

PT22 Manage your own emotional state in analytic/dynamic therapy

OVERVIEW

This standard is about the therapist's ability to recognise their emotional reactions in working with the client, consistent with an ethos of working for the client's benefit and their protection. It is a process of reflection that enables management of the risks and limitations of the therapy. It also allows the therapist to make careful use of the observations of their emotional state in developing their understanding of the transference and countertransference. 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 3.) 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:

Personal reactions

1. your habitual personal responses to stress and discomfort
2. the developmental basis of personal reactions
3. personal 'blind spots' and emotions you are least likely to be aware of
4. potential impact of unmodulated personal reactions on the therapeutic process
5. how personal therapy and other sources of personal support can assist in managing your emotional state
6. how a therapist can use self-reflection and observation of their emotional state as a therapeutic tool

Work in the countertransference

7. the forms of countertransference
8. how to reflect on and consider countertransference
9. how to make appropriate use of countertransference
10. when and when not to interpret from countertransference

Interpersonal and reflective skills

- 11.different interpersonal styles of relating and communicating
- 12.skills of clarification
- 13.skills of confrontation
- 14.the significance of the therapist's own experience of psychotherapy and self-knowledge

The rationale for an analytic/dynamic approach

- 15.the rationale for an analytic/dynamic approach
- 16.the affective and interpersonal focus of the therapy
- 17.how to monitor levels of arousal in the client
- 18.the factors promoting and undermining emotional regulation
- 19.the rationale for closely tracking the therapeutic process
- 20.how to adopt a non directive stance in relation to the client's communications
- 21.the importance of maintaining an open mind during therapy
- 22.the primary target of therapy
- 23.the rationale for an analytic/dynamic approach

Risk

- 24.the potential for, and mechanisms of, exacerbation of problems for the client in therapy
- 25.potential negative effects of the exploration of transference and counter-transference phenomena
- 26.how to balance the risks around the exploration of transference and counter-transference phenomena
- 27.how to use supervision in reducing the risks from the exploration of transference and counter-transference phenomena

Diversity in therapy

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

Analytic/dynamic model of the mind

- 32.dynamic theories of the nature of mental life
- 33.the different structures of the mind and their contribution to personality development
- 34.the nature of the unconscious inner world of object-relations
- 35.the of the ways in which the client's imaginative life can be a vehicle for understanding their unconscious experience of themselves and others
- 36.an analytic/dynamic model of the mind
- 37.various analytic/dynamic models and techniques and how to adapt them flexibly

Developmental theory

- 38.theories of developmental factors that shape the client's experience of themselves and others
- 39.theories of personality organisation
- 40.theories of developmental psychopathology

PERFORMANCE CRITERIA

You must be able to do the following:

- 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.reflect on your emotional reactions to the client in a way that allows you to maintain an observing distance from the part of yourself that is involved in the process.
- 4.recognise erotic feelings towards the client and think through the meaning and implications for you and for your relationship with the client
- 5.refrain from any romantic, erotic or sexual relationship with the client
- 6.critically self reflect and be open to instances when your speculations are unsubstantiated and your own feelings misattributed to the client
- 7.identify in your emotional reaction any risks to the client, you or the therapy that may require you to use supervision or therapy in addition to your routine
- 8.sustain the relationship in the face of primitive states of mind and intense emotion in both you and the client
- 9.recognise when personal issues of your own may be affecting you and reflect on how to manage this situation in a way which protects the client.

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 Skills Framework (October 2004).Dimension: Core 2 Personal and people development