

## T C Practitioner Competencies Framework

		COMPETENCY HEADING	DEFINITION – The TC Practitioner tries to...
Role related competencies	1	Understanding of the role	<ul style="list-style-type: none"> <li>Better understand the boundaries of their role, the place this has within The wider organisation and the outcomes it is designed to achieve</li> </ul>
	2	Understanding of client group	<ul style="list-style-type: none"> <li>Provide responses of understanding to the particularity of the client within the context of the community</li> <li>Shows developing insight into the clinical issues extent within the client group</li> <li>Relates to others as human beings not as diagnoses or labels</li> </ul>
	3	Clinical observation	<ul style="list-style-type: none"> <li>Able to accept 'not knowing' and allow time for understanding to emerge</li> <li>Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved</li> <li>Capacity to formulate a hypothesis</li> </ul>
	4	Capacity to acknowledge and use the boundaries of the TC	<ul style="list-style-type: none"> <li>Developing awareness and capacity to regulate boundaries</li> <li>Ability to share authority with all members of the community - 'dispersed authority'</li> <li>Capacity to own and use their own authority</li> <li>Recognises the significance of space and time and how therapeutic structures are established</li> <li>Creative / flexible use of TC structures</li> </ul>
Therapeutic practice related competencies	5	Understanding of TC methodologies	<ul style="list-style-type: none"> <li>Shows a willingness to learn and engage with 'methods'</li> <li>Emotionally open within a 'culture of enquiry'</li> <li>Developing knowledge and understanding of psychodynamic ideas</li> <li>Desire to acquire both academic and experiential knowledge in a 'living-learning environment'</li> <li>Desire to be a part of a containing matrix of relationships and use the community to address and solve problems</li> </ul>
	6	Communication skills	<ul style="list-style-type: none"> <li>Openness to both conscious and unconscious communication and recognises behaviours and affects are communication</li> <li>Communicates in a clear direct manner and actively listens and engages with others to further their understanding</li> <li>Can adapt the mode of communication appropriate to the audience</li> <li>Avoids telling others what to think but provides/creates opportunities for understanding to grow / develop / emerge</li> </ul>
	7	Use of self	<ul style="list-style-type: none"> <li>Sensitivity - attuned and receptive - can takes things in</li> <li>Capacity to use one's interactions with others therapeutically</li> <li>Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client</li> <li>Genuineness - congruence - authenticity - not hiding behind professional status / role</li> </ul>
	8	Capacity to work both reflectively and using reflexively	<ul style="list-style-type: none"> <li>Can think about one's own capacities and deficits in relation to the work</li> <li>Can work by continually being aware of one's responses to others and one's self</li> <li>Self-reflection / awareness - desire to know why one is drawn to this work</li> <li>Has self-knowledge - able to self-talk - adopt a third position</li> </ul>
	9	Capacity to contain anxiety	<ul style="list-style-type: none"> <li>Ability to tolerate 'not knowing'</li> <li>An ability to tolerate stress and recognize personal limits</li> <li>Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action</li> <li>Self-contained - can contain their own anxiety</li> <li>Owens their mistakes</li> <li>Capacity to retain ones one identity - strength of character</li> </ul>
Organisational related competencies	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> <li>Uses 'daily living' as opportunities for learning - 'opportunity-led work'</li> <li>Acknowledges the symbolic nature of the environment</li> <li>Understands 'corrective emotional experience', primary care and therapeutic adaptation</li> <li>Political / social awareness - can challenge status quo</li> </ul>
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> <li>Can understand and acknowledge issues of authority, power, leadership</li> <li>Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this</li> <li>Aware of own valency - the tendency to take up a familiar defensive role in a group context</li> </ul>
	12	Participant observer	<ul style="list-style-type: none"> <li>Can observe self and others without being compelled to act before reflecting</li> <li>Can wait, think, talk with others before acting</li> <li>Capacity to learn from direct experience - capacity to explore and be vulnerable - not defensive / avoidant</li> </ul>
	13	Recognises the primary task	<ul style="list-style-type: none"> <li>Boundaried - able to acknowledge one's own place in the organizational structure</li> <li>Clarity about one's role - engages directly in the key tasks defined in their job description and its relation with the primary task of the community</li> </ul>