

Psychodynamic/Psychoanalytic National Occupational Standards *Essential context information relating to reviewing these drafts*

The draft Psychoanalytic/Psychodynamic National Occupational Standards are available here for comment.

These relate to work that has been undertaken to date by the Expert Reference Group. This Group has appraised those manuals of dynamic therapy that have been used in research trials and which have been shown to be effective when applied. It is with this in mind that any comments and suggested amendments should be made.

The contents of the NOS need to ensure that they are advocating practice which is based in evidence and efficacy.

Please send your comments and any suggested amendments to Darren.Buxton@skillsforhealth.org.uk by **15th June 2008**.

If you have any questions regarding this project please contact Nikki.Hale@skillsforhealth.org.uk the Programme Manager.

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT 1 Assess the likely suitability of an analytic/dynamic approach

About this workforce competence

This is about assessing whether the style of working with and relating to a therapist in analytic/dynamic therapy is suitable for a particular individual. The process is a model or trial and is, potentially, important learning in its own right. In introducing the individual to the analytic/dynamic process it could be the single most important event in therapy for that person.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

Context

Definition

Comment [D1]: This is really tricky to define. Any suggestions?

Difference

Used here to indicate all those characteristics of an individual - of which race, gender, physical disabilities, sexual orientation, socio-economic status are examples - that help to construct identity but which may be subject to discrimination

Scope

Additional resources

may include:

- a) community health team support

Capacity to work within an analytic frame

may include:

- a) flexibility of mind
- b) level of curiosity

Comment [D2]: What else?

External context

may include:

- a) Sources of support
- b) Stability of housing

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PADT 1 Assess the likely suitability of an analytic/dynamic approach

Format of treatment

may include:

- a) individual
- b) group
- c) family
- d) couple

Needs

may include:

- a) psychiatric support

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PADT 1 Assess the likely suitability of an analytic/dynamic approach

Performance criteria

You need to:

1. respond sensitively to the individual's current preoccupations and distress
2. balance the gathering of information about the individual and their difficulties with the opportunity for them to experience how they manage without therapist imposed structure
3. enable the individual to make connections between the current, real-life preoccupations and their unconscious internal world of subjective experience
4. listen to the content of the individual's report of their difficulties and life and the manner and form of their narrative
5. be aware of and respond sensitively to the patient's affective and transference responses to the assessment process within the limitations of the assessment frame.
6. explore the relationship, if any, between the client's external context and values and their difficulties
7. assess the individual's capacity to work within an analytic frame
8. evaluate the individual's capacity to consider how their present relationships and behaviour relate to the past
9. encourage the individual to discuss and explore their perceptions of, and feelings about, you as therapist and how you may feel or think about them
10. accept the individual's view of you as therapist to allow a particular experience of the individual's self in relationship to you to emerge in the session
11. evaluate the impact of a transference interpretation at any given point in the light of:
 - a) the individual's conscious and unconscious response to the interpretation
 - b) your evaluation of the quality of the working alliance following an interpretation
 - c) the individual's level of disturbance following an interpretation
12. critically reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in you as therapist with respect to difference
13. reflect on the emotional impact of the individual's narrative and general presentation on you as a source of information to understand the underlying interpersonal patterns that have been activated in the assessment process
14. enable the individual to reflect on their experience of the assessment by interpreting their conscious and unconscious experience of it

Comment [D3]: Should 'insight' come in here and if so, how?

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15. explore the individual's external context to inform the treatment plan and identify the need for any additional resources
16. consider the setting, length, intensity and format of the treatment in the light of:
 - a) developmental factors
 - b) the individual's psychological state
 - c) level of risk
 - d) the nature of the problem
 - e) the individual's particular needs
17. explain to the individual your assessment of the suitability of analytic/dynamic therapy for or your reasoning and suggested alternatives if you consider it is not suitable

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PADT 1 Assess the likely suitability of an analytic/dynamic approach

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of the different types of personality organisation
- K3. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K4. a working knowledge of the nature of mental life
- K5. a working knowledge of the different structures of the mind and their contribution to personality development
- K6. a working knowledge of the nature of the unconscious inner world of object-relations
- K7. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K8. a working knowledge of various analytic/dynamic models and techniques

The rationale for an analytic/dynamic approach

- K9. a working knowledge of the affective and interpersonal focus of the therapy
- K10. a working knowledge of the rationale for an analytic/dynamic approach
- K11. a working knowledge of the rationale for closely tracking the therapeutic process
- K12. a working knowledge of how to adopt a non directive stance in relation to the individual's communications
- K13. a working knowledge of how to explore the internal, unconscious world of experience with sensitivity to the individual's external reality and value systems
- K14. a working knowledge of the importance of maintaining an open mind during therapy
- K15. a working knowledge of the primary target of therapy
- K16. a working knowledge of the factors indicating suitability of an analytic/dynamic approach
- K17. a working knowledge of unsuitability for brief and more intensive analytic/dynamic therapy

Frame for the assessment

- K18. a working knowledge of how to assess an individual's capacity to engage in the analytic process in the context of assessment of risk
- K19. a working knowledge of how to elicit the individual's history of relationships and assess its contribution to the quality of internalised relationships

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- K20. a working knowledge of how to manage acting out by an individual within the therapy setting
- K21. a working knowledge of alternative psychological therapies as a basis for considering more suitable alternatives for the individual
- K22. a working knowledge of external resources available to support individuals during therapy.

Work in the Transference

- K23. a working knowledge of the forms of transference
- K24. a working knowledge of how to develop and work in the transference
- K25. a working knowledge of how to formulate the dominant transference theme(s) from an individual's assessment
- K26. a working knowledge of how to make a transference interpretation
- K27. a working knowledge of the emotional impact of transference interpretations
- K28. a working knowledge of the rationale and features of the analytic setting and stance
- K29. a working knowledge of how to formulate the dominant transference theme(s) from an individual's assessment

Diversity in therapy

- K30. a working knowledge of the psychodynamics of difference
- K31. a working knowledge of how to work with the psychodynamics of difference within the therapeutic relationship
- K32. a working knowledge of the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices around difference

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PADT 2 Engage the individual in analytic/dynamic therapy

About this workforce competence

This is about responding to the individual's presenting issues in a concerned, non-judgemental manner to enable the analytical relationship to develop with sufficient trust to allow the emergence of unconscious life. It includes identifying and agreeing therapeutic aims.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

Difference

Used here to indicate all those characteristics of an individual - of which race, gender, physical disabilities, sexual orientation, socio-economic status are examples - that help to construct identity but which may be subject to discrimination

Scope

Challenges

may include:

- a) the individual's unconscious communications
- b) how the individual's presenting problems may be connected with unconscious feelings and conflicts
- c) how the therapist's counter-transference may distort their judgement

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PADT 2 Engage the individual in analytic/dynamic therapy

Performance criteria

You need to:

1. communicate understanding thoughtfully in response to the individual's conscious and unconscious communications
2. evaluate when it is most productive to focus primarily on the individual's external or internal reality
3. respect the individual's need for defences
4. contain the individual's level of anxiety by engaging with the their conscious and unconscious anxieties about the therapy and therapist
5. allow the individual's narrative about their difficulties to emerge without imposing a structure
6. ask clarifying questions so as to understand the individual's perspective without making assumptions
7. communicate clearly the boundaries and frame of the therapy
8. explore the differential expectations of both therapist and individual so as to orient them to the particular style of therapy
9. provide the individual with sufficient direct information about the therapy, including its risks and benefits so as to make consent meaningful
10. adjust technique with those individuals who are unproductively disturbed by a more passive stance in the early stages of therapy
11. give the individual early experience of an analytic/dynamic approach and the challenges it might present for them
12. assess whether the individual may require a strengthening of the supportive aspects of the therapeutic relationship
13. provide a tentative account of the individual's subjective experience and how you understand their issues early on in the therapy
14. help the individual to make connections between their current, real life preoccupations and their unconscious internal world of subjective experience
15. encourage the individual to reflect on their reactions to the treatment and its focus on feelings and relationships and the ways in which unconscious dynamics affect conscious processes
16. allow the individual an opportunity to ask questions, explore, clarify and agree treatment aims
17. enquire about what the individual hopes to achieve
18. communicate understanding that in addition to the stated aims there might be less conscious aims

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PADT 2 Engage the individual in analytic/dynamic therapy

19. reflect to the individual your understanding of their resources and vulnerabilities in relation to the stated aims
20. enable the individual to reflect on their expectations of therapy (to introduce some realism about what might and might not be achievable).
21. gain and review/retain the individual's valid, informed consent
22. respond openly to the client's conscious and unconscious experience of difference
23. respond openly and sensitively to the individual's experience of difference in the therapeutic relationship
24. explore with the individual the unconscious use that may be made of actual differences between you as therapist and the individual
25. critically self-reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in you as therapist with respect to difference

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PADT 2 Engage the individual in analytic/dynamic therapy

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of developmental theory
- K3. a working knowledge of the different types of personality organisations
- K4. a working knowledge of developmental psychopathology
- K5. a working knowledge of the psychoanalytic theories which inform the specificity of the practitioner's clinical practice

Analytic/dynamic model of the mind

- K6. a working knowledge of the nature of psychic life
- K7. a working knowledge of the different structures of the mind and their contribution to personality development
- K8. a working knowledge of the importance of the individual's imaginative life as a vehicle for understanding their unconscious experience of themselves and others
- K9. a critical understanding of the psychoanalytic theories which inform the specificity of the practitioner's clinical practice

The rationale for an analytic/dynamic approach

- K10. a working knowledge of the rationale for an analytic/dynamic approach
- K11. a working knowledge of the affective and interpersonal focus of the therapy
- K12. a working knowledge of the rationale for closely tracking the therapeutic process
- K13. a working knowledge of how to adopt a non directive stance in relation to the individual's communications
- K14. a working knowledge of the importance of maintaining an open mind during therapy

Diversity in therapy

- K15. a working knowledge of the psychodynamics of difference
- K16. a working knowledge of how to work with the psychodynamics of difference within the therapeutic relationship
- K17. a working knowledge of the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices around difference

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PADT3 Derive an analytic/dynamic formulation

About this workforce competence

Material for the formulation comes a range of sources, including from questions answered by the individual, from interpretation of the individual's experience and from the transference and countertransference experienced in sessions. A formulation is itself dynamic, changing as therapy progresses.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

First scoped word or phrase alphabetically	may include: a) scope 1a b) scope 1b c) scope 1c
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Second scoped word or phrase alphabetically	may include: d) scope 2a e) scope 2b
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PADT3 Derive an analytic/dynamic formulation

Performance criteria

You need to:

1. show interest in and acceptance of the individual's subjective experience
2. identify recurring interpersonal themes through questioning and from the transference-countertransference themes that emerge in the session
3. develop hypotheses about the unconscious meaning of the individual's presenting symptoms and the significance of your emotional response(s) to the client
4. develop hypotheses about the individual's defences and resistance
5. develop a provisional formulation of the individual's difficulties based on information directly provided by the client, which may include the experiential information derived from the here-and-now of the therapeutic interaction
6. communicate your understanding of the individual's experience and difficulties in a manner that promotes the therapy
7. critically self-reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in you as therapist with respect to difference
8. identify if the interpretation relieves the individual's anxiety and/or is difficult or distasteful to them
9. engage the individual in responding to your formulation and elaborating it or revising it
10. revise the formulation in the light of new evidence and/or the individual's response to the therapy
11. remain open to your failure to develop useful formulations

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PADT3 Derive an analytic/dynamic formulation

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of the different types of personality organisations
- K3. a working knowledge of developmental psychopathology

Formulation

- K4. an in-depth understanding of psychodynamic formulation
- K5. a working knowledge of the activities of 'maintaining an analytic focus':
- K6. a working knowledge of exploration of the client's internal, unconscious world of experience

Analytic/dynamic model of the mind

- K7. a working knowledge of the nature of psychological life
- K8. a working knowledge of the different structures of the mind and their contribution to personality development
- K9. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of themselves and others
- K10. a working knowledge of analytic/dynamic models and techniques

Interpretation knowledge and skills

- K11. a working knowledge of the aims and work of interpretation
- K12. a working knowledge of the collaborative process of interpretation

Interpersonal and reflective skills

- K13. a working knowledge of different interpersonal styles of relating
- K14. a working knowledge of skills of clarification
- K15. a working knowledge of skills of confrontation
- K16. an in-depth understanding of self reflection
- K17. an in-depth understanding of the experience of psychotherapy

Working with defences

- K18. a working knowledge of the nature and processes of human defences
- K19. a working knowledge of the functions of defences and how to identify them
- K20. a working knowledge of how to gauge the level of personality functioning in an individual
- K21. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content

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PADT3 Derive an analytic/dynamic formulation

K22. a working knowledge of why individuals deploy defences

K23. a working knowledge of how to gain and maintain a reflective stance

Diversity in therapy

K24. a working knowledge of the psychodynamics of difference

K25. a working knowledge of how to work with the psychodynamics of difference within the therapeutic relationship

K26. a working knowledge of the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices around difference

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PADT4 Work with the therapeutic frame and boundaries

About this workforce competence

In maintaining the therapeutic frame and boundaries the therapist creates another learning opportunity - to enable the emergence of experiences, feelings and understandings. The therapist also has the responsibility of maintaining clear limits and dealing with risks to the individual.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word

Definition

Scope

Analytic attitude

may include:

- a) a learning focus, enabling the emergence of an iterative learning system
- b) free floating attention
- c) observing one's disturbance from moment to moment
- d) being in the situation as well as observing oneself in the situation
- e) curiosity, open-mindedness and deferred knowing towards the client's subjective experience
- f) tolerating uncertainty

Parameters within which the treatment will take place

may include:

- a) setting
- b) frequency and length of sessions
- c) use of the couch where applicable
- d) limits of confidentiality
- e) expectations of the client
- f) arrangements/cover over breaks

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PADT4 Work with the therapeutic frame and boundaries

Performance criteria

You need to:

1. agree with the individual clear parameters within which the treatment will take place
2. maintain your analytic attitude
3. explore with the individual the meaning for them of any changes to the agreed setting, whether planned or unplanned
4. enable the individual to explore their experience of any changes
5. make an intervention or interpretation about what the client/patient has said about their experience of separations/discontinuities in the treatment frame
6. enable the emergence of the individual's conscious and unconscious experience of the setting and its boundaries
7. consider whether and how to make an intervention or interpretation about what may have been indicated but not consciously expressed in what the individual says
8. enable the emergence of the individual's conscious and unconscious feelings and fantasies about the therapy
9. consider as therapy continues how an intervention or interpretation may enable the individual to explore previously unconscious or unrecognised feelings or fantasies
10. be sensitive to transference patterns in an individual's history that may present an opportunity for interpretations
11. respond to the individual's requests for modifications to the parameters of the therapy on the basis of your evaluation of the meaning of those requests
12. choose your responses to the individual so that their experience of unverballed feelings and unconscious conflicts is not intensified in a way that threatens the viability of the therapy
13. maintain or regain an analytic stance when managing forms of acting out in relation to the setting
14. develop clear limits
15. recognise when limits may need to be explicit allowing for the transference implications of such an overt action

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PADT4 Work with the therapeutic frame and boundaries

16. in advance of planned interruptions in the treatment, enable the emergence of the individual's conscious and unconscious responses to breaks and an opportunity for a valuable intervention
17. assess risk during breaks in the treatment and to make arrangements for additional support when required

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PADT4 Work with the therapeutic frame and boundaries

Knowledge and understanding

You need to apply:

Frame and boundaries

- K1. an in-depth understanding of the meaning of boundaries for the client, the therapist and the therapeutic relationship
- K2. an in-depth understanding of the impact of the physical setting of the therapy room on the relationship with the therapist
- K3. an in-depth understanding of interruptions in the treatment and their impact
- K4. an in-depth knowledge of the dynamics of separation, loss and mourning as the basis for understanding the client's subjective experience of breaks during the treatment
- K5. an in depth understanding how to manage the breaking of boundaries

Developmental theory

- K6. a working knowledge of psychoanalytic understanding of the developmental factors that shape an individual's experience of themselves and others
- K7. a working knowledge of differing psychoanalytic understandings of personality organisations
- K8. a working knowledge of psychoanalytic conceptions of developmental psychopathology
- K9. a working knowledge of the role of language, both generally and in ways specific to individuals, in the formation of the individual's sense of identity

Analytic/dynamic model of the mind

- K10. a working knowledge of the range of psychoanalytic theories concerning the nature of mental life
- K11. a working knowledge of the range of psychoanalytic conceptions of different structures of the mind and their contribution to personality development
- K12. a working knowledge of the range of psychoanalytic conceptions of the nature of the unconscious
- K13. a working knowledge of how the client's imagination can be a vehicle for exploring previously unconscious experience
- K14. a working knowledge of various psychoanalytic/dynamic models and techniques

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PADT4 Work with the therapeutic frame and boundaries

The rationale for an analytic/dynamic approach

- K15. a working knowledge of the transference relation, which often may include differing affective and interpersonal aspects, being the focus of the therapy
- K16. a working knowledge of the rationale for an psychoanalytic/dynamic approach
- K17. a working knowledge of the rationale for closely tracking the psychotherapeutic process
- K18. a working knowledge of how to adopt a non directive stance in relation to the individual's communications
- K19. a working knowledge of how to promote the exploration of the client's unconscious with sensitivity to the individual's external reality and value systems
- K20. a working knowledge of the importance of maintaining an open mind during psychotherapy
- K21. a working knowledge of the complex and multifaceted aims and effects of psychotherapy the outcomes of which cannot be defined in advance with any guarantee
- K22. a working knowledge of the factors indicating suitability of an psychoanalytic/dynamic approach
- K23. a working knowledge of practice-based indications and contra-indications suggesting appropriacy of different forms of psychoanalytic/dynamic therapy
- K24. a working knowledge of how to assess for appropriacy of psychoanalytic therapy
- K25. a working knowledge of when and to what extent the existence of external resources available to support individuals may be necessary during psychotherapy.
- K26. a working knowledge of how to assess an individual's capacity to engage in the psychoanalytic process in the context of assessment of risk

Working with defences

- K27. a working knowledge of psychoanalytic conceptions of the nature and processes of unconscious defences
- K28. a working knowledge of the functions of unconscious defences and how to identify them
- K29. a working knowledge of how to gauge the effects and implications of an individual's psychological functioning on their personality presentation
- K30. a working knowledge of the potentially dangerous effect of giving priority to the interpretation of content over the link between anxiety and defence
- K31. a working knowledge of the purpose of unconscious defences
- K32. a working knowledge of how to gain and maintain an analytic stance

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PADT4 Work with the therapeutic frame and boundaries

Interpersonal and reflective skills

- K33. a working knowledge of psychoanalytic conceptions of different interpersonal styles of relating
- K34. a working knowledge of skills of clarification
- K35. a working knowledge of skills of confrontation
- K36. an in-depth understanding of self reflection
- K37. an in-depth understanding of the experience of psychotherapy

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PADT5 Maintain an analytic/dynamic focus

About this workforce competence

This competence shows how the therapist's analytic stance extends into the selection and use of interventions that help explore interpersonal, affective, and unconscious themes, material presented in the transference and material from reflection on the countertransference. It also shows when they might use a more supportive style to protect the therapeutic relationship.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

Difference

Used here to indicate all those characteristics of an individual - of which race, gender, physical disabilities, sexual orientation, socio-economic status are examples - that help to construct identity but which may be subject to discrimination

Scope

Intervention techniques

may include:

- a) clarification
- b) confrontation
- c) interpretation

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PADT5 Maintain an analytic/dynamic focus

Performance criteria

You need to:

1. show interest in and acceptance of the client's subjective experience
2. respond sensitively to the client's current preoccupations and distress
3. focus of the interventions on the here-and-now therapeutic interaction whenever it is likely to promote the therapy
4. identify a focus outside the here-and-now if you need to attend to other material that carries a strong affective charge
5. direct your interventions towards:
 - a) the interpersonal and affective, and unconscious themes that the formulation identifies as the focus of the therapy
 - b) material presented in the transference relationship
 - c) material from your reflection on the countertransference
6. hold open a space and select intervention techniques that allow the individual to explore themes relevant to the direction of the treatment/therapy
7. enable the emergence of understandings of resistance
8. enable the emergence of the client's relevant interpersonal and affective patterns through exploration of interpersonal narratives and their elaboration in the transference
9. evaluate when it is most productive to focus primarily on the client's external or internal reality
10. enable the client to explore the meaning of diversions from the current focus
11. be receptive to the individual's reduced toleration of the interpretative approach
12. focus on conscious experience and strengthen the individual's resilience when there is a clear need to alleviate the individual's immediate problems and risk to the working alliance
13. evaluate the impact a more supportive stance may have on the therapeutic relationship
14. communicate to the individual an understanding of the meaning for them of any shift in style
15. explore with the individual the unconscious use that may be made of actual differences between you as therapist and the individual
16. critically self-reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in you with respect to difference

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PADT5 Maintain an analytic/dynamic focus

17. Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of the different types of personality organisations
- K3. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K4. a working knowledge of the nature of psychological life
- K5. a working knowledge of the different structures of the mind and their contribution to personality development
- K6. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of themselves and others
- K7. a working knowledge of analytic/dynamic models and techniques

Interpretation knowledge and skills

- K8. a working knowledge of the aims and work of interpretation
- K9. a working knowledge of the collaborative process of interpretation

Interpersonal and reflective skills

- K10. a working knowledge of different interpersonal styles of relating
- K11. a working knowledge of skills of clarification
- K12. a working knowledge of skills of confrontation
- K13. an in-depth understanding of self reflection
- K14. an in-depth understanding of the experience of psychotherapy

Working with defences

- K15. a working knowledge of the nature and processes of human defences
- K16. a working knowledge of the functions of defences and how to identify them
- K17. a working knowledge of how to gauge the level of personality functioning in an individual
- K18. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content
- K19. a working knowledge of why individuals deploy defences
- K20. a working knowledge of how to gain and maintain a reflective stance

Diversity in therapy

- K21. a working knowledge of the psychodynamics of difference
- K22. a working knowledge of how to work with the psychodynamics of difference within the therapeutic relationship

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PADT5 Maintain an analytic/dynamic focus

- K23. a working knowledge of the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices around difference

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PADT draft 2.0 for Working Group review

PADT6 Work with unconscious communication

About this workforce competence

This competence is about creating space for unconscious communication to emerge. It is highly reflective for the therapist and makes demands on both therapist and the individual who has come for therapy to tolerate and make effective use of silence and seeming lack of structure in the session.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

Client's imaginative world expressed through	may include: a) feelings b) thoughts c) fantasies d) daydreams e) dreams
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PADT6 Work with unconscious communication

Performance criteria

You need to:

1. allow the client to talk without imposing any formal structure or direction in the sessions (e.g. by using questions infrequently)
2. communicate understanding to the client of the internal obstacles to free association
3. help the client explore their feelings about not being understood or helped
4. understand and manage your own feelings of anxiety about 'not knowing'
5. consider the possible meaning of your own emotional reactions to the client as a basis for an intervention
6. be aware of and reflect upon, latent meanings conveyed through non-verbal communications
7. allow your own subjective associations and ideas to form in response to the client's communications
8. be curious about what anxieties may lie behind the client's questions and draw the client's attention to these
9. recognise and help the client to reflect on unverbaised feelings
10. help the client elaborate on their idiosyncratic use of language/imagery/dreams
11. allow silence that permits the emergence of the client's uninterrupted flow of associations and communications
12. tolerate the anxiety to break silences
13. manage the anxiety evoked in the therapist by silences
14. identify the client's response to your use of silence
15. monitor and interpret the client's anxiety in response to silence
16. limit silences if the client's anxiety risks undermining engagement with the therapy
17. increase your level of activity when appropriate
18. explicate the client's use of silence in the session
19. communicate to the client an understanding of the anxiety silence can generate
20. attend and respond to the conscious as well as the unconscious meaning of the client's preoccupations
21. respond sensitively to the client's current preoccupations and distress
22. evaluate when it is most productive to focus primarily on the client's external or internal reality
23. help the client to make connections between their current, real-life preoccupations and their unconscious internal world of subjective experience
24. explore with the client the unconscious use that may be made of actual differences between therapist and client

Comment [D1]: Find out about?

Comment [D2]: What means manage in this instance?

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT6 Work with unconscious communication

Knowledge and understanding

You need to apply:

Unconscious communication

- K1. an in-depth understanding of meaning in latent communication
- K2. a working knowledge of conditions under which unconscious communication is likely to emerge

Developmental theory

- K3. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K4. a working knowledge of the different types of personality organisations
- K5. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K6. a working knowledge of the nature of mental life
- K7. a working knowledge of the different structures of the mind and their contribution to personality development
- K8. a working knowledge of the nature of the unconscious inner world of object-relations
- K9. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K10. a working knowledge of various analytic/dynamic models and techniques

Work in the Transference

- K11. a working knowledge of the forms of transference
- K12. a working knowledge of how to develop and work in the transference
- K13. How to formulate the dominant transference theme(s) from an individual's assessment
- K14. a working knowledge of how to make a transference interpretation
- K15. a working knowledge of the emotional impact of transference interpretations
- K16. a working knowledge of the rationale and features of the analytic setting and stance
- K17. a working knowledge of how to formulate the dominant transference theme(s) from an individual's assessment

Working with defences

- K18. a working knowledge of the nature and processes of human defences
- K19. a working knowledge of the functions of defences and how to identify them
- K20. a working knowledge of how to gauge the level of personality functioning in an individual

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT6 Work with unconscious communication

K21. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content

K22. a working knowledge of why individuals deploy defences

K23. a working knowledge of how to gain and maintain a reflective stance

Interpretation knowledge and skills

K24. a working knowledge of the aims and work of interpretation

K25. a working knowledge of the collaborative process of interpretation

Resources

K26. a working knowledge of alternative psychological therapies as a basis for considering more suitable alternatives for the individual

K27. a working knowledge of external resources available to support individuals during therapy.

Interpersonal and reflective skills

K28. a working knowledge of different interpersonal styles of relating

K29. a working knowledge of skills of clarification

K30. a working knowledge of skills of confrontation

K31. an in-depth understanding of self reflection and the effects it can optimally elicit

K32. an in-depth understanding of the experience of psychotherapy

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT7 Enable an individual to explore the unconscious dynamics influencing their relationships

About this workforce competence

This competence centres on the interpretation of influences on the individual's relationships by the therapist from a range of sources of information, and the sharing of that interpretation with the individual. It includes evaluating whether the interpretation is helpful to the individual and whether they offer in response thinking or feelings that change the interpretation.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: *1-4*

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

Sources of information	may include: <ul style="list-style-type: none">a) body languageb) counter transferencec) non verbal communication
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NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT7 Enable an individual to explore the unconscious dynamics influencing their relationships

Performance criteria

You need to:

1. identify recurring configurations of 'self' and 'other' representations in the client's past and current relationships
2. explore areas of omission from the client's descriptions of their relationships
3. use the experience and observation of the client's ways of relating within the session to inform your understanding of the client's internal world of relationships
4. help the client identify and understand recurring affective patterns in their relationships, particularly through exploring how these play out in the relationship with the therapist
5. help the client identify areas of difficulty in their relationships
6. help the client understand the unconscious strategies that emerge to manage areas of difficulty in their relationships
7. help the client reflect on behaviours and feelings which perpetuate or exacerbate interpersonal difficulties
8. communicate to the client an interpretation that captures multiple levels of meaning about the client's interpersonal and affective experiences (i.e. it goes beyond what the client consciously reports feeling)
9. share with the client a clear interpretation in a manner that:
 - a) matches what the client can bear to think about at any given point
 - b) Is not too close to the end of a session
 - c) moves gradually from pre-conscious content to more unconscious content
 - d) is pertinent to the interpersonal focus of the session
 - e) makes it clear to the client how you arrived at the interpretation
10. integrate information gathered from various sources
11. help the client make links and draw parallels between their subjective experience with others outside the therapy (past and present) and with the therapist (and vice versa)
12. exploration the client's defences as they arise in relation to the therapist and significant others and help the client become more aware of how they manage problematic aspects of their relationships
13. manage the anxiety generated by the exploration of defences

Comment [D1]: Example or important enough in its own right?

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT7 Enable an individual to explore the unconscious dynamics influencing their relationships

14. receive client feedback about the helpfulness or otherwise of an interpretation openly
15. critically appraise the helpfulness and correctness of an interpretation and incorporate this into an ongoing process of evaluation
16. help the client become aware of incongruent elements in their communication
17. be open to the client's view that the interpretation may be incorrect or badly timed and to respond to this non-defensively

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT7 Enable an individual to explore the unconscious dynamics influencing their relationships

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of the different types of personality organisations
- K3. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K4. a working knowledge of the nature of mental life
- K5. a working knowledge of the different structures of the mind and their contribution to personality development
- K6. a working knowledge of the nature of the unconscious inner world of object-relations
- K7. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K8. a working knowledge of various analytic/dynamic models and techniques

Work in the Transference

- K9. a working knowledge of the forms of transference
- K10. a working knowledge of how to develop and work in the transference
- K11. How to formulate the dominant transference theme(s) from an individual's assessment
- K12. a working knowledge of how to make a transference interpretation
- K13. a working knowledge of the emotional impact of transference interpretations
- K14. a working knowledge of the rationale and features of the analytic setting and stance
- K15. a working knowledge of how to formulate the dominant transference theme(s) from an individual's assessment

Working with defences knowledge and skills

- K16. a working knowledge of the nature and processes of human defences
- K17. a working knowledge of the functions of defences and how to identify them
- K18. a working knowledge of how to gauge the level of personality functioning in an individual
- K19. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT7 Enable an individual to explore the unconscious dynamics influencing their relationships

K20. a working knowledge of why individuals deploy defences

K21. a working knowledge of how to gain and maintain a reflective stance

Interpretation knowledge and skills

K22. a working knowledge of the aims and work of interpretation

K23. a working knowledge of the collaborative process of interpretation

Assessment knowledge and skills

K24. a working knowledge of alternative psychological therapies as a basis for considering more suitable alternatives for the individual

K25. a working knowledge of external resources available to support individuals during therapy.

K26. a working knowledge of how to assess an individual's capacity to engage in the analytic process in the context of assessment of risk

Interpersonal and reflective skills

K27. a working knowledge of different interpersonal styles of relating

K28. a working knowledge of skills of clarification

K29. a working knowledge of skills of confrontation

K30. an in-depth understanding of self reflection

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT8 Enable an individual to become aware of unexpressed or unconscious feelings

About this workforce competence

This competence is about exploring the individual's world of feelings through enabling the individual to find ways of expressing their feelings and the sharing of interpretations with them.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

Unexpressed or unconscious feelings	may include: <ul style="list-style-type: none">a) what the individual feelsb) what the individual fears feeling
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Appropriate timing	may include: <ul style="list-style-type: none">a) in relation to an assessment of what the individual can bear to think about at any given pointb) relative to the amount of time left in a session (i.e. not introducing new topics that may be unsettling to the individual too close to the end of a session)
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NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT8 Enable an individual to become aware of unexpressed or unconscious feelings

Performance criteria

You need to:

1. communicate to the individual that their feelings can be tolerated and thought about by you
2. link the individual's non-verbal cues to unexpressed or unconscious feelings
3. help the individual express the subjective meaning of their use of particular words, dreams, fantasies or non-verbal behaviours
4. encourage the individual to stay with a current feeling as it emerges in the session and to articulate what they are experiencing
5. help the individual explore internal and interpersonal obstacles to the awareness, and expression, of particular feelings (especially in the context of the relationship with the therapist)
6. maintain the primary focus of interpretations on:
 - a) dynamically unconscious content
 - b) the individual's interpersonal and affective experiences.
7. communicate to the individual an interpretation that captures multiple levels of meaning beyond what the individual consciously reports feeling
8. help the individual to explore and become more aware of painful conflicts through unacceptable or uncomfortable feelings that are otherwise managed by being kept out of the individual's conscious awareness
9. encourage the individual to elaborate on communication that is unclear, vague, puzzling or contradictory
10. help the individual become aware of incongruent elements in their communication
11. be open to the potential latent content in the individual's communications through:
12.
 - a) be curious about what anxieties may lie behind the individual's questions, even if ostensibly legitimate, and draw the individual's attention to these
 - b) identify and point out to the individual unverballed affect when it is manifested in the session
13. share with the individual an interpretation in a manner that is, clear, appropriately timed, of appropriate depth, pertinent to the affective and/or interpersonal focus of the session
14. encourage the individual to discuss and explore their perceptions of, and feelings about, the therapist and how they think the therapist may feel or think about them
15. accept the individual's view of you  allow a particular experience of the individual's self in relationship to the therapist to emerge in the session
16. maintain the focus of exploration on the transference relationship when necessary

Comment [N1]: NP: Included from source document; originally accidentally omitted. For feedback on its inclusion in this draft NOS please

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT8 Enable an individual to become aware of unexpressed or unconscious feelings

17. evaluate the impact of a transference interpretation at any given point in time
18. respond non-defensively to the individual's view that the interpretation may be incorrect or badly timed
19. use your experience of the transference in order to inform their understanding of the individual's patterns of relating and of their defences
20. hypothesise about what the individual may be expressing indirectly
21. appraise the relevance of your own thinking about, and affective responses to, the individual and to use this as a basis for an interpretation of what the individual may be struggling to articulate explicitly
22. maintain an "observing distance" from the part of yourself that is involved in the process
23. consider critically the meaning of your emotional reactions to the individual and minimise the risk of unsubstantiated speculation or of misattributing your own feelings to the individual
24. draw attention to the individual's states of mind that seem unacceptable or uncomfortable
25. point out how the individual may unconsciously protect themselves and help them explore the meaning of their defensive structures empathically
26. accept and tolerate the individual's experience of anxiety if they feel too exposed
27. remain with the anxiety generated by the exploration of defences
28. help the individual understand why they need to protect themselves from the experience of particular feelings /states of mind

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT8 Enable an individual to become aware of unexpressed or unconscious feelings

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of the different types of personality organisations
- K3. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K4. a working knowledge of the nature of mental life
- K5. a working knowledge of the different structures of the mind and their contribution to personality development
- K6. a working knowledge of the nature of the unconscious inner world of object-relations
- K7. a working knowledge of the importance of the individual's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K8. a working knowledge of various analytic/dynamic models and techniques

Work in the Transference

- K9. a working knowledge of the forms of transference
- K10. a working knowledge of how to develop and work in the transference
- K11. How to formulate the dominant transference theme(s) from an individual's assessment
- K12. a working knowledge of how to make a transference interpretation
- K13. a working knowledge of the emotional impact of transference interpretations
- K14. a working knowledge of the rationale and features of the analytic setting and stance
- K15. a working knowledge of how to formulate the dominant transference theme(s) from an individual's assessment

Working with defences

- K16. a working knowledge of the nature and processes of human defences
- K17. a working knowledge of the functions of defences and how to identify them
- K18. a working knowledge of how to gauge the level of personality functioning in an individual
- K19. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content
- K20. a working knowledge of why individuals deploy defences

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT8 Enable an individual to become aware of unexpressed or unconscious feelings

K21. a working knowledge of how to gain and maintain a reflective stance

Interpretation

K22. a working knowledge of the aims and work of interpretation

K23. a working knowledge of the collaborative process of interpretation

Sub Title?

K24. a working knowledge of alternative psychological therapies as a basis for considering more suitable alternatives for the individual

K25. a working knowledge of external resources available to support individuals during therapy.

K26. a working knowledge of how to assess an individual's capacity to engage in the analytic process in the context of assessment of risk

Interpersonal

K27. a working knowledge of different interpersonal styles of relating

K28. a working knowledge of skills of clarification

K29. a working knowledge of skills of confrontation

K30. an in-depth understanding of self reflection

Comment [N2]: NP: are these knowledge items needing a separate heading or could they belong to an existing heading? If a new one, what do you suggest?

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT9 Make use of the therapeutic relationship as a vehicle for change

About this workforce competence

Comment [D1]: Is there a suitable, less instrumental title? Points awarded for the best suggestion

This competence is about prioritising the experiential focus of the here-and-now of the session as the basis for interventions, making use of the therapist's experience with the individual to inform the treatment. It involves exploring – and the therapeutic relationship

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

Difference

Used here to indicate all those characteristics of an individual - of which race, gender, physical disabilities, sexual orientation, socio-economic status are examples - that help to construct identity but which may be subject to discrimination

Scope

Sources of Information

may include:

- a) body language
- b) counter transference
- c) non verbal communication

Second scoped word or phrase alphabetically

may include:

- d) scope 2a
- e) scope 2b

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT9 Make use of the therapeutic relationship as a vehicle for change

Performance criteria

You need to:

1. establish and maintain emotional contact with the individual
2. prioritise the experiential focus of the here-and-now of the session as the basis for interventions
3. monitor your own reactions to the individual
4. critically consider the relevance of your current experience with the individual as the basis for furthering your understanding of the individual
5. respond to the current state of the relationship
6. protect the individual's therapy by identifying professional developmental and/or supervisory needs
7. re-establish a focus onto the transference relationship when the individual, you therapist (or both) are unproductively pulled away from this
8. evaluate the impact of a transference interpretation at any given point in time in light of:
 - a) the individual's conscious and unconscious response to the interpretation
 - b) your assessment of the quality of the working alliance following an interpretation
 - c) the individual's level of disturbance following an interpretation
9. be open to the individual's view that the interpretation may be incorrect or badly timed and to respond to this non-defensively
10. be receptive to the individual's level of anxiety
11. facilitate the individual's reflection on the meaning of their anxiety as it manifests in the therapeutic relationship
12. contain the individual's experience of anxiety if they feel too exposed
13. relate to your interpretations as hypotheses to be tested with the individual
14. be open to individual feedback about the helpfulness or otherwise of an interpretation
15. arrive at hypotheses regarding unconscious processes by integrating information gathered from various sources
16. facilitate the patient's own attempts to link related material
17. maintain the primary focus of interpretations on dynamically unconscious content and the individual's interpersonal and affective experiences
18. monitor and avoid the temptation to make interpretations to manage your own anxiety
19. respond sensitively to the individual's preoccupations and distress
20. evaluate when it is most productive to focus primarily on the individual's internal or external reality

Comment [D2]: In what manner?

Comment [N3]: Small group of LHR, PA & SR said this pc was in another draft NOS – I have included it here and need advice on whether it should remain

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT9 Make use of the therapeutic relationship as a vehicle for change

21. respond openly and respectfully to the individual's conscious and unconscious experience of difference
22. be curious about the meaning and impact of differences between therapist and the individual
23. respond openly and sensitively to the individual's experience of difference in the therapeutic relationship
24. explore with the individual the unconscious use that may be made of actual differences between therapist and individual
25. critically self-reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in the therapist with respect to difference

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT9 Make use of the therapeutic relationship as a vehicle for change

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of developmental theory
- K3. a working knowledge of the different types of personality organisations
- K4. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K5. a working knowledge of the nature of mental life
- K6. a working knowledge of the different structures of the mind and their contribution to personality development
- K7. a working knowledge of unconscious processes
- K8. a working knowledge of the nature of the unconscious inner world of object-relations
- K9. a working knowledge of the importance of the individual's imaginative life as a vehicle for understanding unconscious experience of self and others
- K10. a working knowledge of various analytic/dynamic models and techniques

The rationale for an analytic/dynamic approach

- K11. a working knowledge of the affective and interpersonal focus of the therapy
- K12. a working knowledge of the nature of exploratory therapy
- K13. a working knowledge of how to explore an individual's internal unconscious world of experience, external reality and value systems
- K14. a working knowledge of the rationale for an analytic/dynamic approach
- K15. a working knowledge of the primary focus of therapy
- K16. a working knowledge of the rationale for closely tracking the therapeutic relationship
- K17. a working knowledge of the rationale and features of the analytic setting and stance process
- K18. a working knowledge of how to track and explore the therapeutic relationship in detail
- K19. a working knowledge of how to adopt a non directive stance in relation to the individual's communications

Comment [N4]: DM: Needs to go into all competences?



NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT9 Make use of the therapeutic relationship as a vehicle for change

K20. a working knowledge of the importance of maintaining an open mind during therapy

Working with defences knowledge and skills

K21. a working knowledge of the nature and processes of human defences

K22. a working knowledge of the functions of defences and how to identify them

K23. a working knowledge of how to gauge the level of personality functioning in an individual

K24. a working knowledge of the priority of the link between anxiety, defence and hidden impulse

K25. a working knowledge of how to gain and maintain a reflective stance

Transference knowledge and skills

K26. a working knowledge of the forms of transference

K27. a working knowledge of how to develop and work in the transference

K28. a working knowledge of how to make and titrate a transference interpretation

K29. a working knowledge of how to identify the emotional impact of transference interpretations

K30. a working knowledge of when to avoid transference interpretations

Interpretation knowledge and skills

K31. a working knowledge of the aims and work of interpretation

K32. a working knowledge of the collaborative process of interpretation

Interpersonal and reflective knowledge and skills

K33. a working knowledge of different interpersonal styles of relating

K34. a working knowledge of skills of clarification

K35. a working knowledge of skills of confrontation

K36. an in-depth understanding of self reflection

Diversity in therapy

K1. a working knowledge of the psychodynamics of difference

K2. a working knowledge of how to work with the psychodynamics of difference within the therapeutic relationship

K3. a working knowledge of the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices around difference

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT10 Manage difficulties in the therapeutic relationship

About this workforce competence

The therapist has to be alert to signs of the relationship breaking down or obstacles to it emerging. This competence shows how the therapist's response has to be as creative as possible, seeking therapeutic benefit from what is occurring.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

First scoped word or phrase alphabetically	may include: a) scope 1a b) scope 1b c) scope 1c
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Second scoped word or phrase alphabetically	may include: d) scope 2a e) scope 2b
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NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT10 Manage difficulties in the therapeutic relationship

Performance criteria

You need to:

1. identify therapeutic ruptures or impasses
2. engage with the individual in understanding what is felt to have disrupted and/or distorted the therapeutic relationship:
 - a) demonstrate to the individual that their relationship with you is something they can discuss
 - b) respond non-defensively to the individual's negative experience of the therapeutic work and of you
 - c) help the individual understand the emotional impact of the work, including the impact of your interventions as therapist
3. help the individual understand that the therapeutic relationship (like any relationship) operates at different levels such that positive and uncomfortable/negative feelings towards you (as therapist) can co-exist
4. draw the individual's attention to the feelings they may be avoiding
5. make use of ruptures or impasses in the therapy as opportunities for deepening understanding of the individual's subjective experience and of their difficulties
6. appraise critically when therapy may have reached an unresolvable impasse such that ending and/or referral onwards may be the most helpful way forwards
7. clarify your possible contribution to a difficulty in therapy and understand its meaning
8. consider the respective contributions of you (as therapist) and you as an individual to their perception of you
9. distinguish between instances when resistance to therapy is a manifestation of the individual's difficulties and instances when the individual is responding to an accurate perception of differences of opinion between themselves and you
10. where you identify your contribution to a therapeutic impasse, consider the most helpful way of using this awareness to resolve the issue.
11. protect the individual's therapy by identifying professional developmental and/or supervisory needs
12. use transference interpretations in a sensitive and timely manner in order to manage clients' projections that (if not attended to) are likely to disrupt the therapeutic relationship
13. help the client explore and become more aware of areas of conflict by drawing attention to feelings/ states of mind that are experienced by the individual as unacceptable or uncomfortable
14. draw the individual's attention to communication that is unclear, vague, puzzling or contradictory with the aim of encouraging the client to better express their thoughts and feelings
15. respond openly and sensitively to the individual's experience of difference in the therapeutic relationship

Comment [N1]: This criterion moved from Termination (now PADT13) Where is this criterion best placed?



NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT10 Manage difficulties in the therapeutic relationship

16. explore with the individual the unconscious use that may be made of actual differences between you as therapist and the individual
17. critically self-reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in you as therapist with respect to difference

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT10 Manage difficulties in the therapeutic relationship

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of developmental theory
- K3. a working knowledge of the different types of personality organizations
- K4. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K5. a working knowledge of the nature of mental life
- K6. a working knowledge of unconscious processes
- K7. a working knowledge of the different structures of the mind and their contribution to personality development
- K8. a working knowledge of the nature of the unconscious inner world of object-relations
- K9. a working knowledge of the importance of the individual's imaginative life as a vehicle for understanding unconscious experience of self and others
- K10. a working knowledge of various analytic/dynamic models and techniques

The rationale for an analytic/dynamic approach

- K11. a working knowledge of the nature of exploratory therapy
- K12. a working knowledge of the affective and interpersonal focus of the therapy
- K13. a working knowledge of the rationale for closely tracking the therapeutic process
- K14. a working knowledge of the rationale and features of the analytic setting and stance
- K15. a working knowledge of how to adopt a non directive stance in relation to the individual's communications
- K16. a working knowledge of the importance of maintaining an open mind during therapy
- K17. a working knowledge of the primary target of therapy
- K18. a working knowledge of the rationale for an analytic/dynamic approach

Working with defences knowledge and skills

- K19. a working knowledge of the nature and processes of human defences

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT10 Manage difficulties in the therapeutic relationship

- K20. a working knowledge of the functions of defences and how to identify them
- K21. a working knowledge of how to gauge the level of personality functioning in an individual
- K22. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content
- K23. a working knowledge of why individuals deploy defences
- K24. a working knowledge of how to gain and maintain a reflective stance

Working with transference knowledge and skills

- K25. a working knowledge of the forms of transference
- K26. a working knowledge of how to develop and work in the transference
- K27. a working knowledge of how to make and titrate a transference interpretation
- K28. a working knowledge of how to identify the emotional impact of transference interpretations

Interpretation knowledge and skills

- K29. a working knowledge of the aims and work of interpretation
- K30. a working knowledge of the collaborative process of interpretation

Interpersonal and reflective skills

- K31. a working knowledge of different interpersonal styles of relating
- K32. a working knowledge of skills of clarification
- K33. a working knowledge of skills of confrontation
- K34. a working knowledge of self-reflection
- K35. an in-depth understanding of the experience of psychotherapy
- K36. a working knowledge of how analytic/dynamic approaches privilege the exploration of the individual's internal, unconscious world of experience

Comment [D2]: Does this belong here?

Diversity in therapy

- K37. a working knowledge of the psychodynamics of difference
- K38. a working knowledge of how to work with the psychodynamics of difference within the therapeutic relationship
- K39. a working knowledge of the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices around difference

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT11 Apply the analytic/dynamic model flexibly in response to the client's level of disturbance and to their individual needs and context

About this workforce competence

The prime consideration of this competence is the wellbeing of the individual who has come for therapy. Therapy is adapted according to risks to the individual or evidence that something that has happened or not happened is causing harm.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
Second glossed word	Definition

Scope

Relevant elements of the therapy	may include: <ul style="list-style-type: none">a) The model of therapyb) techniquec) level of therapist activityd) frequency of sessionse) setting of the therapy
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NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT11 Apply the analytic/dynamic model flexibly in response to the client's level of disturbance and to their individual needs and context

Performance criteria

You need to:

1. systematically monitor any harmful impacts of the therapy on the individual
2. identify the need for consultation/supervision if there are indications that the individual is at risk
3. adapt relevant elements of the therapy in response to:
 - a) the needs of the individual at a given moment in the session and during particular phases of the therapy
 - b) the quality of the therapeutic alliance
 - c) changes in the individual's external context
 - d) changes in the treatment setting
4. monitor and explore the meaning for the client of any adaptations to the originally agreed treatment plan.

NOS for Psychological Therapies

PADT draft 2.0 for Working Group review

PADT11 Apply the analytic/dynamic model flexibly in response to the client's level of disturbance and to their individual needs and context

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of developmental theory
- K3. a working knowledge of the different types of personality organisations
- K4. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K5. a working knowledge of the nature of mental life
- K6. a working knowledge of the different structures of the mind and their contribution to personality development
- K7. a working knowledge of the nature of the unconscious inner world of object-relations
- K8. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K9. a working knowledge of various analytic/dynamic models and techniques
- K10. a working knowledge of when to adapt analytic/dynamic models in response to changes in the individual's presentation

The rationale for an analytic/dynamic approach

- K11. a working knowledge of the affective and interpersonal focus of the therapy
- K12. a working knowledge of the rationale for an analytic/dynamic approach
- K13. a working knowledge of the rationale for closely tracking the therapeutic process
- K14. a working knowledge of how to adopt a non directive stance in relation to the individual's communications
- K15. a working knowledge of the importance of maintaining an open mind during therapy
- K16. a working knowledge of the primary target of therapy

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PADT12 Adapt the level of therapist activity

About this workforce competence

This is about titrating the level of therapist activity in response to your own levels of arousal and that of the individual who has come to therapy.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

First scoped word or phrase alphabetically	may include: a) scope 1a b) scope 1b c) scope 1c
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Second scoped word or phrase alphabetically	may include: d) scope 2a e) scope 2b
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PADT12 Adapt the level of therapist activity

Performance criteria

You need to:

1. closely monitor your own experience of the therapy and your level of arousal throughout the therapy
2. monitor your own feelings within therapy sessions and understand what may contributing to them
3. maintain an empathic, thoughtful response to the individual's affective engagement with you
4. communicate understanding in response to the individual's conscious and unconscious communications
5. respond affectively in an way that takes into account your understanding of the individual and their attachment style
6. respond to unproductive levels of anxiety or other feelings in therapy by adapting technique flexibly
7. sustain the relationship in the face of primitive states of mind and intense emotion.

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PADT12 Adapt the level of therapist activity

Knowledge and understanding

You need to apply:

Developmental theory

- K1. a working knowledge of developmental factors that shape an individual's experience of themselves and others
- K2. a working knowledge of developmental theory
- K3. a working knowledge of the different types of personality organisations
- K4. a working knowledge of developmental psychopathology

Analytic/dynamic model of the mind

- K5. a working knowledge of the nature of mental life
- K6. a working knowledge of the different structures of the mind and their contribution to personality development
- K7. a working knowledge of the nature of the unconscious inner world of object-relations
- K8. a working knowledge of the importance of the client's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K9. a working knowledge of an analytic/dynamic model of the mind
- K10. a working knowledge of various analytic/dynamic models and techniques and how to adapt them flexibly

The rationale for an analytic/dynamic approach

- K11. a working knowledge of the rationale for an analytic/dynamic approach
- K12. a working knowledge of the affective and interpersonal focus of the therapy
- K13. a working knowledge of how to monitor levels of arousal in an individual
- K14. a working knowledge of the rationale for closely tracking the therapeutic process
- K15. a working knowledge of how to adopt a non directive stance in relation to the individual's communications
- K16. a working knowledge of the importance of maintaining an open mind during therapy
- K17. a working knowledge of the primary target of therapy
- K18. a working knowledge of the rationale for an analytic/dynamic approach

Sub-heading ?

- K19. a working knowledge of how to assess an individual's capacity to engage in the analytic process in the context of assessment of risk

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PADT13 Work through the termination phase of therapy

About this workforce competence

The end of therapy is a consideration for the therapist – as it may be an anxiety for the individual who has come to therapy – throughout the therapeutic process. Ending may be planned or emerge relatively suddenly, but in either case it demands sensitivity in reaching a satisfactory point of learning or mitigating ill effects.

Links

This workforce competence has indicative links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004)

Dimension: *to be added*

Level: 1-4

Glossary

First glossed word	Definition
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Second glossed word	Definition
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Scope

Ending or termination of therapy	may include: <ul style="list-style-type: none">a) end of time limited therapyb) premature ending triggered by the individualc) premature ending triggered by events in the therapyd) premature ending by the therapist
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PADT13 Work through the termination phase of therapy

Performance criteria

You need to:

1. systematically think with the individual about their feelings, unconscious fantasies and anxieties about the ending of therapy
2. help the individual become aware of their subjective experience of separations as they occur in the context of the therapy and in their life
3. articulate the feelings that are triggered by endings (so as to pre-empt acting out and premature endings).
4. where an individual has decided to end prematurely, help them to consider whether unconscious factors may be influencing such a decision.
5. identify when the individual is likely to be adversely affected by endings and the risks this may pose for them
6. link indications of regression near the end of treatment (e.g. a symptomatic deterioration) to the feelings and fantasies associated with endings.
7. work in the transference with the significance for the individual of the separation from the therapist
8. re-visit the core interpersonal patterns and conflicts that have been worked on in the therapy in the context of the ending phase of treatment
9. help the individual to remain aware of the time frame of therapy throughout the treatment:
10. be aware of any specific countertransference reactions to the time frame that may result in an enactment (e.g. colluding with the individual's wish to create an atmosphere of timelessness)
11. maintain the time-limited nature of the therapy in response to interpersonal pressures to extend the therapy
12. help the individual review the therapy as a whole against their aims and to help them identify achievements and/or disappointment
13. keep the individual's exploration and experience of ending free from personal resonances that endings will have for the therapist
14. make an assessment of the individual's clinical needs post therapy, including the need for follow-up sessions or future therapy:
15. consider decisions about the individual's future needs in light of the transferential implications of such arrangements

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PADT13 Work through the termination phase of therapy

Knowledge and understanding

You need to apply:

Termination of therapy

- K1. working knowledge of preparation for endings as an integral part of the therapy process
- K2. working knowledge of the dynamics of separation, loss and mourning as the basis for understanding the individual's subjective experience of endings/separations
- K3. working knowledge of the specific significance of separation and loss in individuals with different personality structures

Analytic/dynamic model of the mind

- K4. a working knowledge of the nature of mental life
- K5. a working knowledge of the different structures of the mind and their contribution to personality development
- K6. a working knowledge of the nature of the unconscious inner world of object-relations
- K7. a working knowledge of the importance of the individual's imaginative life as a vehicle for understanding their unconscious experience of himself and others
- K8. a working knowledge of various analytic/dynamic models and techniques

Work in the Transference

- K9. a working knowledge of the forms of transference
- K10. a working knowledge of how to develop and work in the transference
- K11. a working knowledge of how to make a transference interpretation
- K12. a working knowledge of the emotional impact of transference interpretations
- K13. a working knowledge of the rationale and features of the analytic setting and stance
- K14. a working knowledge of how to formulate the dominant transference theme(s) from an individual's assessment

Working with defences

- K15. a working knowledge of the nature and processes of human defences
- K16. a working knowledge of the functions of defences and how to identify them
- K17. a working knowledge of how to gauge the level of personality functioning in an individual
- K18. a working knowledge of the priority of the link between anxiety and defence over the interpretation of content
- K19. a working knowledge of why individuals deploy defences
- K20. a working knowledge of how to gain and maintain a reflective stance

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PADT13 Work through the termination phase of therapy

Interpretation

K21. a working knowledge of the aims and work of interpretation

K22. a working knowledge of the collaborative process of interpretation

Sub Title?

K23. a working knowledge of alternative psychological therapies as a basis for considering more suitable alternatives for the individual

K24. a working knowledge of external resources available to support individuals during therapy.

K25. a working knowledge of how to assess an individual's capacity to engage in the analytic process in the context of assessment of risk

Comment [N1]: NP: suggestions please? Or can these knowledge items be included under existing headings?

Interpersonal and reflective skills

K26. a working knowledge of different interpersonal styles of relating

K27. a working knowledge of skills of clarification

K28. a working knowledge of skills of confrontation

K29. an in-depth understanding of self reflection

K30. an in-depth understanding of the experience of psychotherapy