En internationell multi-site longitudinal studie om psykoterapeuters utbildning.

Jan Carlsson
fil dr., leg psykolog, leg psykoterapeut, lärare- och handledare i psykoterapi.
Örebro universitet

Konferensdagen VAD PASSAR VEM? Aktuell psykoterapeutiforskning
Lördagen den 22 november 2014 mellan kl. 10 och 18
Aula Magna, Stockholms universitet
Vad säger forskningen om utbildningen?
Traditional psychotherapy training practices, which emphasize didactic teaching methods, adherence to manual-guided techniques, and/or application of theory to clinical work via supervised training cases, do not durably improve the effectiveness of psychotherapists (Binder, 2004; Stein & Lambert, 1995; Vakoch & Strupp, 2000). Although such trainings tend to demonstrably improve adherence to the psychotherapy model at hand, they do not enhance psychotherapist competence or effectiveness beyond the training period itself (Bein et al., 2000; Henry, Strupp, Butler, Schact, & Binder, 1993; Stein & Lambert, 1995). In fact, research indicates that traditional forms of psychotherapy training can even have unintended deleterious consequences at times (Henry, Strupp et al., 1993).

effekten av utbildning är oklar

Bergin & Garfield´s Handbook (2004) sammanfattar aktuell forskning:

*Dessa fynd kastar tvivel över giltigheten i förslaget att specifik utbildning i psykoterapi... [] ...skulle vara relaterat till terapeutisk framgång eller skicklighet.*

Hur ser forskningsläget ut idag?
—
en rykande färsk review av Clara Hill och Sarah Knox

Graduate students around the world are required to undergo extensive training, sometimes lasting many years, until they can be certified or licensed to practice independently. Given the length and intensity of such training, we should have considerable evidence about its effectiveness in terms of helping these trainees have more confidence in their abilities as well as enable them to help clients more.

Unfortunately, our evidence about the effectiveness of such training is minimal.

…men har fokus varit rätt?

"Forskningen på psykoterapier har prioriterats framför forskning på psykoterapeuter - som om terapeuter, efter rätt utbildning, är mer eller mindre utbytbara."

Vilket utfall?

- Client outcome.
- Handledningsrelationen.
- Terapeutens kunskap och förmåga att konceptualisera.
- Terapeutens självmedvetenhet.
- Terapeutens intrapersonella karakteristika.
- Terapeutens färdigheter.
- Terapeutens förmåga till självvärdering.
- Terapeutens professionella identitet.
- Och förstås inte glömma bort processfrågorna: hur går det till att lära sig?
Vi behöver hitta svar till frågor som:

Vad är en effektiv psykoterapeut?
Hur kan utbildning öka terapeutens effektivitet?
Kan alla bli en effektiv psykoterapeut?
SPRISTAD
–
utveckling och pågående arbete

Society for Psychotherapy Research Interest Section on Therapist Training and Development
Two Open discussions:

*Psychotherapeutic professions as contexts of therapy practice and research. Current situation of the professions in varied countries?*

David Orlinsky - University of Chicago.

19 countries:

Austria, Czech Republic, Denmark, France, Germany, Italy, Norway, Poland, Portugal, Romania, Switzerland, United Kingdom, Argentina, Australia, Israel, Chile, Uruguay, Canada, United States.
Open Discussion:

The education and training of psychotherapists – an area in need of a SPR special interest group?

Jan Carlsson – Psykoterapiinstitutet & Karolinska Institutet Sweden

Héctor Fernández-Alvarez, Argentina
Marcelo R. Cárcamo Q, Chile
Franz Caspar, Switzerland
Louis Castonguay, United States
Clara Hill, United States
Nicholas Ladany, United Kingdom
Joakim Norberg, Sweden
Sam Nordberg, United States
Bernhard Strauss, Germany.
Open discussion: *The SPR interest section on psychotherapy training - on creating an international collaborative study*

Jan Carlsson - Karolinska Institute, Sweden
Héctor Fernández-Álvarez
Franz Caspar
Louis Castonguay,
Robert Elliott
Clara Hill
Nicholas Ladany
Joakim Norberg
Sam Nordberg
Bernhard Strauss
A Multicenter study

International
Different therapeutic schools
Different levels
Longitudinal design

(before)

beginning/during/end

after

A combination of Qualitative/Quantitative methods
A standardized set of
questionnaires

interview guides

A set with basic measurements (that all use)

+ 

da set with additional instruments to be chosen locally

Creating a database
SPRISTAD has been formed:
(a) to promote scientific research on the processes and outcomes of psychotherapist training and development;
(b) to facilitate collaboration among members in planning, discussion, and conduct of methodologically sound, theoretically balanced, and clinically relevant studies on the selection, training, supervision, continuing education, and professional development of psychotherapists; and
(c) to support the dissemination of research-based knowledge of therapist training and development for the benefit of scientific, clinical, and mental health policy communities.
Elected SPRISTAD officers and Steering Committee:

David Orlinsky (Chair, 2011-2013-2015)
– University of Chicago, USA

Bernhard Strauss (Chair-Elect, 2011-2013-2015)
– Friedrich-Schiller-Universität Jena, Germany.

Clara Hill (Senior Career Counselor, 2011-2014-2016)
– University of Maryland, College Park, USA

– Penn State University, University Park, USA

– Karolinska Institute, Stockholm, Sweden
a) Pre-Conference Workshop: *Research on Training and Development of Psychotherapists* Orlinsky, Hill, Castonguay, Strauss & Carlsson

b) SPRISTAD Section Annual General Meeting *Orlinsky, Hill, Castonguay, Strauss & Carlsson*
How to design a collaborative study?

Telefonkonferenser
Ca. 1 gång per månad under ht 2012 och vt 2013

SPR annual meeting
Brisbane 2013

a) Pre-Conference Workshop: Longitudinal Study of Psychotherapy Trainees: Designing a Collaborative SPR Project Orlinsky, Strauss, Carlsson & Castonguay

- also at UK Chapter meeting, Oxford England
- also at North American Chapter meeting, Memphis, Tennessee, USA

c) SPRISTAD Section Annual General Meeting Orlinsky, Strauss, Castonguay & Carlsson
SPR annual meeting
Copenhagen 2014

a) Pre-Conference Workshop: *Longitudinal Study of Psychotherapy Trainees: Implementing a collaborative international multisite project* Orlinsky, Strauss, Hill, Castonguay & Carlsson

b) Semi-plenary: *How do psychotherapists develop and how can we know?* Orlinsky, Rönnestad & Carlsson

c) SPRISTAD Section Annual General Meeting Orlinsky, Strauss, Hill, Castonguay & Carlsson + Rönnestad & Taubner

d) Structured discussion: *Best practice and potential problems implementing a longitudinal study of trainee development.* Orlinsky, Carlsson, Bhol, Grafnaki, Norberg, Taubner, Ybrandt & Gelo
SPR annual meeting
Copenhagen 2014

Elected SPRISTAD officers and Steering Committee:

David Orlinsky (past president)
   – University of Chicago, USA

Bernhard Strauss (President)
   - Friedrich-Schiller-Universität Jena, Germany.

Helge Rönnestad (chair-elect)
   - University of Oslo

Clara Hill (Senior Career Counselor)
   – University of Maryland, College Park, USA

Louis Castonguay (Mid-Career Counselor)
   – Penn State University, University Park, USA

Svenja Taubner (Junior Career Counselor).
   – Alpen-Adria-Universität, Klagenfurt, Austria.

SPRISTAD RESEARCH COMMITTEE
Jan Carlsson, University of Örebro
Ulrike Willutzki, University/Herdecke
Armin Harman, University of Freiburg
Det finns nu ca. 50 olika utbildningsinstitutioner runt om i hela världen som anmält intresse att vara med och göra en pilotstudie.

Arbete pågår med översättning av instrumenten och att skapa web-baserade versioner av dem.
SPRISTAD ‘Core’ and ‘Optional’ Research Instruments

‘Core’ Instruments (all research sites)

(1) Training Program Description Form
(2) Trainee Background Information Form
(3) Trainee Current Practice Report

‘Optional’ Instruments (self-selected research sites)

(4) Trainee Case Progress Report
(5) Trainee’s Supervisor Progress Report
SPRISTAD ‘Core’ and ‘Optional’ Research Instruments

‘Core’ Instruments (all research sites)

(1) Training Program Description Form
   - aims to define features of training programs that are intended to facilitate the development of trainee/candidates, in a manner flexible enough to portray the essential features of different types of training program.

(2) Trainee Background Information Form
   - aims to gather data from trainee/candidates about their professional and personal characteristics that may facilitate or retard their development.

(3) Trainee Current Practice Report
   - aims to track trainee/candidates’ experiences of development over time at 6 month intervals with respect to their self-experience (role-identity) and work experience (role-performance) as therapists—while also providing opportunities for trainee/candidates self-reflection.
SPRISTAD ‘Core’ and ‘Optional’ Research Instruments

‘Optional’ Instruments (self-selected research sites)

(4) Trainee Case Progress Report
   – matches the Trainee Current Practice Report in content but focuses on specific treatment cases, designed to be completed by the trainee/candidate at approximately 6-8 week intervals.

(5) Trainee’s Supervisor Progress Report
   – matches the Trainee Case Progress Report in content and is designed to be used by the supervisor at the same times and intervals to report on the same case that the trainee/candidate reports on.
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<td><strong>Role-Identity</strong>&lt;br&gt;<strong>(A)</strong>&lt;br&gt;<em>Trainee Experiences of Becoming/Being a Psychotherapist</em>&lt;br&gt;TRAINEE PERSONAL INFORMATION FORM</td>
<td><strong>Role-Performance</strong>&lt;br&gt;<strong>(B)</strong>&lt;br&gt;<em>Trainee Experiences of Engaging in Therapy Practice</em>&lt;br&gt;TRAINEE CURRENT PRACTICE REPORT &amp; TRAINEE CASE PROGRESS REPORT</td>
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