

PT13 Engage the client in analytic/dynamic therapy

OVERVIEW

This standard is about providing an experience for the client of the way the therapist listens to and responds to the client's presenting issues. The focus needs to be appropriate to the intensity, time frame and depth of the particular therapeutic approach and engage their interest in the possibilities of therapy. The therapist clarifies and explains the nature of the therapeutic approach they are offering; for example, whether it will focus primarily on unconscious processes or whether a more conscious focus on identifying and agreeing therapeutic aims is being offered. Engagement also requires the exploration by client and therapist of differences between them that may otherwise be the subject of conscious or unconscious prejudice. This standard describes therapeutic practice that has been shown to benefit individual adult clients engaged in therapy for healthcare reasons. (See reference in the additional information section on page 4.) To apply this standard, practitioners also need to take account of the multiple problems and complex co-morbidities that individual clients may bring to therapy. Users of this standard will need to ensure that they are receiving supervision and that their practice reflects up to date information and policies. This standard should be understood in the context of the Digest of National Occupational Standards for Psychological Therapies. Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

Motivation

- 1.the psychological, social and developmental factors influencing the client's motivation to seek psychodynamic/psychoanalytic therapy
- 2.knowledge of anxieties associated with starting treatment

Interpersonal and reflective skills

- 3.a range of interpersonal styles of relating and communicating
- 4.skills of clarification
- 5.skills of confrontation
- 6.the significance of the therapist's own experience of psychotherapy and self-knowledge

Risk

- 7.the potential for, and mechanisms of, exacerbation of problems for the client in therapy
- 8.causes and triggers of self harm and violence to others
- 9.potential negative effects of the exploration of transference and counter-transference phenomena
- 10.how to balance the risks around the exploration of transference and counter-transference phenomena
- 11.how to use supervision in reducing the risks from the exploration of transference and counter-transference phenomena
- 12.how to assess the client's capacity to engage in the analytic process in the context of assessment of risk
- 13.causes and triggers of withdrawal from therapy

Working with defences

- 14.pschoanalytic conceptions of the nature, processes and purposes of unconscious defences and how to identify them
- 15.how to gauge the effects and implications of the client's psychological functioning on their personality presentation
- 16.how to adopt and maintain an analytic stance

Diversity in therapy

- 17.how the characteristics of the client that help to construct identity may be subject to discrimination in therapy
- 18.how to work with the psychodynamics of difference within the therapeutic relationship
- 19.the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices
- 20.the effect on personality and development of the experience of difference and external discrimination

The rationale for an analytic/dynamic approach

- 21.the rationale for an analytic/dynamic approach
- 22.the affective and interpersonal focus of the therapy
- 23.the rationale for closely tracking the therapeutic process
- 24.how to adopt a non directive stance in relation to the client's communications
- 25.the importance of maintaining an open mind during therapy

Analytic/dynamic model of the mind

- 26.dynamic theories of the nature of mental life
- 27.different structures of the mind and their contribution to personality development
- 28.the ways in which the client's imaginative life can be a vehicle for understanding their unconscious experience of themselves and others
- 29.pschoanalytic theories which inform the specificity of the therapist's clinical practice

Developmental theory

- 30.theories of developmental factors that shape the client's experience of themselves and others
- 31.theories of personality organisation

PERFORMANCE CRITERIA

You must be able to do the following:

- 1.establish and maintain emotional contact with the client
- 2.communicate to the client that their feelings can be tolerated and thought about by you as therapist
- 3.communicate your understanding of the client's experience, difficulties, preoccupations and distress in a manner that respects their self understanding and is likely to promote their interest in the therapy
- 4.respect the client's need for defences
- 5.engage the client's interest in your therapeutic approach by making interpretations that connect their presenting difficulties to their past and current relationships and behaviour
- 6.allow the emergence of the client's conscious and unconscious feelings and fantasies about the therapy
- 7.evaluate whether it is more helpful to the client to focus primarily on their external or internal reality
- 8.respond openly and respectfully to the client's conscious and unconscious experience of difference in the therapeutic relationship
- 9.be curious about the meaning and impact of differences between you and the client
- 10.explore with the client the unconscious use that may be made of differences between you and them
- 11.critically self-reflect on assumptions, biases and prejudices that may be operating consciously and unconsciously in you with respect to difference
- 12.provide containment by engaging with the client's conscious and unconscious anxieties about the therapy and you as therapist
- 13.adjust technique with the client if they are unproductively disturbed by a less active or supportive stance
- 14.encourage the client to reflect on their reactions to the therapy with its focus on feelings, relationships and the ways in which unconscious dynamics affect conscious processes

ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health. This standard is derived from research reported in Lemma A, Roth A D and Pilling S (2009) The competences required to deliver effective Psychoanalytic/ Psychodynamic Therapy. Centre for Outcomes Research & Effectiveness (CORE) University College London. This standard has indicative links with the following dimension within the NHS Knowledge and

