

Glebe House



Friends Therapeutic Community Trust

TC Practitioner Competencies Framework

August 2021

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