

Knowledge of models of intervention, and the ability to understand and employ the model in practice

Knowledge of therapeutic models

An ability to draw on knowledge of the theory and principles underpinning therapeutic models commonly applied for individuals with personality disorder, and particularly those applied in the setting within which the practitioner is working e.g.:

behavioural and cognitive behavioural therapies

psychodynamic therapies

mentalisation-based models

integrative models (e.g. CAT)

An ability for practitioners to draw on detailed knowledge of any therapeutic models that they are applying

An ability to draw on knowledge of the evidence base as it relates to the models employed in services (e.g. through clinical guidelines such as NICE or SIGN), and to:

update this knowledge regularly (e.g. as new guidelines are published through research digests, or through reading original research reports)

apply this knowledge to inform decision-making about the range of interventions employed

An ability to draw on knowledge of factors common to all therapeutic approaches*:

supportive factors:

a positive working relationship between therapist and client characterised by warmth, respect, acceptance and empathy, and trust

the active participation of the client

therapist expertise

opportunities for the client to discuss matters of concern and to express their feelings

learning factors:

advice

corrective emotional experience

feedback

exploration of internal frame of reference

changing expectations of personal and interpersonal effectiveness

assimilation of problematic experiences

action factors:

behavioural regulation

cognitive mastery

encouragement to face fears and to take risks

reality testing

experience of successful coping

An ability to draw on knowledge of the principles which underlie the intervention being applied, using this to inform the application of the specific techniques which characterise the model

An ability to draw on knowledge of those service users for whom the intervention is recommended

An ability to draw on knowledge of the principles of the intervention model in order to implement therapy in a manner which is flexible and responsive to service users' needs, but which also ensures that all relevant components are included:

* classification adapted from:

Lambert, M.J. and Ogles, B.M (2004) The efficacy and effectiveness of psychotherapy pp139-193 in M.J. Lambert Bergin and Garfield's Handbook of Psychotherapy and Behaviour Change (5th Edition) New York: Wiley