanding..... I mean these families are deprived, dispossessed single parent situations with quite a bit of poverty and so on and abuse' 8.16

'..I think it would be very interesting being a full-time YOT psychologist because then I think you could work systemically...' 11.8

and:

'..the YOT worker might have wanted me to focus on specific areas whereas the young person might have wanted to focus on other areas....Families might have thought one thing was an issue and lots of the issues were more societal issues; it was difficult to actually address them with the client as such, because with some, the issues were wider issues..' 14.50

Attention was drawn to the differing philosophical stances of psychologists and lawyers in their quest to understand and predict human behaviour (e.g. Haward, 1979), with the latter emphasising the notion of freewill as opposed to the more deterministic and causal approach of psychologists. However such a clear dichotomy was not unanimously highlighted within the results, with one participant stating the view that:

'..there's a big difference between somebody sort of burning a house down for the fun of it and somebody who actually is psychotic and doesn't know what they're doing, so I think that's a big role to play, making sure that the young people do get the service they need and you don't just brand every young person as an offender and I think that was very important...' 13.59

Indeed it might be argued that a similar dichotomy might be observed within the psychology profession itself if one compares the above (clinical psychologist's) perspective with the views of another (educational psychologist) participant when speaking of YISPs:

'..it's important that we don't get too hung up about what could be seen as an arbitrary distinction such as the age of ten (criminal responsibility), or intervention is for people who offend or don't offend. You know, I mean everybody offends; some people do it more blatantly than others, so maybe it's not so much about 'offenders' as about people who are vulnerable or about people who are at risk of getting into considerable difficulties...' 1.74

The differences in the values and philosophical stances of psychologists towards young people who are at risk of offending or of further offending are alluded to in **Section 5.4.2.** although in themselves seem worthy of further study.

5.3 The Effectiveness and Efficacy of Psychological Interventions

The majority (62%) of Part 1 participants were measuring the effectiveness of their individual direct client interventions using a variety of measures including direct verbal client feedback and also re-offending statistics. The difficulties with using re-offending statistics were highlighted by Friendship (2003) and Maguire (1997) who argued that official statistics were an unreliable guide to the occurrence of criminal events. A study by Hood and Sparks (1970) showed that official self-report measures can underestimate the extent of crime *especially* amongst the young by as much as 75%. It seems probable that the YOT context is unlikely to improve the accuracy of

such self-reports, particularly as clients had been told by a number of (Part 2) psychologists that information held on file may be subsequently shared.

As is evident, participants were making attempts to measure intervention effectiveness, however the lack of a universally shared data gathering system would render comparisons between YOTs difficult to make. Greater problems were evident in the realm of measuring the effectiveness of psychological services provided to and on behalf of the YOTs, with only a minority of psychologists engaged in eliciting such feedback. Fox (2003) commented on a tension within the field of (educational) psychology between those psychologists who base their professional practice on self-reflection and subjective experience and those who base their practice on more 'objective evidence' Such differences were however not obviously explicit within the results, with the most commonly cited reasons for not measuring the effectiveness of psychological interventions being an uncertainty on how to approach the task and a lack of time.

5.4 Ethical and Professional Issues

5.4.1 Who is the Client?

Interesting philosophical issues were raised by Part 1 participants concerning a perceived reluctance by YOTs to see mental health as a form of social control and also the differing goals of the YOTs and psychologists; the former being interested in reducing re-offending and the latter focussing primarily upon a duty of care to the client. This raised questions of whom were perceived to be the primary clients of psychologists. The majority of psychologists perceived the individual young person and/or their family to be the primary clients, however this raised particular ethical dilemmas for participants as shown:

'I think in my case it is the young person and their family.....the YOT tends to veer towards the offence focus.. and I think that's the nature of the dilemma really. The YOT wants to focus on the offences solely, even though they acknowledge there is a broader systemic situation, but they're not really committed to working with families...' 6.57

'..the young person and their family hands down (primary client) ..I know a lot of society would prefer these young people locked up and with good reason quite often, (if you are on the receiving end of what they have done), but ultimately just to make those snap judgements is not in anyone's best interests...' 7.61

'..I usually saw it (the primary client) as the young person. ..There were some differing ideologies within the YOT. I mean perhaps I am being unfair but some there were from a policing background and felt these kids needed to be told what to do and they were a bit puzzled by me not taking a more punitive sanctioning kind of approach...' 8.40

Blackburn (2000) highlighted that employment in an organisation implies acceptance of its aims, however the punitive, rehabilitative and custodial aims of the justice system may well be incompatible with the aims of psychologists. Pope and Bajt's (1988) research concluding that 75% of senior psychologists believed that they would violate legal and ethical standards in the interests of client welfare seems only to confirm such philosophical disparity.

Blackburn's suggestion that it is doubtful whether any psychologist within the criminal justice setting can escape the dilemmas of balancing their act as agents for society or for the individual seems evident within the study and as one psychologist responded (when asked whom they perceived to be their primary client):

'Gosh..thats a very tough question. On balance I think the young person and their family but it was a continuous tussle between all three' 3.80

Blackburn's proposal however, that a minimal professional requirement for psychologists working in the criminal justice system should be an awareness of the legal and social context of behaviour problems and criminal justice seemed unmet, with few participants reporting any training specifically tailored to their professional needs as psychologists working within the YOT context. A number of psychologists appeared not to have had the opportunity to consider such issues as whom might be their primary client:

'Oh my goodness! I haven't ever thought about it....' 4.65

'..It's difficult that. I think in my case it's the young person and their family' 6.53

'..I think it's on a case by case basis.....' 15.44

and:

'Wow...erm...I think primarily for me it's the YOT because I'm seconded into the YOT...' 2.65

Brodsky's (1972) perception of there being a dichotomy between the 'system challenger' and the 'system professional' approaches of psychologists (perceiving problems with offending as arising from society or from the individual) implies a level of tension for psychologists who may be attempting to maintain a balance between the two. Such tensions were apparent for the majority of Part 2 participants (66.6%), two of whom stated:

'..the difficult thing is within the criminal justice system. .there is the punishment bit, and as a psychologist, I suppose I'm thinking about therapeutic things and there's often a clash there..' 13.56

and:

'..there are occasions when actually a client's been my client and yet there has been an issue about society. I can think of a couple, but one in particular was a very, very dangerous young man and I felt that it was important that I bring to the attention of certain people that his dangerousness could be an issue. I suppose that what I am saying is that there have been situations and as I am talking I can think of a few more...' 15.48

Two of the participants who saw no such tensions arising, described relatively close adherence to YOT or parent agency guidelines (5.62 and 10.54).

It seems that Feldman and Peay's (1982) argument, that mental health professionals who act in a role suggestive of giving primacy to social control risk colluding with unjust laws and violating professional codes, is worthy of further exploration. This issue is discussed further in the following sections (5.4.2 and 5.4.3).

5.4.2 Crime Prevention and Labelling

It is argued that Muncie and Hughes' (2002) viewpoint (that attempts are made to rationalise the tensions between the traditionally incompatible goals of welfare and justice through preventative and diversionary elements) can be observed through the development of YISPs. Participants' views on such developments as YISPs were diverse, including such comments as:

'..both stupid and unworkable. Totally unacceptable, the dangers are huge..' 3.93

and

'..I think the YISP is fantastic. I think YISP is the most promising development I have seen at YOT since starting....' 7.64

The majority of participants however, expressed mixed feelings about such initiatives as Youth Offender panels and YISPs; indicating positive hopes regarding early intervention, tempered by caution concerning the dangers of labelling children and families as being problematic. A criticism of the study is that participants were not asked specifically whether they themselves had been actively engaged in YISPs or Referral Order panels; however, it was evident from the interviews that at least two Part 2 participants were engaged in YISP activity either directly or through client referrals (5.67, 12.48). This raises some interesting human rights issues for the clients involved (as Muncie 2002 highlighted), concerning the right to respect for private and family life and protection from arbitrary interference. It seems indeed that some participants echo the concerns of Muncie and Hughes regarding the state seizing upon an opportunity to intervene with those who are perceived as 'disorderly' or 'anti-social'. The risks for psychologists who are involved in such interventions were outlined by Feldman and Peay (1982) and include those of colluding with unjust laws by acting as agents of social control.

- In view of participants' mixed and occasionally positive views of such 'crime prevention' initiatives and early intervention schemes, one might wonder whether the dearth of training opportunities provided for psychologists working in Youth Justice has contributed to some apparent lack of knowledge concerning the historical impact of some such previously misguided interventions (McCord, 1978; Fo and O'Donnell, 1974; Palamara, 1986; Rutter and Giller 1983; Spence and Marzillier 1981). It is

possible however, that those participants who regard the YOT or society to be their primary client may perceive less of an ethical problem with such crime prevention initiatives; however, even if this were the case, then surely society would receive no favours from such state intervention if there were potentially negative results?

Fifty percent of Part 2 participants closely echoed the views of the Association of Educational Psychologists (AEP) on the emergence of YISPs, stating that the earlier that intervention with vulnerable families could take place the better and that it is important that such interventions are positively framed. This group of participants also echoed the dangers of identification and labelling as highlighted by the AEP.

The language used by the majority (89%) of Part 2 participants to describe the young people and children known to the YOTs was generally non-labelling in nature (e.g. an individual client being referred to as a 'young person', 'client' or 'child'), however one participant referred to individual young people as juveniles (when referring to a custodial setting) (2.4) and one used the term 'sex offenders' or 'violent offenders' (4.9). Both of these participants were forensically trained psychologists. Hollin 2002 posed the question (in view of the substantial under-reporting of offending rates) as to whether criminal activity in the young should be considered the norm rather than as a deviant activity and one might expect that psychologists would respect such observations in their choice of language when describing young people. However, the observation of Mantle and Burnett (2004) that eventually all YOT staff begin to take on the mantle of being a YOT worker may also have some bearing on the use of language (one of the participants had been working with the YOT for 4 days per week and the other for 3 days per week, which were both above the mean duration of 2.2 days per week). It is also noticeable that such terms as 'juvenile' and/or 'offender' prevail within the literature concerning forensic psychology (e.g. Hollin, 1989, McGuire, 2003, Blackburn, 2000) and it might be expected that psychologists from a forensic background would be much more familiar with such works.

Hollin (1989) stated that labelling theory suggests that law is applied to the benefit of those who hold social and economic power and that an individual becomes a 'criminal' when the people who hold that power (e.g. parents, teachers, magistrates etc) decide to confer that label. One might expect that psychologists would implicitly

hold such positions of social power in relation to individual young people and that the British Psychological Society's professional requirement that psychologists should *'..hold the interest and welfare of those in receipt of their services to be paramount at all times'* (Clause 1, P.2) would lay at the core of their professional practice.

5.4.3 Confidentiality and Client Consent

The majority of Part 1 and the total sample of Part 2 participants stated that they had needed to, or were attempting to resolve issues concerning confidentiality and/or client consent within their YOT role e.g.:

'I still don't understand them (confidentiality issues) I have been here for a year now and I still don't understand them...' 4.51

'There are big splits between me respecting my client's confidentiality and the need to share information...' 17.32

and

'..it's kind of on-going, it never goes away because of the different bits of legislation that are around which are not clear and in some ways they are contradictory about the need to share information. So I think it's a perpetual minefield really..' 16.35

Blackburn (2000) and Bersoff (2003) highlighted ethical problems arising from particular types of information that a client may give to a psychologist in confidence. Blackburn doubted whether confidentiality could ever be absolute within the criminal justice setting, as clinicians have a duty to warn a third party of particular risk and this is likely to be central to most professional codes. Such a situation was specifically alluded to by one Part 2 participant who had felt a duty of care to society and a need to notify others when working with a *'very, very dangerous young man'* (15.48). The actions of this participant appeared to reflect the views of Goldethorpe (2004), the outcome of the Tarasoff case (Bersoff, 2003) and the British Association of Counselling (1984) which state that a breach of confidentiality can be justified by adverse risk to others.

Goldethorpe's observation of the growing demand by agencies to clarify existing data protection and confidentiality guidance also appears borne out by the responses of

Part 2 participants (of whom the total sample had some concerns around this issue). Such issues appear further complicated by differing professional codes prevailing within a single interagency setting, e.g:

'..and that is where it becomes complicated sometimes, with the police and the Youth Offending Teams. There are different rules obviously about confidentiality and I think there's a culture in the police force of not working in the bounds of confidentiality...'

7.47

'..so with psychologists and social workers as colleagues, it's quite difficult for us to get our heads around the way they (the police) operate and for them to do similarly with us' 7.49

Taylor and Adelman's (1989) practice model (for when working with children) suggests that psychologists should outline the exceptions to confidentiality at the beginning of a therapeutic intervention. All Part 2 participants had developed methods for coping with confidentiality issues (the most common of which was to share general information and to hold more detailed information in a 'private' file); with the exception of one participant who felt that the resolution of such issues was the responsibility of their managers. It was not clear from the results however, what proportion of participants were outlining confidentiality exceptions with their clients directly.

Two thirds of Part 2 respondents saw the individual child or young person as being their primary client with the remainder citing the child/young person together with their family, the YOT and /or society as being their main client 'groups'. The majority of Part 2 participants also perceived there to be problems with 'client consent' arising from their work with individual children or young people. Robinson (1974) argued that psychologists should have no place in working with clients who have been referred to them involuntarily unless the client is deemed to be physically harmful and the Council for Science and Society (1981) advocated that intervention should only take place (for detainees) when there is a diagnosed 'disorder' and the intervention will benefit the individual rather than the institution. It seems clear that some participants were clearly struggling with issues concerning consent as exemplified by the following comments:

'It's interesting, because initially it was a completely new field for me and initially I didn't find it a challenge, but as I started working more and more and I was becoming more familiar with the legal system, it then dawned on me that it was not ethical to make people come to our appointments and that's been hard. In a sense that's been the most challenging thing in the team for me...' 5.49

'..it is an unresolved issue that needs to be worked on much further to be clarified... if there was some reluctance – genuine reluctance on the part of the young person to actually engage in the particular activity that you wanted him to engage in, then we would negotiate a treatment package or approach that he or she was comfortable with. But having said that, that was fudge really, because one is still left with this awkward problem... I think that the profession as a whole should actually formally refuse to be providing treatment as part of a sentence...' 3.67, 3.73

Whereas other participants appeared to have found client consent issues somewhat less of a dilemma:

'it's not created a dilemma at all. I am very clear that nobody has to attend any of my appointments. It's trodden on some people's toes, but that's an absolute for me... the whole of the mental health system within the criminal justice framework has a sordid history in many countries and I shy exceptionally clear of it. I am adamant about this.' 10.43, 10.47

'I'll be absolutely honest, on a pragmatic level it doesn't create any dilemmas because it means they're going to turn up for their appointment..., and if they don't, there are sanctions.... I don't know that's it's ever been a dilemma. I would say that it would be a dilemma were they not just coming for assessment; were they coming for ongoing treatment and being forcibly told they had to, because that's not our job really, to force people to do things..' 7.55, 7.57

and;

'there are two sides to this. Compulsion can be both helpful and unhelpful. If the young person has been (court) ordered with good reason and they have been well

briefed, then it can be helpful, even if compelled. It is more an issue about whether an organisation is adept in planning interventions and negotiating.’ 18.27

Blackburn’s (2002) concerns that psychologists working within the criminal justice system are employees of a system concerned with social control and that they may be continually attempting to balance the needs of the Youth Justice System with those of the individual child seems borne out by the results and discussion will now focus on the methods by which the participants were attempting to resolve this and other such dilemmas.

5.4.4 The Resolution of Professional/Ethical Dilemmas

All Part 2 participants had developed some ways of resolving issues concerning confidentiality and the majority had opted to share a certain amount of (more general) information with colleagues and other agencies, whilst holding the more detailed client information in a ‘private’ or agency specific case file. Confidentiality issues however continued to concern a number of participants who felt that a lack of clarity concerning information sharing protocols was a contributory factor. The majority of participants also had concerns regarding client consent although perspectives varied on the degree of concern felt. The strategies applied to resolving such dilemmas were diverse, ranging from point blank refusal to work with clients who had been ordered (by the courts) to engage involuntarily 3.93 (and thus risking the possibility of sabotaging YOT goals), to a perspective that to a certain degree, compulsion (in cases of assessment) might be helpful on a purely pragmatic level 7.64 (this response possibly showing a greater keenness to work with the system). The majority of participants appeared to be wrestling with such issues at varying points along the continuum.

Such differing perspectives when viewed through the lens of Brodsky’s (1972) continuum model of ‘system challenger – system professional’ appear to add weight to Brodsky’s observation that psychologists working in the criminal justice setting are struggling with questions concerning whether intervention is in the best interests of society or whether it should be in the best interests of the individual client. Brodsky’s

observation that the majority of psychologists fall somewhere along this continuum is very much echoed in the responses to the question concerning central government crime prevention initiatives, where the majority of participants expressed very mixed views concerning their appropriateness.

With such serious professional issues exercising the minds of psychologists working in the YOT setting on a day-to-day basis, it should perhaps be of some concern that only a minority of Part 1 participants felt that adequate training and professional development opportunities were available to psychologists working with YOTs and indeed, 21.5% of Part 1 participants had not received *any* training which they were finding to be helpful to their YOT role. The results for the Part 2 participant population were similar; however interestingly, both of the (two) forensically trained psychologists felt well equipped for their YOT role in terms of both their training and their previous professional experience.

Part 2 participants were using a wide range of support strategies for tackling ethical issues and professional dilemmas and they saw peer support and professional supervision as being the most useful of these. This raises some issues for those psychologists who stated that they were not receiving any or inadequate professional supervision (employed directly by the YOT or supervised by a person other than a psychologist) and for those who were working in independent practice. Part 2 participants stated that in the future they would most like to be supported by having a strong lead and quality professional supervision from their parent agency and from being given the opportunity to participate in YOT psychologist focussed seminars or workshops. When considering the complexity of some of the issues with which YOT psychologists are currently struggling, then some sympathy might be felt with Stobie's (2002) and Raven's (2003) arguments that reflective and dynamic approaches to professional development would surely be more helpful to psychologists than specific knowledge deficit rectifications.

5.5 Limitations of the Study

An unavoidable limitation of the study was that the participant sample was drawn from a total population and thus the results and conclusions are limited in terms of generalisability and inter-study reliability could not be tested. Furthermore, those participants who did not respond may have differed in their views from the participants. Such criticisms may however be balanced against considerations that this population had not been previously examined and that the small scale nature of the study allowed for a deeper exploration of not simply the roles of the participants, but also their views and responses to tackling key professional and ethical dilemmas pertinent to their respective roles.

Robson (1993) highlighted the necessity for *pre-testing* the wording of questions. The questionnaire was not piloted on any of the potential participant population, as the total sample was small. However, the questionnaire was assessed for ‘usefulness’ and technical accuracy by senior managers of the Youth Justice Board and a YOT manager and thereafter ‘piloted’ or assessed for ‘readability’ by an experienced (non-YOT) psychologist. There were however problems with this small-scale level of piloting as Part 7 (**Question 7, b and c**) of the postal survey had a relatively high missing value count. This may have indicated either a lack of clarity in question wording or a perception of the question seeming overly repetitious. In retrospect, this section may have best been approached in a more open-ended way. A similar criticism may be levelled at the Part 2 interview schedule where some confusion clearly arose from a question concerning the training needs of psychologists working with courts (**Question 3 e**) where differences between the content of training and the delivery mode were not clear.

Unavoidable time constraints resulted in the Part 1 survey being posted out in late December, which is traditionally the poorest month for postal questionnaire returns (Cohen and Manion 1992, Robson 1993). Although the excellent response rate which did occur during late December, suggested that the questionnaire may have provided a refreshing diversion from a plethora of festive indulgences! However, the follow-up letter to non-respondents was posted in late January to meet an early February deadline, which should not have coincided with traditional holiday periods or particular professional demands.

The numerical identifier present on the questionnaire may have affected response integrity. The identifier was however considered necessary in order to follow up non-responses and also to help with identifying the participant sample for Part 2. However, as the total population was found to be generally small, the total population was once again surveyed during Part 2 and the identifier may not therefore have been necessary. Participants were assured however, in the accompanying survey letters (**Appendices A-2 and A-3**) that their identity would remain anonymous.

The lack of literature concerning the role of psychologists working with YOTs resulted in the questionnaire being structured from the somewhat anecdotal experience of the researcher who opted loosely for a best-fit structure drawn from the experience of psychologists working within other legal contexts (Hollin,1989). However, Part 2 of the study sought to address this problem, with questions being formulated in the light of the Part 1 responses.

The methodological approach selected for Part 2 was also not without its problems. The semi-structured interview method yielded some results, which were subjective and interpretive and such results needed categorising prior to analyses and interpretation. Once again, inter-study reliability could not be tested, as the participant population comprised a sample of Part 1 participants. However if one considers that:

“Case studies are a ‘step to action’. They begin in a world of action and contribute to it. Their insights may be directly interpreted and put to use; for staff or individual self development, for within institutional feedback; for formative evaluation; and in educational policy making”

Cohen and Manion, 1992 p.150

5.6 Conclusion

The primary aim of the study was to establish the role and functions of psychologists who were working with YOTs. The methods by which their roles were established were firstly by telephone enquiry of all of the YOT managers of England and Wales and thereafter (once the number and identity of psychologists were established), by a postal survey that was addressed personally to each of the individual psychologists. The return rate was good and with the exception of one survey question (with a high

missing value count), the results withstood robust subsequent analyses. It was hypothesised that psychologists were likely to represent a range of professional backgrounds, that they would be engaged in a broad range of professional activities (Hollin 1989) and that the issues and dilemmas which frequently confront psychologists working within general forensic settings (Blackburn, 2002) would be exercising the minds of the participant group.

The Part 1 results bore out the hypotheses with psychologists representing most of the main fields of psychology and engaged in a wide range of professional activities. The range of activity did however appear to vary with the background training and experience of psychologists, however the sample was too small to generalise from.

The majority of Part 1 participants were found to be working with YOTs on a full time basis, in contrast with only 5.5% of the later surveyed Part 2 participants who were working with the YOT full time, which in itself seemed to deliver a message concerning the psychologists role in YOTs. Further exploration of this area took place during Part 2 of the study, when the majority of Part 2 participants stated that there were distinct advantages to working on a part time basis with YOTs; which included the maintenance of close links with parent agencies and the maintenance of a distinct professional identity (Burnett and Appleton, 2004).

The postal survey indicated that psychologists were indeed engaged in a broad range of professional activities (reflecting work at the individual client level to more systemic work at the organisational level) and the majority were using more than one assessment and intervention approach when working with individual children/young people. The numbers of different assessment approaches used were however fewer in family orientated work, as were the measures taken of intervention effectiveness. Positively, in almost all cases, psychologists were found to be receiving regular professional supervision from another psychologist. However, all of the Part 1 participants indicated that there were particular professional or ethical dilemmas with which they were struggling, including expectations to provide court reports with (in some cases) no prior or adequate training. All Part 1 participants expressed particular professional concerns regarding their work with the YOTs, many of which concerned confidentiality and/or client consent issues.

In conclusion, the primary aim of the study was met, through telephone enquiry and the subsequent postal survey and the role that psychologists were playing in YOTs was established. The results from Part 1 were used as a springboard from which to develop and design Part 2 of the study, which focussed upon the professional issues and ethical dilemmas that were particularly pertinent to psychologists working within the YOT setting.

The interview format lent itself to a relatively deep exploration of issues concerning client consent, court commissioned work, confidentiality, perceptions of the primary client and the notion of 'crime prevention' as highlighted by the relevant literature and identified by Part 1 results. Interestingly (although perhaps unsurprisingly) many of the themes concerning professional dilemmas prevailing within the forensic literature were echoed in participant responses; however, of some concern was the perceived lack of appropriate or adequate training opportunities for psychologists working in this setting.

Little was previously known of the psychologist's role within YOTs and the study was designed to open the gateway to learning something about what it was that psychologists were doing in this field. Although the aims of the study were met and new knowledge was gleaned concerning psychologist's work in the youth justice field, pertinent questions remained concerning adequate professional support for psychologists working in this role in view of the serious ethical dilemmas highlighted by the study.

It can be argued that as the Government's increasing focus upon the need for inter-agency partnership gathers momentum, psychologist's traditional departmental locations are likely to change and the need for psychology services to meet the needs of the public through a diversity of new service delivery frameworks is likely to increase. Perhaps some lessons can be learned from this study, which may help psychologists to prepare themselves for some of the implications of working in interagency contexts.

YOT Commissioning Managers, YOT Managers and those psychologists who are working with YOTs may find it useful to consider the following recommendations, which have been drawn from the study:

Local Authorities may wish to consider the following, when deploying a psychologist within a YOT context:

- Many psychologists are experienced in working at a wide range of levels including inter-agency initiatives, organisational work, staff training and development work in addition to individual client-based work. The nature and balance of the psychologist's role may need to be considered.
- There are pressures on YOTs to meet rigorous performance targets and psychologists may need protection from being drawn into generic YOT worker roles.
- A psychologist's professional supervision should be conducted by another suitably qualified psychologist and any management by the YOT should be limited to operational matters.
- There is a risk of professional isolation and/or the loss of professional identity when psychologists are employed on a fulltime basis within a YOT. Part-time options may go some way to protecting a psychologist from these effects.

YOT managers may wish to consider the following when working with a psychologist within a YOT context:

- Management of the psychologist should be confined to operational matters only and in most cases (due to the strategic nature of some of the work of psychologists and to the complexity of some issues) the management of the psychologist may be best undertaken by the YOT manager.
- Another qualified psychologist should provide the psychologist with appropriate and regular professional supervision.
- Psychologists should be given the opportunity to fulfil their CPD requirements (which may at times include aspects of research and/or the supervision of psychologists in training).

- A danger of merging into the role of a generic YOT worker exists (particularly for those psychologists who are working upon a fulltime basis with the YOT) and efforts should be made to ensure that a psychologist's specialist skills and role are protected.
- Confidentiality, information sharing and client consent issues can present very real ethical dilemmas for psychologists working within the YOT context and such issues should be discussed with the psychologist (and with their parent agency) at the outset.
- Psychologists may find it helpful to forge professional links with other psychologists working in neighbouring YOTs.

Psychologists may wish to consider the following when working within a YOT context:

- That strong and regular professional support is made available from the parent agency.
- That there can be a risk of feeling professionally isolated and of 'taking on the mantle of a YOT worker' for those psychologists who are working on a full time basis with a YOT. Such dangers may be partly mitigated against, by having contact with other YOT linked psychologists as well as by having regular professional supervision with the parent agency.
- Issues concerning 'who is' the primary client, confidentiality and information-sharing issues and client consent issues can prove challenging and may require consideration.
- The joint objectives of justice and welfare can sometimes be seen as incompatible and they can present concerns for psychologists, as can such issues as identification and labelling versus 'crime prevention' initiatives and early intervention. These issues may also require consideration.
- That appropriate CPD opportunities can be supported.

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Appendix A-1: The Postal Survey
YOT Psychologists Questionnaire

(Please answer all questions with regard to your YOT work only).

Part 1.

- a. I work with the YOT : Full-time/*Part-time
*If part time, how many days per week/month?
- b. My contract with the YOT is: Permanent/Temporary
- c. I have worked with the YOT since: to *.....(*if temporary)
- d. I have been seconded to the YOT from a partner agency Yes/No
If Yes, from which agency?
OR
My services are directly purchased by the YOT Yes/No
If Yes, from which agency/service?
OR
I am directly employed by the YOT Yes/No
- e. I am a qualified:
- | | |
|--------------------------|-------|
| Clinical Psychologist | |
| Counselling Psychologist | |
| Educational Psychologist | |
| Forensic Psychologist | |
| Other | |
- f. I receive professional supervision from another psychologist: Yes/No

g. Who is your line manager/main point of contact within the YOT? (Member of YOT steering group, YOT manager, operational manager, senior YOT officer, etc)

h. Do you feel that your YOT line management arrangements are appropriate? **Yes/No**

Why/why not?

.....

Part 2.

Within YOT work: Direct working with youngsters, parents/carers and YOT colleagues.

a. I conduct psychological assessments of:

individual youngsters	Yes/No
individual parents/carers	Yes/No
individual families	Yes/No

b. What assessment approach(es) do you use?
 (eg/ Psychometric, dynamic, PCP, ABA, Projective tests, ASSET Mental Health Screening Tool etc)

with youngsters:

with parents/carers:

with families:

c. I carry out direct interventions with:

individual youngsters	Yes/No
individual parents/carers	Yes/No
individual families	Yes/No

d. What approach(es) do you use?
 (eg/ CBT, Solution-Focused, family therapy, PCP, Rogerian counselling etc)

with youngsters:

 with parents/carers:

 with families:

e. Do you offer advice/consultation for individual YOT colleagues on :

the psychological needs and approaches which need to be taken with
individual youngsters Yes/No

the psychological needs and approaches which need to be taken with
individual parents/carers Yes/No

the psychological needs and approaches which need to be taken with
individual families Yes/No

f. Do you offer advice/consultation for individual YOT colleagues on:

approaches which can be taken with *groups* of youngsters? Yes/No

approaches which can be taken with *groups* of parents/carers? Yes/No

g. Do you deliver training workshops for the YOT? Yes/No

If yes, on what subject(s)?

.....

(eg.special needs/mental health issues, assessment/intervention approaches, victim work, referral routes to appropriate agencies/services, organisational issues etc)

h. Other services/consultation which I provide directly within and for the YOT are:

.....

Part 3.

Psychological Services Provided on behalf of the YOT

- a. Do you provide a direct service to the youth/crown courts? Yes/No

If yes, what is the nature of this support? (Psychological court reports, PSR's, training for magistrates etc)

.....
.....
.....

- b. What service(s) do you provide for your parent agency as part of your YOT employment? (Eg. Multi-agency development work/family therapy co-working/ training on YOT issues for parent agency/ representation of parent agency on YOT driven initiatives/ psychological advice on 'YOT' youngsters for parent agency etc)

.....
.....
.....

- c. What service(s) (in connection with the YOT) do you provide for *other* (non-parent agency) services/ agencies/ professional groups/ YJB etc? (Eg. Representation on panels/ working groups/training/research activities etc.)

.....
.....
.....

Part 4.

Professional/Ethical Issues

- a. What (if any) professional/ethical issue(s)/dilemma(s) are particularly pertinent to psychologists engaged in YOT work?

.....
.....
.....

- b. How could the above issue(s)/dilemma(s) be adequately addressed?

.....
.....
.....

Part 5.

Continuing Professional Development (CPD)

- a. Do you feel that adequate CPD opportunities are provided for psychologists working in YOTs? Yes/No
- b. What organised CPD activities have you engaged in which have been helpful in developing your role as a psychologist working with a YOT?
-
-
-
- Who were the organising body(ies) of this training?
-
-
- c. What further CPD opportunities might be helpful to psychologists working in YOTs?
-
-
-
- Who do you think should organise this training?
-
-
- d. Have you supervised a psychologist in training as part of your YOT role? Yes/No
- If Yes, for how much time? hours/days/weeks
- and:
- What type of trainee? (EP/clinical psychologist in training etc)

Part 6.

Research and Development

- a. Are you actively engaged in any research/development activities linked to the psychologist's role in YOTs/Youth Justice? Yes/No
- If yes, please give details:

.....

.....

.....

Part 7.

Measuring the Effectiveness of Psychological Interventions

- a. Do you measure the effectiveness of *direct* psychological interventions? Yes/No

If yes, how?

.....
.....
.....

If no, why not?

.....
.....
.....

- b. Do you measure the effectiveness of advice/consultation offered to YOT colleagues? Yes/No

If yes, how?

.....
.....
.....

If no, why not?

.....
.....
.....

- c. Do you measure the effectiveness of psychological services provided on behalf of the YOT? Yes/No

If yes, how?

.....
.....
.....

If no, why not?

.....
.....
.....

Thank you for your time in completing this questionnaire.

If you have any additional comments relating to the questionnaire please attach them on a separate sheet.

Appendix A-2

Ref/

4, Long Lane
Billesdon
Leicestershire
LE7 9AL
Tel: 02476 832161
Mob: 07790 312207
19.12.02

Re: Psychologists Role in Youth Offending Teams

Dear ,

As part of a University of Warwick Ed.D. degree I am conducting a survey of the psychologist's role within the field of Youth Justice. I am particularly focussing upon our role in relation to Youth Offending Teams.

I would be most grateful if you could spare a few minutes to complete the attached survey and return it to me by **17th January 2003**. I hope that the results of this work will help many of us who are linked to YOTs to further develop our thoughts and practice.

Your individual response will be anonymised and remain confidential. The results will be collated and disseminated/published as research findings.

In stage 2 of the research I will be following up a sample of respondents by telephone in order to clarify/explore particular issues in more depth.

As psychologists we know of the traditionally low return rate for postal surveys, it would be great if we could to prove this trend to be wrong!

Please give me a call if you wish to discuss this work further.

Yours in Anticipation!

Sue Warnock
Specialist Senior Educational Psychologist
Coventry Youth Offending Service

P.S.

If more than one psychologist works at your YOT then could you please copy this letter and the attached questionnaire for them also. Thankyou.

Appendix A-3: The Postal Survey : The Follow-up letter

Ref/

4, Long Lane
Billesdon
Leicestershire
LE7 9AL
Tel: 02476 832161
Mob: 07790 312207
21.01.03

Re: Psychologists Role in Youth Offending Teams

Dear

I first wrote to you in late December enclosing a questionnaire concerning the psychologist's role in YOTs (which I am conducting as part of a doctoral degree). I am happy to report that the majority of returns have already been received; however I am hoping to further improve upon the return rate in order to enhance the validity of the study. December is not the best month to request returns for any survey and I now hope to capture the remaining respondents!

As you may remember your individual response will be anonymised and then remain confidential. The results of the study will be collated and disseminated/published as research findings. In stage 2 of the research I will be following up a sample of respondents by telephone in order to clarify/explore particular issues in more depth.

I hope that as a psychologist linked to a YOT you will find the results of the work of professional interest.

Please could you aim to return the enclosed questionnaire by **8th February 2003** and do not hesitate to give me a call on my direct line if you wish to discuss the work further.

Yours in Anticipation!

Sue Warnock
Specialist Senior Educational Psychologist
Coventry Youth Offending Service

Appendix B-1
Interview Schedule

Question 1: Professional Background and Training

(a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience (as a *clinical/counselling/forensic/educational psychologist has equipped you for the YOT role?

**(for dual trained psychologists, ask questions 1a and 1b as they relate to each of the respective professional background fields)*

(b) What effect do you think that your particular background as a psychologist has upon your working, in terms of the range of services that you provide in your YOT role?

Question 2: Full or Part-time Working

- (a) Do you work full or part time with the YOT? **Full/Part**
- (b) What are the advantages and disadvantages of working on a time basis with the YOT?

Advantages:

Disadvantages:

Question 3: Psychological Services Provided to the Courts

(a) Do you provide psychological reports for the courts? Yes/No
(if no, why not?)

(b) Have you received training or support to help you with the writing of psychological court reports?
*Yes/No

**(If no, proceed to question e)*

(c) What was the nature and duration of this training?
(e.g. independent training provider, original training course, professional supervision, reading, peer support etc)

Nature of training:	Duration	of
---------------------	----------	----

Training:

(hours/days/weeks)

.....

(hours/days/weeks)

.....

(hours/days/weeks)

.....

(d) Do you feel that your training has adequately prepared you for the writing of psychological court reports?
Yes/Partially/No

(e) What would be most helpful to psychologists working in this role?

Question 4: Confidentiality

(a) Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?

(b) How can one resolve this/these issue(s)?

Question 5: Client Consent

- (a) Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts. In what way, if any, has this created a dilemma for you?
- (b) How can one resolve this/these dilemma(s)?

Question 6: Role Conflict: Who is the Client?

- (a) When considering your professional role, who do you see as your primary client, the YOT, society or the young person and/or their family?
- (b) What dilemmas (if any) does this raise?
- (d) How can one resolve this/these dilemma(s)

Question 7: Labelling and Crime Prevention

- (a) What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (eg YISP panels)

Question 8: Support and Guidance in Ethics

(a) Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?

- | | | |
|--------------|--|------------|
| (i) | BPS Code of Conduct | Y/N |
| (ii) | Formal professional supervision | Y/N |
| (iii) | General literature | Y/N |
| (iv) | Peer support | Y/N |
| (v) | Professional association | Y/N |
| (vi) | Self reflection | Y/N |
| (vii) | Training | Y/N |

(b) Which (if any) did you find to be the most helpful and why?

(c) How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?

INTERVIEW COMPLETE

Appendix B-2: Interview Transcriptions

Interview 1

1.1 *1(a) Psychologist's work with YOTS from a range of different disciplines, how well do you feel that your training as an educational psychologist has equipped you for your role?*

1.2 Well I don't think that my training equipped me much at all for it, but I think that my experience did. I trained 20 years ago, and so the focus of that training was very much upon individual assessments and so on, 1.3 but my experience since then, I think, has equipped me and did equip me pretty well.

1.4 *1(b) Right, ok, and what effect do you think that your particular background as an Ed Psych has upon your working in terms of the range of services that you provided in your YOT role?*

1.5 So what kind of services did I provide?

1.6 *Yeh, in terms of what effect did your Ed Psych Background have upon your working in terms of the services that you provided?*

1.7 Right, well in terms of what might have differentiated me from what perhaps someone else might have provided?

1.8 *Yeh, that's right*

1.9 Well I think very much an approach that is based upon consultation as an emphasis, as a way of approaching things generally and seeing the value of consultation. Ermm, and seeing myself as having a focus upon educational matters I suppose, so looking to make links with schools, looking to be able to help schools understand the YOT and helping the YOT to understand schools and educational systems.

1.10 *Right... ok I am just scribbling this down!*

1.11 Sure

1.12 *2(a) Did you work full or part time with the YOT?*

1.13 Full time

1.14 *2(b) It was full wasn't it?. What were the advantages and disadvantages of working on a fulltime basis? What were the advantages do you think?*

1.15 Well I guess there were many really, I think the main one was that you were apparent, you were obvious, it was easier for people to understand. I suspect that if one works part time, there will be some people in the team who will never know when you are there or when you are not, so that I think that being full time means that you can roll your sleeves up in a way that you can't otherwise and get involved in a certain kind of way.

1.16 *Yeh, and disadvantages?*

1.17 Disadvantages, erm I think that there is a danger of becoming distant from Ed Psych practice, which in my case I don't think the danger was realised as I work hard at maintaining my links with the service, the ed psych service. Erm other dangers are that you can get taken for granted, although I don't know if taken for granted is the right phrase, although I think there is a risk of losing focus on what you are there to do as an Ed Psych and there is a risk of being drawn in more to doing more generic work. That is a risk, not a risk that came in or actually happened in my case, although it was a risk that I was very conscious of, there was a tendency for people to say well why doesn't xxx do duty and that kind of thing.

1.18 *Absolutely*

1.19 Actually, I did do duty once a month, erm and that was useful, it was useful and I'm glad I did that, it was partly credibility with the rest of the team but it was also you just kept your hand in terms of being in touch with things that were going on on a day to day basis.

1.20 3(a) *Right, thank you. And the next section is about...did you provide psychological reports for the courts?*

1.21 *Yes*

1.22 3(b) *Ok right, did you receive any training or support to help you with the writing of psychological reports?*

1.23 *What as distinct from pre-sentence reports?*

1.24 *Yes*

1.25 *No I didn't.*

1.26 3(e) *Ok, What do you think would be most helpful to psychologists working in that role, writing reports, psychological court reports?*

(Short silence)

What would be most helpful to psychologists in YOTs who are writing psychological court reports?

1.27 *An interesting question...you hear my hesitancy in answering it.. erm, what would be helpful in getting them to do it better?*

1.28 *Yeh, would you have found anything helpful really when you were at that stage?*

1.29 *Yeh, I found the PSR training that I had helpful, because in a sense it helped me clarify what it was I wasn't writing, if you see what I mean.*

1.30 *Yes*

1.31 *I think having a clear notion about what the courts really want is particularly important*

1.32 *If they know*

1.33 *Yes (Laughter)*

1.34 *And so understanding that perhaps courts don't know what they want is important. Having an understanding of the way that courts work and the way that barristers or solicitors work I think is useful as well, so that you see how your report fits in to the kind of process.*

1.35 *Their expectations or whatever?*

1.36 *Yeh.*

1.37 4(a) *That's great. Ok the next section is about confidentiality. You can see what I have done, I have selected particular themes from the responses that I have had, which is why this jumps around a little bit because these are the most pertinent issues which came out of the psychologists responses. Right, some of the respondents identified challenging confidentiality issues to do with the work and that might be to do about the sharing of sensitive information about clients ok,*

1.38 Mmm

1.39 ... *Or the ownership of case-notes. What if anything have been the issues for you? These are just examples, but were there confidentiality issues within the YOT?*

1.40 There wasn't anything that was problematic, and the way I did it, I kept it on an IT system something called xxx, other services have other names, and what I did, if I did some casework with a young person, I kept notes at a fairly superficial level on the YOT system, as I'd seen the client, this is where we are going next kind of thing, and if more detailed notes were required, they were kept on the psychology service file.

1.41 *Right ok. So really there wasn't an issue for you. You managed to get round it?*

1.42 I mean there were questions around are we complying with data protection around transferring information, you know, whether this kid's got a statement or not can we or were we aware of that. But we developed protocols to get around the transferring of information so parents of young people were given a pro-forma at the outset saying that 1.43 'I consent for this information to be shared' or whatever, so we got round those things without too much difficulty.

1.44 5(a) *Right, ok, and the next question is about client consent. Some psychologists expressed concerns about clients who had been ordered to engage involuntarily in psychological intervention. In what way, if any, did that create a dilemma for you?*

1.45 It didn't happen for me. I am wondering why. I guess you could have a situation where say a PSR writer proposes to the court that the psychologist and the YOT has work?

1.46 *Yeh that's right*

1.47 And the court makes it, you know, sort of part of the order, a condition yeh,

1.48 *So it didn't happen then?*

1.49 No it didn't happen, no, you are right and I am trying to remember why, whether it was because I was really clever and spoke to everybody and made sure that nobody dared do anything like that, or whether I was just lucky, I suspect it was a bit of both.

1.50 *Yeh*

1.51 I think there is always the risk that a court will make an unrealistic or unreasonable requirements. I suspect that's less likely really. Ermm.. there was certainly one case when one of my colleagues wanted my involvement with a client, a young person; and the young person didn't want it and that was fine and that wasn't an issue..

1.52 *Did you talk through it or..*

1.53 Yeh, thats right and the young person wasn't breached, nothing at all, which was something obviously we wanted to avoid happening.

1.54 6(a) *Ok, lovely, right, thank you. Ok, this is a question really about role conflict or a question about who the client is. Ok, so when considering your role as a psychologist with a YOT, who would you have seen as your primary client, would have been the YOT, would it have been society and the public at large or would it have been the young person and/or their family? Who would you have seen as your primary client?*

1.55 Yes, a nice question ...ermm I think there was a shifting focus between the latter two that you mentioned

1.56 *Right*

1.57 The young person and perhaps their family and society as a whole, because you know when you are working with a youngster who you know has committed significant crimes and part of the purpose of the existence of the YOT obviously is to reduce the risk of re-offending and you know with this person there is a high risk of them doing something pretty dangerous again, then you do quite properly owe a responsibility to society as a whole as well as to the young person.

1.58 *Yeh*

1.59 Does one feel a conflict between the two? Erm, I didn't feel a conflict between those two, I think perhaps sometimes I felt a conflict between YOT demands and the other two. I would need to think hard because it is two years ago now; I would like to think quite carefully if you would want me to substantiate that.

1.60 *6(b)Right, so how would a psychologist who is moving into that role..I mean what sort of advice could you give them, how would they be able to resolve some of those role conflicts if they were faced with them or if they felt them?*

1.61 I think that's where supervision and clarity of purpose and so there's very clear planning at the outset of the job and good quality supervision, both within the YOT and from another psychologist would be really important and regular reviewing of the process. I think the danger is that when you get a psychologist in a YOT that doesn't know how to use a psychologist

1.62 *Yes*

1.63 Or who doesn't know what a psychologist is for, and so in those circumstances you are likely to have role strain on a series of levels and this particular example that you are raising would be just one of many.

1.64 *Yeh*

1.65 I think I was in the fortunate position of.. or maybe I was very clever, but I was in the position where we didn't.. or there wasn't much role strain on any of the levels, the thing was set up very clearly and the people that I worked with either didn't know what an EP was for, or ...

1.66 *Or they had very clear, exceptionally clear expectations?*

1.67 *Yeh, well I guess usually they didn't really know, but were prepared to be told, as opposed to saying 'we know, and this is what we want you to do' or 'we don't know and so this is what we want you to do'*

1.68 *Right*

1.69 So the role strain was dealt with and I was in the fortunate position of having a line manager who would come to me and say 'do you think this is ok for you to be involved with? I am thinking of this for you?' rather than coming in and finding a file on my desk and 'over to you xxx' which would have been problematic.

1.70 *7 Ok, yeh. Thankyou, that's great. Now this is a question really about labelling and crime prevention. What are your views on the Government's crime prevention agenda designed to target children and their families, children from the age of eight years, for example the YISP panels.. are you aware of those?*

1.71 No, I am out of touch with them now.

1.72 Right ok then. Well there is a new Government initiative, a crime prevention initiative which is aimed at providing support for children from the age of eight who are seen to be at risk of offending, sort of pre the age of criminal responsibility. What would your views be on that sort of... what they are calling an early intervention package in terms of issues maybe as a psychologist, in terms of how you may feel about children and families being targeted at the age of eight?

1.73 I guess I have got a number of reactions, I guess I have an initial one which goes err a sharp intake of breath and concern about the labelling kind of thing which you said, 1.74 and then a second reaction is one about that it's important that we don't get too hung up about what could be seen as an arbitrary distinction such as the age of ten, or intervention is for people who offend or who don't offend. You know, I mean everybody offends; some people do it more blatantly than others, so maybe it's not so much about 'offender's as about people who are vulnerable or people who are at risk of getting into very considerable difficulties. 1.75 I mean the focus is on support for families, support for young people to help them develop skills and resilience, if that's the strand and that's the focus then I am relaxed about it.

1.76 8(a) Right ok, the next one is about support and guidance and ethical issues about psychologists working in YOTs. When you were working with the YOT which of the following (yes or no) did you use to help you in terms of support and guidance to do with ethical issues?

1.77(i)BPS Code of Conduct	Yes
1.78(ii)Formal Professional Supervision	Yes
1.79(iii)General literature	Yes
1.80(iv)Peer Support	Yes
1.81(v)Professional Association	No
1.82(vi)Self Reflection	Yes
1.83(vii)Training	Yes

1.84 Which of those support systems did you generally find the most helpful?

1.85 Ermm

1.86 Which did you use the most in terms of any ethical issues, which came up?

1.87 Peer support

1.88 Peer support?

1.89 Yeh.

1.90 8(c)And how would you like to see YOT psychologists supported with ethical issues in their work in the future. Could they be better supported? What do you think generally, from other psychologists that you have met?

1.91 Well I think a well functioning network and support group is probably the best way, an interest group, I think something through the BPS would be a good way ahead in my view.

Interview Complete

Interview 2

2.1 1 (a) *Psychologists working with YOTs are from a range of different disciplines. Now I believe you are forensic...*

2.2 *Yeh that's right*

2.3 *How well do you feel that your professional training and experience as a forensic psychologist has equipped you for the YOT role?*

2.4 *Pretty well actually. I worked with Juveniles in a custodial setting for a few years and of course that was very useful experience - running groups and individual assessments and interventions with them.* 2.5 *Erm I think the only area where I lacked experience was in the wider mental health field because the post that I have is taking on some of the generic mental health work as well as the specific psychology intervention. So that was a very steep learning curve.*

2.6 *Right. OK, thank you*

2.7 1(b) *What effect do you think that your particular background as a forensic psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

2.8 *I've had quite a bit of feedback from people who are quite surprised about the breadth of the types of intervention that can be offered.* 2.9 *Also my grounding is very much in the 'Effective Practice': 'What Works' research and so I've got quite a bit of experience in what assessments are useful and what interventions are useful.*

2.10 *Yes, so forensic was pretty useful then to have as a background?*

2.11 *Yes, I mean when you're working with this population it's essential to understand about the combination of risk and need in relation to offending as well as sort of the social needs and kind of the individual's other psychological well-being.*

2.12 *Right*

2.13 *And the inter-play of all those things* 2.14 *and I think that if you don't have a forensic background it could be very difficult to understand when something might be a risk factor and when it might be a protective factor.*

2.15 2(a) *Yes right that was useful thank you. Do you work full or part-time with the YOT?*

2.16 *It's part-time. It's four days a week, so quite a lot - eight sessions a week.*

2.17 2(b) *What are the advantages do you think of working on a part-time basis, although its almost full isn't it?with the YOT?*

2.18 *It gives me an opportunity to spend time away from the YOT and pick up experience and kind of good practice from other areas as well as YOT and then I can then bring that back with me if I think anything's relevant.*

2.19 *Are there any disadvantage to doing that?*

2.20 Erm, there are things that I miss out on, so I quite often have to play catch-up. 2.21 Sometimes that's difficult, as also the other role that I have is managing a forensic psychology department and that's supposed to be one day a week but it's a full-time job as well.

2.22 *Oh crikey, right! Ok pretty busy then! (Laughter)*

2.23 3(a) *Do you provide psychological reports for the courts? Not PSR's but psychological reports?*

2.24 Yes I do. I don't write PSR's, I write a forensic psychology report.

2.25 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

2.26 Yes, I did my training in the prison service and I did a masters degree and part of that was how to construct assessments and write reports.

2.27 *In the prison service and that was taught masters?*

2.28 Yes, Yes.

2.29 *O.K. a taught masters degree in forensic psychology.*

2.30 Yes, and then after that I had to do three years supervised practice and a lot of the time I was having to prepare reports for discretionary lifer panels and court and major decision making things.

2.31 3(c) *Right, so the duration of this training specifically was?*

2.32 Five years.

2.33 *And out of that, do you know specifically how many weeks would have been spent on court reports?*

2.34 Goodness me, I would say that probably about 25% of my time during that five years was writing reports.

2.35 *So probably about 12 months supervision around that?*

2.36 Yes

2.37 *That's fabulous. That's probably the only example. Lots of psychologists are writing reports for courts with, well, virtually no training really.*

2.38 Yes, well that's one of the areas that leaves the psychologist most vulnerable,

2.39 *Absolutely*

2.40 so it's essential.

2.41 3(d) *Do you feel that your training adequately prepared you for the writing of psychological court reports?*

2.42 Yes, It was superb, yes.

2.43 3(e) *What would be most helpful do you think for other psychologists working in this role? What do you think they would benefit from?*

2.44 I think, to have a workshop that lasts for a day or two on writing reports, 2.45 and then to have supervised experience after that. 2.46 So when they're writing reports instead of submitting them straight to the court the reports are supervised and got up to standard and not leave them vulnerable. 2.47 It also helps the court to get the information they need most easily.

2.48 *Right that was most useful thanks. And confidentiality is the next issue that was raised and:*

2.49 *4(a)Some respondents identified quite challenging confidentiality issues arising within their YOT work in particular and that might have been to do with sharing of sensitive information about clients and also another issue which came up was the ownership of case notes. What (if any) have been the issues for you to do with confidentiality?*

2.50 I've actually been very lucky because the team that I work with have respected the confidentiality issue. I have my own psychological case notes that are based at the hospital that I am employed at because I am seconded into the Youth Offending team for four days a week, so the notes are kept confidential and then I provide summaries and advice and things like that, based on

2.51 *A need to know basis?*

2.52 -Yes, and the young person and their family or carers are made aware of the kind of information that I share and don't share. There hasn't been a conflict at all.

2.53 *Great!*

2.54 Yes, it is great, and I don't know if that's because, working in the prison service, we had to, erm, confidentiality was a very ambiguous issue and a lot of prisoners learnt that they can say certain things but the gist of what they say and any issues pertaining to their risk and need would then be shared on a need to know basis; and I don't know if it kind of comes from that, really.

2.55 *Right, so practice from that sort of background could be an area which helped?*

2.56 Yes, and not being precious about things either, because the people that I work with have got just as much concern for the young people as I have and if there is something coming out of an issue that I can't deal with but may be they need to, then its best that they are aware of it and the young person's made aware that I will share that.

2.57 *This is really helpful. The responses to these questions will be share with other psychologists who are moving into the role and it will be so useful. Right, now client consent was another area where concerns were expressed.*

2.58 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage by the courts in psychological intervention. Has that created any dilemmas for you?*

2.59 Erm, yeh, and again this is something that I brought with me from the prison service; the important thing was that they engaged with assessment to see if it was necessary for them to undergo psychological intervention. And then if they were suitable, to undergo that, then it would be a requirement of their order, but only as a result of that. 2.60 There was no way that I could encourage or allow people to be put through assessment or put on treatment if it wasn't appropriate for them and that seems to have worked OK

2.61 *5(b)Great, Yes, so that would be a way of resolving that dilemma at the outset?*

2.62 Yes, wording things very very carefully.

2.63 *You can probably hear me scribbling stuff down as well, I have no confidence whatsoever in this tape! (laughter) Ok there are 3 more questions now and this one now is about role conflict and who is the client.*

2.64 6(a) *When considering your role in the YOT, who do you see as your primary client; would it be the YOT, society or the young person and/or their family?*

2.65 *Wow, erm, I think primarily for me, it's the YOT because I'm seconded onto the YOT, so I'm not employed by them to have the client as my first or as my primary client, if that makes sense yeh, and then, from that, it would be the young person and their family.*

2.66 6(b) *Right ok so their fairly inextricably linked.*

2.67 *Yes*

6.68 *Does that raise a dilemma at all, do you feel; maybe the YOT being the primary client within that context?*

2.69 *Yes, it can do occasionally when the direction that the YOT needs to take is not the direction that I think psychologically is best for that young person. But you can negotiate and look for alternative services that might be able to provide for that young person.*

2.70 *Right, that can combine both approaches.*

2.71 *Yes, that's right yeh, it doesn't arise very often but occasionally it does.*

2.72 *O.K. The next question is about the Government's crime prevention agenda and any labelling issues, and as a psychologist how you might feel about that?*

2.73 7(a) *Do you have any views or even any strong views on the Government's Crime Prevention Agenda in terms of targeting children and their families from the age of 8 years? (e.g. YISP panels)*

2.74 *I think the labelling issue is a very relevant one because psychologically, if you put a label on somebody, they do tend to behave in that way. But then on the other hand it's essential that something is done to provide families that are at risk with the kind of intervention and support that is necessary. And how else does that occur without putting a label on them?*

2.75 *Ok yeh, and the last question is to do with support and guidance for ethical issues.*

2.76 8(a) *Which of the following support systems do you use to help you to resolve professional issues and dilemmas in your YOT work?*

2.77(i) BPS Code of Conduct	Yes
2.78(ii) Formal professional supervision	Yes
2.79(iii) General literature	Yes
2.80(iv) Peer support	Yes
2.81(v) Professional association	

2.82 *Er, such as?*

2.83 *Oh I don't know, let's say for Ed Psychs it would be the Association of Educational Psychologists*

2.84 *Oh I see, like the Divisional Association of Forensic Psychology or something.*

2.85 *Yes*

2.86 Oh yes, definitely.

2.87(vi) *Self-reflection*

Yes, all the time! (Laughter)

2.88 (vii) *Training, formal training*

2.89 Erm, I'd like that to be more – it's not as good as it needs to be.

2.90 8(b) *Which do you find to be the most helpful out of those things?*

2.91 I find discussing it through peer supervision. I've got colleagues who work in different areas of forensic psychology and also people that work in other aspects of the Youth Offending system so I'll discuss things with them.

2.92 *Right, so a mixture of peer support and professional supervision.*

2.93 *That's it yeh.*

2.94 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

2.95 I think it would be useful if there were some specific workshops, training opportunities, peer forums, things like that where people could get together and it could be more formalised so that there was a body or a support network that could be referred to quite quickly.

2.96 *Rather than a few psychologists getting together sort of ad hoc?*

2.97 Yes that's right.

2.98 Right, thank you.

Interview Complete.

Interview 3

3.1 1 (a) Psychologists working with YOTs are from a range of different discipline and I believe that you are clinical?

3.2 Yeh

3.3 How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?

3.4 Pretty well I think. There are really three kinds of tasks that the YOT requires you to do, 3.5 one is direct face-to-face work; clinical work, assessment, intervention and so on; 3.6 another is indirect work, consultative work with YOT officers, 3.7 and the third is liaising and effecting and enabling with external organisations. 3.8 The background and I'll say training and experience probably equips you for certainly two out of those three. 3.9 The third, the training doesn't equip you so well, that is the enabling and networking outside, but certainly in the health sector, your training probably gives you a pretty good view of where to go and who to talk to and how the CAMHS tier structures work. 3.10 So I would say pretty well.

3.11 1 (b) What effect do you think that your background as a clinical psychologist had upon your working, in terms of the range of services that you provided in your YOT role? 3.12 You've probably almost covered that in terms of the first two areas of work, very well ... maybe the latter?

3.13 I think in the latter, as well as being a clinical psychologist, I've worked over the years, for many years as an occupational psychologist and I think that background experience of working within organisations and effecting organisational change didn't come from clinical training, it came from my ... (Long pause)

3.14 Your occupational experience?

3.15 Yes

3.16 Are you a trained occupational psychologist?

3.17 Well I am, I retrained as an occupational psychologist after I'd worked as a clinical psychologist for twenty years and now I've come back into clinical work again half time and the other half I spend still doing occupational work

3.18 Oh that's interesting!

3.19 2 (a) Did you work full or part-time with the YOT at the time?

3.20 Part-time. Three days a week.

2.31 2 (b) What were the advantages of that or the disadvantages?

3.22 I think, preserving your sanity for one thing, I think working full-time in that setting would be extremely difficult even for someone with a lot of experience, and I'd got twenty five, thirty years experience. 3.23 It would have been really tough only working in that setting. Partly because your working in complete isolation, unless you're with other professionals working close by you; so that's less of a factor if there are really good links with the local CAMHS service and/or with local educational psychologists and so on. 3.24 But secondly, I think, the nature of the client group – the kinds of problems they present and the kinds of interface and the kinds of interactions you have with them day to day is extremely challenging, 3.25 so having five days a week in that context I think would be very tough

indeed. You'd have to get out and do something else. 3.26 And I certainly would be very wary of recommending anybody going into YOT on a full-time basis.

3.27 *As I did some years ago, which led to part of this research. I think that those who have worked full time would be expressing very similar views to those.*

3.28 I never did, but I can see that...

3.29 *Absolutely, a lack of a professional support system from other psychologists was a primary factor which came to the fore, really, for those, I think.*

3.30 The exception to that was at xxx YOT was, that of course that the psychologist that came to work with me there xxx was full time, but she was managed by a senior person on site as it were, and it was possible therefore to kind of manage and mind her relationship with the local CAMHS services, the local Tier 4 services and so on, 3.31 so the only condition in which you could do that job full time would be, in my view, if there was a senior in post who could mind you.

3.32 3(a) *Did you provide psychological reports to the courts... not PSRs but psychological reports?*

3.33 No. No, we provided psychological reports to the YOT officers and where relevant and we thought it appropriate, gave permission for them to attach the psychological report. Not as a court report but an addendum to the PSR separately. 3.34 We tended to refer out to people doing court reporting/expert witness work privately to do court reporting. The reason for that was that we felt that it was an incompatible role that we were playing, working as a mental health team or mental health workers as advocates of young people and also working for the court. We felt that we were working for the clients.

3.35 *Your loyalties would be...*

3.36 Loyalties were with the clients and that was what we had to kind of focus on and if we were court reporting, we would be working for a second master and we felt that that was inappropriate.

3.37 3(b) *Have you received training or support to help you with the writing of psychological court reports... as a clinical or as a, occupational?*

3.38 I have received short periods of training in the past.

3.39 *What were the periods of training?*

3.40 A couple of days. 3.41 The expert witness network provides a certain amount of short training, half days and full days, and privately I do a certain amount of expert witness work in both the Youth Justice courts and also the family courts. So this was completely separate from my continuous special development as a clinical psychologist. 3.42 I had also got some training through the expert witness network.

3.43 *Oh right, and what is the expert witness network?*

3.44 It's a national organisation that provides a network of communication between people doing court reporting.

3.45 *Because I do expert witness work as well! That's why I'm asking; getting slightly off beam here. (Laughter)*

3.46 Get on the internet and have a look at it, it's an excellent organisation.

(Laughter)

3.47 3(d) *Do you feel that your training sort of adequately prepared you for the writing of court reports, in terms of when you were working with the YOT, did your previous training; your prior training?*

3.48 Well, of course, we didn't do court report training as part of the YOT.

3.49 *Even though you didn't, but would it have prepared you or not?*

3.50 It would have given quite... it would... yes partially, some of the skills. I mean the basic discipline of writing a report applies to the court as well. 3.51 The only additional issue really is that you really do need to address the questions put to you by the court and express those in a way in which you feel you have confidence and the background training in clinical psychology doesn't train you to do that. 3.52 I mean, you need some additional training.

3.53 3(e) *What would be most helpful do you think to psychologists working in the YOT role, who are asked to provide psychological reports for the court? What do you think might be helpful for them?*

3.54 Put them in touch with the network of experts around who would do the job appropriately and independently. 3.55 I think it's totally inappropriate for YOT psychologists to be involved in court reporting.

3.56 4(a) *Some psychologists identified challenging confidentiality issues; within YOT work and that might have been sharing of particularly sensitive information about clients or the ownership of case notes. Did you have any particular issues when you were working with the YOT?*

3.57 No we reached an interesting compromise with xxx YOT. Because the health workers were all employed by xxx hospital and seconded to YOT all the case files that we produced were xxx hospital case files and were produced according to xxx hospital standards.

3.58 *Right, they were effectively Health Department...*

3.59 They were effectively Health Trust files and were audited as such by the Trust. What we also did however, was to insert those files for the period that we were working with that case, we would insert that file into the YOT file physically. So that other YOT workers could look in the file and see what was in it. We took the view that if we couldn't trust our YOT co-workers to use the information in a professionally appropriate manner to seek advice when they didn't understand something, then how could we work with them at all?

3.60 *On a day to day basis...*

3.61 On a day to day basis, and in all the time that I was there, in the three years that I was working, two and a half years that I was working with xxx YOT, we never once had, what I consider to be a significant breach of that confidence and I felt that that justified that approach. 3.62 Now I know other psychologists in other settings don't do that because they feel that the information could be misused but I had no evidence of that at any time.

3.63 *O.K.*

3.64 5(a) *Have you been asked to work with clients who have been ordered to engage in psychological therapeutic services by the court?*

3.65 Yes.

3.66 *And has this created a dilemma?*

3.67 It did, and it was; 3.68 and it is an unresolved issue and needs to be worked on much further to be clarified.

3.69 There are several kinds of orders that might include in them some reference to working with a mental health or health worker and in every instance the line that we took on this, was that, although part of the order the young person would be asked to voluntarily take part in whatever activity was involved, in other words, I wouldn't seek to breach a young person, not if they refused to have any contact at all, but if there was some reluctance, genuine reluctance on the part of the young person to actually engage in the particular activity that you wanted him to engage in, then we would negotiate a treatment package or approach that he or she was comfortable with. 3.70 But having said that, that was a fudge really, because one is still left with this awkward problem that this is the only situation, that I am aware of, where treatment is prescribed by court.

3.71 *Absolutely*

3.72 *5(b)How could it be resolved generally, do you think, those dilemmas, for psychologists?*

3.73 I think that the profession as a whole should actually formally refuse to be providing treatment as part of a sentence, as a specified part of a court package. The way we got round it was to persuade the local court never to say that, for example, this young person on a referral order should have anger management with Dr. xxx, which was what they did at the beginning. Instead we persuaded them and they agreed only to make it a condition that the young person was referred to and assessed by Dr. xxx or somebody of the mental health team.

3.74 *And the outcome of that assessment would determine...*

3.75 Yeh

3.76 That was a compromise and I don't think it's satisfactory but it was a better arrangement

3.77 *It's been used elsewhere and it sounds as though it's the only way forward at the moment. The only compromise that I've seen that seems to be working with the psychologist as well as the client.*

3.78 Yes, short of a change of government and a change of views from the top I suspect we're going to have these dilemmas because of the way that the Secretary of State and the ways the Ministers adopt and the way they're approaching this whole thing.

3.79 *6(a)When considering your professional role; as a YOT psychologist, did you see your primary role as serving; the YOT, society or the young person and/or their family... the primary client, really?*

3.80 Gosh! That's a very tough question. On balance, I think the young person and their family but it was a continuous tussle between all three.

3.81 *6(b)What dilemmas did this raise?*

3.82 Well one of the dilemmas was what we just talked about, about court reporting but also the whole question as to whether or not it is the YOT's role as a whole to simply implement the Youth Justice board's standard practices which basically involve going through a process which could be ticked off. In other words, if we were simply pursuing those kinds of objectives... (Pause)

3.83 *Could it be at the expense of the young people and their families?*

3.84 And quite often could be and certainly we came across this kind of dilemma on a number of occasions and went further than we needed to according to national standards. 3.85 I can't think of a situation where we actually cut across or refused to meet national standards but on the whole we tended to exceed them because we felt that they were totally inadequate.

3.86 *6(c) And what about in terms of resolving that dilemma generally?*

3.87 I never felt that we could do that locally, and I certainly didn't want disputes and disagreements about that to interfere with the relationship that we had with the local CAMHS services, with the YOTs and with the magistrates. I wanted to make it work, 3.88 but actually nationally I think both the BPS and psychologists generally have got to have a much more prominent role in determining the future shape of the way that the Youth Justice system works.

3.89 *So you think it's not right*

3.90 *It isn't right*

3.91 *No, no it's not.*

3.92 *7(a) What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

3.93 Both stupid and unworkable. Totally unacceptable, the dangers are huge. 3.94 I can see what the motivation is and I entirely accept the need to divert young people at the earliest possible age from a criminal career as it were, but this is not the way to do it.

3.95 *Targeting young children and their families...?*

3.96 Well, it's not the way to do it.

3.97 *8(a) What support systems have you used to help you to resolve professional issues and dilemmas in your YOT work?*

3.98 (i) <i>BPS Code of Conduct</i>	Yes
3.99 (ii) <i>Formal professional supervision</i>	Yes
3.100 (iii) <i>General literature</i>	No
3.101 (iv) <i>Peer support</i>	Yes
3.102 (v) <i>Professional association</i>	No
3.103 (vi) <i>Self-reflection</i>	Yes
3.104 (vii) <i>Training</i>	Yes

3.105 *8(b) Which were the most helpful and why?*

3.106 The two that I would say equally are peer support and professional supervision

3.107 *8(c) How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

3.108 I think that they have to be located somewhat not right inside CAMHS but have to be closer to CAMHS or to the local educational authority and the local educational psychologist and preferably the links between those other organisations much closer.

Interview Complete

Interview 4

4.1 1 (a) How well do you feel that your professional training and experience as a forensic psychologist has equipped you for the YOT role?

4.2 *Very well. I'd worked 10 years for the prison service prior to joining YOT(a) and I felt that I sort of slipped into it. I'd got a criminal justice background anyway 4.3 but the difficulty was that although I'd had some experience of dealing with young people as the treatment manager of one of the wings at xxx Young Offenders, I certainly needed to get more skills in working with young people but certainly in terms of the forensic element...*

4.4 Yes, the training and experience were absolutely tailor made.

4.5 Yes

4.6 1(b) *What effect do you think that your particular background as a forensic psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

4.7 Right, OK, I have a sort of mixed role. My role at YOT(a) was different, so do you want me to concentrate on my role here at YOT(b)?

4.8 *Ah, yes, yes.*

4.9 Because at YOT(b) I'm employed as a psychologist. At YOT(a) I was employed through the back door really, my salary was as a YOT officer but they used me as a psychologist. They didn't have a psychology post but at YOT(b), (which is why I moved actually) it's a psychology post, so I'm actually employed by xxx and xxx Mental Health NHS Trust on secondment to the YOT but that's just a technicality because I spend all my time here where I have a mixed case load of mental health issues, so young people who are self-harming, depressed, anxious, phobias, you know a couple of aspergers young people around at the moment and some who have learning difficulties, but also I take all the sexual offenders, some of the more violent offenders. But that's more of a mixed role really, some purely forensic issues. And the other sort of strand of my work is dealing with young people's mental health.

4.10 2(a) *Do you work full or part-time with the YOT?*

4.11 Part-time. I do six sessions a week . Five sessions here and one session in my host CAMHS unit.

4.12 *Six sessions a week.*

4.13 2(b) *What are the advantages and disadvantages of working on a part- time basis with the YOT?*

4.14 I get time to spend with my family. I'm also on the parole board. I'm one of two forensic psychologists on the parole board for xxx, so I need time to do that work as well. Plus I can pursue a few other experiences in other avenues and also I need time with family as well. 4.15 The disadvantages – sometimes you miss meetings, but people on the whole tend to schedule around that.

4.16 *Right so there aren't many disadvantages at all?*

4.17 No, and it was always a part-time role. It's not as though – some of the other jobs I've had were meant to be part-time jobs and you end up doing a full-time job in three days but this was always a part-time job.

4.18 *Right, and your time's sort of protected outside those hours.*

4.19 Absolutely, definitely.

4.20 3(a) *Do you provide psychological reports for the courts?*

4.21 Yes I do.

4.22 3(b) *Have you received specific training or support to help you with the writing of psychological court reports?*

4.23 Yes, in my forensic role, yes I do a lot of court reports, I do a lot of court reports privately, but I don't think I would have got it if I hadn't been forensically trained. I don't think it's available - if a clinical psychologist had taken this post, I don't think it's available but because I'm forensically trained I'm used to working in court anyway.

4.24 3(c) *Right, so how much training have you received and who provided it?*

4.25 The prison service a lot! (Laughter)

4.26 *The Prison Service were the provider?*

4.27 In a previous role, not in this role.

4.28 *And what role were you in then?*

4.29 I was there in forensic psychological posts for the prison service

4.30 *Right, so various. And the prison service provided training – expert witness training?*

4.31 Yes

4.32 *And how many hours, days or weeks did you spend?*

4.33 Gosh. I worked for them for ten years and it was bits and pieces all the way along, It's really difficult to say.

4.34 *Probably, I don't know, erm specifically three weeks or was it more?*

4.35 No it wasn't that much. Maybe a couple of weeks?

4.36 *About two weeks.*

4.37 And also you learn on the job. You watch other expert witnesses. 4.38 I found my experiences in the court more valuable than the training courses. To go to court and talking to barristers and being cross-examined is the only way to do it, really.

4.39 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

4.40 Yes

4.41 3(e) *What would be most helpful do you think to psychologists working in that role, who haven't had your training and experience?*

4.42 The best way is actually to do it, so probably find somebody who is experienced in court work and go along with them, so that you get used to the court process.

4.43 *So being supported by peer supervision?*

4.44 Yes definitely, much more valuable than having an academic course. You need to be in the court environment, so go along and watch a colleague and then have a colleague shadow you while you view a prisoner and then go and deliver your evidence 4.45 and there's certain standard things that you could probably get from a short course, like if your asked a question by the barrister, do you look at the judge or the barrister...

4.46 *General Protocol...?*

4.47 ...in court and bowing when you come in and stuff like that. I mean you could probably pick that up, because you might miss that except in a learning environment but I would say that the most helpful thing was actually being in the court and doing it with more experienced colleagues. 4.48 And read other people's court reports, the way they structure them, the sort of language they use. 4.49 Yes, more experiential approach definitely rather than sitting in a lecture theatre.

4.50 *4(a)Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

4.51 I still don't understand them. I've been here for a year now and I still don't understand whether the notes that I've taken and the files that I keep belong to CAMHS, belong to the YOT or belong to Social Services. I just do not understand it. 4.52 So I keep my own case histories in a locked drawer and their getting bigger and bigger and bigger and I just do not know what will happen when they overflow it. I just don't know what to do with closed cases and who has responsibility for them. 4.53 But in terms of keeping them, they're kept in the way that - there's a CAMHS protocol for them, you know, always write in black pen, sign every page don't use tipex so they're kept within the protocol that CAMHS used to keep them in clinic, but they're housed here.

4.54 *4(b) How can one resolve these issues?*

4.55 My CAMHS manager and my YOT manager need to sort that out. I don't see that as my responsibility really.

4.56 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

4.57 It's purely a voluntary activity here. If young people are offered to me by their work, or ask to see me. It's never, ever part of a court order. I wouldn't support that. I would never recommend that it is made part of a court order. I would have thought that was quite rare. 4.58 I don't see how you can impose psychological services on somebody. It would always have to be a voluntary activity. Like you couldn't force somebody with diabetes to go to see their G.P. and take insulin and you can't force somebody to use psychological services.

4.59 *5(b)How can one resolve this/these dilemma(s)?*

4.60 It's just unethical, and I just explained the ethical position.

4.61 *Right, so they'd need to explain that to the court?*

4.62 Yes. I'd just refuse to take somebody on that basis. But it can be very much recommended by the court and you could engage the young person and encourage them to address the psychological issues but it should never be mandatory. 4.63 They ought to go the court and explain to the magistrate or the judge why that can't be the case.

4.64 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

4.65 Oh my goodness! I haven't ever thought about it. Probably, society, I would say, talking though the top of my head now. 4.66 What ever work I'm doing with the young offender, my primary responsibility is to reduce the risk of him re-offending; so that it, you know, lessens the chance of their were being more victims in the future. And I would always hold that with me, because even if they have got mental health issues, for every young person, the reason they are here is because they have committed an offence which means they have the propensity to do that again and even if I'm seeing somebody, say, for an eating disorder, or for depression or anxiety, I always remember that the reason they've come through this route to me is because they've committed an offence. I would say Society. I'm always having an eye to thinking about re-offending and risk.

4.67 6(b) *What dilemmas (if any) does this raise?*

4.68 It's easier when I'm working with someone on a forensic issue. (Pause)

4.69 *Maybe if they disclose something that you feel might not be in their best interests for you to disclose which wasn't necessarily in the interests of Society, but if there was a conflict there?*

4.70 I don't understand what you mean.

4.71 *Well, you were with a youngster and they'd nicked a Mars Bar or something, but by and large, they were really, really on the road to improvement, would you feel the need to disclose that to police colleagues?*

4.72 No. What I say when we start off, is if they discuss other offences which they haven't been apprehended or convicted of; if there's enough information I'm duty bound to tell the police. If they say 'on this date, I did x' (and this is the victim as well), we're duty bound to tell the police. 4.73 But if they're talking vaguely about 'these are the sorts of offences I commit', you couldn't actually report them because you haven't got a time, date, place or any other information, we wouldn't. 4.74 But I make that very, very clear to the young people at the beginning.

4.75 *Right., so you wouldn't do it maybe in terms of minor things which you thought were...*

4.76 No, and on the whole I think that they would be unlikely to disclose anything that they haven't been caught for. Very unlikely.

4.77 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to label or target children and their families from the age of 8 years? (e.g. YISP panels)*

4.78 I think it can be helpful in some ways but I think that you mentioned labelling. I think that families and young children of a very young age, where they're still sort of developing can be labelled as sort of problem children or problem families and they've still got so much scope for development 4.79 but there are families that need a lot of support and assistance. Which is another strand of it, the need to support and assist, not necessarily punish. 4.80 So a bit mixed really.

4.81 *Commonly the response that I'm getting is a bit mixed in general.*

4.82 Yes I think really, if it's managed well, there are some positive aspects with it.

4.83 *It needs to be managed well?*

4.84 I think so. And whether it's seen by the client as punitive or a helpful thing.

4.85 Yes, and how they're targeted?

4.86 Yes

4.87 8(a) Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?

4.88 (i) BPS Code of Conduct	Yes
4.89 (ii) Formal professional supervision	Yes
4.90 (iii) General literature	No
4.91 (iv) Peer support	Yes
4.92 (v) Professional association	No
4.93 (vi) Self-reflection	Yes
4.94 (vii) Training	No

4.95 8(b) Which (if any) did you find to be the most helpful and why?

4.96 Professional supervision. Most of my supervision time is spent in discussing cases and the issues that they raise.

4.97 And who would that be with?

4.98 That's the consultant child and adolescent psychologist at CAMHS who's my special supervisor.

4.99 8(c) How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?

4.100 It throws up new things every day. 4.101 I don't think there are enough of us to warrant anything on a big scale. 4.102 It must be supervised I would have thought. I can't think of a better way to resolve it than that. Even if your sort of supervisor isn't particularly forensically experienced, just talking through some of these issues, it raises a lot of human rights issues as well. I think talking to your supervisor is the best way to do it. 4.103 I don't think you need the formal way. I know there have been several attempts to form a network of psychologists together but it's never really got off the ground. I think a lot of us are part time and we're all over the place and it's really difficult to get together.

4.104 Yes, because there are so few really?

4.105 Yes, and we're all throughout the country. It's really difficult to get together.

4.106 Thank you very much, that was really helpful.

Interview Complete

Interview 5

5.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?

5.2 *Erm (short silence)....I'd say relatively good. I mean there obviously are gaps in terms of the more specialised forensic, but I think that slowly comes with experience. Once you've been in the job for a few kind of months, you slowly kind of begin. I don't think you feel it that much to kind of other clinical work. I think because my clinical training and background is not from the UK, I'm actually from xxx, and the training varies in xxx is actually quite intensive and I think that has stood me in good stead in terms of the work I have to do which is group work and the cultural issues and I do a lot of community based work.*

5.3 A colleague of mine came from xxx some years ago. He was called xxx. He was xxx trained and it was hugely intensive, much more so than here. He was an educational psychologist.

5.4 *Yes, we have a lot of supervision initially. It's quite intensive and quite reflective and you're challenged quite a bit in supervision. Oh yes.*

5.5 1(b) What effect do you think that your background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?

5.6 It has allowed me to kind of take the job with my job description and broaden it to cover much more, kind of ranging from doing individual work with young people, doing group work, but also being quite supportive of my staff and doing quite a bit of consultation within the team so that we're working really indirectly with young people in quite an intense way.

5.7 *Right, so on three levels really. It allows you to function on all of those?*

5.8 Yes

5.9 2(a) *Do you work full or part-time with the YOT?*

5.10 No, I work part-time with the YOT for two days a week. That's largely due to a lack of funding.

5.11 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT? Are you based elsewhere for the three days, or do you just work two days?*

5.12 *Erm (short silence)... No, I am based somewhere else, but it's something linked to the YOT but not specific to the YOT. It's a prevention team that's linked to the YOT, I work there one day. I think the disadvantages of working with the YOT part-time is that there can be quite a bit of change in one week with these young people, because they're so vulnerable and that's hard to maintain that kind of (???) because it's always in their mind, you're not getting down to the centre, you're not there all the time. Does that make sense?*

5.13 *Yes, absolutely. And the advantages?*

5.14 The advantages is that erm.... it allows you to maintain your enthusiasm for the work because I think if you do it full-time and it's your only job, I think it can be quite exhausting, emotionally.

5.15 3(a) *Do you provide psychological reports for the courts?*

5.16 Yes, I do. I have done in the past so I can do that. 5.17 I'm reluctant to do it, on various levels, just because I'm such a limited resource in the team. I have a huge amount of work to do and I've somehow found that financially my time could be spent better and if the court did want it, they should order that specialised service and pay for it rather than get it done through the YOT. 5.18 So what I do do is kind of sometimes indirectly I will talk through the case through with a PSR writer and that might be reflected in a paragraph.

5.19 *Oh right, I think that's fairly common practice isn't it. A lot of psychologists are doing that.*

5.20 *3(b) Have you received training or support to help you with the writing of psychological court reports?*

5.21 Yes I have, I have attended a course of court writing.

5.22 *Right, what course was that?*

5.23 Oh, I know their name, erm ..Bond Salon?

5.24 *Bond Salon*

5.25

Yes, they're based in London, I don't know if you've heard about them. Quite a few professions from a medical background use their services .Doctors and nurses use them for writing medical reports for the courts. The kind of style of writing....

5.26 *How many days was that?*

5.27 One day course

5.28 *3(c&d) What was the nature and duration of this training? Was it useful? Did you find that it adequately prepared you for writing psychological court reports?*

5.29 No, not really. I went there because you had to have a report written before you came. Take a written report that had been given to the court. I mean the points were more generalised. It wasn't that specific to court. I would have thought it would have been much more...

5.30 *Oh, so it wasn't specifically about courts.*

5.31 Well it was to a certain degree related to court writing, but the points that came out would be for overall report writing.

5.32 *Which you would have received training for anyway?*

5.33 It was, kind of simple things like you know related to being explicit of what your saying. For example, ADHD, not just saying ADHD but actually writing things out like that because the judges don't understand it really. Kind of making sure that medical jargon was explained which that, for me, was self-explanatory.

5.34 *3(e) What would be most helpful to psychologists working in that role?*

5.35 Is there forensic training for psychologists?

5.36 *Yes there is.*

5.37 I wonder whether that kind of.... you'd be able to obtain that practice during training. To have specialised training?

5.38 Yes, specialised training within the generic maybe, clinical or educational with that training as a specialised component?

5.39 Yes for that kind of writing court reports, because I think it is a skill that you need to learn that you could do quite easily within your course. Because I think it's quite daunting to have your report in front of the court.

5.40 *To be scrutinised by...*

5.41 To be seen by professionals that don't maybe come from the same background as you.

5.42 *4(a) Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

5.43 I think the issue does come up but I think for me... I think the issue has come up but I think the responsibility lies with the professional himself. It's around how you share information and to some extent, confidentiality. 5.44 I haven't really had it within my field because when I've shared information, if I didn't think it inappropriate for case officers to see it, I would just say that and I wouldn't be challenged with it because it would be... you know, I would document it somewhere but it doesn't necessarily mean that it needs to be held in the more generic files but it is held in a professional way.

5.45 *In a private domain.*

5.46 *4(b) How can psychologists resolve these issues?*

I think it would be discussed within the teams that you work because obviously it's a multidisciplinary context. People come from different backgrounds. It's to share kind of what are your working ethics within the team once you come in. I think it's kind of within the team. It's not kind of you want to be punitive but rather that you're maintaining your professional ethics.

5.47 *Right, so you're sharing your professional ethics at the outset. Thank you that's really helpful.*

5.48 *5(a) Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

5.49 It's interesting, because initially it was a completely new field for me and initially I didn't find it a challenge, but as I started working more and more I was becoming more familiar with the legal system. It then dawned on me that it was not ethical to say people to come to our appointments and that's been hard. 5.50 In a sense, that's been the most challenging thing within the team for me. Because somehow... how do we get the young people to come? And that's been the barrier. You know, do we force them? In a very direct way? To say it's really beneficial and the young person really doesn't want to do it but because the worker says so, they're doing it, is that providing any benefit for them or just a kind of police authority? And if you're saying, 'No, I'm not going to see young people unless they want to' 5.51 But it does challenge your case load. What if you don't have any cases?

What is your role within the team then really, you know? If you're not seeing individual young people than what are you doing?

5.52 5(b) *How can one resolve this/these dilemma(s)?*

5.53 I think, because I've been quite clear, what I'm trying to do is work out a referral procedure as to how young people do come to see me. So it would be they have a generic overall health assessment which looks at their overall physical and emotional health and that's part of the youth justice ASSET and then it's once maybe things I've identified there, and they have a particular score and the screening (tool) if they write to the young person saying that 'this seems quite an important issue to you, would you find it useful to talk this further through with somebody that maybe might have more experience than I do'. And it would be around trying to motivate the young person to agree to it. And it's obviously saying well, it's your choice, you can go and see him and regard this appointment as a statutory appointment, but it doesn't have to be, and they wouldn't be breached or taken back to court.

5.54 Do you think I could clarify what I mentioned earlier about providing consultations to the team? That seems to be quite useful, because it's almost like continuous in an indirect way through the officer by you, so it would be working with the young person through the officer. So they might say no I don't want to see a psychologist because I'm not mad, but they'll speak to the officer about the issues so it would really be just about using that space.

5.55 Thank you for that. That really is interesting. That hasn't come up at all.

That really is helpful.

5.56 OK

5.57 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

5.58 The young person and their family.

5.59 6(b) *What dilemmas (if any) does this raise?*

5.60 None, not really, I mean going back to what I was saying I'm working from the things I gather in my professional work and how I work with the young person and their family.

5.61 *Would it clash with the YOT at all if you wanted to continue an intervention and YOT targets wouldn't allow that or they were no longer with YOT if they'd finished their order?*

5.62 Well they wouldn't really be seen.

5.63 *And would that create a professional dilemma or not?*

5.64 I don't think so, because in a similar situation, if I was working in more generic care service and they became 17 and not within education I would not see them then

5.65 *It's a distinct finishing point. Thank you that's lovely.*

5.66 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

5.67 I think it's really useful to have that because that's my work and we do work within the YISP. I can say probably that and are we labelling these young people, putting them in trouble before they've done anything? But I think there's a positive side to that as well because we're saying we really care about you that much that we actually want to help you so that you don't

get there. I think that can be done in quite a nurturing role and that's how I really see the YISP in that work as a sort of nurturing role to say that we're helping you not to go down that path.

5.68 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

5.69 (i) <i>BPS Code of Conduct</i>	Yes
5.70 (ii) <i>Formal professional supervision</i>	Yes
5.71 (iii) <i>General literature</i>	Yes
5.72 (iv) <i>Peer support</i>	Yes
5.73 (v) <i>Professional association</i>	Yes (Health Forum for YOTs)

5.74 *Whats the Health Forum for YOTs?*

5.75 It has other psychologist and other mental health professionals, like CPN's and drug and alcohol workers.

5.76 *That's interesting. When was that formed?*

5.77 Well it's been formed and been revitalised. I think it may have been started in 2000.

5.78 *Right.*

5.79 (vi) <i>Self-reflection</i>	Yes
5.80 (vii) <i>Training</i>	No

5.81 8(b) *Which (if any) did you find to be the most helpful and why?*

5.82 Professional supervision and peer support

5.83 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

5.84 If the Youth Justice Board could kind of.... because obviously it's the Youth Justice in terms of the recommendations and the policies that they're addressing. If they could be representative in terms of more mental health representation, maybe steering that somehow and if the Youth Justice Board could set up a specific kind of professional body. Something simple, so that if an issue came up we could consult. A consultation session. Because I think various things come up at various times for professionals, and it would be somebody that it didn't actually come to. Almost like an (?) Does that make sense?

5.85 *Yes. Thank you for that*

Interview Complete

Interview 6

6.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience (as an educational psychologist has equipped you for the YOT role?

6.2 *My training was in xxx and in xxx, at that time they had amongst the tutors, tutors who worked in social services in xxx. So I learnt a lot on that course, which is actually one of the reasons why I've tended towards doing that sort of work to be quite honest. So we do quite a lot of family psychology and all sorts of interesting things that you probably don't do on most Ed. Psych courses really. And so there was that, and then within xxx, before I worked for them, I'd done Social Services work for a number of years.*

6.3 Oh really, so really family work and experience?

6.4 *That's right. We offer, I think, there's two and half psychologists equivalent that work in Social Services in xxx. We've done that for a number of years and developed various ways of working so...*

6.5 With the YOT?

6.6 *That was with Social Services and then after that I then worked with the YOT and what I'm saying is that experience also equipped me for doing the YOT work.*

6.7 1(b) *What effect do you think that your particular background as an educational psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

6.8 I suppose that's about ways of thinking about the problems really, the process that I probably go through in terms discussions with YOT workers about issues that they're raising. Having a sort of systematic approach to that and problem solving probably comes into that. Clarifying... I suppose using consultation for clarifying what it is they want and helping them to move that on themselves, because often they don't know what they want and when it starts. So it's that sort of methodology I suppose that's been helpful.

6.9 *It's common to Ed Psychs really, isn't it?*

6.10 Erm...

6.11 2(a) *Do you work full or part-time with the YOT?*

6.12 Two days a week

6.13 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT?*

6.14 The advantages are that I have other things that I do within the authority, although the time with the YOT also gives me other interesting things to do, on a personal level I suppose.

6.15 It also means that I keep the things that involve the YOT that aren't directly YOT work so I'm on other, what we call level 4 stuff, so I might be on a working group on something else that's related to the YOT, or I sometimes work with some schools, I work with social services, 6.16 so having that mixture of things is probably helpful for the YOT really, because I know about some of the other systems that they're involved with if you see what I mean.

6.17 The disadvantages are that I've got one job that's three part time jobs really. I've got three offices, three sets of paperwork, three lots of people. Probably, I could do with more time for all of them. So that would apply as much to the YOT as to the other bits I do really.

6.18 3(a) *Do you provide psychological reports for the courts?*

6.19 I tend to try and avoid them, although I have occasionally done them at the request of the court, in fact I'm doing one at the moment as it happens. So within my role in the YOT, because... I mean essentially I'm seen as a consultant to the YOT really. I try to keep it on that level, but very occasionally I have done reports, yes. Or they've used information that I've provided, which is not quite the same thing.

6.20 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

6.21 Yes, I have.

6.22 3(c) *What was the nature and duration of this training?*

6.23 I've done the Birmingham stuff. I've done a three day thing in xxx which is about court work. I've also done a lot...

6.24 *A three day course in xxx?*

6.25 Yes, not about report writing, that was more about giving evidence in court really.

6.26 *Oh right, and that was organised by the Local Authority was it?*

6.27 Yes, but also I've had quite a lot of coaching really from people that I work with. I mean I work with someone here who probably does what you do actually, xxx, is a forensic psychologist, so I've done joint reports with her in the past.

6.28 *How much training would you say you've had in terms of days or weeks?*

6.29 Oh golly it's very difficult, it's been informal really. I mean I suppose if I put it all in one lump, probably about a week really which is quite a lot really. And I'm starting my forensic training in October.

6.30 *Oh are you? Is that inxxx?*

6.31 No xxx does one, part-time, so that will make a difference as well obviously.

6.32 3(d) *Absolutely! Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

6.33 Just about, yes. (Laughter)

6.34 3(e) *What would be most helpful to psychologists working in this role?*

6.35 I think it would be probably quite helpful to have some placement experience because it's very difficult to know what the roles of other people are. There are a lot of people involved in the YOT, both the workers and the people they work with so I think having some involvement with the police, getting to some YOI's and having a look at what happens to young people when they go in that situation. Probably doing some child protection stuff, work with Social Services around children and that stuff. Broadening out their understanding.

6.36 *Practical experience - getting to know the roles?*

6.37 Well, yes. I suppose many Ed Psychs would do that these days but if you hadn't had that experience I think you need to do that really.

6.38 Yes

6.39 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

6.40 Well, I'm not a case-holder as such, so I don't keep files. We're virtually now an electronic system at the YOT in xxx, although there are paper files as well, so if I provide information for them, I provide it for them for that purpose. But there have been issues about 'well, what can you tell us about...this young person?' You know, 'Is there a file? Is he known to you psychologists' So we had to clarify what the protocols are about that really.

6.41 4(b) *Right so you resolved that by clarifying the position on protocol?*

6.42 Yes, But there has been an issue definitely, I mean it's certainly been an issue between the YOT and Social Services and I can't really tell you very clearly what those protocols are but there has been an issue I know that.

6.43 5(a) *Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

6.44 It has done. I tend to think, unless the young person's over a certain age, I tend to think of parental permission really first off, and then the young person's almost consent to be able to engage in it really. Yes it has caused a bit of a dilemma I suppose as to whether the young person has really wanted to come and see me to do something because the worker says that they want to.

6.45 *Has it been put in any of the court orders do you know?*

6.46 It has, and unfortunately it's also been put in without me really knowing it was going to be put in so to speak. So that's been a difficulty for me really because I've had then to really almost start my own process in my own time scale; to say well actually I need it clarified what I need to do with this youngster.

6.47 5(b) *And you would need to resolve it on a case by case basis as it's cropped up? You've discussed it with the case worker and taken that back to court?*

6.48 Yes. Because it's clearly not always appropriate. And in my experience, courts are not always clear what they want anyway. To clarify the point, when I first started with the YOT and it's something people have to clarify when they start working with the YOT, I think the case workers thought 'well, we've got a psychologist so we can tell the court that the psychologist will see them' without checking with me, whether that was a good idea or not. So that's the way I've had to clarify it by making it very clear to the workers that they don't actually say that they'll get the psychologist to see the young person when they write their report for court without actually talking to me about whether that's an appropriate thing to do first. That's been more useful really, doing it that way. 6.49 We also have an inter-agency working agreement; I forget what it's called now. Because I'm managed by the Ed Psych service and we have an agreement between the Ed Psych Service and the YOT about how I will work for them and how that will work. So that helps anyway. It's very important to have that I think.

6.50 Yes, and without clear guidelines, all sorts of problems can arise?

6.51 *Exactly, yeh.*

6.52 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

6.53 It's difficult that. I think in my case it's the young person and their family.

6.54 Yes, I think that's very much the perspective that most psychologists would hold.

6.55 Yes, but I know what the pressures are.

6.56 6(b) Does this raise any dilemmas?

6.57 No, I think on the whole I would say that my experience, and, I think discussion with other psychologists would tend to veer towards the young person and their family, and the YOT tends to veer towards the offence focus. And I think that's the nature of the dilemma really, the YOT wants to focus on the offences solely, even though they acknowledge there's a broader systemic situation but they're not really committed to working with families so that makes it more difficult really to support them in doing that really. I mean it's not within their experience, working with families, often. And it's not their experience often working with families...

6.58 No.

6.59 6(c) How can one resolve this?

6.60 Well I've made a point about when I think there's an issue about working with a family to ensure we're clear that if Social Services are involved, we engage those people and we do a joint piece of work, or I do a joint piece of work with the YOT worker with the family over whatever the issue is and that's been OK. It makes it difficult because it makes it bigish pieces of work really.

6.61 But it's necessary for the sake of clarity?

6.62 Yes.

6.63 7(a) What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)

6.64 We have YISP's in xxx. We also have Children Funded monies for children at risk. You mean it risks labelling young people from early on? Well I think it is a risk but at the same time, I think it's very important to target young people at that age who might be at risk. It's about how you describe it really. We know from the research there are certain characteristics of young children that if you follow it through, actually puts them at risk of later offending so I think it's a dilemma, but personally I think it's how you do it without negatively labelling families and making them feel as though they're being got at, so to speak. It's very tricky I think, actually.

6.65 8(a) Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?

6.66 (i) BPS Code of Conduct	No
6.67 (ii) Formal professional supervision	Yes
6.68 (iii) General literature	Yes
6.69 (iv) Peer support	Yes
6.70 (v) Professional association	Yes
6.71 (vi) Self-reflection	Yes
6.72 (vii) Training	Yes

6.73 8(b) Which (if any) did you find to be the most helpful and why?

6.74 Professional Supervision

6.75 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

6.76 I think probably I'd like to see a strong lead from the BPS. I can see the need for a special interest group within the BPS. I know there isn't. I'm a member of what is now called Social Care. I haven't been for a while because it's sort of faded really. It's a bit London based actually as well which is a bit of a problem up here. There has been a nation-wide support group but again, that's sort of faded again I think. You need a professional organisation to maintain a momentum. People don't have the admin time or whatever to be able to do it really in my experience.

6.77 *Thank you.*

Interview Complete

Interview 7

7.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?

7.2 *Just the formal three years of training and the experience since? Obviously the experience since because I've been working with the YOT's since qualifying?*

7.3 Well, maybe focus on the training.

7.4 *Absolutely ill-equipped actually, to be honest. The amount of time spent in looking at adolescent issues in clinical training is very limited, or it was for me.*

7.5 1(b) *What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

7.6 It was general clinical, so within that you have modules on children. As I recall, we had one lecture on adolescents. And then we had a forensic module which I think was half of one term allocated to forensic issues which was about eight lectures on forensic issues, out of which none were focused on youth offending team type issues or adolescent issues. So they were all general forensic type lectures. They were categorised by the type of offending rather than the individual.

7.7 *So what effect has that had upon your training upon the range of services that you provide in your YOT role?*

7.8 I suppose the general.... I don't know. I mean there was a good breadth of training for me. A good enough breadth for me within a few weeks of starting to feel quite confident about what I was doing, which is essentially trying to offer some sort of specialist tertiary service around assessing the young people that were known to the YOT for the more complex needs.
7.9 There was a health worker working alongside me and he would act in a more screening role initially and those young people that he found slightly more bizarre or complex in some way, in terms of their mental health or their presentation, he would ask me for a follow up

assessment and increasingly we became aware that there were mental health needs being presented by the majority of the young people who were coming here and that actually there would be a need to formalise the assessments. 7.10 We were working in a quite ad hoc way and it meant that every young person ended up getting at least screened for their mental health, so that in terms of actually what, as much as anything I think, it was the organisational skills I learnt in training that gave me the information that I needed to be picking up and organising some means of assessing the young people who were coming to our attention.

7.11 2(a) *Do you work full or part-time with the YOT?*

7.12 One day a week

7.13 *And the rest of the time?*

7.14 I'm in forensic adult services.

7.15 *That's four days a week in forensic adult services.*

7.16 And out of that time I spend half a day with an adolescent sex-offender group.

7.17 *Right, that's outside your YOT work?*

7.18 Yes

7.19 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT?*

7.20 The workload wouldn't merit any more than one day a week.

7.21 *So you're not picking up any caseloads from the YOT?*

7.22 No, it's all assessment based. I do the assessments, write the reports and do some consultations. That's my main role.

7.23 *And the disadvantages of only working one day a week in the YOT?*

7.24 Mainly that I can't take on any on-going cases, which I think would be quite interesting, to do with some of the very complex kids that come our way. So that option isn't available with one day a week working.

7.25 3(a) *Do you provide psychological reports for the courts?*

7.26 No, it's all post-sentence. If they need pre-sentence assessment, they'll be sent to the xxx centre which is where I am based.

7.27 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

7.28 Yes, yeh I have.

7.29 3(c) *What was the nature and duration of this training?*

7.30 It was all through supervision.

7.31 *On average, maybe a couple of weeks of training or so?*

7.32 Oh, well, if you collapse all those supervisions... I mean it was an on-going thing really

7.33 *Over how many years would that have been?*

7.34 Well I'm learning by supervision about how to refine court reports now and that's three years after qualifying.

7.35 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

7.36 Yes.

7.37 3(e) *What would be most helpful to psychologists working in this role?*

7.38 Supervision from clinical psychologists.

7.39 *From someone from their own background, that's experienced in that work?*

7.40 Yeh

7.41 *So almost a mentoring type of...?*

7.42 Well in the first instance, they should be observing it, then they should be observed by supervisors and then, so that the supervisor knows that what's written in the report corresponds with the content of the assessment. And then, once they're autonomously carrying out the assessments, they should be very closely scrutinised in the first instance and perhaps less so as they become more experienced but nevertheless, I think personally, whether you're one year experienced or thirty years experienced, it's invaluable to have a colleague read your reports for the courts, because you're going to get torn to shreds if there's any hint of something that could be attacked by the prosecution for example.

7.43 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. Have there been issues for you?*

7.44 Yes, there have actually. Because we inevitably get some quite high profile cases. There was one time in particular where I had written a report on someone, post-sentence and then they were allegedly involved in a subsequent offence which resulted xxxxxxxxxxxxxxxxxxxx because of the nature of the offence and who the victim was. And then this went to Prime Minister's XXXXX- on behalf of the MP who represented that XXXXXX The Prime Minister ordered the xxxxxxxxxxxx to check precisely what was happening and then he then requested access to all the records we had on this young person. This is a lot of detail probably that it's difficult to include anonymously....XX

7.45 No, I won't include that

7.46 ...but I ended up in this slight predicament about having to refuse...

7.47 *That was a request from the court?*

7.48 No, from the police

7.49 *For information?*

7.50 Yes, and that is where it becomes complicated sometimes with the police and the youth offending teams. There are different rules obviously about confidentiality and I think there's a culture in the police force of not working within the bounds of confidentiality where... (Long pause)

7.51 *It's to do with intelligence isn't it? I mean that's a word that's sprung up quite a lot.*

7.52 Absolutely. And so with psychologists and social workers as colleagues it's quite difficult for us to get our heads around the way they operate and for them to do similarly with us.

7.53 4(b) *How can one resolve these issues?*

Only through close working and explanation, clear explanation. I think, ultimately, you're all working towards the same goal which is the reduction in the risk that some young person's not going to offend again and whilst you sort of remind the police officer, that whoever it happens to be your discussing, of the need to cling on to confidentiality, you sell it in that way and constantly hold that in mind. It makes it slightly easier to explain why you're doing something, or otherwise you can be perceived as being antagonistic and awkward.

7.54 5(a) *Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

7.55 Yes, all the assessments are done there on orders. Any young person coming here is going to be coming involuntarily.

7.56 *What professional dilemma's does that create for you?*

7.57 I'll be absolutely honest, on a pragmatics level, it doesn't create any dilemmas because it means they're going to turn up for their appointment, and if they don't, there are sanctions and the appointments they treat like they would any appointments say, for example, with their YOT worker or anyone else. And it's you know the YOT worker that arranges the appointment with me, the YOT worker that makes sure they're going to attend and phones them to follow up anything that's sent in writing and they end up just... (Pause) being breached?

7.58 5(b) *Have you got any philosophical concerns about that, or on a pragmatic level, it works? Do you feel OK about that, have you resolved that dilemma in your own mind?*

7.59 I don't know that it's ever been a dilemma. I would say that it would be a dilemma were they not just coming for assessment. Were they coming for ongoing treatment and being forcibly told they have to, because that's not our job really to force people to do things.

7.60 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

The young person and their family. Hands down.

7.61 6(b) *Does this create any dilemmas in your work?*

7.62 No, none that I can see. I mean, I know society, a lot of society would prefer these young people locked up and with good reason quite often, if you're on the receiving end of what they've done, but ultimately just to make those snap judgements is not in anyone's best interests, because ultimately they're going to be coming back out even if they're in prison, so unless you can help seek to explain how they ended up doing what they did, you're not going to come to any sort of rationale for reducing the likelihood for it happening again. It requires a slightly more complex and less moralising approach and I think a lot of the media and society and certain political parties who advocate... That could be seen as woolly and liberal but... (Unclear)

7.63 That's actually quite pragmatic! (Laughter)

7.64 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

7.65 I think YISP is fantastic. I think YISP is the most promising development I've seen occur at YOT since starting. It just makes a huge amount of sense to pick these young people up. The extent to which they are identifying people who will go on to commit offences is you know not always clear and you can't know something like that because it's obviously a projective decision but you're talking about a group of young people who are in pretty desperate need, and if they can secure services purely by the virtue of the fact that they're going to commit offences or there's a high risk that they will, who cares? They're getting services that they wouldn't have otherwise have got.

7.66 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

7.67 (i) <i>BPS Code of Conduct</i>	Yes
7.68 (ii) <i>Formal professional supervision</i>	Yes
7.69 (iii) <i>General literature</i>	Yes
7.70 (iv) <i>Peer support</i>	Yes
7.71 (v) <i>Professional association</i>	No
7.72 (vi) <i>Self-reflection</i>	Yes
7.73 (vii) <i>Training</i>	Yes, but not specific to YOTs

7.74 8(b) *Which (if any) did you find to be the most helpful and why?*

7.75 I suppose peer support. I mean YOTs are an example of, you know, as good as it gets practice with multi-disciplinary teams and I'm not sure there's a better example than MDT working and it's the colleagues that have referred the young people to me and such like that have provided me with the best support really.

7.76 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

7.77 Ethical issues erm... I'm trying to think of ethical issues I've been confronted with. I'm not sure... I'm trying to think of examples, I can't think of any. There are none that stand out.

7.77 OK. Thank you.

Interview complete

Interview 8

8.1 1 (a) *Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?*

8.2 I think it required a little bit of transfer of skill on top of my training. I wasn't specifically working in this context and when I did my training I didn't do anything on forensic but I think more modern training in clinical psychology does. I didn't do a course, one of these doctoral courses. I put together my own sort of training package but I think the contemporary courses include a forensic component. But I think the clinical skills that I had were very relevant to that work, probably more relevant than any other professions working with those kids I think.

8.3 1(b) *What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

8.4 Well actually, having just said that... I'm about to contradict myself, by relevance of clinical psychology training in particular, I would say in modern clinical psychology, I think one of the most useful things that I was able to bring in was my systemic expertise which in a way came from outside clinical psychology. I mean I've been involved in it for about twenty years, and when I started it definitely wasn't a part of clinical, but the ability to see these younger people in a wider context of their family environments was very important. But then again, modern clinical psychology training does include that. So I would say that was, you know, relevant.

8.5 *So it allowed you really to deliver a wider range of services than...?*

8.6 Well I was able to work both with the young people individually, and with the parents and the families together, and think a little bit, although I would have liked to have done more, about systems and a little bit more about educational...that could have been a bit better than it was but I did do a bit of that as well,

8.7 2(a) *Do you work full or part-time with the YOT?*

8.7 I worked part-time. Only a day and a half a week

8.9 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT?*

8.10 I don't think there were too many advantages really – well it was pragmatic because they didn't have any more money really, they were always tight on funding. I think it was a disadvantage. I think they wanted a psychologist for at least two or three days a week. Someone who could provide a continuity or solid therapeutic input and I think it's the main thing that YOT's need actually. Sorry, I sound like I'm prophetising clinical psychology but I think I'm telling it the way I see it.

8.11 3(a) *Did you provide psychological reports for the courts?*

8.12 No, I didn't have to do that.

8.13 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

8.14 I haven't, I haven't in my career actually.

8.15 3(e) *What would be most helpful to psychologists working in this role?*

8.16 I think to adopt a multilevel, multi-modal, multi-context approach and as in being able to and willing to work not just with the young people because I think that things like CBT and anger management are futile if they go home and it's kind of chaotic and violent and abusive, so something has to happen with the family context as well. I think also having some sociological understanding which actually... I mean that's a bit of a downside to some clinical psychology courses because they don't give you enough of that. I mean these families are deprived, dispossessed, single parent situations with quite a bit of poverty and so on, and abuse.

8.17 *So you need to be aware of that when preparing a report for the court for example.*

8.18 Well yes, I think to have a wider sociological level of understanding as well. I mean as well its good to have a knowledge of the Youth Justice and the courts system , ... I'm not saying I wouldn't have liked to have a bit more of that. Another thing I'd like to just sort of add to that, I think it would be very helpful for psychologists, working in that context, to have a good knowledge of the mentoring system. I started to work very positively with the xxx Mentoring System in xxx which a lot of these young people need. It gives them a friend and an attachment figure they've never had. So not to think that therapy can be the be-all and end-all, it can't for these children, they need a solid dependable

8.18 *Can community focus help?*

8.20 Well, if you like, community focus, but you know, sometimes that can be a bit empty. What I think mentoring it does, it kind of gives someone who seems to really care about them and is there for them almost 24 7 or the young people feel that way. So it's a very understanding part of therapeutic input but also to see the kind of limitation and to see the other things that need to be in place like a mentor.

8.21 *4(a)Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

8.22 They don't represent major issues actually; 8.23 I was always very open with the kids about that right from the start. I'd say look, if you do anything that's a danger to others or to yourself, I will have to report it. I'm going to make notes when I'm talking with you. You can see them, if there's anything I've written that you've said to me by the end of this session, if there's anything you're unhappy about, we'll negotiate it and I'll try and take it out if I can. And I made it clear to them that I would have to share this information with colleagues.

8.24 *So you made that clear?*

8.25 Right from the start and they were a bit sort of gob-smacked when I handed them my notes at the end of the session and said 'Do you want to have a look?' which actually was a futile thing to do, because most of them can't read. But at least they get the message. There's a huge proportion of dyslexia and falling behind with school.

8.26 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

8.27 Well, yes it did. But then I worked with adolescents and children and adults in mental health and in some ways it's different, but generally children and adolescents feel that they're coerced into this stuff anyway. You know, I mean this is part of a broader picture and they feel this isn't their choice to be doing this. I mean some do, but a large proportion don't. So yes, obviously there are some differences but it didn't turn out to be as big a problem as I thought actually. 8.28 And again, I was open with them and said 'Look, I know you've been told to be here, you probably think I'm a shrink and I'm trying to see if you're loony and all that, and being open with them from the start seems to kind of help dissolve that.

8.29 5(b) *So that's how you resolve this?*

8.30 Partly, but I didn't just focus on them, I kind of focussed on the context and other relationships so that it wasn't like fight...

8.31 *Did you have to talk to the court or did you have to talk to YOT colleagues about it?*

8.32 I work closely with YOT colleagues and quite a few of the sessions I did jointly, so what I often did was if they had a key worker with a good relationship with them, I'd join in on that so that in the first session or couple of sessions I would be with the key worker so I would kind of piggy back on the trust that had already developed.

8.33 *The psychologists hadn't been ordered...*

8.34 Yes! Oh we had! Oh I'd worked in that situation with them quite a bit but I'm not saying it wasn't problematic but it was something we discussed. I think there was a proportion where it continued to be a problem but they were with kids who were hugely abused, they'd avoided the attachment system and didn't trust anybody or anything in the world and had no real experience of anyone ever kind of being trustworthy in their lives. so, it was much broader, the problem of engaging...

8.35 *Were those children breached?*

8.36 Some ...I didn't have many breached for not attending me; we didn't quite work it that way. Potentially it was there, but I don't remember it actually happening, I think the key worker would sort of pick it up and the breach would happen around seeing the key worker. But I don't think the courts ever made it 'You must attend so many sessions'. Part of it was that they had to do therapy ... It was there but I don't think it ever worked because the breach was through me. We usually managed to sort of get around it somehow and if breached happened it was through the key worker.

8.37 6(a) *When considering your professional role, who did you see as your primary client; the YOT, society or the young person and/or their family?*

8.38 I think usually I saw it as the young person.

8.39 6(b) *Did this raise any dilemmas?*

8.40 It did because I mean there was some differing ideologies within the YOT. I mean perhaps I'm being unfair, but some there were from a policing background and felt these kids needed to be told what to do and they were a bit puzzled by the not taking a more punitive sanctioning kind of approach. So at times.

8.41 *So a gentle encouraging approach may in a sense have clashed with some of their YOT targets?*

8.42 Well, it did initially, but it would be unfair to say that really, because they're a pretty spectacularly thoughtful bunch of people actually. I was pretty impressed by them. I think there was a little bit of an education process, I think what lingered was more...I mean some of them thought, what's wrong with CBT and anger management? It should work. But I think a lot of them also saw that it didn't and it wouldn't and they understood why it wouldn't because it was partly missing the wider context of the problem. For some kids it did do some good. But there were some elements of that but I even think the limited elements about what therapy was about kind of dissolved a bit. I hope! When they could see what myself and the other psychologists were doing.

8.43 6(c) *How did you resolve dilemmas between psychologists and the police... through discussion?*

8.44 Partly through discussion, partly by, well I tried to do it by, letting them see what I did, by some joint work and holding some joint sessions. On occasion, that slightly back-fired, when they went away afterwards saying 'Why didn't he do so and so'. And I think that part of the way that it started to work was that I didn't just work on my own, quite a bit of my work was with a colleague and she was full-time, and she would do a bit of explaining in between my sessions, saying 'look this is about what I was trying to do and this was what we were trying to do and so'... We were developing a network where there were a core of us who understood what that way of working was and if people were a bit confused about it they would help so I wouldn't necessarily have to have a meeting and explain, although I did sometimes.

8.45 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

8.46 I mean to be honest, I'm not working with YOT now. I haven't hugely kept hold of that recent development. Well, I think early intervention is a good idea. What reservations I have (and I don't know that one so well) is that some of them are behaviourally focused. They're based around education models which are OK if parents are going to engage with them, but they often don't so I think it requires something more sensitive and sophisticated for a lot of families like a reasonable knowledge of systemic family therapy to deliver some of that. I've not seen YOTs deliver much of that as I would like to see in terms of getting people at an adequate level of sophistication in family work to deliver those packages.

8.47 *But you feel reasonably comfortable with identification of particular families?*

8.48 Yes, I think there's a lot of literature that shows that patterns are identifiable quite early on and they get worse and worse. The family dynamics have been difficult from the word go and will continue to be difficult so yes, I think that's a good idea.

8.49 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

8.50 (i) <i>BPS Code of Conduct</i>	Yes
8.51 (ii) <i>Formal professional supervision</i>	Yes
8.52 (iii) <i>General literature</i>	Yes
8.53 (iv) <i>Peer support</i>	Yes
8.54 (v) <i>Professional association</i>	Yes
8.55 (vi) <i>Self-reflection</i>	Yes
8.56 (vii) <i>Training</i>	Yes

8.57 8(b) *Which (if any) did you find to be the most helpful and why?*

8.58 Professional supervision and ongoing peer supervision in that we predominantly worked as a pair or small team.

8.59 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

8.60 Well, I mean a lot of those things in place, to provide; a good system of professional supervision from another senior clinical psychologist. I think it might be helpful if it happened in the way I was working. I was located in the child department and then working in the YOT. To get some supervision in a context that was outside of it as well, so it might be good to have both – to have some supervision within the YOT workers and to have some clinical psychology that takes a more detached and more distant look at the whole organisation and the roles of the psychologists within it. 8.61 And I think to do it in terms of team work, not to do too much individual work, mix it with couples, family work. Sometimes what we do is we see

a young person in a pair situation anyway, I mean certainly around sex offending I didn't work alone with them. Its counter indicated anyway that you do individual work with sex offenders.

Interview Complete

Interview 9

9.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a counselling psychologist has equipped you for the YOT role?

9.2 I think it was more to do with my placements really. I'd done a year on placement in xxx Prison on the lifer's wing and I'd done some in-patient acute work and also adolescent work. So I think the placements were crucial. On my Master's we did quite a lot of stuff to do with forensic, mainly cognitive behavioural work for forensic issues.

9.3 O right, so that was all really useful as well, so you felt pretty well equipped, sort of from your background...?

9.4 Yeh, in terms of the actual intervention, I think there was quite a steep learning curve; terminology, policies, structures and things. I think what I didn't feel equipped to deal with was the politics. I don't think I was at all equipped politically by my training.

9.5 1(b) What effect do you think that your particular background as a counselling psychologist has upon your working, in terms of the range of services that you provide in your YOT role?

9.6 The background really relates to the skills in mental health sessions and intervention. Early on it became quite apparent that psychology training, not just counselling psychologists but also other types of psychologists are actually equipped professionals with a considerable range of skills and quite specialist skills so they have very specialist intervention knowledge and assessment ability that I think a lot of the other professions didn't have and were lacking in, in their training.

9.7 So actually, you were able to deliver a fairly broad range of services from your training.

9.8 Yes. Also my master's dissertation was on psychiatric presentation of adolescents and I have quite a lot to do with the forensic sort of stuff and so I had quite a reasonable knowledge of the research around offending factors.

9.9 2(a) Do you work full or part-time with the YOT?

9.10 Part-time. Three days. I was initially there two days from an in-patient units and then I went to Adult Community Mental Health Team and then eventually to the Child and Adolescent Mental Health Team.

9.11 2(b) What are the advantages and disadvantages of working on a part-time basis with the YOT?

9.12 Professional isolation within the Youth Offending Team I think was a major issue for me. Particularly at the end. So I think one of the crucial things was actually having contact with other professionals who were a little bit closer to my understanding really. People from my

own professional group. 9.13 I think also within the mental health sessions, I had more variety and probably better learning opportunities. 9.14 A disadvantage of being part-time is that you end up doing more work in both, than you would if you were full time in one. And then you go from one job to another, dealing with emergencies, scrambling around

9.15 *Trying to keep the jobs separate?*

9.16 Yes.

9.17 3(a) *Did you provide psychological reports for the courts?*

9.18 Yes I did.

9.19 3(b) *Had you received training or support to help you with the writing of psychological court reports?*

9.20 I had some training on writing court reports. It was more general and then I was quite lucky because the consultant psychiatrist who's the Director of the service is very experienced in writing court reports.

9.21 *So your training was by supervision?*

9.22 Yes. And most of it originally came from writing joint assessments, with her writing the main part of the reports. And then eventually...they were mainly sex offender reports and then the court would start to request that I write certain reports on individuals.

9.23 3(c) *What was the duration of this training?*

9.24 It's really hard to say. If I counted all the time we spent doing that...one report could mean that we spent four or five appointments with families and then spend time afterwards. She'd write the reports and I'd make comments or write little bits in.

9.25 *So, on-going over several months?*

9.26 Yes, I suppose over all the time I was there, really. Four years. 9.27 In terms of specific training, I did a one day specific training on court reports.

9.28 *Who was that provided by?*

9.29 It was a more general one and it wasn't just for psychologists. It was a local one. Writing thing.

9.30 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

9.31 Yes, in the sense that I was quite lucky because if I had any queries I could always ask. But to be quite honest it was more due to the personality you know of the person and the experience of the individual and if it hadn't been for her being around I wouldn't have had that training or the opportunity. So it was actually really more by chance.

9.32 3(e) *What would be most helpful to psychologists working in this role?*

9.33 I think psychologists in YOTs need quite a lot of support. Training needs like court reports certainly. In relation to court reports I think people do need quite a lot of support.

9.34 *Have you any idea where that might best come from? Should it be provided by professional supervision, identifying a mentor, something like that?*

9.35 I think that might be useful. But I think one of the issues that we faced early on really was the lack of skilled professionals in the area. Because there weren't so many people

around. I was there at the beginning so...when it was being set up. A lot of us psychologists were scrabbling around trying to find people and nobody was around and there wasn't actually that much going on. I did the four day forensic mental health course at the xxx which included stuff on writing reports and stuff.

9.36 *Oh right! Would you recommend that for other psychologists?*

9.37 I would actually, it was really good, but I don't know if they're going to run another one. But that was a really good general course which... They had a solicitor in talking about court evidence.

9.38 *It sounds useful; it could be useful, couldn't it...?*

9.39 Yeh, it was quite useful. It was quite varied and was a quite nice course to go on.

9.40 *4(a)Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. Did you have any such issues?*

9.41 Yes I did have issues. It was quite problematic. Part of that was really thrust upon me from up above as to what was OK and what wasn't OK to discuss, but what I did do was, I didn't make detailed entries on the computer system. Primarily for the reason that anyone could change them. People could put other things in or take things out. Also it wasn't personally signed and dated unless you printed it out and put it in the file yourself for medical and legal reasons. So what I used to tend to do was write all my notes on paper and then I'd make a computer system entry to say I saw the person, see paper file. But I didn't have particularly...I'd have some sort of stuff that was slightly separate but I didn't keep anything confidential from everyone else. It was shared information with the rest of the team.

9.42 *Did you clarify with the client at the beginning that it was likely that information would be shared.*

9.43 Within the team. Yes, it was sort of discussed that within the team we shared information and I used to be quite strict about things going off to other agencies, you know if people were wanting to take stuff to discuss with other agencies, so if anyone was wanting to share stuff that was pertinent to me, it was pretty much understood that they get the person to speak to me or discuss it with me first. But it didn't really come up because I was quite firm on that. At times it was a bit uncomfortable.

9.44 *It was something that came up quite a bit, actually, for the majority of the respondents. They had all sorts of feelings about who owns the casenotes and questions like this.*

9.45 That's right. I think at the point that I left, it wasn't really ideal but.... (Long pause)

9.46 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, did this create a dilemma for you?*

9.47 On the whole with mental health issues, we had quite an understanding with the court that it wasn't held against people if they didn't want to engage so it wouldn't be something that... Like for example with Referral Orders, it would recommend an assessment with myself. So something that... I think our court was quite good really, in that we did quite a lot of training with them.

9.48 *5(b)So that was a way of resolving that dilemma before it arose?*

9.49 That's right, yes. The main thing that they did try and order was anger management work and actually in the end it became a bit of an issue when other staff didn't feel they had the skills to do anger management work and the YOT management weren't providing the training so then it became a bit of an issue as to whether I didn't do the mental health stuff, I found I was spending much more of my time doing anger management work. And as the mental health workload increased with the new forms that came in, that was regarded by myself and the Health Service here that it wasn't the most appropriate use of time when I had a lot of other mental health stuff to do. 9.50 So I suppose there are some issues over that. I think it would be more to do with anger management. The court would order anger management which was part of their offence focus stuff and they weren't willing to attend sessions. 9.51 But in terms of pure mental health stuff, we kept that out of the realm of breachable things, although often if people did come to sessions it would be taken out of their orders. But it wasn't something that we... we'd only offer it. It was only something that people gave consent to and decided themselves whether they wanted it or not. 9.52 And some people, obviously with the exception of the Mental Health Act assessments where people were sectioned, but on the whole you know, it was up to people whether they wanted to engage or not.

9.53 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

9.54 That's a really interesting thing, because as a psychologist going in, from a mental health background, there was a very fervent feeling in relation to mental health issues, rather than, you know, the young person's needs.

9.55 *It does dominate all your training and experience doesn't it?*

9.56 Yes. But with things like sexual offender reports that I do with Dr X, that were court order reports

9.57 *The client would then be the court, primarily?*

9.58 Yes. It really being about balanced and er ... (Pause)

9.59 6(b) *What dilemmas (if any) did this raise?*

9.60 I think that in some ways the main clashes were, rather than it being huge dilemmas, in that what was viewed as being the most appropriate placements for people and intervention not being the viewpoint of local agencies and local policy not fitting in with actually what's best for the young person and intervention as well.

9.61 *And maybe agencies and local departments not feeling they had the resources to meet that child's needs, so are you going to be compromising your advice almost?*

9.62 Yes, so what we always tended to do was actually put in what was recommended with an evidence base and what have you. So often, what would then happen, was almost an involvement in trying to negotiate resources.

9.63 *Which is almost not the psychologists' task is it?*

9.64 No and there were many times I attended panels to try and negotiate resources for young people. So I think there is a role of conflict and I think the Health Service who I work for has some conflicts with other agencies and I think in some ways the way the YOT was turning out, it was more towards meeting targets than providing a young person based service although verbally it was, but I think it became more target obsessed than providing best service and best intervention.

9.65 *So that dilemma might have been, 'am I servicing the needs of the YOT here or the individual young person or the family?*

9.66 Absolutely. And it became a terrific dilemma with sort of a lot of negotiations going on around and speaking out about not approving of things. Quite difficult.

9.67 *7(a) What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

9.68 I left in January and we didn't have YISPs here so I'm not really too sure on YISPs.

9.69 *It's a crime prevention agenda designed to support and targeting support for children from the age of 8 who it is thought may be at risk of offending.*

9.70 Oh, it's a problem whenever you do something like that of widening the net. And if you look at the research in relation to reducing offending, one of the factors that is sort of seen as a principal of forensic intervention is targeting the resources to the higher risk cases and not over-involving people at a lower level. I think rather than involving things like specific crime based stuff, it would be better to do more general things like parenting groups or starting off, like they do in some areas the States, stuff like Webster - Stratton Parenting Groups at an early age and rather than thinking in terms of offending, thinking more in terms of family needs, young persons needs and Society needs. But not from an offending perspective but from a strengthening family needs and improving family interactions

9.71 *Sort of early on?*

9.72 Yes. My view point would be with younger kids, certainly not to be going down the offending thinking but more in terms of family functioning and functioning of the individual.

9.73 *8(a) Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

9.74(i) <i>BPS Code of Conduct</i>	Yes
9.75 (ii) <i>Formal professional supervision</i>	Yes
9.76 (iii) <i>General literature</i>	Yes
9.77 (iv) <i>Peer support</i>	Yes
9.78 (v) <i>Professional association</i>	No
9.79 (vi) <i>Self-reflection</i>	Yes
9.80 (vii) <i>Training</i>	Yes

9.81 *8(b) Which (if any) did you find to be the most helpful and why?*

9.82 Professional supervision and peer support. I think the professional supervision, I think the professional structure is extremely important. There were times when I've asked the law department as well and psychiatrists at other prisons, I've spoken to their law department to get legal backgrounds on things and to think through dilemmas really. So I think those professional aspects are essential particularly for the higher risk situations. I think the peer support is extremely useful in thinking about issues or how to deliver things. Also how other people have dealt with dilemmas because I think we all came into this without a blue print having been in existence and we learnt a lot from each other and different people were doing things and you think oh that's a good idea and an issue would come up and you'd talk to four or five people and you'd find out what was going on for them really. And each area was different, the way they were implementing things were different, each management team was different and had different agendas.

9.83 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

9.84 I think that the essence, or one of the key things, is that the organisation that they come from needs to really safeguard them and ring fence them and protect them. Because I think what was happening to a lot of people was that they weren't being protected and certainly some of the psychologists left very early because they felt that they were almost the subject of a lot of anxiousness and also anger and lack of understanding of their professions. 9.85 One of the problems is professional bodies - it's harder for them to protect you because they tend to be much more general in their policies, rather than specific organisations. 9.86 So I think a chunk of it comes down that you need strong management from your service who take an interest and who are really looking out for you. I know for me that certainly became an issue.

Interview Complete

Interview 10

10.1 1 (a) *Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?*

10.2 Reasonably well equipped in that I think that we've been fairly good at making sure that my role is fairly well defined and that's agreed within the YOT managers and within my colleagues in the Youth Offending Team.

10.3 1(b) *What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

10.4 I think a lot of my role is about sign-posting, into CAMHS services, and coming from a CAMHS background and being two days in the YOT means that I can have good access and liaison with CAMHS services. I think it means the people outside of CAMHS often kind of scratch their heads about how to get involved, how to get information out, who to contact; it seems rather an impenetrable organisation so I think its very helpful that I come from CAMHS and I actually... (Pause)

10.5 *Understand the system and how to access those services...?*

10.6 Yeh; absolutely. A large part of my training and work here is also about assessment of mental health need and that obviously is very helpful for my job as well as then knowledge, once assessment has taken place, of where the young person's needs may best be met. That's not only to say particularly for the Youth Offending Team population that's within statutory services, I think a lot of the needs are best met within our non-statutory services. Services for young people that aren't called mental health services. For example: Drop-in, Street-wise and making sure we have strong links.

10.7 *General sorts of youth centres and activities...?*

10.8 Yeh, yeh. Thirdly, I think my training has given me a good grounding in a good model of consultation. Again, a lot of the work I do is consultative with YOT workers who come across

significant mental health difficulty in their clients, and it's talking to them about how to manage and respond to those. 10.9 The other thing, I think, is that it has given me an understanding of the stresses and strains placed upon YOT workers; issues such as counter transference in terms of the way in which they feel about their client group and sometimes consciously or otherwise act out those feelings. So there's a kind of an unofficial counselling role/consultant; but official a consultative role. 10.10 And the last thing is in terms of the more strategic service level type understanding of how to develop agreements and relationships between the YOT, CAMHS, Barnardos, people like the Street Wise, who are a non-statutory service for young people which I think the training at xxx gave me a grounding in. My previous experiences have as well. I think those are the main strands.

10.11 2(a) *Do you work full or part-time with the YOT?*

10.12 Part time. Two days a week. There should be another with me but it's been fallow for the past year.

10.13 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT?*

10.14 Because... I think it's best model of practise for a mental health practitioner to work on a part-time basis with the YOT because I think that it's not the kind of work that people who went into the job would classically see themselves as doing. As I say a large part of it is liaison, consultation - not as much roll your sleeves up and get involved directly with young people. Being one person down, I don't take a case-load from the YOT. If I had someone else, I would more. Although unofficially I have done. 10.15 So I think it preserves sanity, retains professional identity and ensures that I'm not an isolated person in CAMHS, not an isolated person working for YOT. We know it's best practice to work within a team and I think it's much more healthy to work within a CAMHS team and then re-second into the YOT, rather than be full time in the YOT 10.16 and then I know my health colleagues who work full time with YOT get involved with lots of things

10.17 *That weren't seen as appropriate by ?*

10.18 Yes, absolutely. It helps me to maintain good boundaries.

10.19 *And the disadvantages?*

10.20 Oh, I'm just really busy. I'm just completely busy. There's six thousand people to see, and I'm very aware of the riskiness of the young people I see here and so I try to be as assiduous as I can be about my paperwork to ensure that I am not leaving myself open. 10.21 The contrast is sometimes lovely in terms of the difference between my two roles. Sometimes it's a royal pain in that it feels too distinct. 10.22 Also people might say oh, xxx, you're hardly ever here, why can't you be here more often? So I get put a pressure on with the slightly attacking comment, but one works to develop good relationships and make sure that people are aware as to why you're only here two days a week. But that's not always easy.

10.23 3(a) *Do you provide psychological reports for the courts?*

10.24 No.

10.25 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

10.26 No. 10.27 I have done privately, but I haven't done in my role with the YOT. 10.28 In many ways I think it would make a lot of sense to the courts and the public purse paying an enormous amount of money for something which I think we should be providing within, and you know, a lot of fat cat people are making huge amounts of money and I'd love to see it first. Personally, professionally and politically.

10.29 3(e) *What would be most helpful to psychologists working in this role?*

10.30 I think there would be different levels to that, I think to have a professional network of support, to bounce ideas around would be helpful on one level. I think people worry. I think the thing that often holds them back is about being made to look foolish and incompetent and that if they had training and support to do that, I think it would be very enabling.

10.31 *Who do you think would be the best provider of that?*

10.32 Oh, I suppose colleagues who already existingly do do psychological reports for the courts but who don't do it privately. 10.33 Also through the court officers. I think, partly it's you get people who you know, like to get involved with courts and people who shy away from it and perhaps if we can increase the liaison with the court officers, then we could increasingly expose ourselves to those kinds of experiences and lessen our anxiety about them.

10.34 *4(a)Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

10.35 Again, it's the chestnut about when to share information about what to do. I tend to be more liberal with sharing information. My feeling is that we should be, if it's in the best interests of the young person, sharing information. 10.36 I think very often there are issues where you have very disengaged young people with significant emotional needs where it is often good and useful for them to share information. With the way we've worked around whose case notes they are, once I've conducted an assessment, it comes into the child/adolescent mental health arena. Prior to that, it's slightly nebulous really, I haven't, I think rather helpfully from my point of view, kept ...the notes for example that I make from consultations are kept locked away, but nobody says that they belong to anybody. 10.37 The other issue is in terms of what I put on the computer, I put a minimum amount of information that I have seen young people.

10.38 *OK, and that's really to protect that information, with, what, with a note 'for more information, refer to myself' kind of stuff?*

10.39 Yes.

10.40 *4(b)So that's how you'd resolve issues to do with sensitive information?*

10.41 Surely. We do have consent forms too I keep for young people if they're deemed to be able to give their consent.

10.42 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

10.43 It's not created a dilemma at all. I'm very clear that nobody has to attend any of my appointments. It's trodden on some people's toes, but that's an absolute for me. This has been made clear to the young people themselves and the YOT officers. And I've actually not agreed to see people if it's been part of their court order.

10.44 *Right, and that has gone back to court has it? I mean the youngster hasn't been breached for that?*

10.45 No, no.

10.46 *And the court has been aware of that?*

10.47 I presume so. The way that we've worked is so that it hasn't been an issue that I don't give that referral. It's a voluntary relationship. The whole of the use of the mental health system within the criminal justice framework has a sordid history in many countries and I shy exceptionally clear of it. I am adamant about this.

10.48 5(b) *So you've really avoided getting into that dilemma at all by being very, very clear?*

10.49 Yes, I think this is the main theme about multi-agency working. It's about good boundaries and good neighbours. It's being about being clear about your role, what you do and what you don't. Both within CAMHS and within YOT and that creates a healthy working relationship. 10.50 And you have to grasp nettles and say no, I don't do that or the other things are, if it's an anger management issue, people want to put it down as a mental health one. That's not the case.

10.51 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

10.52 Interesting way of putting it. I think in terms of the split between my face to face work with young people and my work with the YOT professionals, I have to say that most of my work here is with the YOT professionals.

10.53 6(b) *What dilemmas (if any) does this raise?*

10.54 Not necessarily dilemmas, sometimes it makes me feel as though...I mean what the Primary Care Trust who pay for my wages would like is for me to see, have face to face contact, with young people. I think it's meant that I've had to be clear with the commissioners from the Primary Care Trust about the reasons for my role and the numbers of my face to face conduct, although significant, but aren't representative of what we know about the morbidity of mental health problems within the YOT.

10.55 6(c) *So you've resolved the dilemmas through clarity?*

10.56 Yes, I think you have to be precise in making that kind of argument.

10.57 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

10.58 I think it's a dangerous swing to try to predict who is possibly going to commit crime because of their family history, sibling behaviour, social status etc. I find that troubling. I can see some of the rationale behind it but it concerns me.

10.59 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

10.60 (i) <i>BPS Code of Conduct</i>	Yes
10.61 (ii) <i>Formal professional supervision</i>	Yes
10.62 (iii) <i>General literature</i>	Yes
10.63 (iv) <i>Peer support</i>	Yes
10.64 (v) <i>Professional association</i>	No
10.65 (vi) <i>Self-reflection</i>	Yes
10.66 (vii) <i>Training</i>	No

— there is none that I know of.

This is one of the gaps that I hope you identify.

10.67 8(b) *Which (if any) did you find to be the most helpful and why?*

10.68 Professional supervision and peer support.

10.69 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

10.70 I think one of the ideas could be having a mentoring system. I think that the BPS have usefully published some guidelines about commissioning psychology in various settings. I think they could do something along those lines about the role of clinical psychologists or psychologists in the YOT. What they do and what they don't do. 10.71 Really, I think you have to get to the management first. You know, the fish rots from the head downwards. You must be clear about where you are and what you do with them and it would resolve many of the things. People have asked me, for example, to conduct ASSETs or do things that I didn't think was in my professional role, but the fact that I'd created an agreement initially, helped.

10.72 *Helped you to side-step some of those potential conflicts?*

10.73 Yes, so I think that it would be very helpful to have a document such as the ones that the BPS have previously published about that. A mentoring helpline. (Laughter) Sometimes things don't happen in a planned way.

Interview complete

Interview 11

11.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience (as a clinical /educational psychologist has equipped you for the YOT role?

11.2 To do core assessments ? Well. In terms of clinical judgement about young people's mental health and also because I've worked with Social Services, if a child or young person was in care of some sort, then again my experience that I learnt by doing social services work was very helpful for that. I learnt that practically, on the hoof as it were. I didn't have any training for the social services bit. I just had to read a lot. Quickly! (Laughter)

11.3 1(b) What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?

11.4 I did court training as part of my clinical work and that was very helpful in terms of having had to write a report and what sort of issues, and how to address you know sort of letter instruction. Be that from a solicitor or from the YOT team. I think my educational training helped me to work systemically with Social Services, although I haven't done that with YOTs, I just did it on an individual case basis.

11.5 2(a) Do you work full or part-time with the YOT?

11.6 Part-time.

11.7 2(b) What are the advantages and disadvantages of working on a part-time basis with the YOT?

11.8 I think it would be very interesting being a full-time YOT psychologist because then I think you could work systemically, but I didn't pursue that opportunity, and also because my main training wasn't forensic, I wasn't sure that I'd be ... you know, that's not particularly my background.

11.9 *The main disadvantage really was that you weren't given the opportunity really?*

11.10 Well, no

11.11 *What are the advantages?*

11.12 Well, I only did it on a case by case basis, so it wasn't even that. Because we were in the same building, people used to come and talk to me about cases. It was very informal, but they used to say, 'what do you think about this?' or 'what should I do about that?' so because we happened to be in the same building, it's how these things turned out.

11.13 3(a) *Do you provide psychological reports for the courts?*

11.14 Yes.

11.15 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

11.16 Yes, through my clinical training.

11.17 3(c) *What was the nature and duration of this training?*

11.18 It wasn't from the training course, it was a PQ course, on court and being an expert witness.

11.19 *Who provided that?*

11.20 I'm just trying to think. I can't remember now to be quite honest. I know we did the BPS stuff, but it wasn't in the BPS. It was a one or two day training. It used the BPS training tape. I thought it was very good, actually. It gave me a lot of confidence.

11.21 *Did you do the one day or the two day?*

11.22 I can't remember to be honest. Sorry. It did use the BPS training tape.

11.23 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

11.24 Yes. It was very good.

11.25 3(e) *What would be most helpful to psychologists working in this role?*

11.26 I would say the training and and I would also say more information about forensic stuff. Different sorts of Acts and how they impinge on mental health issues and secure units. All the usual sort of spat between health and social services about under what terms will the child be placed and the usual scrap they get into because it's down to funding at the end of the day. I had to go and look it up for myself or the YOT people kindly told me about it. I would just ask for some things that I didn't know in the same way. It was helpful for me to know what the law was about and helpful for them to know about psychology, so... (Pause)

11.27 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

11.28 None. Within the Authority there's a very strong thrust for shared information, so no. If I felt that, I would say that the boundary was this and they'd have to get the courts permission or whatever but I was very strict on the BPS guidelines for boundaries. 11.29 The BPS professional guidelines I found very useful and I actually kept that quite handy to refer to. 11.30 And if anything, I erred on the side of caution rather than give away information that I felt was not party to anybody having. And when this has come up since, where YOTs have asked for information on a report that I've done about a young person, I've actually asked the young person to give written permission to me, to release the report to YOTs.

11.31 4(b) *So you really got round those confidentiality issues through protocols that were in place through the Local Authority around sharing information, as well as BPS guidelines. And also you'd make it clear with the young person at the outset that information was being shared?*

11.32 Yes, absolutely. If it wasn't clear from the outset that this was going to be shared and it possibly came up in court, (which it has with one of the young people that I worked with), I said that I wasn't happy to give any information until I had written consent from either the Local Authority or the young person, if they were over 16. If they were competent, basically. And then they would give me written consent and I would then release the stuff.

11.33 5(a) *Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

11.34 Oh that's awful. Yes, I have had that. I'm just trying to think whether that was actually the case. There was a young man that I saw with his mum and I think that what was expected from the court process was that there would be therapeutic input and he wasn't very keen until we explained that it was around his relationship with his mum, and then he was OK about that. But I haven't found compulsion to be very helpful, to be honest.

11.35 5(b) *Was there anything you did after that to try and resolve any future dilemmas) or has it just not come up again?*

11.36 No, as I say, because I work on a very specific case by case basis, particularly now, and where I work, it actually involves different YOTs, it isn't just the same YOT. Because I work in xxx and that's different YOTs you see. Interestingly, one of the YOTs I used to work in with xxx, he's now in a different post and he's quite keen to work collaboratively again because the YOTs now do CBT type stuff on anger management, don't they? So sometimes I'm asked about that.

11.37 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

11.38 The young person and the family, very definitely.

11.39 6(b) *Did that raise any dilemmas for you?*

11.40 No.

11.41 *In the situation where the court ordered information on the child or requested information particularly on the person, did that raise any dilemmas for you?*

11.42 No, not at all. I would see myself very much as the young person's advocate in a legal process I suppose. Just to flag up psychological and mental health issues that people may not be aware of. I can think of one young man. He was actually pre-psychotic and it wasn't apparent until he'd done various stuff with me that that was his mental state... which wasn't what people had imagined.

11.43 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

11.44 I wasn't aware of them. Sounds a good idea. Eight's a bit old ! (Laughter) Well, given that we can identify young people at risk earlier than that. I personally feel the earlier you can put intervention in, the better. Usually we know, don't we, by eight if children have got some sort of difficulty with their family.

11.45 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

11.46 (i) <i>BPS Code of Conduct</i>	Yes
11.47 (ii) <i>Formal professional supervision</i>	Yes
11.48 (iii) <i>General literature</i>	No
11.49 (iv) <i>Peer support</i>	No
11.50 (v) <i>Professional association</i>	Yes
11.51 (vi) <i>Self-reflection</i>	Yes
11.52 (vii) <i>Training</i>	Yes

11.53 8(b) *Which (if any) did you find to be the most helpful and why?*

11.54 Professional supervision and the BPS written and verbal guidance. Very good. Surprisingly! I rang up once someone who was involved in ethics. It was very good.

11.55 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

11.56 I would think peer consultation with each other. If there are a group of psychologists, working in YOTs, that must be really nice for them to get together. I know with looking after children, it's really nice to deal with somebody with the same specialism . 11.57 I guess special interest groups. Maybe more psychologists knowing about the issues. 11.58 And PQ training. I would have welcomed that if it had been around.

Interview complete

Interview 12

12.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?

12.2 I wouldn't say particularly well, really, because I'd never worked in youth justice or a forensic area before, so it didn't really prepare me, and it was something I took on with a bit of trepidation. But I knew I was only taking it on, on a temporary basis until they could find somebody within the service who had more experience and more background in that area. I only did it on that understanding really, that was the agreement I had with my head of service. And that was the arrangement we made with YOTs. I mean the money became available to provide the service and it was just the way things are. It just seemed that it was easier for me to do it for a short while and we looked to recruit somebody more able really to do it.

12.3 1(b) What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role? In the terms that you weren't as adequately prepared as somebody who had forensic awareness. Did it affect the range of services that you offered?

12.4 It did, but we supplemented what I could offer by saying well if they needed, say, an urgent psychiatric assessment, a mental state assessment, then we would provide that from the psychiatrists that work we're an integrated child/adolescent mental health service so I could always turn to one of my colleagues and say, look I'm not equipped to do this, I'm being asked for this, could you do that? Also we're very lucky up here in that we've got the nationally famous forensic service for adolescents on our doorstep, so I could always recommend to the YOTs workers who felt they needed a more specialist forensic assessment, the services of the xxx Unit and xxx' who's just across the border from us in xxx. So she provides, and that unit provides a service to our YOTs team here in xxx. Otherwise I'd be really exposed in those areas without a doubt. They were able to cover some of the gaps, if you like, in my expertise and knowledge.

12.5 2(a) Do you work full or part-time with the YOT?

12.6 Very part-time – one session a week.

12.7 2(b) What are the advantages and disadvantages of working on a part-time basis with the YOT?

12.8 The advantage was that it was bearable. I wouldn't want more than half a day a week! (Laughter) You know that it was enough for me. I was just keeping the seat warm for somebody else. The current person does a full day. I think it was just about do-able and there were obviously limitations on what I could do for them but it worked for the short period I did it. But it was only that one half-day. 12.9 The disadvantages were that I could offer a very limited service 12.10 and you always feel like an outsider coming into quite a large team, it's got twenty-eight full-time equivalents on the YOTs team, plus all the ISSP workers 12.11 and I never really felt I got to know anybody. There were probably one or two workers that I did some joint work with, that I got to know and there were always YOT case-workers who were from a mental health/social work background who I shared more common understanding with and I got to know them very well, but there were other people in the team who I couldn't even put a name to their face. They never used me, we never did any shared casework and some of the time I did feel like an outsider coming in. 12.12 People used to forget I was coming in on the one afternoon and the secretaries weren't prepared for it; I used to leave all sorts of things that I wanted done from week to week, that never got done, so I was never really a member of the team and just a visitor, often forgotten when I wasn't there.

12.13 3(a) Do you provide psychological reports for the courts?

12.14 Yes I did.

12.15 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

12.16 Not specifically for those sorts of reports, no. I do though; routinely write reports for court in other areas. I've done medico- legal work and I've had medico-legal training.

12.17 *Oh right? Who was that provided by, the medical legal training??*

12.18 That was back in xxx , when I worked there. The health service actually bought somebody in to provide that. It was nothing to do with the set-up here in xxx now. It was in a previous job.

12.19 *Bought in by the local authority...*

12.20 No, bought in by the health service.

12.21 3(c) *What was the duration of this training?*

12.22 Two days of training.

12.23 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

12.24 Yes, I've also had to rely on accumulating lots of experience and sometimes learning from mistakes. 12.25 I've also worked with a psychologist who's acted as a sort of mentor for me who does an awful lot of courts. We got the basics from that. 12.26 We had some training from a judge and a barrister, 12.27 but I've also had to learn a lot on the job really as I've gone along but I've had a good mentor to be able to do that.

12.28 3(e) *What would be most helpful to psychologists working in this role?*

12.29 I suppose where I felt most disadvantaged , I only wrote two reports in the short time I was there, was knowing how the Youth Justice system works, because my work and the work I'd done medico-legally was much more in the family courts and I didn't always....(took call on other phone) ...

12.30 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

Not taped

12.31 Handwritten notes stated that respondent kept his own case notes and only shared them with the young person's consent. Respondent did not feel that this was an issue.

12.32 4(b) *How can one resolve these issues?*

Not taped

12.33 5(a) *Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

12.34 No, because I was very clear right from the start that I would never see anybody on that basis.

12.35 *Who were you clear with?*

12.36 The YOTs team as a whole and the management of that team.

12.37 *And they took that information to the courts?*

12.38 Yes, I was never put in a position where... I think sometimes, young people felt coerced by YOT workers to come and see me but it was never actually written into orders and I always made it clear that I wanted to be able to say to any young person that this was a voluntary arrangement.

12.39 *How did you deal with the YOT workers who were effectively encouraging or coercing young people to come and see you?*

12.40 Just on a case by case basis really and explaining to them that I couldn't do therapy with unto these young people unless there was something somewhere, a willing volunteer. I think there is an assumption that you can just dispense something to them and I tried to deal with that on a case by case basis.

12.41 5(b) *Right, so clear communication?*

12.42 Yes and I would always use the afternoon to see young people and try and have as many discussions or consultations as I possibly could with the YOTs workers that were referring to me. I always insisted that they never make a referral to me without first discussing the case. I wouldn't see anybody unless I discussed it with them first and knew exactly why they wanted me to see them, where I fitted in systemically, and I often turned away cases, having had that discussion or YOT workers themselves decided it was inappropriate. And initially they were just trying to book cases in without any discussion, without any proper referral.

12.43 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

12.44 The young person and their family, really. That always to me was the first priority and I wanted to be seen to be separate to the YOTs set-up because a lot of the young people that attend feel that they're compelled to and I always wanted to be seen as separate. I did see young people away from the YOTs office as well. I gave them the option. I used to say 'if you don't want to meet me here, I'm happy to meet you in a clinic or a health centre.' I think I always made it clear that I was there for them.

12.45 6(b) *Did that raise any dilemmas for you, seeing the young person as the primary client while working with the YOT?*

12.46 No, Not really.

12.47 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

12.48 We've got a YISP in xxx. It's been very helpful to us. We've referred cases to it, very young people who seem to be on a delinquent pathway. They've done some very good preventative work both in schools and with families in the community. I've been very impressed with what they've organised here, locally. 12.49 That could be about the quality of the workers that they've employed. 12.50 Our YISP team are separate from our YOTs operation. Initially, they were joined together but over time they've become separate and I think that's the right way to go and I would hope that we in our child and adolescent mental health service continue to have a close relationship with them because I think there is a lot of joint work that we could probably start to develop. I think the preventative role that they're likely to have is a very important one. So I'm in full support of that.

12.51 8(a) Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?

12.52 (i) BPS Code of Conduct	Yes
12.53 (ii) Formal professional supervision	Yes
12.54 (iii) General literature	Yes
12.55 (iv) Peer support	Yes
12.56 (v) Professional association	No
12.57 (vi) Self-reflection	Yes
12.58 (vii) Training	No

12.59 8(b) Which (if any) did you find to be the most helpful and why?

12.60 Self-reflection.

12.61 8(c) How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?

12.62 They need to be part of a strong, central psychology service. I was delivering this service from a fairly healthy, strong child psychology service in xxx and I wasn't just thrown into a YOTs team, I could imagine, people who find themselves in the position of working for YOTs and are full-time, that's different, you'd need some professional support and development. But going in and coming from outside from a strong, robust service made it easier for me to deliver the service to YOT.

Interview Complete

Interview 13

13.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience (as a clinical psychologist) has equipped you for the YOT role?

13.2 I'm slightly different, because I'm back in forensic services and I worked in forensic services before, and I think that was almost as helpful as being a clinical psychologist actually. Because I was aware of a lot of the forensic issues. The other bit.... I mean one of my main roles was making sure that young people didn't fall through the net. So I either get the right services, because as you know they often do fall through the net and because I worked in xxx before I knew people in the child service, I knew people in the adolescent service, I knew people in the adolescent forensic. I could quite easily pick up the phone and have a chat about a young person. So those things helped considerably. 13.3 Being a clinical psychologist helped in terms of obviously trying to identify whether there were any sort of mental health problems and what were the services I might be feeding into; whether they would take the case on or not so obviously I was able to assess and discuss mental health problems with both the young people and YOT workers, so I would struggle if I hadn't had that training I think. Because if I hadn't had training in mental health, I

..ooh, I don't know how people coped. But there's the added bit of forensic and working in xxx. I think that was a big influence and help in how I worked really.

13.4 1(b) *What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role? I mean, you felt that you were able to offer quite a wide range, because you talked about basically systemic type work, looking for gaps and overlaps as well as individual case work?*

13.5 A lot of the work was not just direct work, as I say it was indirect work, systemic issues

13.6 *And a consultation service for YOTs?*

13.7 Yes, that was it. That was what I offered a lot of, consultations, actually. That came under my indirect work but that was extremely helpful. I would say the bulk of my work was consultation. Because I would say that otherwise, what would happen, you'd just get an influx of... (Pause)

13.8 *Yes, never-ending! (Laughter)*

13.9 Six million - everybody would be referred and actually having done consultation quite a lot during my forensic, so that sort of job, that helped a lot.

13.10 2(a) *Do you work full or part-time with the YOT?*

13.11 50% of my time was with the YOT and 50% was going to be with the xxx district adolescent service so I was actually 50/50 but it overlapped quite a lot, but I was actually employed by the health service.

13.12 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT?*

13.13 (Laughter) Actually I think there were more advantages because I think I had to really think through what I could offer. Part-time you think, what can I offer and what can I not offer. Much more selective. 13.14 The other thing was, again, because I linked into the health service and that was part of my job that helped me with my YOT work. 13.15 The disadvantages were the split post. Sometimes you needed more time in one than the other, and although you tried to be flexible. Like what I tried to do was keep a sort of time table. Sort of OK this day I'm going to be with YOT and this day I'm going to be on the Health Service side. It was just time management really. And try not to do... (Pause)

13.16 *Three jobs in...*

13.17 Yes

13.18 3(a) *Do you provide psychological reports for the courts?*

13.19 No. We were very firm about that actually. If they wanted a court report, I don't actually do them anyway, not now, but no we were very firm about that, if they wanted a court report it had to come from the solicitor or whoever.

13.20 *In which case it wouldn't have been appropriate?*

13.21 No and we were very firm about that.

13.22 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

13.23 Not Apart from my clinical psychology training.

13.24 3(c) *How much was there within that training?*

13.25 (Laughter) I think mainly, because part of your clinical training, obviously you've got all the academic bit, at university and the other part is on placements, I think you tend to do...you don't have much in the academic bit.. I can't remember...

13.26 *About a day or so?*

13.27 Yes, but you tend to do that within your placement. I think earlier on, there's much more of a focus on report writing and your supervisor sees all your reports. Then if there's a problem, it's sort of carried through, but it's done mainly done with your supervisor.

13.28 *So it would be over a few weeks, ma be focussing on that in total?*

13.29 Yes

13.30 *3(d) Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

13.31 It depended on the supervisor. I had some very good supervisors and I was also prepared as a trainee to say, 'Can you look at my reports'. I wasn't threatened by that, because I wanted to learn and I think I had supervisors who were also willing to share their reports with me. I think it does depend on the individual actually. Some people are a bit more scared of showing their work.

13.32 *3(e) What would be most helpful to psychologists working in this role?*

13.33 I set it up very clearly about what I could and couldn't do.

13.34 *Yes so really, setting out your expectations ...?*

13.35 And again, because I was a consultant I felt more able to say, and I worked in forensic services where everyone wants you to do everything, this is what I can and this is what I can't provide but I think as a trainee you need help on saying no and setting up expectations and things like that. I think that's partly to do your own development as well. As a YOT you want to be helpful and all the rest of it, but I think a lot of it is setting up boundaries and expectations about what you can and what you can't do.

13.36 *4(a) Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

13.37 What we tended to do quite a lot of was see whether the young person had been seen within the health system before and that was a mine-field. That was quite difficult for a number of reasons. A) because the young person very often changed his name, B) It's just finding the right information. What I tended to do was, speak to the person whose case it had been, look at the notes myself and not hand them over and sort of sift through and then give a feed back as to what was in the notes. 13.38 But it's a really thorny issue and I know psychologists have different viewpoints. 13.39 The stance I went for was what's helpful for the young person and sharing information is I think important so I had to make judgements about what I felt was and wasn't important, but I did try and get hold of the person whose case it had been. People varied on that, what they thought. But I just thought, just for things like what work had been done before, what diagnosis there was and things like that. Had they been seen before and just checking out that was OK. I tended to share that because otherwise it's not very helpful to the young person.

13.40 *4(b) How can these issues be avoided.? Thinking about psychologists moving into that role and they're going to be faced with new dilemmas.*

13.41 I think it's difficult, because different psychologists have different viewpoints about sharing notes and confidentiality. I don't think any of those viewpoints are often...it's something that comes up quite a lot, but it's not that openly discussed. 13.42 When you hit a problem, that's when you hit a problem, so you take it on a case by case basis but I don't think that's, because it's different people's viewpoints, I don't think it's ever that resolved. I think it's common sense really. As to how you might teach people to do that, I don't. I tend to take it on a case by case basis, and if I'm training or teaching, I mean, I think we're doing it best. 13.43 We have training on confidentiality so I think within training courses on clinical psychology, there should be workshops on confidentiality.

13.44 *Focussing on that?*

13.45 Yes, and I think there is, certainly in xxx, where I trained and different case scenarios and what to do in this sort of case. Trouble is there's no black or white often, it's often the grey but again its people being not sure they should be able to take it up and discuss it with peers.

13.46 *Peer support and professional supervision?*

13.47 Yes, because there's not always very clear answers. Being aware of some of the issues and trying to think about some of those.

13.48 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

13.49 No, again, I was really, really... (Pause) I set it up at the beginning that therapy or seeing the psychologist was very different from having to see somebody. That somebody couldn't be forced to see me. But within that you often ... (Tape unclear) so what I tried to do, people were writing court reports and it happened on a couple of occasions that it was part of the court report, you know he will see the psychologist, so I discussed that with the team as a whole, the managers, but also with the individual YOT workers and said, look, this isn't...you can't do this, that's not very good for motivation and somebody sits there and doesn't want to work, it's not very helpful and people tended to accept that but we had to address that quite early on.

13.50 *5(b)So you addressed that early on by talking directly to YOT officers and they would not include that in their report?*

13.51 Yes and actually taking that up with the managers within the YOT, their different teams within the YOT, whether they were the early intervention team or whatever right up to the more entrenched offenders from the ISSP. But talk about it with the managers, so that wasn't actually done because I think that does create problems.

13.52 *6(a)When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

13.53 All of them. We didn't tend to get into family work. A lot of the young people... (Tape unclear) there was a parenting officer anyway so the family work tended to be their responsibility. I suppose it's two-fold – the direct work with the young person, but a lot of the consultation work with the YOT officers. I could get into a huge debate about Society. I suppose Society does have a role in this that I really do feel quite strongly on that 13.54 but I suppose at the end of the day, the bottom line is the young person for me. And it's enabling for the YOT officers that are working with the young people to work with them more effectively.

13.55 *6(b)Does that raise any dilemmas?*

13.56 No, the difficult thing is it's within the criminal justice system. So there is the punishment bit. And as a psychologist I suppose I'm thinking about therapeutic things and

there's often a clash there. So this young person has a big problem, they should therefore need to work on this, or there's the retribution element and you often got that clash really, so there were quite a few dilemmas.

13.57 6(c) *How can one resolve this/these dilemma(s)?*

13.58 On a one to one basis. Trying to think what's best for the young person and turning to things like motivation. Their motivation. Whether they want to engage or whether at that stage they need some help but you can't get away from the fact that these young people are in the criminal justice system. I mean they may have some outstanding mental health problems that was sort of driving their behaviour and it was important for us to get involved or the right person to get involved. 13.59 There's a big difference between somebody sort of burning a house down for the fun of it and somebody who actually is psychotic and doesn't know what they're doing so I think that's a big role to play, making sure that young people do get the service they need and you don't just brand every young person as an offender and I think that was very important. 13.60 I have to say that although YOT workers had varied skills, I was particularly impressed by the fact that they did put the young people first. They were very young people centred, most of them, and I was really impressed by that.

13.61 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

13.62 I'm aware of it. I always say that working for forensic services, I really want to be done out of a job. Because I think there are young people who come through as children with difficulties. 13.63 I think an early intervention approach is needed. We tend to get them when they're well down the other end. In our service, we're looking for something for under twelves and I think that's really important. I think everyone is so pressed for time, you know, you're the fire fighting service, reactive rather than proactive, but I'm keen on

13.64 *How do you feel about identifying families with children who might be at risk of offending?*

13.65 Its really difficult because obviously you need to identify risk. People might have a lot of risk or vulnerability factors but they don't necessarily go on to offend, and I think there is a problem of labelling and how people and families feel about that. 13.66 Certainly, in some difficult circumstances, and I can understand why, families might not like their children being labelled as potential offenders, so I think there's quite a lot of work to do regarding that. It can all go a bit pear-shaped but I think the thinking behind it is right, but I think it's the way it's sold really. It's the same as psychiatric labels; labelling somebody as having a personality disorder, I don't like doing that, but at the same time... (Pause)

13.67 *it may or may not be helpful depending on the circumstances?*

13.68 Yes that's right. And it may or may not...often the young offenders in our service the forensic service, often it's the first time they get any services, whether it's a dentist or a GP or whether it's looking at their mental health or so on, that they might fall through the net or they might end up in the street, but whatever there is a ... (Pause)

13.69 *Sort of positive aspect to it?*

13.70 Yes. It's like anything - labelling or ear-marking people, people see as

13.71 *So it's being really aware of that?*

13.72 Yes. So it does bring back difficulties.

13.73 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

13.74 I think what was really important for me was that I was employed by the Health Service and I was on a Health Team. I think that was extremely important. And I worked alongside another

psychologist, xxx. I think it was very important to be bedded in the Health Service. Any issues I could flag up with my team and I had supervisors who I could flag up. I think that was absolutely key and I wouldn't like to be a lone person with no support. That I felt was really crucial.

(Referring to peer support)

13.75 (i) <i>BPS Code of Conduct</i>	Yes
13.76 (ii) <i>Formal professional supervision</i>	Yes
13.77 (iii) <i>General literature</i>	Yes
13.78 (iv) <i>Peer support</i>	Yes
13.79 (v) <i>Professional association</i>	No
13.80 (vi) <i>Self-reflection</i>	Yes
13.81 (vii) <i>Training</i>	Yes

13.82 8(b) *Which (if any) did you find to be the most helpful and why?*

13.83 Supervision and peer support.

13.84 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

13.85 I think again embedded in a professional psychology team or a multi-disciplinary team as I was, where I could discuss some of the dilemmas, because as I said before, they come up a lot of the time and I don't think there's any clear resolutions often.
It's about coming to a decision based on discussion with your colleagues really.

Interview Complete

Interview 14

14.1 1 (a) *Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?*

14.2 Not terribly well. Because it's quite a specialist area. I suppose on a general basis because a lot of the work is still similar but certainly in terms of knowing the systems and the specifics of the work on offending.

14.3 1(b) *What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

14.4 I think, over time, you just learn to adapt your other skills. Certainly the range of services I provided there was limited by the time I had there rather than my... (Pause)

14.5 *Actual experience and training?*

14.6 Yeh.

14.7 2(a) *Do you work full or part-time with the YOT?*

14.8 Part-time. One day a week.

14.9 2(b) *What are the advantages and disadvantages of working on a part - time basis with the YOT?*

14.10 A disadvantage was the fact that I did have a very limited time there, so obviously the services that could be developed were limited. The advantage of my post was, because I worked for the rest of the time within the CAMHS team, and I was actually employed by the CAMHS team, the links between the YOT and CAMHS were much better than I think in a lot of YOTs where people have to be referred directly into CAMHS without any link person really between.

14.11 3(a) *Do you provide psychological reports for the courts?*

14.12 Yes.

14.13 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

14.14 No.

14.15 3(c) *What was the nature and duration of this training?*

14.16 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

14.17 No

14.18 3(e) *What would be most helpful to psychologists working in this role*

14.19 I suppose some basic training around what are the expectations as well as practical things such as format. But it's more the expectations I suppose and quite often you're asked to provide the psychology report and it's like what does that mean? 14.20 So actually some kind of training or certainly discussion around the options you've got for providing such a report.

14.21 *Did you provide many, or just one or two during that time?*

14.22 I did quite a few, because I used to do them as part of the pre-sentence reports.

14.23 *Oh right, so they were part of the PSR or an add-on...*

14.24 Sometimes they were and sometimes they were specific. The court would ask for a separate report. Or sometimes they would ask for a psychology report as part of the pre-sentence.

14.25 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

14.26 How the set-up was in xxx, it was very much that the case notes were CAMHS and they were kept at CAMHS, so no, I guess potentially there could have been conflict but.... (Pause)

14.27 *Why do you think there weren't any? What would you put that down to?*

14.28 We were probably quite open in sharing information, maybe more so than possibly we should have been.

14.29 *Now the climate is increasingly towards the sharing of information?*

14.30 Yes, well maybe we were ahead of our time there. (Laughter)

14.31 But you were quite open there?

14.32 Yes, obviously within reason.

14.33 *And you would be open with both the people you were sharing information with and also the client? Would that be part of your work with the client?*

14.34 Yes. I mean obviously with the team in terms of a need to know basis with their case-worker and they would certainly share information with me that they thought would be useful for me and the same for me with them. In terms of written sharing of information, I had to fill in the entries on the care work system there, so that was a more social services based computer system, and on that I would only put very limited information about sessions. In terms of written information, that would be in the CAMHS file or would be within the letter that I would write...

14.35 *Right so the stuff that you actually put on the database might be sourced to 'so many sessions at this time' or whatever?*

14.36 Yes, the key issues, such as anger management or whatever.

14.37 *Right, so the nature but none of the detail?*

14.38 Yes

14.39 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, did this create a dilemma for you?*

14.40 Yes, certainly at first that would happen, and I did try and work with the YOT team to encourage the courts not to impose that as part of...and certainly the YOT team at first would write down as part of their recommendations that they engage in therapy with me and then it would be made part of their order which wasn't very helpful at all. But once I encouraged the YOT team not to do that, it became less of an issue.

14.41 *They learned that it was not an appropriate way?*

14.42 Yes

14.43 *5(b)And that was as effective way to resolve these dilemmas?*

14.44 Yes.

14.45 *Did any of the situations at the beginning when therapeutic intervention was advised by the courts or ordered by the courts, did that lead to any breaches or anything happening in terms of the young person refusing...*

14.46 Oh yes, I'm sure it led to breaches, yes.

14.47 *6(a)When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

14.48 The young person.

14.49 6(b) *Did this raise any dilemmas for you?*

14.50 I suppose so. The YOT worker might have wanted me to focus on specific areas where as the young person might have wanted to focus on other areas. Or a similar dilemmas in work with children and families anyway. Families might have thought one thing was an issue. And lots of the issues were more societal issues; it was difficult actually to address them with the client as such, because with some the issues were wider issues.

14.51 6(c) *How did you resolve the issue say, for example, where the YOT worker wanted you to work in one particular area and it was in the client's best interests perhaps to focus on a different area. How did you resolve the dilemma?*

14.52 I think the team there were quite good and we had quite good communication and on the whole, as long as I could discuss it, they were fairly easy to communicate with and we'd try to come to some compromise and sometimes it would be the case that I'd think actually, yes, maybe we can combine the two areas because... (Pause)

14.53 *So compromise in some circumstances or clear and open communication?*

14.54 *Yeh, yeh.*

14.55 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

14.56 Well I think early intervention can be useful. Certainly it was an argument in CAMHS. The fact that we couldn't put resources into early intervention. As long as it's done in a sensitive manner and actually with focus and planning. Then in theory it could be useful.

14.57 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

14.58 (i) <i>BPS Code of Conduct</i>	Yes
14.59 (ii) <i>Formal professional supervision</i>	Yes
14.60 (iii) <i>General literature</i>	Yes
14.61 (iv) <i>Peer support</i>	Yes
14.62 (v) <i>Professional association</i>	Yes
14.63 (vi) <i>Self-reflection</i>	Yes
14.64 (vii) <i>Training</i>	Yes

I went on a Forensic Adolescent Mental Health Course at the xxx.

14.65 8(b) *Which (if any) did you find to be the most helpful and why?*

14.66 Formal professional supervision. Because it was directly relevant to my specific position there.

14.67 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

14.68 With clear guidelines from the BPS or through specific groups.

Interview 15

15.1 1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?

15.2 For the particular role, I think it's equipped me well, but that's also because of the kind of experience I've had in the past. I worked for ten years in research in criminology. Then I worked as a team leader for a drug and alcohol post in a group in America. I worked in a group home. I've also worked on a domestic violence project.

15.3 Right, so you've got lots of experience in that area.

15.4 1(b) What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?

15.5 To be honest, there are things I've done that we do in the YOT that I could have done, but haven't done because there's just not time. The issue is time led and the particular things that we need to do here.

15.6 2(a) Do you work full or part-time with the YOT?

15.7 I was full-time, I've now gone down, because I've been working here for nearly five years now. And so initially I worked about three and a half days a week, and then I went up to full-time for approximately three years, and I've just dropped back down and I'm doing two days now.

15.8 Are you working on the other three days?

15.9 I'm working on the clinical psychology training programme.

15.10 2(b) What are the advantages and disadvantages of working on a part-time basis with the YOT?

15.11 Part-time just gives you more variety of work and there is a danger that you get drawn away from the core clinical psychology work.

15.12 So it's a protective factor that you're not there full-time. Five days?

15.13 Well, yes and I felt I needed to move on a bit really.

15.14 3(a) Do you provide psychological reports for the courts?

15.15 I have done, yes.

15.16 3(b) Have you received training or support to help you with the writing of psychological court reports?

15.17 Not from psychology. I've received some training within the YOT for writing reports, yes.

15.18 3(c) So that would have been YOT provided and PSR writers and so on, you helped with that?

15.19 They supervised me through the first few reports. I mean I still, I think... We have a system where...like a buddy system of checking reports, anyway.

15.20 So it wasn't with another psychologist?

15.21 No.

15.22 *And it was a psychological court report and not a PSR.*

15.23 Well I've done PSR's - it's a bit difficult, this question, because for the PSR's that I've written, I've taken it to the other people who write the reports really. Also, for the court reports, we were given like a day's training on writing reports.

15.24 *And who was that provided by?*

15.25 Locally, by the people who train all the other people in the YOT. Psychological reports that I've written for the YOT - No I haven't. But I have had supervision from a psychologist but I don't know that I've necessarily taken those reports for supervision.

15.26 *3(d) Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

15.27 Not for writing court reports.

15.28 *3(e) What would be most helpful to psychologists working in this role?*

15.29 It's difficult, because if you write a psychological report, then we write as we write them, but I do think it would be useful to get some training from people who write PSR's because I think that the type of information that the court requires is sometimes slightly different from the information we would provide in a report.

15.30 *Yes it does tend to be more holistic.*

15.31 *4(a) Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

15.32 There have been loads of issues, but they've been what you would expect really. Can the local CAMHS services share information with me freely because I would obviously share it with other people. What can I write in reports, and that does go back to the previous question about report writing. Actually we write much fuller reports within psychology than it's probably useful to write for the courts. There's been issues around what do we do if somebody's suicidal. Who can we share that with? There have been a whole lot of issues and they're never-ending really.

15.33 *4(b) How can one resolve these issues?*

15.34 On a case by case resolution. We have a form that I get parents and clients to fill in to say that we can share information.

15.35 *Right, so young person consent forms and parent consent forms?*

15.36 Yes. And as I say case by case, what needs to be sorted out really.

15.37 *5(a) Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you? and 5(b) How can one resolve this/these dilemma(s)?*

15.38 Yes and I resolved that fairly early on with always asking the officers. But also to saying to the court, if the court wanted it to be, that they would undergo a psychological assessment and I feel that they can be asked to do that by the court but not to take part

15.39 *but not participate in therapeutic input?*

15.40 Yes, so that's always been voluntary

15.41 *And the court is clear about that.*

15.42 Yes, and once the officers were saying that in court, there wasn't a problem with that.

15.43 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

15.44 Again, I think that's on a case by case basis. You know if you ask me in my role
(Pause)

15.45 *Depending on the nature of the work?*

15.46 Yes, I do see all three of those as my clients.

15.47 6(b) *So that would mitigate against any dilemmas arising?*

15.48 There are occasions when actually a client's been my client and yet there has been an issue about society. I can think of a couple but one in particular was a very, very dangerous young man and I felt that it was important that I bring to the attention of certain people that his dangerousness could be an issue. I suppose what I'm saying is that there have been situations and as I'm talking I can think of a few more really, where although the client has been my client, I have felt that....(Long pause) (Tape unclear)

15.49 *You had to almost breach, not because of confidentiality but you had to talk to other to warn people about aspects of behaviour or...*

15.50 Exactly, yes.

15.51 *There's been some quite interesting case law about that, you may be aware of it within the literature. Situations which have arisen where psychologists have had to notify others.*

15.52 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

15.53 I don't know enough about that to comment at the moment. I mean, I think it's a good idea; my problem with the YISP stuff in general, it duplicates other groups that are around anyway. And usually these children are known to multi-disciplinary agencies anyway so that just duplicates that. I'm not opposed to the policy, I'm just opposed to the operational structures around that.

15.54 *But quite happy with the general policy?*

15.55 Right

15.56 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

15.57 (i) <i>BPS Code of Conduct</i>	Yes
15.58 (ii) <i>Formal professional supervision</i>	Yes
15.59 (iii) <i>General literature</i>	Yes
15.60 (iv) <i>Peer support</i>	Yes

15.61 (v) <i>Professional association</i>	Yes
15.62 (vi) <i>Self-reflection</i>	Yes
15.63 (vii) <i>Training</i>	Yes

15.64 8(b) *Which (if any) did you find to be the most helpful and why?*

15.65 Peer support from professionals in the YOT. Because the problems I have are dealing with legal type stuff if you know what I mean?

15.66 Yes, *trying to get your head round YJB policies or...*

15.67 Yes and confidentiality issues, so I would have to say that the most useful is probably peer support.

15.68 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

15.69 There are a number of ethical issues and I have to say one that came up that I was quite worried about. It came up in the BPS and someone was disciplined I think, for taking a young person to xxx fast food outlet. Not to say that I take young people to xxx fast food outlet but I think there are a number of issues around where we see clients and how we do breach normal boundaries that need to be addressed. The society issue. 15.70 The issue is about really, it's not always easy to get signed confidentiality waivers. If I'm in the police cells and talking to young people which I have done, and gone down to court. So they're not situations that arise a lot but, you know, once you hear about it. I have been here nearly five years so I'm aware of all sorts of situations but I don't think, when the client who actively was threatening me, it was like a new situation. 15.71 All of us, I don't think, have talked through them well enough, I don't think that there is the structure. When I first joined the YOT I did try set up a group with another colleague who's unfortunately moved on now, of mental health professionals in the YOT, but I've subsequently stopped going to that because it became not just psychologists, it became other professionals and then there are different issues. 15.72 Educational psychologists have different issues from us and I think we're not supported enough and I have quite a few issues with that really and the fact that who can I get supervision from although I have good links and I do get some supervision....

15.73 *There's no tailor-made structure, is there really, through the BPS, the YJB or anywhere? There certainly was very little when I was attached to a YOTS a year or so ago.*

15.74 That's right.

Interview complete

Interview 16

16.1 *1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as an educational psychologist has equipped you for the YOT role?*

16.2 Not very well. (Laughter)

16.3 *1(b) What effect do you think that your particular background as an educational psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

16.4 Yes, it's more that once you've finished your training, there was a gap between what I was trained to do and my time at YOT. So that the things I now provide at YOT are things that I was given an introduction into, on my training, some of them, and then wasn't able to develop in my regular job as an EP. Does that make sense?

16.5 *Yes. So it's actually allowing you to develop particular areas that the traditional EP role wouldn't?*

16.6 Yes, or you just sort of had a tiny flavour of. And normally, on the training, there's kind of, well this is what EP's would like to do but the reality is, you're not going to be able to do it, and then you get into YOTs and the expectation is you're going to be fluent at it in some way, when you haven't been doing it. And there are certain areas where the content of what I'm involved in...so working with adolescent sex offenders, I've just had no training in at all and I've had to "gen up" on the research. 16.7 But the actual group work, doing group work, I did have training in, and also my background as a teacher had some relevance there as well. So it's been a bit of a mix of things.

16.8 *So a mixture of things. There are things which prepared you well and other things where as Ed Psychs, (I'm an Ed Psych too), you know, we didn't touch on.*

16.9 Yes, right.

16.10 *2(a) Do you work full or part-time with the YOT?*

16.11 Part-time

16.12 *How many days a week or sessions?*

16.13 I work 0.5 with the YOT and 0.5 with the educational psychology services here.

16.14 *2(b) What are the advantages and disadvantages of working on a part-time basis with the YOT?*

16.15 OK. So the advantages are that I've got my foot in the door of a team of educational psychologists still, and that's where I feel that I gather my on-going knowledge of psychology. There's a lot of support by being part of an educational psychology team and the developments we make within our team. Also, I suppose carry a caseload, still so in some ways I've got links with the cases we hold in this team and the sort of information sharing therefore is a bit easier, because I've also been given a patch of schools where it was felt there was more likely to be quite a high level of cross-over situation you know, I've got the EBD school and, you know, it's not all cross over but there is some level of that.

16.16 Disadvantages – the liaison that you need to do multi-agency work I think is huge and when you're part-time that's daunting.

16.17 *Right, the communication can be tricky?*

16.18 Yes, and there's a sort of element, even though I've been there a long time, I still don't feel bedded into the team the way that some people are when they're full time.

16.19 *How long have you been with the YOT?*

16.20 About three years now.

16.21 *I'm doing a lot of tracking at the moment on people who were there previously and that seems quite a fair amount of time.*

16.22 3(a) *Do you provide psychological reports for the courts?*

16.23 I provide psychological reports occasionally for some of the case workers. So they'll commission the work. And that's very occasionally.

16.24 *But not directly from the courts?*

16.25 No

16.26 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

16.27 No

16.28 3(c) *What was the nature and duration of this training?*

16.29 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

16.30 3(e) *What would be most helpful to psychologists working in this role?*

16.31 Probably a bit of a conversation really, between people who might commission them within the court and the psychologist about (a) what the psychologist can provide and then, what the courts might be interested in knowing about.

16.32 *So really determining what it is they're asking?*

16.33 Yes. And ideally that would be a two-way process.

16.34 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

16.35 At some level, yes. It's kind of on-going, it never goes away, because of the different bits of legislation that are around, which are not clear, and in some ways they are contradictory about the sharing of information. So I think that's a perpetual mine-field really that you have to step through really.

16.36 *So the bits of, that would be data protection and the sharing of information?.*

16.37 Yes, that's it.

16.38 4(b) *How can one resolve these issues?*

16.39 And I suppose we sort of clung to a working protocol whereby if somebody in the YOT wants information from my service, so case notes or me to look through a file, the practice is for them to let the client or the family know that they're going to be asking for that information and we have never come across a case where someone's said 'no way, you can't do it' to sort of test what we would do, so we try to be open about who shares information within the team and a caseworker within the team has produced a booklet for families and young people about the issue of sharing of information.

16.40 *Right, that seems ... is this by the YOT team?*

16.41 It's just a simple outline really of who's in the team and who the caseworkers could ask for information.

16.42 *So the parents are aware exactly of that at the outset and know the possibilities?*

16.43 Yes.

16.44 *5(a)Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

16.45 Yes , in one piece of group work with an adolescent sex-offender, that was a requirement of the supervision order. It would have created a dilemma if the lad had been resistant. Whereas he wasn't. If he had been resistant it would have presented big problems.

16.46 *5(b)How can one resolve these dilemmas?*

16.47 I think part of it has always been that we've tried to get in at the assessment. With that piece of work, the work with sex offenders, getting in alongside the caseworkers at the assessment stage. So if it looked like someone was really going to be resistant or the family weren't going to be able to engage, I think we would have to name that in the report and suggest that that wasn't going to be a viable option. Certainly not community treatment. It would just be breached straight away, I would have thought.

16.48 So really, resolving that potential dilemma would be through communication with the YOT officers?

16.49 Earlier on. Yes, at the assessment stage.

16.50 *6(a)When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

16.51 I think, really, it's the case worker that commissions the work. I'm working with the young person, but it's the case worker who I'm ultimately going back to as the problem owner. So if the young person wasn't interested in working with me, I would go back to the YOT worker and say that we need to look at this in a different way. I see them as the problem owner.

16.52 *6(b)What dilemmas (if any) does this raise?*

16.53 No. I think the team know that I work that way, so that if someone isn't going to be interested in engaging, they tend not to make a referral now, or they would have a conversation and we would talk about how they might be able to find out what they want me to find out or do something indirectly but I think they probably realise now that I work with people who are going to be a bit more goal- directed I suppose.

16.54 *6(c)So these dilemma(s) can be avoided by being very clear about...*

16.55 Yes, what your role is. And like I say, after three years, people would have worked that out, even if we didn't get it right to begin with. That's where we've got to now.

16.56 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

16.57 I think the notion of prevention is good, but not in terms of identifying it as crime prevention. 16.58 I think it's about seeing children as having risk factors in terms of their... well, no, not risk factors; seeing them as children in need, and seeing them not necessarily as potential criminals but children who genuinely having a need, so taking it up as a more universally and global view of what children need and putting in universal services in a properly funded way to those kids who have an identified need, not necessarily because they're going to commit a crime but because they are in need otherwise it's labelling and that's not appropriate. It's just seeing them in a different way really.

16.59 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

16.60 (i) <i>BPS Code of Conduct</i>	<i>Yes</i>
16.61 (ii) <i>Formal professional supervision</i>	<i>No</i>
16.62 (iii) <i>General literature</i>	<i>Yes</i>
16.63 (iv) <i>Peer support</i>	<i>Yes</i>
16.64 (v) <i>Professional association</i>	<i>No</i>
16.65 (vi) <i>Self-reflection</i>	<i>Yes</i>
16.66 (vii) <i>Training</i>	<i>Yes</i>

16.67 *You said no to formal professional supervision?*

16.68 We don't have supervision in our team.

16.69 *What not in an EPS team?*

16.70 No

16.71 *Peer support?*

16.72 Yes. There's some supervision in the YOT, but that's not by a psychologist.

16.73 *So that would be more for the operational issues? With the YOT manager or one of the operational manager?*

16.74 Yes, that's right. With the YOT manager.

16.75 8(b) *Which (if any) did you find to be the most helpful and why?*

16.76 Self-reflection. Peer support within the YOT would have been some help, yes. It's a combination of peer support and self-reflection really, because there's no one here who is a 100% peer, so you have to take the discussion you have with them and then reflect on how that is for you as an EP.

16.77 *So how that translates for a psychologist:*

16.78 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

16.79 A good thing would be first of all, a conversation between us about some of this stuff. For us to get together.

Interview Complete

Interview 17

17.1 *1 (a) Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience as a clinical psychologist has equipped you for the YOT role?*

17.2 It was very indirect. If I go back to clinical training, I had a short block of forensic teaching, but that was about nine or ten years ago. I have been qualified since 1995. The majority of that teaching was about things like suicide in prison and psychological assessments, that sort of thing, so it wasn't directly relevant. 17.3 So then I qualified in child and adolescent work and specialising in children with Autism which is actually the main thing that I do. 17.4 So in terms of direct training, there was nothing. I was trained pre-YOTs and also in xxx who still don't have YOTs so I'd never even heard of them when I came to England 17.5 but I realised fairly early on that there's an awful lot of commonalities between general child and adolescent and YOTs. It's just a slightly different context and you have to devise a slightly different way of working with these kids. 17.6 Actually, I find it much more responsive to their needs than the slightly more medical model-type way of working that some adolescent teams can get into.

17.7 *1 (b) What effect do you think that your particular background as a clinical psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

17.8 I think I probably think much more broadly about mental health and about the well-being of these young people than people who have just a youth justice perspective actually, and I suppose in some ways I'm less phased by things that are happening to people, than some of the other YOT workers who have much less breadth of experience. 17.9 The specific thing that I know I've brought to this YOT is because I've worked mostly with children with Autism and Aspergers syndrome, I do a lot of work on their social communication problems and have actually identified a couple of the lads as having Aspergers syndrome, which I suspect might not have happened, and certainly I know people have said ... because lots of these boys, whether they've got diagnoses or not, have got lots of problems with empathising and communication and I know people in the YOT have said they really like that way of thinking about helping their skills which I know is a direct.. yes I know I'm taking that from a kid with Autism and applying it to some of these boys in the YOTs.

17.10 *On what sort of levels are you working? Is it systemic consultation, mainly individual casework..?*

17.11 Erm, yes.

17.12 *2 (a) Do you work full or part-time with the YOT?*

17.13 Well, I'm very restricted in the amount of time I have, I only do one day a week for this YOT, so it's largely consultation and individual assessment. And I do offer some follow up appointments.

17.14 With your consultation, would that be with YOT officers?

17.15 With YOT officers, yes, and occasionally more widely if the YOT officers are involved in other meetings, but it's mainly with YOT workers. So what happens is, because you know all about the new things with that we now have to do at the assessment? Tools that the YJB have brought in? It's now compulsory, so if you ...you know the ASSET's divided off into a number of sections, and one's mental health and if you get a score of two or above on the mental health section of the ASSET, the health worker does the Squiffer and then if it gets above a certain level, then I will have a consultation with them before I do an assessment and I will always do a consultation first before I see them anyway, because it's really helpful to discuss issues. 17.16 So that's what we do for the majority of the time now, I do a consultation with the YOT worker, then I'll see the young person, maybe with the parents, do whatever, and then feed it back to the YOT worker and sometimes the young person and then work with the young person if they want it. Often they don't. Or I'll feed them into somewhere more appropriate.

17.17 2(b) What are the advantages and disadvantages of working on a part-time basis with the YOT?

17.18 I can't see any advantages with only doing a day. (Laughter) As opposed to nothing, there are lots of advantages. I think the biggest advantage is, because I'm there in the building and I deliberately chose to be there all day, or as much as I can, I had huge numbers of informal conversations about people and the YOT manager said she's seen a big impact on people's lessening anxiety about mental health and they're much better at recognising what's going on and knowing when to refer, whereas before she said there was a huge level of anxiety about it and someone with a mental health problem, it would be a crisis level working with it and I don't think it is, very often it's one little bit of what's going on for these kids. 17.19 So that's the big advantage, 17.20 the disadvantages is that with one day a week it's just not enough time and that's with a relatively small population. So how other places manage with part-timers I don't know.

17.21 3(a) Do you provide psychological reports for the courts?

17.22 No, that usually goes to psychiatry I think.

17.23 3(b) Have you received training or support to help you with the writing of psychological court reports?

17.24 No, er well, I might have done..

17.25 3(c) What was the nature and duration of this training?

17.26 It would have been one lecture.

17.27 3(d) Do you feel that your training has adequately prepared you for the writing of psychological court reports?

17.28 Having not done them, I can't really answer that. I would doubt it though.

17.29 3(e) What would be most helpful to psychologists working in this role?

17.30 For me, I would need a much better understanding of what the courts were going to do with the information and the kind of level of information that they need, and get an idea of what sense they'll make of it. I know every individual is different and I know there are some solicitors or whatever who can think really psychologically and you can write quite psychological reports but there are others who don't and you daren't put things in because you know it's going to get misinterpreted. So it's at that level and it's that kind of background and also it's a bit of more localised knowledge as well, that you get from your colleagues rather than from a training course.

17.31 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

17.32 There are the big splits between me respecting my client's confidentiality and the need to share information. Whereas I know that the YOT manager was very keen that all of my notes and all of my reports would be just kept in the YOT file and therefore available for everybody, I was completely against that because most of the kids that I see aren't mandated to see me. Just occasionally they are, if there's no other way of getting them to me, so quite often if they're on an Order, their appointment can count as one of our hours of contact, but if they don't come and see me then they are not breached. And I therefore didn't think it was appropriate that my notes went in. 17.33 If it's not actually part of the Youth Justice system, in a way, it was completely inappropriate and I have real reservations about non-mental health workers reading hand-written notes about what goes on in the session and misinterpreting it.

17.34 4(b) *How can one resolve these issues?*

17.35 What I did after a few months of being there is that I linked up much more with the local CAMHS team who I'm not actually part of. My funding is slightly peculiar. If they'd managed to recruit somebody then I would have been half-time CAMHS and part-time YOT but I'm not and that's a different issue that's irrelevant really to what you're doing I would say; but I kind of seconded myself into the CAMHS team. 17.36 So what I do now is whenever I have a consultation I keep those notes in my own folders and do a summary of the consultation which goes in the YOT file but if at that point I generate a referral to myself as a result of that discussion, then I open a CAMHS case or re-open a case as they're very often known to the CAMHS anyway, and then all my notes get kept in the CAMHS file.

17.37 *Right, so what is your contractual relationship then with the YOT? I mean, are you employed by the YOT, that particular day a week directly?*

17.38 Not exactly, what they do is fund...I work in an xxx team

17.39 *Is that an interdisciplinary service in xxx?*

17.40 No, it's a health service xxx team...things change in this particular trust as you blink, basically, but it's a separate tertiary team that covers the whole of xxx...

17.41 *So they effectively seconded you into YOT?*

17.42 Yes, they pay. The YOT pays for my time and they second me back in. As it happens in xxx, we're all moving into the same kind of single Section 31 which is more of a consolidation of children's services, health education and social services so actually xxx which is my xxx team is in Section 31, we're all going to be in the same bit anyway, it's just taking it's time to get there. It's a bit confusing.

17.43 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

17.44 The young person.

17.45 6(b) *And that has created some dilemma's in the case of case note ownership?*

17.46 Yes.

17.47 *And also the mandatory nature of some of your referrals?*

17.48 Yes. That's very rare. I think I've only had two.

17.49 6(c) *How can one resolve this/these dilemma(s)?*

17.50 I think our YOT has very, very good relationships with the young people actually, so the kids mainly agree to come and see me and so it doesn't need to be mandatory. 17.51 And actually it was a boy that I saw yesterday, he was made to come and actually it was a waste of time because he wouldn't speak. He sat there for the twenty minutes that he agreed to do but it was a waste of time and I think actually it is a waste of time making people come and see a psychologist because you can't.... (Tape unclear)

17.52 *Do you think psychologists should see young people who have been involuntarily incarcerated or subjected to a court order?*

17.53 If they're inside, I think that's a different issue because pretty well most of what's happening to them isn't free choice anyway. But I still think even if you've got to see somebody, it's still a free choice whether you lie through your teeth or choose to speak, or use the time. I think they should be given the opportunity and I suppose that's what we're trying to do yesterday with this boy.

17.54 *Providing an opportunity?*

17.55 Yes.

17.56 *And what about non-compliance, do you think a young person should be breached if they don't take up the opportunity to engage with the psychologist?*

17.57 Actually, I would say no, I don't think so, but I suppose the parallel decision is if I was deeply concerned about somebody, then you might have to section them under the Mental Health Act anyway. And that's kind of the same thing isn't it.

17.58 *So it's a matter of degree, really, in terms of...and that degree might be a cut-off point perhaps if they were endangering themselves or others. That would be such a situation?. But if they just really didn't want to and it could actually be damaging and dis-empowering for the client?*

17.59 Yes, and particularly when you look at the history that most of them have of being assessed to death by so many different people, then I can quite see why they don't want to. Like this lad yesterday, I'm not absolutely sure why it was made as part of his order in the end, but he didn't want to because he'd been seen by millions of people and nobody's helped.

17.60 *Right, I think we've covered client consent as well now, and how you could possibly resolve it. Is there another way you could resolve the dilemma? Is there something that you'd like to do to stop children and young people being referred to you involuntarily. Are there ways that you can prevent it? Or are you happy for the referrals to come but you won't necessarily pressure the client to comply?*

17.61 Well I don't see how you can anyway, apart from make somebody turn up and sit in the room with you, but I don't see what else you could do...?

17.62 *Do you think they should be made to turn up? That's what I'm getting at really.*

17.63 I suppose, possibly, under some circumstances, but the way my YOT works, I'm in the building with them, I quite often see the kids anyway, just around the building. My YOT workers do enormous amounts, they've got a brilliant rapport with them and they quite often agree to come anyway. What I might even do is pop in and say hello, look I haven't got two heads, and have a coffee and a bit of a laugh so they've met me before they come for the appointment. Or the YOT worker brings them for the first appointment and they stay with them as long as the kid wants, so we do an enormous amount of things to help the young person come and I have gone to xxx cafe and had a coffee with somebody in xxx cafe, because that's all he could manage, whereas the traditional way of working, sitting in a CAMHS clinic or wherever, and if they don't come, well that's them...you know, you're not

going to see them again. 17.64 We do an enormous amount of work to make them come and I think that is why you probably don't need to mandate it very often.

17.65 *7(a)What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

17.66 No, I don't know much about that. I would probably say that eight's too old. You should probably go in at three or four because certainly all the evidence is that early intervention is crucial and I think pre-schoolers or even parents who you think might be at risk when they're pregnant. But yes, eight's better than 13.

17.67 *Would you have any concerns at all about the labelling of children at the age of eight?*

17.68 What label would they have in this system?

17.69 *At risk of future offending if there's no multi-agency intervention.*

17.70 I think, if you say 'At risk of offending' then that's got really serious implications.

17.71 *Or at risk generally of social exclusion. Would that raise any alarm bells?*

17.72 These are really interesting issues. Yes of course it does. For an individual, it would be horrible. You could say that if you label somebody at the age of eight as at risk, then people are just going to look for the problem. But on the other hand if you don't say 'this person is at risk,' or 'this community is at risk' I don't really see how you can effectively target the right people. And I think there's some research that shows that if you just go in and do big community things it doesn't work, because the take-up are the people who don't actually have problems, because that's why they take it up so you do need to be specific about targeting the right people and that's... (Tape unclear)

17.74 *Are you aware of any damaging effects of such interventions that may have happened in the past? There may be some research pointing towards some of the damaging effects of intervening with children on a low level basis, children who are into low level offending and the dangers of intervention there.*

17.75 No not specifically.

17.76 *OK that's fine.*

17.77 Why, is there any?

17.78 *Yes, it's quite interesting actually. I mean I'm really enjoying actually talking to psychologists about these issues. We've touched on a lot of them in our previous work.*

17.79 Yes.

17.80 *8(a)Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

17.81 (i) BPS Code of Conduct	Yes
17.82 (ii) Formal professional supervision	Yes from peers.
17.83 (iii) General literature	Yes
17.84 (iv) Peer support	Yes
17.85 (v) Professional association	No
17.86 (vi) Self-reflection	Yes
17.87 (vii) Training	Yes

17.88 8(b) *Which (if any) did you find to be the most helpful and why?*

17.89 Talking to other psychologists, and peer support and supervision

17.90 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

17.91 It would be very good to meet up with other YOT psychologists more often. I don't know whether there's a forum for psychologists to meet. Because I'm so part-time, I haven't looked desperately for that because the most useful thing was me saying 'I'm really worried about this, talking to the YOT psychologist in the xxx team and hearing what she did and then just making up my own version of it then. So that would be very helpful. And one of the problems seems to be that we all do slightly different things and we're all linked in with CAMHS differently, because, the obvious, easy thing would be to have a mandated thing about what you do but that would never work because we all do different things.

Interview Complete

Interview 18

(Partially From Handwritten Notes only: A section was un-taped)

18.1 1 (a) *Psychologists working with YOTs are from a range of different disciplines. How well do you feel that your professional training and experience (as an educational psychologist has equipped you for the YOT role?*

18.2 The main thing that helped me was working on a crime prevention scheme in a high risk area. It was more my experience that helped me not my training.

18.3 1(b) *What effect do you think that your particular background as an educational psychologist has upon your working, in terms of the range of services that you provide in your YOT role?*

18.4 It depends on the YOT, the context of the YOT is important and the structure of the LEA. I work with other psychologists and other educational professionals; I am involved in systemic work concerning the social inclusion agenda. The context is crucial.

18.5 2(a) *Do you work full or part-time with the YOT?*

18.6 Part-time

18.7 *How many days a week or sessions?*

18.8 2 days

18.9 2(b) *What are the advantages and disadvantages of working on a part-time basis with the YOT?*

18.10 Advantage is that I can link with other work going on in the local authority.

18.11 Disadvantages – there are a lot of part time workers and an excess of part time contracts. This makes communication difficult and time consuming.

18.12 3(a) *Do you provide psychological reports for the courts?*

18.13 No

18.14 3(b) *Have you received training or support to help you with the writing of psychological court reports?*

18.15 No

18.16 3(c) *What was the nature and duration of this training?*

18.17 N/A

18.18 3(d) *Do you feel that your training has adequately prepared you for the writing of psychological court reports?*

18.19 N/A

18.20 3(e) *What would be most helpful to psychologists working in this role?*

18.21 Going to court and seeing how the reports are used and how they fit in to the decision-making processes.

18.22 4(a) *Some psychologists identified challenging confidentiality issues arising within their YOT work, such as the sharing of sensitive information about clients and the ownership of case notes. What (if any) have been the issues for you?*

18.23 The main issue is around being clear about client consent. How far back you go (in the file) is important to clarify with the client.

18.24 4(b) *How can one resolve these issues?*

18.25 Being clear about what information is being shared. When an individual is working with a youngster they should ensure that this is understood.

18.26 5(a) *Some psychologists expressed concerns about working with clients who have been ordered to engage involuntarily in psychological intervention by the courts, In what way, if any, has this created a dilemma for you?*

18.27 There are 2 sides to this. Compulsion can be both helpful and unhelpful. If the young person has been ordered with good reason and they have been well briefed then it can be helpful, even if compelled. It is more an issue about whether an organisation is adept in planning interventions and negotiating.

18.28 5(b) *How can one resolve this/these dilemma(s)?*

18.29 Setting the context clearly and well.

18.30 6(a) *When considering your professional role, who do you see as your primary client; the YOT, society or the young person and/or their family?*

18.31 Young person.

18.32 6(b) *What dilemmas (if any) does this raise?*

18.33 It creates a broader appreciation of the broader role of psychologists rather than raising any dilemmas and it also provides an incentive for schools to raise young people because of their problems.

18.34 6(c) *How can one resolve such dilemmas?*

18.35 The national context of OFSTED is unhelpful. Schools should work with joined up services and perhaps appreciate that a pupil may be a non-attender (and little problem for the school) although be offending in the community. There needs to be broader view of the way schools play their part.

18.36 7(a) *What are your views on the Government's Crime Prevention Agenda which is designed to target children and their families from the age of 8 years? (e.g. YISP panels)*

18.37 I have quite positive views. But there are clear dangers if we criminalize young people at the age of 8 years. Overall I feel quite positive. It can be wholly predictable if no intervention is made with the parents or the younger siblings. We should use what we understand about regeneration.

18.38 8(a) *Have you used any of the following support systems to help you to resolve professional issues and dilemmas in your YOT work?*

18.39 (i) <i>BPS Code of Conduct</i>	Yes
18.40 (ii) <i>Formal professional supervision</i>	No (less so)
18.41 (iii) <i>General literature</i>	No (less so)
18.42 (iv) <i>Peer support</i>	Yes
18.43 (v) <i>Professional association</i>	No
18.44 (vi) <i>Self-reflection</i>	Yes
18.45 (vii) <i>Training</i>	No

18.46 8(b) *Which (if any) did you find to be the most helpful and why?*

18.47 Peer support and self-reflection.

18.48 8(c) *How would you like to see YOT psychologists supported with ethical issues arising from their work in the future?*

18.49 A whole movement towards greater transparency and greater communication.

Interview Complete