

# APPCIOS

Psychodynamic Psychotherapy

Portfolio Training Handbook



2024

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## **Aim of the Handbook**

The aim of this handbook is to help structure your portfolio training. It is designed to support members who wish to become APPCIOS psychodynamic psychotherapists by pulling together key information, explaining what we are looking for in an APPCIOS Psychodynamic Psychotherapist and setting out the competencies required to reach the required level. It is designed in part to be a working document through which you can collect and demonstrate evidence of learning in an incremental way.

## **What is an APPCIOS Psychodynamic Psychotherapist (PPT)?**

All APPCIOS psychodynamic psychotherapists have already achieved full membership with APPCIOS as psychodynamic organisational therapists and they are expected to have an in-depth understanding of organisational dynamics. They have usually worked with vulnerable client groups of various ages, and with staff members and carers, over several years. In this capacity they have been qualified to offer formal or informal psychodynamic counselling and reflective group-work within organisational settings.

This top-up training is designed to equip APPCIOS organisational therapists to offer formal psychodynamic psychotherapy to individual clients, both within private practice and within organisations, online and face-to-face. On qualification, they will be eligible for BPC registration as psychodynamic psychotherapists. They may also be offered the opportunity of working for APPCIOS's therapeutic services, and providing individual psychodynamic psychotherapy for APPCIOS associate and senior associate members.

### **The Modality:**

Psychodynamic Psychotherapy uses the traditional psychoanalytic frame for once-weekly sessional work, focusing on the relationship between therapist and client. Through the use of counter-transference, the psychodynamic psychotherapist joins with the client in an exploration of the client's internal world, mapping the unconscious organisational dynamics that are the consequence of early familial, social and societal experiences, and taking account of the significant individuals and groups that have contributed to the client's sense of self. This offers the possibility of greater insight, wider choices in self governance, and an improved capacity for empathic and appropriate ways of relating to others and to the world.

For required competencies see p. 5.

# Portfolio Training

## Entry Criteria

- Applicants must be full members of APPCIOS.
- Personal suitability for the training is assessed through interview.
- Applicants should normally have proven experience in individual counselling or psychotherapy, formal or informal, within an organisational setting or in private practice under alternative (non-BPC) regulation.

## Duration

As PPT is a portfolio training, there is not a specified time requirement in terms of duration, but it is expected that the collection of evidence should take a minimum of **two** years, during which trainees will be provided with regular theory and clinical discussion webinars.

## Components

- Trainees must have undertaken at least one year of infant observation;
- Trainees must normally have undertaken a webinar course on the psychoanalytic understanding of race and ethnicity;
- Trainees must normally have undertaken a webinar course on organisational observation.
- Trainees must undertake or have undertaken individual psychoanalytic psychotherapy over a minimum of two years with a BPC registered psychoanalytic psychotherapist; this should normally run concurrently with clinical training cases, but exceptions can be made for individuals who have already completed a long period of psychoanalytic psychotherapy or psychoanalysis concurrently with appropriate clinical work;
- Trainees must undertake two training cases - one male, one female - in once-weekly treatment, for a minimum of one year each, with a minimum of fortnightly supervision with a psychoanalytic psychotherapist approved by the Steering Committee;
- Trainees must have undertaken treatment of at least two other patients in weekly individual psychotherapy, for at least six months each, under psychoanalytic supervision;
- Trainees must undertake a minimum of two years of theoretical webinars;
- Trainees must undertake a minimum of at least two years of clinical discussion groups;
- Trainees must evidence competency in assessment;
- Trainees must evidence an understanding of what is involved in undertaking clinical work in private practice.

Candidates are expected to undertake a mix of face-to-face and online work.

## COMPETENCIES FOR PSYCHODYNAMIC PPSYCHOTHERAPISTS

META COMPETENCIES	FOUNDATIONS OF PSYCHODYNAMIC WORK		SPECIALIST COMPETENCIES	
A sophisticated unbiased view of culture, religion, ethnicity, race, gender, and sexual orientation	Ability to apply psychodynamic observational skills	Understanding of unconscious life and its effects on functioning, relationships, work, and change	Ability to draw upon an in-depth understanding of psychodynamic theory and its application to individual work	Ability to apply psychodynamic rationale to the assessment, formulation and planning for individual treatment
Knowledge of legal and ethical frameworks relating to protected groups, including safeguarding	Ability to experience, tolerate, understand, and work with vulnerability, complexity, and emotional pain	Knowledge of and ability to draw upon and integrate relevant psychodynamic theory and its application	Ability to establish and maintain ethical practice, consistency and boundaries in ensuring a psychodynamic setting	A well-developed understanding of the unconscious life of individuals and its impact on functioning with reference to social, historical and cultural context
Ability to integrate and apply equality and diversity	Ability to make use of 'process' as a source of understanding	Understanding of the importance of supervision and ability to make use of it	Ability to make use of transference, countertransference and projections as therapeutic technique, making use of supervision to develop insight	Ability to work with complexity, including psychiatric presentations, making use of support structures when needed
Awareness of accessibility and its limitations and preparedness to make reasonable adjustments	Holding a practical awareness of good practice and governance structures		Ability to work with defences, adaptive and maladaptive and attend to difficulties in the therapeutic relationship	Ability to assess impact, progress and work with endings in therapy
			Ability to maintain a stance of free-floating attention and observation in relation to the individual and to oneself, including being attentive to the dual process of internal and external realities	

## Training Assessment

Once the necessary training cases, theory webinars and clinical discussion webinars have been completed, trainees will be required to submit a portfolio evidencing their work to the APPCIOS Assessors Panel.

The portfolio should contain the following documents: (See **Appendix 1** for a check list):

- A brief CV evidencing experience of personal psychoanalytic psychotherapy, and of providing one-to-one counselling and psychotherapy under psychoanalytic supervision. Please give names, dates and contact details in all cases.
- A paper describing individual clinical work and including detailed clinical vignettes taken from one or more training cases; this should evidence the full use of transference and counter-transference, and an understanding of internal and external organisational dynamics (the group within the individual and the individual within the group). 5,000 words. Use [conventional \(Harvard\) referencing](#) for any theory and writer you quote or refer to; and please add a bibliography.
- A reflective journal evidencing the development of the candidate in their capacity for self-reflective understanding over the course of the training. 1,000 words.
- Appraisals from:
  - Course tutor
  - Webinar leaders
  - Supervisors of two training cases (6-monthly reports)

Panel members will read and assess submissions against assessment criteria and will offer written feedback on the outcome.

In cases of uncertainty, the Assessors Panel may require a personal interview with a candidate.

## Code of Ethics

<https://www.psychodynamicthinking.info/appcios-code-ethics-1>

## Complaints

<https://www.psychodynamicthinking.info/appcios-complaints-procedure>

## Appendix 1.

### Portfolio Checklist:

As you gather your portfolio of training, it might be helpful to take this check list to meetings with your webinar leaders, supervisors and tutor.

### Evidence:

1. DBS certificate
2. Personal Insurance certificate
3. CV detailing names and dates to evidence personal psychoanalysis/psychoanalytic psychotherapy for at least two years; and psychoanalytic supervision of at least two individual cases of six months each and two training cases of at least one year each.
4. Webinar appraisals:
  - Theory webinar
  - Clinical discussion webinar
  - Infant observation webinar (if required)
  - Organisational observation webinar (if required)
5. Tutor's report
6. Six-monthly reports from two training supervisors, each for one year's work.
7. Self-reflective journal.
8. Evidence of experience in assessment
9. Evidence of an understanding of what is involved in private practice
10. Clinical paper.

Evidence for items 8 and 9 may be given through your tutor's report, through your supervisors' reports, or through your clinical discussion webinar appraisal.

## Appendix 2.

### The Curriculum for Emotional Development

#### **SECTION 1 Attachment**

- Taking up an appropriately junior role within a hierarchy as a student, supervisee or patient.
- Experiencing one's emotional responses to the setting and how far this affects performance in role.
- Taking an interest in linking these responses to early attachment experiences with primary caregivers.

#### **SECTION 2 Personal History and Identity**

- Mapping a personal narrative of one's journey to this point in one's life and acknowledging the influences that have shaped one's personality.
- Developing the beginnings of an understanding of one's own role in the dynamics of the family in which one grew up.
- Increasing one's self-awareness of the multiple identifications within the self and of any consequent internal conflictual dynamics.
- Developing a greater understanding of the desire to evacuate, deny or project into others those aspects of the self that may cause pain or anxiety.
- Increasing one's curiosity about the journeys and identifications of one's carers and of significant others, and of their need to evacuate, deny and project.
- Developing an increasing capacity to allow and acknowledge identifications with the widest possible diversity of human experience - acceptable and unacceptable - without evacuating, denying or projecting.

#### **SECTION 3 Transference and Countertransference**

- Beginning a process of recognition, moment-to-moment, of how one projects parts of the self into others.
- Beginning a process of re-assimilation and of the integration of projected parts of the self, resulting in a less depleted inner world.
- Developing the capacity to distinguish between one's own feelings, and those projected into one.
- Developing a deeper understanding of the processes by which one came to inhabit one's role within the family where one grew up.
- Developing a capacity to understand the impact of one's own projections on the clinician and on others.
- This should lead to the benign introjection of the therapist as a colleague in the work.

#### **SECTION 4 The Development of Emotional Availability and Depressive Position Functioning in Relation to Oneself and Others.**



- The growing internalisation of the therapeutic relationship; the consequent creation within oneself of an inner space where feelings and phantasies of one's own and of others can be acknowledged and safely contemplated.
- The use of this inner space to monitor feelings and phantasies, so that unconsidered actions can be pre-empted, and careful judgments made about how best to respond to others in everyone's best interests.

### **SECTION 5. Learning about Depressive Position Functioning beyond the Dyadic Relationship**

- An increasing awareness of the scope and potential resources of one's own inner world and phantasy life, both for good and for bad; an understanding of how powerfully it motivates and drives actions without conscious awareness; and a recognition of the benefits of the collaborative integration of diverse aspects of the personality.
- An increasing ability to value the autonomy and separateness of others, an appreciation and respect for multiple perspectives and diversity of attachments, and thus a deepening capacity for collaborative, trustworthy and authentic relationships.
- An increasing capacity to make links between inner world functioning and external world functioning as observed in individuals, families, groups and organisations.
- An increasing faith and reliance on the processes of integration within the self and within society.

# APPCIOS

## Guideline for webinar leader appraisal

The aim of the appraisal is to think together with participants about their engagement and learning in your webinar. It is designed to be completed together to contribute to the participants understanding about their current level, progress and areas where they may need more development.

This appraisal will be kept as evidence in participants portfolio of training.

If there is information you wish to share confidentially about a participant, this can be sent to the chair of the PPT steering group.

**Name or Participant:**

**Webinar attended:**

**Dates:**

**Did the participant attend in full:**

**Please comment on:**

**Engagement and contributions:**

**Psychoanalytic understanding:**

**Capacity to apply psychoanalytic concepts to clinical work or in their broader thinking:**

**Areas of possible development – next steps:**

**Please tell us anything else you think is important to address:**

**Name of webinar leader:**

**Signed:**

**Date:**

**Name of participant:**

**Signed:**

**Date**

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## Guideline for tutor six-monthly appraisal

The aim of the appraisal is to think together with your tutee about their engagement and learning. It is designed to be completed together to contribute to your tutee's understanding about their current level, progress and areas where they may need more development.

This appraisal will be kept as evidence in your tutee's portfolio of training.

If there is information you wish to share confidentially about a trainee, please contact the [Chair of the PPT steering group](#).

**Name of trainee**

**Dates:**

**Did the trainee attend in full:**

**Please comment on:**

**Psychoanalytic understanding:**

**Capacity to apply psychoanalytic concepts to clinical work and their broader thinking:**

**Areas of possible development – next steps:**

**Please tell us anything else you think is important to address:**

**Name of tutor:**

**Signed:**

**Date:**

**Name or participant:**

**Signed:**

**Date:**

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## Guideline for training supervisor six-monthly appraisal

The aim of the appraisal is to think together with your supervisee about their engagement and learning. It is designed to be completed together to contribute to your supervisee's understanding about their current level, progress and areas where they may need more development.

This appraisal will be kept as evidence in your supervisee's portfolio of training.

If there is information you wish to share confidentially about a supervisee, or any concern you have about the training, please contact the [Chair of the PPT steering group](#).

**Name or Supervisee:**

**Dates:**

**Did the Supervisee attend in full:**

**Please comment on:**

**Engagement and contributions:**

**Psychoanalytic understanding:**

**Use of transference and counter-transference:**

**Capacity to apply psychoanalytic concepts to clinical work:**

**Capacity to use clinical supervision:**

**Areas of possible development – next steps:**

**Please tell us anything else you think is important to address:**

**Name of supervisor:**

**Signed:**

**Date:**

**Name or participant:**

**Signed:**

**Date:**