



# Ongoing research and surveys in the training of integrative psychotherapy

**Markéta Fialová**

**Magdalena Frouzová, Jitka Švíglerová, Hana Krupníková,  
Michaela Štáfková, Kristina Najbrtová**

Thank you for your attention!

Contact me, please!

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### Researchers - Enthusiasts

- volunteers, friends, enthusiasts, fans
- established in 2016
- 3 - 4 meetings per year
- help with facebook pages, website, conferences
- goal: to enhance the development, quality and satisfaction of the trainees
- personal goal: to be involved in a larger community, to learn from experts, to broaden my horizons



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# *The Beginning of Our Journey*



**2016 - Dublin - Society for the Exploration of Psychotherapy Integration**

**John Norcross & me**



# Cooper - Norcross Inventory of Preferences

## Cooper – Norcross Inventory of Preferences (C-NIP)

On each of the items below, please indicate your preferences for how a psychotherapist or counsellor should work with you by circling a number. A 3 indicates a *strong* preference in that direction, 2 indicates a *moderate* preference in that direction, 1 indicates a *slight* preference in that direction, 0 indicates no preference in either direction/an equally strong preference in both directions.

### 'I would like the therapist to...'

1. Focus on specific goals No or equal preference Not focus on specific goals  
 3                      2                      1                      0                      -1                      -2                      -3
2. Give structure to the therapy No or equal preference Allow the therapy to be unstructured  
 3                      2                      1                      0                      -1                      -2                      -3
3. Teach me skills to deal with my problems No or equal preference Not teach me skills to deal with my problems  
 3                      2                      1                      0                      -1                      -2                      -3
4. Give me 'homework' to do No or equal preference Not give me 'homework' to do  
 3                      2                      1                      0                      -1                      -2                      -3
5. Allow me to take a lead in therapy No or equal preference Take a lead in therapy  
 -3                      -2                      -1                      0                      1                      2                      3

**Scale 1.** If score is 8 to 15 then strong preference for therapist directiveness. If score is -2 to 7 then no strong preference. If score is -3 to -15 then strong preference for client directiveness.

6. Encourage me to go into difficult emotions No or equal preference Not encourage me to go into difficult emotions  
 3                      2                      1                      0                      -1                      -2                      -3
7. Talk with me about the therapy relationship No or equal preference Not talk with me about the therapy relationship  
 3                      2                      1                      0                      -1                      -2                      -3
8. Focus on the relationship between us No or equal preference Not focus on the relationship between us  
 3                      2                      1                      0                      -1                      -2                      -3
9. Encourage me to express strong feelings No or equal preference Not encourage me to express strong feelings  
 3                      2                      1                      0                      -1                      -2                      -3
10. Focus mainly on my thoughts No or equal preference Focus mainly on my feelings  
 -3                      -2                      -1                      0                      1                      2                      3

**Scale 2.** If score is 7 to 15 then strong preference for emotional intensity. If score is 0 to 6 then no strong preference. If score is -15 to -1 then strong preference for emotional reserve

11. Focus on my life in the past No or equal preference Focus on my life in the present  
 3                      2                      1                      0                      -1                      -2                      -3
12. Help me reflect on my childhood No or equal preference Help me reflect on my adulthood  
 3                      2                      1                      0                      -1                      -2                      -3
13. Focus on my future No or equal preference Focus on my past  
 -3                      -2                      -1                      0                      1                      2                      3

**Scale 3.** If score is 3 to 9 then strong preference for past orientation. If score is -2 to 2 then no strong preference. If score is -2 to -9 then strong preference for present orientation.

14. Be challenging No or equal preference Be gentle  
 -3                      -2                      -1                      0                      1                      2                      3
15. Be supportive No or equal preference Be confrontational  
 3                      2                      1                      0                      -1                      -2                      -3
16. Not interrupt me No or equal preference Interrupt me and keep me focused  
 3                      2                      1                      0                      -1                      -2                      -3
17. Be challenging of my own beliefs and views No or equal preference Not be challenging of my own beliefs and views  
 -3                      -2                      -1                      0                      1                      2                      3
18. Support my behaviour unconditionally No or equal preference Challenge my behaviour if they think it's wrong  
 3                      2                      1                      0                      -1                      -2                      -3

**Scale 4.** If score is 4 to 15 then strong preference for warm support, If score is -3 to 3 then no strong preference. If score is -4 to -15 then strong preference for focused challenge.

### Additional client preferences for exploration and consideration (as appropriate)

#### Do you have a *strong* preference for:

- A therapist of a particular **gender, race/ethnicity, sexual orientation, religion, or other personal characteristic**?
- A therapist/counsellor who speaks a **specific language** that is most comfortable for you?
- Modality** of therapy: such as individual, couple, family, or group therapy?
- Orientation** of therapy: such as psychodynamic, cognitive, person-centered, or other?
- Number** of therapy sessions: such as four, dependent on review, open-ended, or other
- Length** of therapy sessions: such as 50 mins, 60 mins, 90 mins or other
- Frequency** of therapy: such as twice weekly, weekly, monthly, ad hoc or other
- Medication**, psychotherapy, or both in combination?
- Use of **self-help** books, self-help groups, or computer programs in addition to therapy?
- Any other** strong preferences that come to mind? (and do raise them at any point in therapy)
- What would you most **dislike** or **despise** happening in your therapy or counselling?



## John C. Norcross, Ph.D.

> [Course Syllabi](#)

> [Office Hours & Advising](#)

> [Curriculum Vitae <sup>\(PDF\)</sup>](#)

> [Biographical Sketch](#)

> [Therapy Preferences](#)

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# John C. Norcross, Ph.D., ABPP

Visit [Changeology website](#) ♦ Watch [APA grad school videos](#) ♦ Read at [ResearchGate](#)

Dr. John Norcross is Distinguished Professor of Psychology at the University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University, and a board-certified clinical psychologist.

At the University of Scranton, he teaches courses in clinical psychology, field experience, career development, and psychotherapy. He conducts research, advises students, supervises psychologists, and moderates the Psi Chi chapter.

Author of the acclaimed self-help book *Changeology*, he has authored over 400 publications and has co-written/edited 22 books, principally in the areas of psychotherapy, clinical psychology, professional training, and self-change. Among them are *Psychotherapy Relationships that Work*, *Insider's Guide to Graduate School in Clinical & Counseling Psychology*, *APA Handbook of Clinical Psychology* (5 volumes), and *Systems of Psychotherapy* (now in its 9th edition).

His recent books, psychotherapy videotapes, graduate school modules, and therapy preferences inventory







## PROGRAMY

Sebezkušenostní výcvik  
Teoretické vzdělání  
Nácvik dovedností  
Kurz integrativní psychoterapie  
Supervize  
Stáže

## AKTUALITY

Program SI pro rok 2019  
Pozvánka na seminář - Laura Brown  
ČRO Leodardo Plus - neděle  
18.3.2018  
Rozhovor pro ČRo Plus - neděle  
3.9.2017



## SEPI

### Aktuality

[Newsletter SEPI leden 2017](#)

[Více informací...](#)

[Video - přednáška prof. Norcross](#)

[Více informací...](#)

[Rozhovor s prof. Norcrossem](#)

[Více informací...](#)

[Ohlasy na přednášku prof. Norcross](#)

[Více informací...](#)

[Poslání SEPI](#)

[Více informací...](#)

[Absolventka Skálova institutu Markéta Fialová oslnila na konferenci SEPI](#)

[Více informací...](#)

### Literatura >>

- [Integrative Psychotherapy: the Synergy between Structure and Freedom](#)

*Richard Hanus, Student of class K13, 2nd year*

- [Integrativní psychoterapie – synergie struktury a svobody](#)

*Richard Hanus*

- [Cooper - Norcrossův dotazník preferencí \(C-NIP\)](#)

*M. Cooper a J.C. Norcross - přeložila M.Fialová a H.Hartlová*

## KOMUNITY

Komunita I  
Komunita II  
Komunita III  
Komunita IV  
Komunita V  
Komunita VI  
Komunita VII  
Komunita VIII  
Komunita IX  
Komunita X  
Komunita XI  
Komunita XII  
Komunita XIII  
Komunita XIV

## << KALENDÁŘ AKCÍ >>

Po	Út	St	Čt	Pá	So	Ne
8.10	9.10	10.10	11.10	12.10	13.10	14.10
15.10	16.10	17.10	18.10	19.10	20.10	21.10
22.10	23.10	24.10	25.10	26.10	27.10	28.10
29.10	30.10	31.10	1.11	2.11	3.11	4.11
5.11	6.11	7.11	8.11	9.11	10.11	11.11



# *Skala Institute Training*

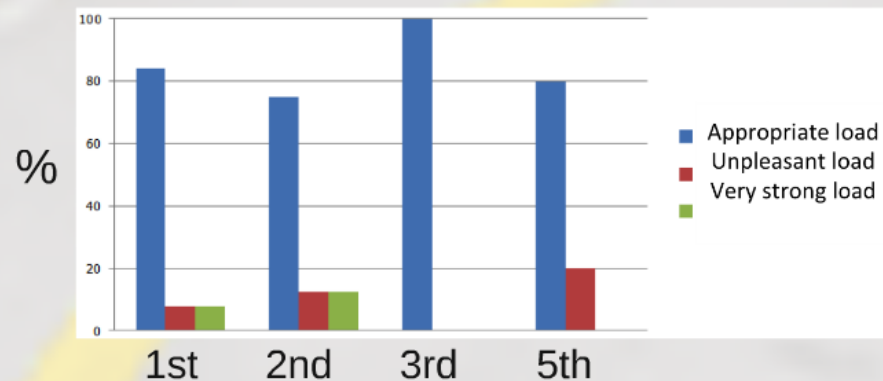
- long-term 5-year psychoterapeutic training in integrative psychotherapy in Prague
- 450 hours of self-experience & therapeutic skills
- 100 hours of supervision
- 160 hours of theory



# Ongoing surveys in trainees

- to get broad annual feedback in: overall evaluation, education in theory, self-experience groups, learning therapeutic skills, gaining knowledge and competences, personal growth

Number of responders	
1. grade	23
2. grade	19
3. grade	14
5. grade	13



## ***Usefulness of concrete training programs:***

- 1. Group therapy***
- 2. Individual psychotherapy***
- 3. Group learning of skills and competences***
- 4. Techniques during community***
- 5. Supplementary skill trainings***
- 6. Group supervision***
- 7. Theory***
- 8. Community clubs***
- 9. Morning communities***



# *What do trainees long for?*

## Knowledge

1. Integrative psychotherapy
2. Changes and learning
3. Personal growth
4. Psychopathology
5. Theory of psychotherapy
6. Coaching and supervision

## Skills & Competences

1. Diagnosis and labeling the problem
2. Intervention
3. Cure plan
4. Interviewing
5. Evaluation

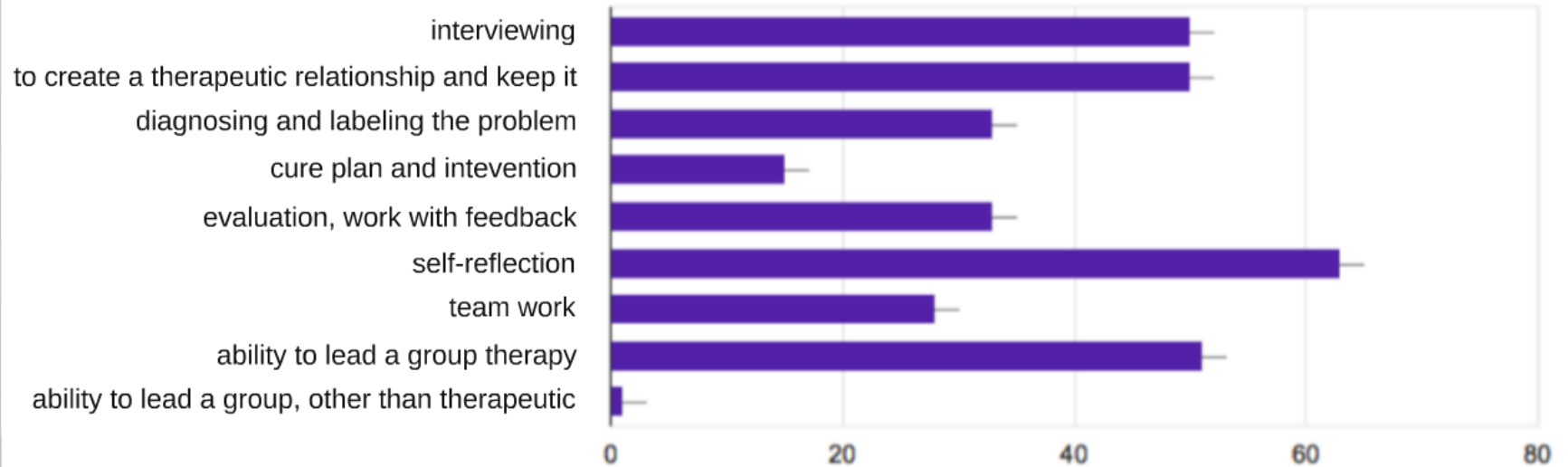


## *Survey in ex-trainees*

- 71 responders from 190 ex-trainees (37%)
- 79 questions
- 90% of ex-trainees work with clients
- 96% of them have recommended training to somebody else
- 74% work in integrative style, 63% consider themselves to be integrative psychotherapists
- advantages to be integrative: flexibility, freedom, tailoring to the client, extent, no limits
- disadvantages: none, prejudices of other therapists, anxiety of a client, unclear theory

Choose concrete psychoterapeutic competences, which you gained during the training according to your opinion?

68 answers





## Long - term video records



Michaela Štáfková

### Long-term records

- 8 couples of twins
- 2 years
- father - parent
- video records of all sessions
- Cognitive Psychology Process Scale (Deary, MacKinnon, Goss, et al., 2004)
- The Multidimensional List of Therapies (inspired by Maccoby, Kohn & Rubin, 2006; Jozson, 2006)

CPIS is designed to assess the distinctive features of psychodynamic experiential and cognitive-behavioral treatments. It may be especially useful in assessing the effects of a combination of both of these approaches in a context.

CPIS	CPIS	CPIS	CPIS	CPIS
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

MULTI assesses interventions from 8 different psychological orientations. It is usually preferred versions of different psychological orientations, but to know the interventions in the sessions.

MULTI	MULTI	MULTI	MULTI	MULTI
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20



### Long-term research

- 8 couples of trainees
- 3 years
- trainer - patient
- video records of all sessions
- Comparative Psychotherapy Process Scale
- (Hilsenroth, Mark; Bonge, Dennis et al., 2009)
- The Multitheoretical List of Therapeutic Interventions (McCarthy, Kevin & Barber, Jacques, 2009)



Mgr. Michaela Štafková  
tel. 778 175 112 292 119



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## CPPS - is designed to assess the distinctive features of psychodynamic-interpersonal and cognitive-behavioral treatments

- may be especially useful in assessing the amount of unique aspects of PI and CB treatment included in a session

- (1) The therapist encourages the exploration of feelings regarded by the patient as uncomfortable (e.g., anger, envy, excitement, sadness, or happiness). \_\_\_\_\_
- (2) The therapist gives explicit advice or direct suggestions to the patient. \_\_\_\_\_
- (3) The therapist actively initiates the topics of discussion and therapeutic activities. \_\_\_\_\_
- (4) The therapist links the patient's current feelings or perceptions to experiences of the past. \_\_\_\_\_
- (5) The therapist focuses attention on similarities among the patient's relationships repeated over time, settings, or people. \_\_\_\_\_

## MULTI - assesses interventions from 8 different psychotherapy orientations

- successfully predicted sessions of different pst orientations, tool to investigate the interventions in the sessions

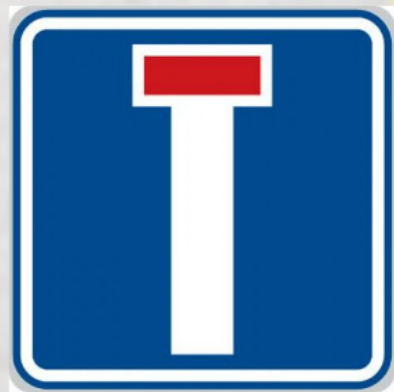
### *Multitheoretical list of therapeutic interventions* 113

59. My therapist made it clear that my problem was a treatable medical condition. 1 2 3 4 5  
60. My therapist tried to help me better understand how my problems were due to difficulties in my social relationships. 1 2 3 4 5

*Note.* Subscale items: Behavioral: 1, 4, 5, 6, 9, 15, 16, 17, 25, 27, 29, 33, 35, 36, 44; Common Factors: 7, 8, 18, 26, 28, 31, 42; Cognitive: 1, 5, 6, 17, 21, 25, 27, 33, 35, 36, 37, 39, 40, 43, 48, 49; Dialectical-Behavioral: 5, 9, 15, 35, 36, 56, 57, 58; Interpersonal: 19, 50, 51, 54, 55, 59, 60; Person Centered: 10, 12, 14, 23, 40, 46, 47; Psychodynamic: 2, 12, 13, 14, 19, 20, 22, 24, 38, 40, 41, 45; Process-Experiential: 3, 11, 12, 13, 23, 34, 39, 44, 47.

# Blind alleys & obstacles

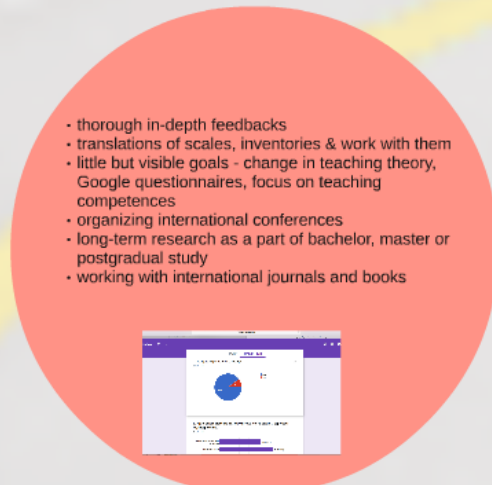
- psychotherapy integration training has received little attention over the past two decades & according to systematic literature review - only 9 empirical studies worldwide (Aafjes van Doorn, K.; Klinar, D., **Fialová, M.**, Kamsteeg, C., *Journal of Psychotherapy Integration*, in press)
- global differences in how integrative therapy is taught and the limited research on their respective effectiveness
- not many leaders to follow - worldwide/ local
- transforming & growing forms of psychotherapy trainings
- subjective, subjective, subjective
- life as a variable
- no control group



# Good practices



- international cooperation
- active participation at conferences
- star speakers



- thorough in-depth feedbacks
- translations of scales, inventories & work with them
- little but visible goals - change in teaching theory, Google questionnaires, focus on teaching competences
- organizing international conferences
- long-term research as a part of bachelor, master or postgradual study
- working with international journals and books



## SPRISTAD

- SPR Interest Section on Therapist Training and Development by the Society for Psychotherapy Research
- a large international initiative to systematically compare the training experiences of psychotherapists in different countries
- the study utilizes both quantitative and qualitative data
- by mid-2018 collaborators from 19 countries had collected data from 52 training institutes and more than 800 trainees
- All university-based and free-standing training institutes with programs lasting at least one year qualify to take part in the study
- Trainees are able to participate via links to interactive online instruments which are currently available in Dutch, English, Finnish, French, German, Hebrew, Italian, Lithuanian, Norwegian, Romanian, Slovenian and Spanish
- chair - prof. Ulrike Willutzki - [ulrike.willutzki@uni-wh.de](mailto:ulrike.willutzki@uni-wh.de)



regular meetings of enthusiasts

team work

support

sense of belonging



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*Daniel Baumruk,  
Czech Republic.  
Photo by JS.*



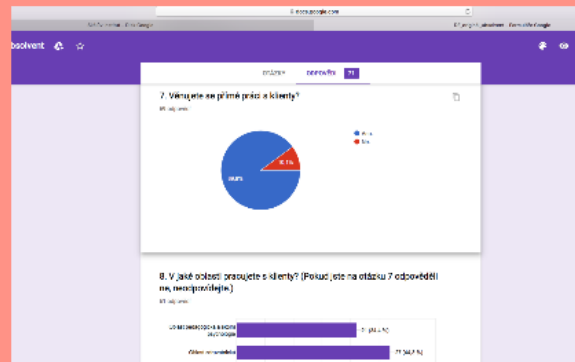
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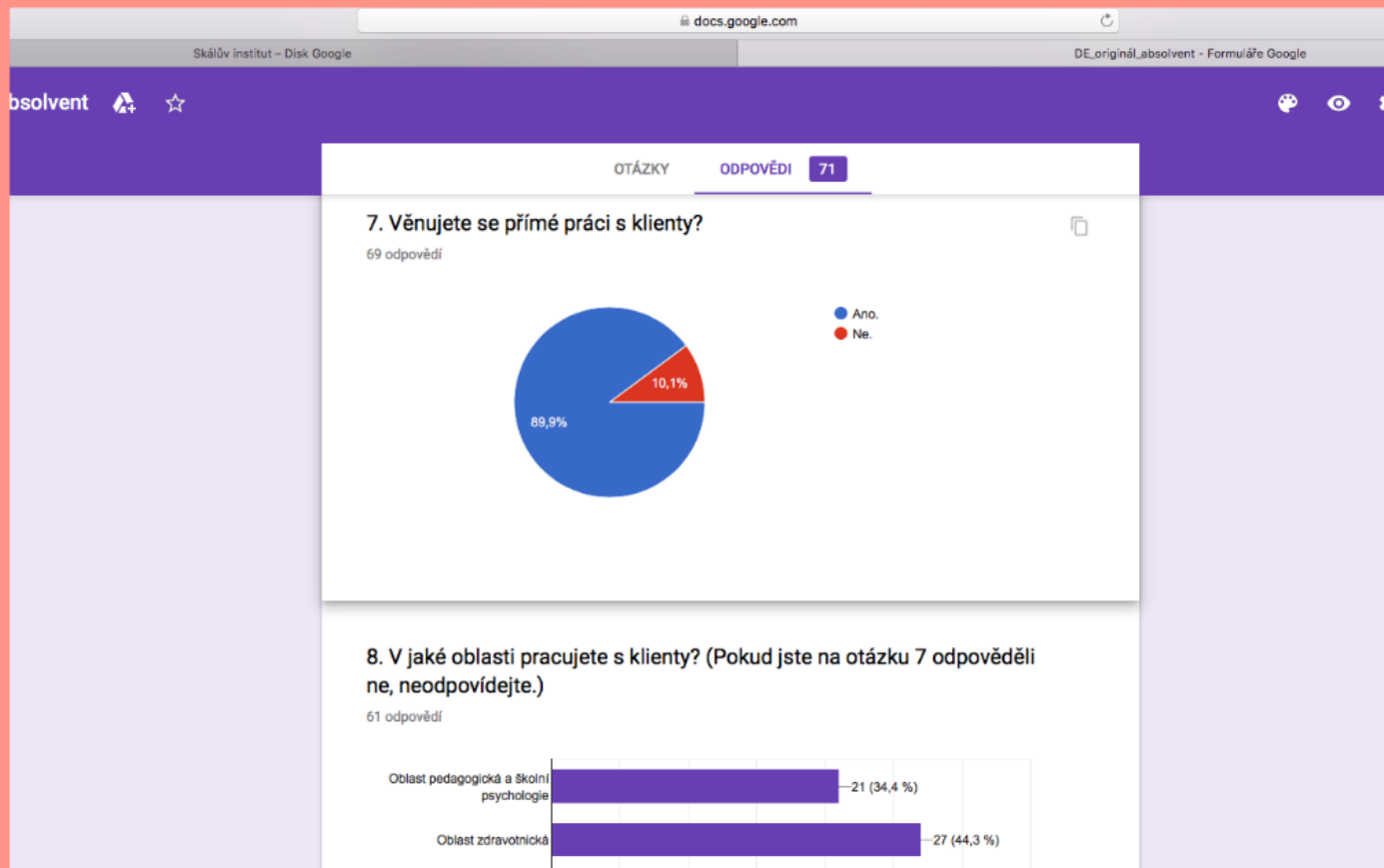


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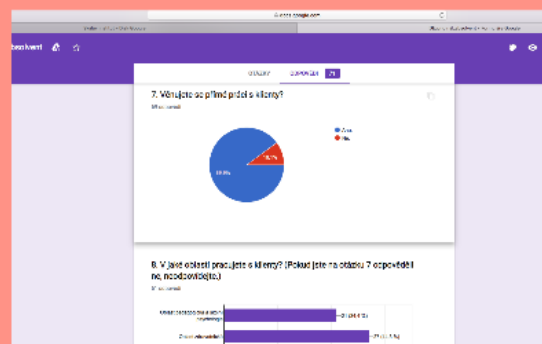


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**FUNNY<sup>OR</sup>DIE**

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