

## SFHPT14

### Derive an analytic/dynamic formulation



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#### Overview

This standard shows how material for the formulation comes from a range of sources, including questions answered by the client, interpretation of the client's experience and exploration of the transference and countertransference as experienced in sessions. A formulation is dynamic, repeated throughout a therapy, and will develop as therapy progresses.

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 6). 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.

# SFHPT14

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### Performance criteria

*You must be able to:*

- P1 show interest in and acceptance of the client's subjective experience
- P2 identify the client's recurring interpersonal themes through listening and exploring and from the transference and countertransference themes that emerge
- P3 provide a tentative account of the client's subjective experience and how you understand their issues early on in the therapy
- P4 develop hypotheses about the unconscious meaning of the client's presenting material and the significance of your emotional response to the client
- P5 develop hypotheses about the client's defences and resistance
- P6 develop a provisional formulation of the client's difficulties based on:
  - P6.1 developmental deficits
  - P6.2 unconscious conflicts
  - P6.3 recurring interpersonal patterns and expectations of others
  - P6.4 areas of resilience
  - P6.5 the client's presentation of their narrative
  - P6.6 the client's relationship with the therapist in the session
- P7 evaluate the risks and benefits of early interpretations of deeply unconscious material
- P8 identify and act on indicators of imminent risks to the client of harm to themselves or others
- P9 allow the client opportunities to ask questions, explore and clarify their aims for therapy
- P10 communicate understanding that in addition to the stated aims there might be less conscious aims
- P11 reflect to the client your understanding of their resources and vulnerabilities in relation to the stated aims
- P12 enable the client to reflect on their expectations of therapy and what might and might not be achievable
- P13 engage the client in responding to the formulation and elaborating it or revising it
- P14 remain open to the uncertainty and changing nature of dynamic formulations
- P15 revise the formulation in the light of new evidence and/or the client's response to the therapy

# SFHPT14

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### Knowledge and understanding

*You need to know and understand:*

### Formulation

- K1 widely used models of psychodynamic formulation
- K2 how formulations are built up from clinical observations
- K3 the limits to formulation and its potential impact on clinical processes
- K4 the activities of 'maintaining an analytic focus':
- K5 exploration of the client's internal, unconscious world of experience

### Aims

*You need to know and understand:*

- K6 how to engage the client in articulating their aims for therapy
- K7 how to engage the client in exploring less conscious aims
- K8 the relationship between the client's resources and vulnerabilities and the likelihood of their being able to achieve their aims

### Work in the transference

*You need to know and understand:*

- K9 forms of transference
- K10 how to develop and work in the transference
- K11 when and how to formulate dominant transference themes from the client's assessment
- K12 how to make a transference interpretation
- K13 the emotional impact of transference interpretations
- K14 the rationale and features of the analytic setting and stance

### Work in the countertransference

*You need to know and understand:*

- K15 the forms of countertransference
- K16 how to reflect on and consider countertransference
- K17 how to make appropriate use of countertransference
- K18 when and when not to interpret from countertransference

### Interpretation

*You need to know and understand:*

- K19 the aims and work of interpretation
- K20 the collaborative process of interpretation

### Working with defences

- K21 psychoanalytic conceptions of the nature, processes and purposes of unconscious defences and how to identify them
- K22 how to gauge the effects and implications of the client's psychological

# SFHPT14

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functioning on their personality presentation

K23 the role of anxiety and defences in rendering some interpretations ineffective or destructive

K24 how to adopt and maintain an analytic stance

### **Risk**

*You need to know and understand:*

K25 the potential for, and mechanisms of, exacerbation of problems for the client in therapy

K26 causes and triggers of self harm and violence to others

K27 potential negative effects of the exploration of transference and counter-transference phenomena

K28 how to balance the risks around the exploration of transference and counter-transference phenomena

K29 how to use supervision in reducing the risks from the exploration of transference and counter-transference phenomena

K30 how to assess the client's capacity to engage in the analytic process in the context of assessment of risk

K31 causes and triggers of withdrawal from therapy

### **The rationale for an analytic/dynamic approach**

*You need to know and understand:*

K32 the affective and interpersonal focus of the therapy

K33 the rationale for an analytic/dynamic approach

K34 the rationale for closely tracking the therapeutic process

K35 how to adopt a non directive stance in relation to the client's communications

K36 how to explore the internal, unconscious world of experience with sensitivity to the client's external reality and value systems

K37 the importance of maintaining an open mind during therapy

K38 how an understanding of their unconscious meaning of symptoms leads to the alleviation of those symptoms

K39 the factors indicating suitability of an analytic/dynamic approach

K40 unsuitability for brief and more intensive analytic/dynamic therapy

### **Diversity in therapy**

*You need to know and understand:*

K41 how the characteristics of the client that help to construct identity may be subject to discrimination in therapy

K42 how to work with the psychodynamics of difference within the therapeutic relationship

K43 the process of self-reflection by the therapist on their conscious and unconscious assumptions, biases and prejudices

K44 the effect on personality and development of the experience of difference and external discrimination

# SFHPT14

## Derive an analytic/dynamic formulation

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### **Interpersonal and reflective skills**

*You need to know and understand:*

- K45 different interpersonal styles of relating and communicating
- K46 skills of clarification
- K47 skills of confrontation
- K48 the significance of the therapist's own experience of psychotherapy and self-knowledge

### **Analytic/dynamic model of the mind**

*You need to know and understand:*

- K49 dynamic theories of the nature of mental life
- K50 the different structures of the mind and their contribution to personality development
- K51 the ways in which the client's imaginative life can be a vehicle for understanding their unconscious experience of themselves and others
- K52 analytic/dynamic models and techniques

### **Developmental theory**

*You need to know and understand:*

- K53 theories of developmental factors that shape the client's experience of themselves and others
- K54 theories of personality organisation
- K55 theories of developmental psychopathology

## SFHPT14

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#### Additional Information

##### External links

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):

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# SFHPT14

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**Suite** Psychological Therapies

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