

Serial no.	Decision	Code
5	Accepted: Individual Paper (60 min)	
6	Accepted: Experiential Mini Workshop (90 min)	
10	Accepted: Individual Paper (60 min)	
11	Accepted: Experiential Mini Workshop (90 min)	
12	Accepted: Brief Individual Paper (20 min)	
13	Accepted: Online Poster (5 min)	
14	Accepted: Individual Paper (60 min)	
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16	Accepted: Brief Individual Paper (20 min)	
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18	Accepted: Brief Individual Paper (20 min)	
20	Accepted: Structured Discussion (60 min)	
21	Accepted: Individual Paper (60 min)	
23	Accepted: Online Brief Individual Paper (15 min)	
25	Accepted: Structured Discussion (90 min)	
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70	Accepted: Online Individual Paper (40 min)
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72	Accepted: Experiential Mini Workshop (90 min)
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74	Accepted: Poster (120 min)
75	Accepted: Poster (120 min)
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77	Accepted: Online Poster (5 min)
78	Accepted: Poster (120 min)
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82	Accepted: Brief Individual Paper (20 min)
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84	Accepted: Experiential Mini Workshop (90 min)
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86	Accepted: Brief Individual Paper (20 min)
88	Accepted: Panel/Symposium (90 min)
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96	Accepted: Panel/Symposium (90 min)
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110	Accepted: Brief Individual Paper (20 min)
112	Accepted: Poster (120 min)
113	Accepted: Individual Paper (60 min)
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128	Accepted: Online Brief Individual Paper (15 min)
129	Accepted: Structured Discussion (60 min)

Motivational Interviewing and the Legacy of Carl Rogers

Prof emeritus William R Miller Ph.D.

University of New Mexico, Albuquerque NM, USA



Prof emeritus William R Miller Author Bio

Bill Miller is Emeritus Distinguished Professor of Psychology and Psychiatry at the University of New Mexico (USA). He has published more than 60 books and 400 articles and chapters focusing in particular on the psychology of change. The Institute for Scientific Information has listed him among the world's most-cited scientists.

Abstract

Motivation: Like the person-centered approach more generally, motivational interviewing (MI) grew inductively from close observation of clinical practice. As an evolution of the person-centered approach, MI applies relational skills in a directional way toward shared change goals. True to the clinical science commitment of Carl Rogers, MI now represents the largest scientific evidence base for any person-centered counseling method.

Problem: The central practice problem in MI is precisely how to be of help in facilitating change. More specifically, MI addresses the normal human experience of ambivalence about change. As MI research has clarified how to help people move toward specific change, it also offers important guidance on how not to do so even inadvertently when your clinical intention is neutrality.

Methodology: While outcome studies of MI now include more than 1,700 controlled clinical trials, MI research has also continued the Rogerian theme of linking therapeutic process variables to client outcomes. In the tradition of Truax and Carkhuff, there is clear empirical linkage of clinical training methods to specific therapist skills that in turn influence measurable in-session processes that predict client outcomes. I will describe the 40-year evolution of MI from my first description of the method in 1983 to our 2021 text *Effective Psychotherapists* reviewing 70 years of research on what distinguishes more effective therapists.

Results: The efficacy of MI has been studied across a wide range of problems and professional contexts, with over 170 meta-analyses published. About 70% of trials report significant benefit, with important variability of outcomes across studies, sites, and therapists. Specific client in-session motivational responses are influenced by therapist skills and predict treatment response. There is also extensive research on how to teach and learn MI.

Implications: MI is not meant to displace other clinical methods, but describes an effective way to practice and teach them.

Discussion: MI research and practice have developed mostly apart from the mainstream person-centered community. I would like to see bridges across this separation and better communication between MI and the tradition from which it grew.

Submission type

Individual Paper (60 min)

Keywords

psychotherapy, motivation, change, processes, outcomes

Experiencing Motivational Interviewing

Prof emeritus William R Miller Ph.D.

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Prof emeritus William R Miller Author Bio

Bill Miller is Emeritus Distinguished Professor of Psychology and Psychiatry at the University of New Mexico (USA) where he served as Director of Clinical Training. He introduced motivational interviewing in 1983 and has co-authored three editions of the primary text on this clinical method.

Abstract

Relationship to the PCE2022 theme. "Formulating and Facilitating change together" is an excellent description of how motivational interviewing (MI) works. With over 1,700 controlled clinical trials in the literature, MI is an evidence-based counseling method for helping people change.

Aim, focus and goal of the workshop. Perhaps the best way to understand how MI works is to experience it. This 90-minute workshop is an opportunity to experience simultaneously some clinical skills of practicing MI and the first-hand encounter of receiving it. Skill in empathic listening is assumed as a starting point.

Theoretical and methodical background for the workshop. Multiple traditions have contributed to the development of MI. It is firmly grounded in the client-centered method and research of Carl Rogers and his students. Many outcome studies using traditional clinical trial methodology have evaluated the efficacy of MI. Behavioral observation and coding have been used to define and study specific therapist and client responses that influence MI outcomes.

Experiential exercises, therapeutic methods or other types of audience participation. I will use "real-play" rather than "role-play" in practice exercises in this mini-workshop, usually one-to-one conversations between a speaker and an interviewer. Speakers will talk about themselves rather than pretending to be a client. Both participants learn more about MI in "real-play" experiences.

Describe how you will use audio, video, artwork, demonstrations etc. in the workshop. I may use one short video recording at most. Primarily I will offer live demonstration and experiential practice exercises to illustrate some clinical skills of MI.

Submission type

Experiential Mini Workshop (90 min)

Keywords

motivational, interviewing, experiential, practice, clinical

Defining Trauma From a Person-Centered and Experiential Perspective

Mr. Sarton Weinraub Ph.D.¹, Prof Keith Tudor²

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Mr. Sarton Weinraub Author Bio

Dr. Weinraub is a licensed Clinical Psychologist in private practice in New York City, Director of the New York Person-Centered Resource Center, a Humanistic mental health treatment center in New York City (nypcrc.org). Dr. Weinraub is a graduate from Saybrook Graduate School where Dr. Author Bohart was his dissertation Chair.



Prof Keith Tudor Author Bio

Keith Tudor is Professor of Psychotherapy at Auckland University of Technology, Aotearoa New Zealand, founding and, for 17 years, a co-Director of Temenos, Sheffield, UK; and was the chair of the organizing committee of PCE2021. He is the author of a number of publications about person-centred psychology, including six books.

Abstract

If there is a struggle within mental health for which help and change is needed, it is a robust understanding of the concept of trauma. Trauma has become one of the most significant concepts in mental health in modern times. Following a comprehensive review of trauma within person-centered and experiential literature, four significant and consistent questions have emerged that may lead to a new person-centered and experiential definition of trauma and their clinical implications. These four questions for consideration are:

1. It appears the DSM (Diagnostic and Statical Manual of Mental Health Disorders) diagnosis of PTSD (post-traumatic stress disorder) is the main trauma related diagnostic label utilized by person-centered and experiential practitioners? If so, why?
2. It appears that emotion-focused therapy is the only person-centered and experiential tribe that attempts to redefine trauma from their own perspective? If so, why?
3. What is the concept of "post-traumatic growth" and how can it inform a new definition of trauma?
4. Can person-centered and experiential psychotherapy and counseling offer a new definition of trauma based upon its alternative and progressive understanding of psychotherapy and counseling?

After discussing our literature review findings and discussing the four identified questions, we hope to get the audiences help in clarifying a definition of trauma from a person-centered and experiential perspective.

Submission type

Individual Paper (60 min)

Keywords

Trauma, PTSD, Traumatic Growth, Post Trauma, person-centred definitions of trauma

Cultivating Therapeutic Presence and Self-Compassion: Helping Clients Through Bringing Ourselves to the Relational Encounter

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Author Bio

Dr. Shari Geller is an Author, Clinical Psychologist, and Mindful Self-Compassion teacher. Shari co-authored, *Therapeutic Presence: A Mindful Approach to Effective Therapy* with Leslie Greenberg (Second edition in press). Shari's recent book: *A Practical Guide For Cultivating Therapeutic Presence*, offers mindfulness and self-compassion practices based on neurophysiological principles.

Abstract

Therapeutic presence and self-compassion are foundational to supporting a strong therapeutic relationship and promoting change. Therapeutic presence is a mindful relational stance that encompasses the qualities of being engaged and receptively attuned in the moment, compassionately with and for the client, and in direct human to human contact, which promotes safety and growth. It is an invitation for therapists to remain grounded and present while attuning to clients' moment-to-moment experiences. Self-compassion is a powerful resource that supports therapists in augmenting presence by equipping them with the skills to comfort, soothe and motivate themselves when they struggle, fail or feel inadequate, which can impact their presence. When therapists are able to offer themselves fully to their clients with therapeutic presence, they nourish a profound relationship conducive to clients' growth in therapy.

In Person-Centered and Experiential Psychotherapy, therapeutic presence bolsters the expression of Rogers' therapist-offered conditions such as empathy, unconditional positive regard and congruence. It allows clients to feel safe and supported in relationship on a neurophysiological level. From this container of safety, the client's actualizing tendency naturally releases. Presence is also at the core of Emotion Focused Therapy (EFT), allowing the relationship conditions to be expressed and attunement to clients' emotions and optimal timing and approach for EFT process interventions. In this context, presence is at the core of emotional transformation in therapy as well as enhanced alliance and outcomes.

This workshop will involve (a) a didactic approach to understanding therapeutic presence, (b) experiential practices to cultivate therapeutic presence and self-compassion, and (c) deliberate practice exercises with client video tapes. An empirically validated model of therapeutic presence will be presented as a map to build and strengthen the skills of presence within self and with clients. There will be an exploration of the neurophysiological principles to creating safety with therapeutic presence, based on concepts such as co-regulation and neuroception of safety stemming from the polyvagal theory (Geller & Porges, 2014). We will share key mindfulness and self-compassion practices to help therapists cultivate presence and work through barriers to presence that may ensue.

Submission type

Experiential Mini Workshop (90 min)

Keywords

therapeutic presence, Emotion focused therapy, Mindfulness, Self-Compassion, Therapeutic Relationship

A Theoretical Analysis of Kierkegaard's 'The Art of Helping' and Rogers' Core Conditions

Mr. Mads Dahlgaard Master

Center for Thriving and Wellbeing, Copenhagen, Denmark



Mr. Mads Dahlgaard Author Bio

A clinical psychologist and a philosophical counselor currently in private practice and head of the therapist network at Center for Thriving and Wellbeing in Copenhagen. He functions as a research assistant at the University of Copenhagen. Areas of interest/experience include clinical psychology, psychotherapy research and training and philosophy. Psychotherapy

Abstract

Motivation: Søren Kierkegaard and Carl Rogers have both been major influencers on modern psychotherapy, and both have articulated necessary and sufficient conditions for helping another individual from one state of mind to another. Rogers' 1957 article is one of the most cited in the field of psychotherapy, and Kierkegaard's concept "the art of helping" has been quoted endlessly, both as exemplary perspectives on the fundamentals of helping, counseling, and psychotherapy. But to what extent do these brilliant minds agree and differ in their perspectives on helping? The aim of this presentation is to clarify *how* and *why* we should help according to Kierkegaard and Rogers, and these questions are particularly important in order to further illuminate the fundamental conditions of helping another individual.

Problem: Kierkegaard is not considered a psychotherapist, and though cited a lot he is not often seriously considered when it comes to psychotherapy. A comparison of the sufficient and necessary condition of helping by Kierkegaard and Rogers is yet to be done systematically. The main thesis of this presentation is that both thinkers have strong research supported arguments for their approaches on helping and beneficially they can be aligned. Although they have fundamental differences.

Methodology: The study approach is a theoretical analysis of specific literature by both authors: a chapter called 'The Art of Helping' by Kierkegaard and Rogers' article from 1957. The theoretical findings will be supported and/or disported by recent quantitative psychotherapy research.

Results: The gains from this comparison analysis bring forward a deeper understanding of the fundamental conditions of helping, counseling, and psychotherapy.

Implications: These findings suggest that Kierkegaard is just as modern a thinker as Rogers, and that other parts of Kierkegaard's psychological and therapeutic thoughts can still enrich the field of humanistic counseling and psychotherapy.

Discussion: Is the art of helping by Kierkegaard that different from Rogers' conditions for successful psychotherapy? To what extent is the concept of helping art by Kierkegaard (not) relevant or appropriate to consider bringing into the field of psychotherapy?

Submission type

Brief Individual Paper (20 min)

Keywords

Kierkegaard, Rogers, "Core conditions", "The art of helping", "Better therapy"

Effectiveness of Novice Clinical Psychology University Students Delivering Emotion Focused, Cognitive-Behavioral, and Psychodynamic Therapy

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Author Bio

Professor at Universidad San Francisco de Quito USFQ since 1989.
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Emotion Focused Therapist, Supervisor and Trainer



Mr. Gustavo Andres Villacreses

Author Bio

Alumni from Universidad San Francisco de Quito USFQ
B.A Clinical Psychology from Universidad San Francisco de Quito USFQ
B.A Law School from Universidad San Francisco de Quito USFQ



Prof Micaela Jiménez-Borja

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Author Bio

Professor at Universidad San Francisco de Quito USFQ

Abstract

Motivation & Problem: Who and how a person can be of help to clients receiving psychotherapy is a question that has captivated researchers and professionals since C. Rogers inspired this query in the field. The common factors research in psychotherapy has emphasized the role of the “person” of the therapist over treatment techniques. Further, stimulating articles have doubted the importance of expertise, experience, or even academic training in the talent to provide therapeutic help to others. The aim of this study was to explore the helpfulness of novice clinical psychology university students delivering three models of psychotherapy: Emotion Focused (EFT = 22 clients), Cognitive-Behavioral (CBT = 16 clients), Psychodynamic therapy (13 clients).

Method: After 20-30 hours of training in each psychotherapeutic modality, students (N=34) were assigned clients to deliver the psychotherapeutic model of their preference while receiving weekly supervisions from experts in each of these theoretical orientations. Clients filled up the SCL90 Symptoms Checklist in three occasions: when first applied for the service, at the beginning of therapy, and at the end of therapy. The average waiting time to begin therapy was 82 days and the average number of sessions delivered was 10. They also filled out the Working Alliance Inventory (WAI) between the third

and the fifth session.

Results: When comparing symptomatic changes (beginning - ending of therapy) compared to changes during waiting time (service request - beginning of therapy), the results indicate a significant improvement in clients who received psychotherapy. Symptomatic changes could not be predicted by psychotherapy modality, the WAI or the number of sessions received.

Implications: Novice psychotherapy university students are effective, thus, factors other than expertise or years of academic knowledge account for psychotherapeutic outcomes. Findings like these draw attention to the need for more comprehensive studies to elucidate the specific personal factors of the person providing psychotherapy as well as to the therapeutic relationship that promotes growth and symptoms waning in clients.

Submission type

Online Poster (5 min)

Poster keywords

Psychotherapy, Effectiveness, Novice, In-training, Students

Carl Rogers' Way of Helping From the Perspective of Neuroscience

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Mr. Michael Lux

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Author Bio

Michael Lux (*1969), is working as a person-centered psychotherapist and neuropsychologist at the Neurological Rehabilitation Center Quellenhof Bad Wildbad, Sana Kliniken AG, Germany. Several publications on relationships between the PCA and neuroscience. Co-editor of two interdisciplinary handbooks on research and theory as well as applications of the PCA.

Abstract

In recent years neuroscience has made significant progress in research of the human nervous system. As a person-centered psychotherapist and neuropsychologist, I have been attracted by intriguing parallels between neuroscientific findings and concepts of the Person-Centered Approach (PCA), which I have described in various publications. My paper focuses on how neuroscience provides insights into the neurobiological underpinnings of the central principles of the person-centered view of a helpful relationship as developed by Carl Rogers. There are several reasons why this is relevant: Neuroscience enables us to look at the therapeutic principles of PCA with fresh eyes and appreciate their importance, it facilitates their communication to those who are not yet familiar with them, and it provides the opportunity to stimulate interdisciplinary research projects.

The central thesis of the paper is that the person-centered way of helping is entirely in line with neuroscientific findings. This suggests that humans are biologically prepared to offer person-centered relationships. To illustrate this, a selection of research findings is presented. First, some of Roger's insights into presence are considered from the perspective of neuroscience. At next, the person-centered view of empathy is linked to the neuroscience-based distinction between emotional and cognitive empathy. Subsequently, interconnections between the therapeutic principles of empathy, congruence, and unconditional positive regard are addressed. Finally, it is shown that neuroscientific findings point to systemic interactions between therapist and client, which are summarized in the model of the circle of contact.

The implications of the described relationships are significant: On the one hand, they profoundly confirm the PCA's conception of a helpful relationship. On the other hand, neuroscience and other areas of basic research can benefit from the elaborated views of PCA. This and the relevance of neuroscientific findings for understanding phenomena of the practice of person-centered counseling and therapy are opened for discussion.

Submission type

Individual Paper (60 min)

Keywords

Person-Centered Approach, neuroscience, emotional empathy, neuronal coupling, oxytocin


Are We Really in This Together? How Can a Pandemic Teach Us About Anti-Oppressive Person-Centred Supervision?

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The Cairnmillar Institute, Melbourne, Australia



Zoë Krupka

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Author Bio

Dr ZOË KRUPKA (she/her) is a lecturer, feminist psychotherapist and supervisor. Zoë is currently a senior lecturer and researcher at The Cairnmillar Institute in Melbourne and writes about psychotherapy for various media outlets. Her research interests include sibling loss and the critical conceptual analysis of supervision.

Abstract

A debate over the location of the boundary between therapy and supervision has been raging on the pages of peer reviewed journals and on the panels of peak body ethics committees since the late 1950's. The work in the field of person-centred supervision practice, particularly by Lambers, Tudor and Worrall, has provided a strong challenge to the idea that a person can be neatly divided into working and personal selves and that supervision is a place to enforce this divide. However the terrible losses and isolation of the global pandemic have left us all living with high levels stress, working too much or not enough, separated from our loved ones and often fearful of the future, forcing us to question once again how we can best be of service. This pandemic has also highlighted our deep inequalities and separations, affecting some much more profoundly than others and increasing our propensity for burnout as we come up against this discrimination in our work. How are we now conceptualising the division between our personal and professional selves in our supervisory relationships within the field of person-centred practice? How can our work as supervisors facilitate wider circles of change within our communities? Drawing on my critical autoethnographic research on the ethical dilemmas posed by the boundary between therapy and supervision and in particular my exploration of the history and current challenges to person-centred supervision, I want to offer some alternative ways of conceptualising our supervision work that allow for more courageous relationships. I want to speak about an anti-oppressive approach to person-centred supervision that creates greater space for the transformative potential of supervision, particularly as a way to bridge the gap between therapeutic and social change. I want to speak in particular about building cross-disciplinary communities of practice that are robust enough to challenge the increasing internal and external divisions that drain our work of strength and meaning.

Submission type

Individual Paper (60 min)

Keywords

Supervision, Anti-oppressive practice, Transformative supervision, COVID-19 Pandemic, Burnout

How Can I Be of Help as a Person-Centered Psychotherapist With Infectious Covid Patients?

Mrs. Michaela Badegruber MHPE

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Mrs. Michaela Badegruber **Author Bio**

2021- laufend Master Upgrade Psychotherapiewissenschaften

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2012 - 2014 Personzentrierte Gruppentherapie - Studien APG*IPS

2011 - 2012 Personzentrierte Gruppenarbeit - APG*IPS

2008 - 2012 Fachspezifikum Psychotherapie - APG*IPS

2006 - 2008 Propädeutikum - ARGE Bildungsmanagement

1996 Konzessionsprüfung für Gastgewerbe - Hotellerie;

1988 - 1993 HTL - für Lebensmitteltechnologie Hollabrunn

Abstract

How is it possible for a person-centered psychotherapist to offer support when one needs to work outside the familiar safe environment? How can one look after one's own health while still offering services and taking care of others? Can a single interaction be of help to covid patients? This presentation deals with the clinical-stationary practical experience with infectious covid patients and the interaction-philosophical theories, the fundamental principles of the person-centered approach and the development theories (update). The data for the conclusions come from my personal experiences and documentations of the therapy units with inpatient Covid patients. To create the results, on the one hand the method of self-reflection of personal practice along the person-centered theories and on the other hand the comparison of the general conditions for psychotherapy on Covid wards with the general conditions of psychotherapy in psychiatric wards were used. The general set-up in covid wards differs from the familiar psychotherapeutic setting. Most often, no extended therapeutic process is possible and one only ever gets to see the patients once or twice. Thus, this presentation explores how individual person-centered interactions can support covid patients. It discusses how to handle the challenges that come with the person-centered work in lack of the required framework, how to ensure authenticity while putting one's own health at risk and how to deal with one's limits of empathy when faced with different values. Moreover, it addresses the double function both as a psychotherapist for the clients and as a first responder confronted with psychic crises of members of the interdisciplinary treatment team. In the subsequent discussion we will exchange our experiences with person-centered encounters in our daily clinical lives.

Submission type

Brief Individual Paper (20 min)

Keywords

person-centered psychotherapy, with infectious covid patients , clinical environment, no familiar psychotherapeutic setting, double function

Shared Visibilities - How Client Imagery Can Work to Facilitate Change in Unconditional Positive Self-Regard

Mrs. Tatiana L Davis Msc

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Mrs. Tatiana L Davis **Author Bio**

Tatiana is a Person-centred practitioner-researcher in private practice in Loughborough, UK. She graduated from the Sherwood Psychotherapy Training Institute in 2020 with an MSc in Person-centred and Experiential Psychotherapy.

Abstract

Motivation: This work introduces a new piece of theory on client use of imagery, exploring parallel changes in the client's use and application of unconditional positive self-regard (UPSR). Using the client's language enables creative, non-directive working, leaving the client in charge of their own progress as it becomes more visible.

Problem: The link between imagery and UPSR has not previously been explored, and adds to Carl Rogers' work on personality change (1967), as well as Bohart and Tallman's work on how clients make therapy work (1999). The thesis is that client language can be used to explore and encourage the development of UPSR in the client.

Methodology: This small scale Interpretative Phenomenological Analysis (IPA) study was conducted as part of my MSc. I present the phenomenon as experienced by my participants, then interpreted by myself. Truth is held as a narrative construction, findings are representative of the phenomenon, not conclusive. Four semi-structured interviews were conducted, and interpreted through various levels of analysis. The work was preceded by an ethical approval, and participants gave consent for further dissemination of findings. I used conceptual analysis ensuring the stability of key terms, and reflexivity to mitigate researcher bias.

Results: Imagery has power to convey changes in self and understanding of self in a way not always accessible to plain language. Sharing changes in the imagery led to sharing of an awareness of changes in UPSR. Participants reflected that the acceptance of these changes was increased, and more meaningful, being based in their own imagery.

Implications: This new theoretical exploration requires further research, especially within therapeutic dyads. This work could help therapists use client language in a more active way, empowering clients to see their own change. This returns the change process back to the client, facilitated by the therapist, but grounded in the client's own sense of self as revealed by the language they use.

Discussion: I would like the audience to reflect on and share their own experience of this phenomenon, with clients and in themselves. I am keen for others to join me in researching this phenomenon.

Bohart, A. C., & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. American Psychological Association.

Rogers, C. R., et al. (Eds.). (1967). *The therapeutic relationship and its impact: A study of psychotherapy with schizophrenics*. U. Wisconsin Press.

Submission type

Brief Individual Paper (20 min)

Keywords

Unconditional Positive Self-regard, Imagery, Interpretative Phenomenological Analysis, Client language, Change

Body-Listening as a Focusing Attitude - Evidence From a German Focusing Manner Scale

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Danny Gehlen MSc is a psychologist, psychometrician and person-centered counsellor based in Cologne, Germany. He investigates how Focusing attitudes and mindfulness should be measured and effectively applied to facilitate health.

Abstract

Helping clients build Focusing attitudes not only in psychotherapy but also in their everyday lives is considered a goal of both the Focusing method and Focusing Oriented Psychotherapy. Different Focusing attitudes have been proposed, but only three seem to show consistent empirical evidence: *Acting*, *Attending* and *Distancing*. Focusing attitudes are assumed to require interoceptive or bodily awareness. Yet, it has not been investigated how different dimensions of interoceptive awareness empirically converge with these three Focusing attitudes. We adapted and evaluated a German Focusing Manner Scale (FMS-A.G) in an undergraduate sample ($N = 687$). Using exploratory factor analysis we replicated the original Japanese version's (FMS-A.J) low signal-to-noise ratio and a three-factorial structure (*Acting*, *Attending*, *Distancing*; $\alpha = .76, .75, .62$). Our Rasch analysis indicated each scale's item distribution reduced reliability and construct validity: neither item wordings nor previous construct definitions targeted higher Focusing attitude levels. Further Rasch-based revisions of the FMS should address this problem. Our evidence, however, suggests that Acting and Attending can be used for research purposes. Moreover, Acting and Attending inter-correlated ($r = .45$) and converged with the Multidimensional Assessment of Interoceptive Awareness, and most strongly with Body-Listening ($r = .45, .52$). Because acting upon and attending to feelings are also the two defining characteristics of Body-Listening, we suggest merging them into two facets of a more general Focusing attitude.

Submission type

Brief Individual Paper (20 min)

Keywords

Focusing attitudes, measurement, psychometrics


Person-Centered and Experiential Psychotherapies: What's Going on With the Journal and How to Influence It

Prof Jeffrey H D Cornelius-White PsyD [ORCID iD](#)¹, Prof Rhonda Goldman PhD², Prof Maria Kefalopoulou PhD³, Prof David Murphy PhD⁴, Susan Stephen PhD [ORCID iD](#)⁵

¹Missouri State University, Springfield, USA. ²Chicago School of Professional Psychology, Chicago, Canada. ³College for Humanistic Sciences ICPS, Athens, Greece. ⁴University of Nottingham, Nottingham, United Kingdom. ⁵University of Strathclyde, Glasgow, United Kingdom



Prof Jeffrey H D Cornelius-White

 [0000-0003-1994-6827](#)

Author Bio

Jef Cornelius-White is Professor of Counseling at Missouri State University and former chair of the World Association for Person-Centered and Experiential Psychotherapy and Counseling. He has published over 100 works, including books such as *Interdisciplinary Handbook of the Person-Centered Approach*, *Person-Centered Approaches for Counselors*, and *Carl Rogers: The China Diary*.



Prof Rhonda Goldman

Author Bio

Rhonda Goldman, PhD, is Full Professor at the Chicago School of Professional Psychology. She has authored many works, including *Deliberate Practice in Emotion-focused therapy* (2021), is past-president of the International Society for the Exploration of Psychotherapy Integration (SEPI) and founding board member of the International Society of Emotion-focused Therapy (ISEFT).



Prof Maria Kefalopoulou

Author Bio

Maria Kefalopoulou, PhD, ECP, is Academic Lead for Counselling & Psychotherapy at ICPS in Greece and Vice-President of PEEPVIP-PAPCPPCEA (Panhellenic Association of Person-Centred Professionals) in the Person-Centred & Experiential Approach. Maria's interests include domestic violence, gender, and socio-political issues as well as philosophy, therapeutic practice, supervision and training in person-centred therapy.



Prof David Murphy

Author Bio

David Murphy, PhD, AFBPsS, Professor of Psychology and Education, University of Nottingham, UK and the Course Director for the MA in Person-Centred Experiential Counselling and Psychotherapy. David is chair of PCE2022 Scientific Committee and author of many works including *Person-Centred Experiential Counselling for Depression* 2nd edition (2019) with Sage.



Susan Stephen

 [0000-0003-3567-2045](https://orcid.org/0000-0003-3567-2045)

Author Bio

Susan Stephen, Ph.D., is a lecturer in counselling at the University of Strathclyde (Glasgow, Scotland) and a person-centered therapist and supervisor in private practice. Susan has served as Secretary of PCT Scotland (2004-7, 2020-21) and Chair of the World Association for Person-Centered & Experiential Psychotherapy & Counseling (2010-2013; Board Member, 2008-14).

Abstract

Theme: The journal Person-Centered and Experiential Psychotherapies (PCEP) is an important face of the World Association of Person-Centered & Experiential Psychotherapies & Counseling (WAPCEPC), and represents one of its primary goals. The journal's mission is to encourage, and disseminate worldwide, new work on person-centered and experiential therapies, including philosophy, theory, practice, training and research. During this structured discussion, Co-Editors of PCEP Journal will discuss the current status of the journal, invite feedback from participants, answer questions and consult with participants on ideas for special issues and potential submissions, and encourage engagement in the peer review process, and other activities that support the development of the journal.

Discussion: WAPCEPC members and PCE 2022 conference attendees have a right and a duty to understand the status of the journal and help guide it toward achieving its mission. As Co-Editors, we hope this structured discussion will encourage participants to actively support the journal through submitting manuscripts, becoming involved in the peer review and editing processes (e.g. as reviewers, guest editors of special issues, members of the editorial board, and co-editors), promoting the journal's published articles through social media, citing (and encouraging colleagues) to cite articles in their work, and offering feedback and ideas.

Brief Statements: David Murphy, Professor at University of Nottingham in England, is our senior co-editor who will conclude his tenure at the conference. Jef Cornelius-White, Professor at Missouri State University in the USA, Susan Stephen, Lecturer at The University of Strathclyde in Scotland, Maria Kefalopoulou, Academic Lead for Counselling & Psychotherapy at ICPS in Greece, and Rhonda Goldman, Professor at the Chicago School of Professional Psychology and an expert in emotion-focused therapy, are continuing.

Submission type

Structured Discussion (60 min)

Moderator/Discussant

Jef Cornelius-White

Keywords

journal, person-centered and experiential psychotherapies, Special Issues, World Association, research and scholarship

Client Centered Psychologist Working in Integrated Primary Care and Specialty Health Setting?

Prof Julia L Kocal Doctorate Clinical Psychology
National Louis University, Chicago, USA



Prof Julia L Kocal Author Bio

I am a board certified psychologist and have been practicing psychotherapy for over 25 years. I was fortunate to train at the CCT outpatient clinic in Chicago founded directly from Carl Rogers' work and trained with Witty, Warner and Brodley. I'm also a professor teaching Person Centered theory and therapy.

Abstract

Motivation: Integrated behavioral health care has proven to be an effective strategy for improving patient outcomes and reducing utilization of medical services. However, there is a significant underutilization of CC/PC psychologist in these clinics as well as a bias that CC/PC therapy would not be as effective in this environment or with this patient population as CBT.

Problem: Traditionally, the psychologists working in an integrated health care program utilize brief psychotherapy, short term goal focused therapy, focus on reduction of medical symptoms, as well as utilizing cognitive behavioral therapy or dialectical behavioral therapy concurrently with psychopharmacology. One reason for this bias is these therapies are easily quantified. This bias decreases the utilization of CC/PC therapist/psychologists in a medical setting that might benefit patients and providers.

Methodology: I have worked in a rural medical clinic for 12 years as a Medical Director of Behavioral Health and as a Staff Clinical Psychologist. I have used CC/PC attitudes to perform my role as both collaborator with health care providers and psychotherapist. Additionally, I have used CC/PC attitudes to develop the program, supervise staff and direct service. With the help of EMR data as well as providers feedback we have measured/evaluated utilization of medical services, decreased patients' medical symptoms and mood symptoms.

Results: Results are anecdotal or by reviewing individual patient EMR data to measure change in identified patients number of visits with patients that are utilizing BH services in the medical clinic. There has been significant reduction in medical symptoms, decrease in overall utilization of medical services and increase in successful patient outcomes, both medical and psychological. Our clinics have also had improvement in overall patient wellbeing and shifting within the clinic to a wellness model.

Implications: The experiences and results we observed and measured in the clinic and with specific patients have in the medical clinic suggest that CC/PC psychologist can effectively treat patients and collaborate with medical staff and proved supervision to other BH staff effectively.

Discussion: Discuss specific experiences in these roles in the Integrated model.

Submission type

Individual Paper (60 min)

Keywords

integrated care, Person centered psychologist, CCT attitudes, Primary Care setting, collaboration

Developing a Scale on the Therapists' Embodiment of the Core Conditions (STEC)

Hiroiyuki Uenishi Ph.D.¹, Ai Onohara M.A.², Yukishige Nakata Ph.D.²

¹Osaka Ohtani University, Osaka, Japan. ²Kansai University, Osaka, Japan



Hiroiyuki Uenishi
Author Bio

Associate professor at Osaka Ohtani University,
Certified Clinical psychologist
Certified Public Psychologist



Ai Onohara
Author Bio

Certified Clinical psychologist
Certified Public Psychologist



Yukishige Nakata
Author Bio

Professor at Kansai-University
Certified Clinical Psychologist
Certified Public Psychologist
member of Japan PCA association

Abstract

Motivation: To explore how much the therapist embodies the core conditions of Person-Centered Therapy (PCT) by using objective indicators, and to clarify its experiential components.

Problem: To explore factors that define PCT, develop a scale on therapists' embodiment of the core conditions (STEC), and test its construct validity.

Methodology:

- 1) Participants: 101 clinical psychologists or their trainees, 55 females and 46 males. The mean age was 36.0 ± 10.7 years.
- 2) Method: google forms was used for online research.
- 3) Questionnaires: 1) face items: gender, age, orientation, years of clinical experience. 2) STEC : 33 items selected from the Barrett-Lennard Relationship Inventory (BLRI) modified for the therapist-client setting. The six-point scale was used from "I don't think so at all" to "I strongly think so" for both. 3) Items based on the principles of PCT by Sanders. The same answer method was used as STEC. 4) SEAS 2000: Revised edition of self-actualization scale by Sakanaka consists of four factors: "self-acceptance", "Release from adherence", "self-reliance" and "genuineness". The same answer method was used as STEC.

4) Statistical analysis was performed with IBM SPSS ver.27 and R version 4.0.3.

Results: Participant's orientation was either PCT, Experiential, Psychoanalysis, CBT, Integrative, or "the others". Through the factor analysis of STEC, four factors were extracted: "unconditional positive regard", "empathic understanding", "congruence 1: awareness of own experience" and "congruence 2: open communication of own experience". Positive correlations were found between STEC and SEAS 2000: "congruence 2" and "self-acceptance" ($r=.32, p<.001$), "congruence 2" and "genuineness" ($r=.24, p<.05$), "unconditional positive regard" and "self-acceptance" ($r=.20, p<.05$). As for the differences among orientations in STEC, Experiential showed significantly higher on "empathic understanding" than psychoanalysis ($p<.05$) and "Others" ($p<.05$), but no other significant differences were found.

Implications: Of the four extracted factors, "unconditional positive regard" and "empathic understanding" were almost the same as in BLRI. However, congruence showed up as two factors, "awareness of own experience" and "open communication of own experience". It suggests that it is useful to be aware of not only the inner aspect but also communicative aspect of congruence when practising and training PCT.

Submission type

Online Brief Individual Paper (15 min)

Keywords

PCT, scale on the core conditions of therapists (SCCT)

Under Pressure. Reflecting on the Role and Place of Psychotherapy in a Country at War

Mr. Oleksandr Myronenko MD¹, Mrs. Valeriia Pryhozhyna Master's degree in psychology², Mrs. Yana Gololob Master's degree in psychology²

¹Ukrainian Umbrella Association of Psychotherapists, Lviv, Ukraine. ²Ukrainian Umbrella Association of Psychotherapists, Dnipro, Ukraine



Mr. Oleksandr Myronenko **Author Bio**

MD, Lviv, Ukraine.

Associate Professor, Department of Psychiatry and Psychotherapy for Postgraduate Education, Lviv National Medical University.

Head of Training Committee Division of Person Centered and Experiential Psychotherapy, Ukrainian Umbrella Association of Psychotherapists.

Person Centered and Experiential Training therapist and supervisor, psychotherapist in private practice.

European Certificate in Psychotherapy holder.



Mrs. Valeriia Pryhozhyna **Author Bio**

Born in 1978 in Dnepropetrovsk, Ukraine. In 2001 graduated from Dnepropetrovsk National University with a degree in psychology. Since 1998, a member of the Ukrainian Umbrella Association of Psychotherapists which is a full member of the European Association for Psychotherapy, PCA section. Since 2010 Section Chair, Teaching Therapist, Supervisor UUAP.



Mrs. Yana Gololob **Author Bio**

PCA therapist in private practice in Dnipro, Ukraine, specializing in working with both children, young people, and adults. Trainer at the Ukrainian Umbrella Association of Psychotherapists. She has been involved in PCE therapies for almost 20 years.

Abstract

The war in our country, Ukraine, is currently in its ninth year. Now it is converted into the full-scale invasion and aggressive war. Obviously, this situation is affecting us all. Our talk is an attempt to make sense of the situation and to present the whole picture of how Ukrainian PCA community and its individual therapists cope and are of help in this situation. We have based our thinking on C. Rogers' ideas about the possibility of dialogue within different conflicts and V. Volkan's ideas about the antagonistic and agonistic conflicts. We were also guided by the idea of psychotherapy as a transformative dialogue that corrects emotional experience.

Oleksandr will give a talk on the topic above. Valeriia will continue it with the practical examples. Yana will add on the topic of working with trauma.

Submission type

Structured Discussion (90 min)

Moderator/Discussant

Oleksandr Myronenko

Keywords

Psychotherapy, War, Discussion, Choice, Help

Person-Centered and Experiential Psychotherapy Around the World - Present State and Challenges for the Future

Mr. Gerhard Stumm PhD¹, Mrs. Yana Gololob Master's in psychology²

¹FORUM, Vienna, Austria. ²Ukrainian Umbrella Association of Psychotherapists, Dnipro, Ukraine



Mr. Gerhard Stumm Author Bio

Person-centered psychotherapist, clinical psychologist in Vienna, Austria; co-founder and trainer of FORUM, state accredited training institute for person-centered psychotherapy, lecturer at the University of Vienna, numerous publications.



Mrs. Yana Gololob Author Bio

PCA therapist in private practice in Dnipro, Ukraine, specializing in working with children, young people, and adults. Trainer at the Ukrainian Umbrella Association of Psychotherapists. She has been involved in PCE therapies for almost 20 years.

Abstract

It's going to be a short presentation by Yana Gololob and Gerhard Stumm, followed by a panel discussion in which the following representatives of the PCA are invited to take part, namely: Susan Stephen (UK), Keith Tudor (Aotearoa New Zealand), Sarton Weintraub (USA), Jin Wu (China), Kazuo Yamashita (Japan), ... (the list is in progress and is being refined and clarified, some representatives are added provisionally with their permission).

First Yana and Gerhard present the results of a survey that was made for the forthcoming edition of the „Handbook of Person-Centred Psychotherapy and Counselling“.

The panel discussion afterwards will articulate and reflect upon the present state of PCE therapies and, more broadly, the Person-Centered Approach in different parts of the world, as well as challenges to their future development.

Submission type

Structured Discussion (90 min)

Moderator/Discussant

Yana Gololob

Keywords

PCA, Globally, Present State, Future, Challenges

Changes in Focusing Attitudes Through Continued Implementation of CAS

Prof Kumiyo Sakai PhD

Wayo Women's University, Ichikawa, Japan



Prof Kumiyo Sakai Author Bio

Kumiyo Sakai received her PhD in Clinical Psychology from Rikkyo University in 2013. She has been a professor at the Department of Psychology, Wayo Women's University. She is a Certified Trainer and Focusing-Oriented Therapist with the International Institute of Focusing since 2012 and certified Teacher of Interactive Focusing in 2021.

Abstract

This study is related to the main theme in that it aims to clarify what aspects of Focusing attitudes change and in what ways. There are few studies that empirically examine the effects of focusing with experimental and control groups, but this study did so. It is not clear how long and in what way Focusing can be implemented to develop a Focusing attitude. Study 1 will measure Focusing Attitudes using FMS.SE which has four factors: "Attention", "Expression", "Distance", and "Acceptance" and also measure mental unhealthiness, and clarify the structure of Focusing Attitudes. In Study 2, the experimental group conducted CAS once a week, with the researcher as the listener in Zoom. The control group did not perform CAS. Focusing attitudes were measured three times: before the start of the experiment, immediately after the end of the 8-week experiment, and 4 weeks after that and analyzed using a two-factor analysis of variance (mixed design). Correlation analysis between these four factors and GHQ12 showed a significant negative correlation between "Expression" and "Social Dysfunction", "Acceptance" and "Depression", and "Acceptance" and "Social Dysfunction" ($r = -.205^*$, $r = -.511^{**}$, $r = -.458^{**}$). "Acceptance" was most strongly associated with mental health, consistent with the results of previous studies. In this study, "Acceptance" was positioned as the most acquired state of the Focusing attitude, and multiple regression analysis was conducted to examine the extent to which the other three factors influenced "Acceptance". Influences were stronger for "Expression", "Distance", and "Attention", in that order ($t = 4.534$, $t = 4.318$, $t = 2.952$). With the continued implementation of CAS, the interaction of "Expression" became significant at the 5% level, and the experimental group increased their "Expression" more than the control group after the experiment. The new finding of this study is that "Expression", which was not included in the original Focusing attitude measured by FMS, showed the strongest influence on "Acceptance". In order to increase Focusing attitudes including "Acceptance", it may be necessary to have a strong experience of the Focusing process rather than CAS. We would like to discuss better methods to proceed with empirical research on Focusing attitudes.

Submission type

Brief Individual Paper (20 min)

Keywords

Focusing attitudes, Clearing A Space (CAS), GHQ, Structure of Focusing Attitudes, FMS.SE

To Be of Help by 'Being Present as a Living Being' - Releasing the Therapist's Stagnation

Mr. Árpi Süle

CGG, Brussels, Belgium. Tijdschrift Persoonsgerichte Experiëntiële Psychotherapie, Utrecht, Netherlands



Mr. Árpi Süle Author Bio

Árpi Süle is clinical psychologist, client-centred experiential psychotherapist and supervisor, working in a Mental Health Care Center in Brussels. He is involved in the Postgraduate Course in the Client-centered Experiential Psychotherapy at the KU Leuven as a group therapist and editor-in-chief of the Dutch-Flemish Journal of Person-centered Experiential Psychotherapy.

Abstract

At the beginning of this workshop four perspectives of looking at the therapeutic process and its stagnations will be presented. The therapeutic process can be seen as a process of giving meaning to one's experiences (1), as a change process in the clients' manner of experiencing (2), as developing more authentic ways to interact with others (3), or as a searching process in dealing with existential issues, like the meaning of one's life (4).

The second part of the workshop is based on the assertion that a therapeutic process only gets stuck if therapists also become entangled in their own structure-bound functioning in response to the client's difficulties. By facing and symbolising one's own stagnation, therapists can free themselves and relate to the client in an authentic living way again. This can give a good chance to overcome the stagnation of the therapeutic process.

The participants will work with their own examples of a stuck therapeutic process. With the help of some focusing exercises, they will examine their own functioning in these situations from the four perspectives presented at the beginning of the workshop. The aim is to recognise and symbolise one's own structure-bound functioning and to be of help by 'being present as a living being' (Gendlin).

Submission type

Experiential Mini Workshop (90 min)

Keywords

stagnation, structure-bound, therapist, authenticity, 4 perspectives

Experiential Mini-Workshop With a Demonstration of Family Constellations Therapy

Mrs. Vitha Weitemeyer Psychologist

Psykolog Vitha Weitemeyer, Gilleleje, Denmark



Mrs. Vitha Weitemeyer Author Bio

Vitha Weitemeyer, born 1955, is a private practitioner in psychology and a certified family constellator. She has worked with groups of alcohol dependent people and groups of co-dependents. Apart from group processes, she is specially interested in the dynamics of couple relationships and has written two books on this subject.

Abstract

This workshop will focus on demonstration of family constellation as a therapeutic method. The purpose of the workshop is to draw attention to this powerful method for creating psychological change.

Family constellation was originally developed by the German family therapist Bert Hellinger, and the method has won prevalence internationally. The basic book is Bert Hellinger's: *Love's hidden symmetry* (1998). In family constellations, we externalize the client's family, and the therapist explores this system with no specific intention or expectation of a specific result. This requires an attitude of unconditional positive regard towards the client, and an open investigation of the phenomena, i. e. sensations, thoughts or impulses in the clients inner family system, as they are experienced by the representatives of this system and by the client them self. The method is non-directive and respectful of the clients particular situation, experiences and history, just as the Rogerian, personcentered approach.

Before a constellation is performed, the therapist, i.e. the facilitator of the process which unfolds, often asks the client: What should change as a result of the constellation work that we are going to do? What should become better? This is the constellator's way of asking: How can I be of help?

Family constellations is, in both practice and theory, built on the understanding that anything that is experienced during the process is a manifestation of the so-called 'knowing field', the sum of experiences in the family system, and even the extended system of human experience in general and in all of its manifestations, for example forgotten connections with lost family members or war experiences and other trauma of previous generations. The very core of the theory and method is the notion of *honouring* the destinies of all members of the family system one belongs to. The method is a way of bringing into awareness the hidden obstacles in the family system and thereby enabling the underlying feelings of connection and love to flow.

A demonstration will be performed with members of the audience. The group participants may get in touch with emotions concerning their own relations.

Submission type

Experiential Mini Workshop (90 min)

Keywords

Family constellation, Phenomenology, Experiential, Group proces, Demonstration workshop

From Ego to Eco-Centred. Authenticity - Key to a More Ecologically-Sensitive Way of Living?

Mrs. Awa Sabrina Ottiger MA, Prof Stephen Joseph PhD [ORCID iD](#)
University of Nottingham, Nottingham, United Kingdom



Mrs. Awa Sabrina Ottiger **Author Bio**

Awa Sabrina Ottiger obtained her MA in Person-Centred Experiential Counselling & Psychotherapy Practice from the School of Education at the University of Nottingham. Her research interests are human flourishing, authenticity and the human-nature relationship.



Prof Stephen Joseph [0000-0001-7171-3356](#) **Author Bio**

Stephen Joseph is the convenor for the Centre for Research in Human Flourishing in the School of Education at the University of Nottingham and a senior practitioner member of the British Psychological Society's Register of Psychologists who specialise in Psychotherapy. Stephen is an HCPC Registered Health and counselling psychologist.

Abstract

The aim is to discuss the person-centred approach in relation to a more sustainable and ecological-sensitive way of living. We will report on the results of a quantitative research study showing that people with higher levels of congruence (authenticity) showed higher levels of ecological sensitivity, an increased sense of love and care for nature and behaved in more eco-friendly ways. Findings were consistent with Rogers' description of the 'Person of Tomorrow' as someone who was ecologically minded. In this paper, we now hypothesize that authenticity is cause and pre-condition for ecological sensitivity. If that were to be shown, then Rogers' therapeutic core conditions could be utilized to facilitate the development of ecological connectedness and eco-friendly behavior.

We will argue that the recognition of an 'eco-person-centered approach' could transform the way sustainability, harmonious co-existing and ecological sensitivity are promoted beyond external incentives, forceful policies and legal punitive systems. In becoming aware of an existing association between authenticity and ecologically sensitive behavior, the person-centered field of application broadens into a wider landscape that embeds various different disciplines and activities outside of the therapeutic setting. For example, upstream 'eco-person-centered' interventions could take place in education, politics, organizational psychology and leadership training. Person-centered work, for example, could shape the process to achieve the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development of the United Nations. Developing society in such a way as to nurture each person's authenticity promises to be for the collective good as much as for the individual's benefit.

Submission type

Online Brief Individual Paper (15 min)

Keywords

Authenticity, Ecological Sensitivity, Connectedness to Nature , Ethically-Minded Consumer Behavior, Eco-Person-Centred

Existential Psychotherapy: How Can Hermeneutics and Phenomenology Be of Help in the Clinic?

Mrs. Anna C. Rédei Docent

Lund University, Lund, Sweden



Mrs. Anna C. Rédei **Author Bio**

Anna C. Rédei holds a doctorate degree in cultural semiotics, and is docent in cognitive semiotics. She is also a licensed psychotherapist specialised in psychodynamic and existential psychotherapy. Her recent research focuses on the question of how semiotics, phenomenology and hermeneutics can contribute to psychotherapeutic practice.

Abstract

Usually hermeneutics, the science of interpretation, is connected to the study of texts but the term was broadened within phenomenology by Heidegger and Gadamer in a way that is highly relevant to psychotherapeutic work. However, this broader aspect of hermeneutics often seems to be neglected. The purpose of this presentation is thus to deepen the discussion about the dialectics between an interpretative Ego and the Other and to put into the context of existential psychotherapy. The focus of this presentation is on the specific existential way of understanding the human in her being in the world, the latter understood as a source of both meaning and suffering. The question that will be further elucidated is how the ontological hermeneutics, as it was first elaborated by Heidegger (2019) and then further developed by Gadamer (1997), can be of help in the existential psychotherapeutic practice. The “ontological hermeneutics” as Heidegger defined it, the psychiatrist and researcher Chessik describes as a hermeneutics with specific interest in the fundamental question about the human existence (Chessik, 1990). The idea to this presentation came out of my reading of the Danish psychologist Bo Jacobsen’s (2007) discussion on Heidegger’s philosophy. Heidegger argues that by recognising death, a meaningful and authentic life becomes possible (Jacobsen, 2007). Jacobsen’s discussion on Heidegger might be illuminated, I suggest, by also taking Gadamer’s analysis of Heidegger’s view on the human as being temporal into account. Temporality is central also to existential and psychodynamic psychotherapy. I’ll end the presentation by giving some examples of how the theoretical outlines could be used in the clinic, by using some of the cases Jacobsen presents (2007). In the clinic the therapist meets the Other, the client, both engaged in the hermeneutic act of interpretation to understand the client’s dilemma in life. However, I would like to present some ideas for further discussion: In comparison to the phenomenological method of strict description, hermeneutics might sometimes lead to overinterpretation. But, is overinterpretation necessarily a negative thing, or might it in fact lead to something constructive, from time to time?

Chessik, R. D. (1990). Hermeneutics for psychotherapists. *American Journal of Psychotherapy*, XLIV–2, 256–273.

Gadamer, H-G. (1960/1997). *Sanning och metod* (A. Melberg, Transl.). Göteborg: Daidalos.

Heidegger, M. (1927/2019). *Vara och tid* (J. Jakobson, Trans.). Göteborg: Daidalos.

Jacobsen, B. (2007). *Invitation to existential psychology*. Sussex: John Wiley & Sons Ltd.

Submission type

Brief Individual Paper (20 min)

Keywords

Existential psychotherapy, Psychotherapy, Hermeneutics, Phenomenology, The Other

God as a Self-Compassion Object: Integration of EFT and Prayer in Overcoming a Dissociative Process

Junmei Wan

University of Edinburgh, Edinburgh, United Kingdom. Singapore Counselling Centre, Singapore, Singapore



Junmei Wan Author Bio

Doctorate candidate in Counselling and Psychotherapy
University of Edinburgh

Before I came to study in Edinburgh in 2016, I worked as a school counsellor, a training company director and a research scientist, while my interest shifted from the fascinating physical world to the mysterious beautiful human psych.

Abstract

More research and therapies are becoming focused on meeting the needs of religious clients by integrating psychotherapy and spirituality since multiculturalism is seen as the 'fourth force' in psychology. This paper is part of a four-year self-as-subject heuristic inquiry on the integration of EFT and Christian prayer in trauma recovery. Heuristic inquiry is an experiential research methodology that values the researcher's subjectivity and uphold disciplined spontaneity. The data analysis consists of significant therapy events taken from personal journals during the research period.

My research in the integration of EFT and prayer slipped into the domain of trauma as I encountered a dissociative process. The two main mechanisms in EFT for treating trauma are emotional co-regulation in a relationship and emotion processing. EFT procedures are effective in penetrating emotion self-interruption including dissociation, making emotion processing possible. Meanwhile, prayer inviting God's presence provides soothing when the client re-experiences trauma. By following the unknown sadness using EFT, I found an infant girl of myself who was forgotten but had bodily memories of trauma(s), who kept people at arms length despite her loneliness. While reaching the bottom of the pain (core pain), God's presence transformed my lack of self-worth into self-compassion.

This work shows one way of overcoming a dissociative process by using EFT and prayer, particularly in emotion-focused prayer. While EFT deepen the prayer, God's responsive and warm presence enhance therapeutic change. The research finding can be applied to further research on applying emotion-focused prayer in helping others in clinical settings.

I hope the paper would draw attention from theorists and colleagues to further unfolds the mystical mechanisms in an emotion-focused prayer.

Submission type

Brief Individual Paper (20 min)

Keywords

dissociative process, EFT, prayer, self-compassion, trauma

How the Gods Can Be of Help: Bernie Neville and the Council of the Gods

Stephen D Andrew ClinSciD

Independent academic, Melbourne, Australia



Stephen D Andrew Author Bio

Humanistic therapist and supervisor, editor of the journal *Psychotherapy & Counselling Today*, multi-instrumentalist, owner of two cats (Sigmund and Carl), husband, father, 67 kilograms, easily distracted, 183 centimetres, vegetarian, INTP, autoethnographer, inquisitive, independent academic, poet, singer, author, reluctant optimist, music collector, pizza maker, dizzy (in high places), critter spotter, fan.

Abstract

With themes of betrayal, revenge, support, truth, lies, love, lust and death, the gods of myth can provide conceptual and practical guidance in our present day psychological work. In his final book, *The Life of Things* (2012), my friend and colleague, the late Bernie Neville, returned to the personalities and relationships of the Greek gods. He suggested that these mythical figures are alive and resident in our everyday lives, reflections of ourselves, our relationships and our cultures. Here is a vibrant, visceral and nuanced collection of psychological touchstones that shines a light into our humanity. This paper will adopt a descriptive, autoethnographic method. I reflect on my own experience of working with Neville's pedagogical co-creation, the Council of the Gods, and its application in educational and therapeutic settings. Following Neville, I suggest that the constellation of energies contained within the stories of the gods has direct and specific relevance to our work as therapists, supervisors and educators. The Council of the Gods process cautions us to be wary of monotheism and individualism, and encourages us instead to open to a more multitudinous and pluralistic view of the human condition, especially when we are seeking to help others. This paper looks reflectively at dynamic and interpersonal group processes where the Council of the Gods have been employed in a tertiary educational setting, and, how ideas, visions and voices of Greek and other gods and mythical figures can assist clients in individual therapy.

Neville, B. (2012). *The Life of Things*. PCCS Books.

Submission type

Individual Paper (60 min)

Keywords

mythology, group work, Bernie Neville, polypsychism

Integrating the NVC Process Into My Person-Centered Practice

Mr. sébastien Daix

ACP INTEGRATIVE, PAMIER, France



Mr. sébastien Daix Author Bio

i am psychotherapist,,counsellor, trainer and supervisor in PCA since 20 years near Toulouse area France. I work in private practice, as director and trainer in ACP integrative and teach with social workers in post baccalauréat training. my fields of interest are : articulation between pca and social sciences and spirituality.

Abstract

In the PCA 'one nation, many tribes" I suggest we can work with Marshall Rosenberg's approach to nonviolent communication and more specifically with the observation/feelings/needs and request processes. My proposition is to work on the idea that the helping process is facilitated if I am able to create a relationship in which I allow us to take care of our feelings and needs.

This is an experiential workshop in which you are invited to engage in the following:

1. Draw two trees on two sheets of paper board

The Two representatives of humans: the first with its needs satisfied and the second with its unsatisfied needs. The first tree has its branches open to the sky. The second tree has its branches turned towards the ground.

2. Draw a card and read the need listed

Connect to this need: When do I feel this need? How does it manifest? If necessary, using the list of feelings explore the questions: How do I feel? / how do I feel when this need is satisfied? What would life be like if this need was always satisfied? What do I do every day to take care of this need? Share what is happening inside (in a head/body/heart approach) once in connection with this need: What is alive inside? How do I feel ?

3. Imagine a feasible action today to feed this need and make it your mission to achieve

Imagine concrete actions to feed this need in the future and possibly write them down in a notebook.

This exploration work will be done in small groups of 4 to 6 people per group. We will conclude with a time of synthesis and pooling.

Submission type

Experiential Mini Workshop (90 min)

Keywords

NVC, , ACTIVE LISTENING, FEELINGS, NEEDS, CREATIVITY


The Perception and Practice Gap: PTSD Treatment Preferences Among United States Active Duty Service Members

Prof Debra Kaysen PhD [ORCID iD](#)¹, Prof Denise Walker PhD², Mr. Thomas Walton PhD, MSW², Prof Anna E Jaffe PhD [ORCID iD](#)³, Prof Isaac Rhew PhD²

¹Stanford University, Palo Alto, USA. ²University of Washington, Seattle, USA. ³University of Nebraska-Lincoln, Lincoln, USA



Prof Debra Kaysen

 [0000-0001-7961-2787](#)

Author Bio

Professor at Stanford University, Department of Psychiatry. Dr. Kaysen's area of specialty in research and clinical work is in treatment of PTSD and related disorders. She has conducted critical studies on treatment of PTSD diverse populations, settings (the Democratic Republic of Congo, Iraq, rural US), and treatment modalities.



Prof Denise Walker

Author Bio

Dr. Walker is a Professor at the University of Washington's School of Social Work. Her expertise is in the fields of addictive behaviors, cannabis treatment and misuse, and intimate-partner violence, focusing on the development, testing and implementation of interventions to help people gain motivation to change risky behaviors.




Mr. Thomas Walton

Author Bio

Research Scientist at the University of Washington's School of Social Work with scholarship in suicide prevention, sexual minority mental health, and development of brief motivational enhancement interventions for US military personnel.



Prof Anna E Jaffe

 [0000-0001-8679-7564](#)

Author Bio

Dr. Jaffe is an Assistant Professor at University of Nebraska-Lincoln. Her program of research centers on understanding the role of alcohol in sexual assault risk and recovery. She considers individual factors (e.g., cognitions, stress response), microsystems (e.g., interpersonal interactions), macrosystems (e.g., societal norms), and chronosystems (e.g., changes over time).



Prof Isaac Rhew

Author Bio

Dr. Rhew is a psychiatric epidemiologist with research interests in the etiology of and preventive interventions for substance use and mental health problems particularly influences of area-level social and physical context on these outcomes. He is also interested in epidemiologic and applied statistical methods especially for longitudinal and multi-level studies.

Abstract

Posttraumatic Stress Disorder (PTSD) is prevalent and associated with high individual and societal costs. There are effective interventions for PTSD which are increasingly disseminated throughout healthcare systems and promising new modalities of treatment using digital health. However, individuals often do not access these treatments. In a recent national sample of adults in the United States with past-year PTSD, nearly 70% had not seen a mental health specialist in the last year. However, there is relatively little data regarding what types of PTSD treatments patients access or prefer. As part of a larger clinical trial testing Motivational Enhancement Therapy for active-duty US military personnel with untreated PTSD, we assessed treatment seeking prior to intervention and at 3- and 6-month follow-up. Four hundred and eighty-five service members responded to advertisements and screened for eligibility; 164 met criteria and enrolled in the trial. Participants were randomly assigned to receive MET (n=82) or treatment/referral information (n=81) and were assessed at baseline, 6 weeks, and 3- and 6-month follow-ups. The most common types of treatment utilized prior to study engagement were individual psychotherapy (80%), pastoral care (52%), pharmacotherapy via a psychiatrist or nurse practitioner (49%), and web-based support or information (49%). Generally, time-limited trauma-focused therapies were viewed as most effective (44%), preferable (36%), and the treatments that individuals would be most likely to attempt (43%), if initiating PTSD treatment. Few patients expressed preferences for psychopharmacology. There were no differences by treatment condition in increasing treatment engagement or knowledge of its efficacy between MET and referral. Results suggest that despite high levels of treatment need, there is a gap between patient preferences and treatment options, where a substantial proportion do not see treatments as likely to be effective or attractive. Findings suggest a need for patient-centered means of engaging with clients in discussions about next steps for PTSD treatment, that is congruent with their own frame of reference around their concerns.

Submission type

Brief Individual Paper (20 min)

Keywords

Posttraumatic Stress Disorder, Motivational Interviewing, Military, Treatment Engagement, Motivational Enhancement Therapy

Attracting and Engaging High Risk Non-Treatment Seekers: The Stress Check

Prof Denise D Walker Ph.D.¹, Thomas Walton Ph.D.¹, Prof Anna Jaffe Ph.D. [ORCID iD](#)², Prof Isaac Rhew Ph.D.¹, Prof Debra Kaysen Ph.D. [ORCID iD](#)³

¹University of Washington, Seattle, USA. ²University of Nebraska, Lincoln, Lincoln, USA. ³Stanford University, Palo Alto, USA



Prof Denise D Walker Author Bio

Dr. Walker is a Professor at the University of Washington's School of Social Work. Her expertise is in the fields of addictive behaviors, cannabis treatment and misuse, and intimate-partner violence, focusing on the development, testing and implementation of interventions to help people gain motivation to change risky behaviors.



Thomas Walton Author Bio

Research Scientist at the University of Washington's School of Social Work with scholarship in suicide prevention, sexual minority mental health, and development of brief motivational enhancement interventions for US military personnel.



Prof Anna Jaffe

[iD 0000-0001-8679-7564](#)

Author Bio

Dr. Jaffe is an Assistant Professor at University of Nebraska-Lincoln. Her program of research centers on understanding the role of alcohol in sexual assault risk and recovery. She considers individual factors (e.g., cognitions, stress response), microsystems (e.g., interpersonal interactions), macrosystems (e.g., societal norms), and chronosystems (e.g., changes over time).



Prof Isaac Rhew Author Bio

Dr. Rhew is a psychiatric epidemiologist with research interests in the etiology of and preventive interventions for substance use and mental health problems particularly influences of area-level social and physical context on these outcomes. He is also interested in epidemiologic and applied statistical methods especially for longitudinal and multi-level studies.



Prof Debra Kaysen

 [0000-0001-7961-2787](https://orcid.org/0000-0001-7961-2787)

Author Bio

Professor at Stanford University, Department of Psychiatry. Dr.

Kaysen's area of specialty in research and clinical work is in treatment of PTSD and related disorders. She has conducted critical studies on treatment of PTSD diverse populations, settings (the Democratic Republic of Congo, Iraq, rural US), and treatment modalities.

Abstract

The majority of individuals struggling with behavioral health issues do not seek treatment despite the availability of efficacious interventions. Many experience ambivalence about change or barriers to care. How can mental health professionals engage with those not actively seeking care? The Check-Up model is one approach developed to attract individuals experiencing behavioral health problems who are not in treatment. It includes advertisement, assessment and motivational enhancement therapy (MET). MET is an adaptation of motivational interviewing and involves the provision of personalized feedback. Originally designed and tested with problem drinkers, the Check-Up model has been successfully applied to adults and adolescents with cannabis use disorders, intimate partner violence perpetrators, and soldiers experiencing substance abuse. This paper will describe a recently tested adaptation of the Check-Up model applied to active duty military personnel experiencing PTSD. The Stress Check was developed to engage soldiers experiencing PTSD but not seeking treatment to a brief intervention designed to increase awareness and motivation to seek treatment. Developed and tested in a randomized controlled trial in the U.S., over 1,900 individuals responded to advertisements, and 163 met eligibility criteria and enrolled. Participants were randomly assigned to receive MET (n=82) or treatment/referral information (n=81) and were assessed at baseline, 6-week, 3- and 6-month follow-ups. MET participants were offered up to 3 sessions by phone with a counselor. Completion rate of session 1 (92.6%) indicates intervention acceptability. High completion rates were also observed for optional sessions 2 (82.7%), and 3 (65.4%). Intervention satisfaction was rated highly (86.9%) as was getting information about PTSD symptoms and consequences (83.1%). Participants reported feeling more clear about how to make a change if they chose (80.3%). Program qualities that were rated as most helpful included conducted by phone (95.2%), received information about resources (94.6%), and offered outside of the military system (93.9%). The Stress Check advertisement, intervention and preliminary findings on participant demographics, intervention engagement and satisfaction will be described. Recommendations of how these findings can be applied by mental health professionals to increase interest in services and decrease barriers to care for those in need will be discussed.

Submission type

Brief Individual Paper (20 min)

Keywords

Non-treatment seekers, treatment engagement, motivational interviewing, Check-Up Model, PTSD

Embodied Experiential Dreamwork as Catalyst for Change

Leslie Ellis PhD [ORCID iD](#)

Independent, North Vancouver, Canada



Leslie Ellis

 [0000-0001-6865-9686](#)

Author Bio

Dr. Leslie Ellis is a leading expert in the use of somatic approaches in psychotherapy, in particular for working with dreams, nightmares and the effects of trauma. She is author of *A Clinician's Guide to Dream Therapy* (Routledge, 2020) and Coordinator and past president of The International Focusing Institute.

Abstract

According to Eugene Gendlin, every dream carries with it some form of 'help' that brings something new to carry the dreamer forward. A focusing approach to working with dreams is collaborative and experiential, and can bring vitality and creativity into the therapy process. The workshop will begin with a brief overview of the place of dream therapy in modern psychotherapy practice, evidence supporting this approach and an explanation of how modern dreamwork has evolved to become less analytical and more collaborative and experiential.

In this experiential workshop, Dr. Leslie Ellis will describe the basic steps of focusing-oriented dreamwork, including: a very brief introduction to focusing, safe ways to explore the setting, how to facilitate experiential re-entry into the dream landscape and ways to enter into the subjective experience of dream characters and elements. All of these methods will be explored as ways to locate and embody 'the help' in a dream. Included in the discussion will be ideas about how to find 'help' in unlikely places in a dream and in nightmares and bad dreams where finding help may not seem possible.

Dr. Ellis will offer clinical examples of the process and then provide simple instructions for participants to try this experiential method in small groups. Participants will be briefly exploring dream material, facilitating dream re-entry and embodiment of helpful dream elements. This often leads to a new understanding of the dream and to constructive changes. There will be time for debriefing the practice sessions and for questions. The goal of the workshop is to introduce an accessible way for participants to work constructively with client dreams, and to demystify the dreamwork process.

Submission type

Experiential Mini Workshop (90 min)

Keywords

dreams, experiential, Gendlin, focusing, psychotherapy

Don't Forget the Baby: Facilitating Change in the Parent-Infant Relationship in the UK

Rachel Lohan

Oxford Parent-Infant Project, Oxford, United Kingdom



Rachel Lohan Author Bio

Rachel Lohan is a UK-based person-centred psychotherapist working with adults and young people in the NHS and in private practice. She is also a parent-infant therapist working to support the relationship between mums, dads and their babies in the first two years of life - 'the first 1001 critical days'.

Abstract

Person-centred literature reports widely on the deeply harmful effects of compromised early relationships; yet person-centred practice in the UK remains focussed on facilitating healing in adults, young people and children rather than preventative work in the 'first 1001 days.' Is this because Rogers' theory of personality remains undeveloped around the experience of the pre-verbal infant? Advances in neurobiology show babies' brains are quite literally built in the first two years of life through mutual interactions with caregivers. 'Ghosts in the Nursery' (Fraiberg, 1975) block a parent's ability to empathically attune to their baby. Dysregulated parents are unable to contingently respond and regulate emotional upheaval, or to reflect on their infant's mind and experiencing. As Warner suggests, serious issues at this stage can lead to fragile, dissociated or psychotic process. Parent-Infant Therapy (PIT) in the UK is dominated by the psychoanalytical/psychodynamic tradition. An experienced adult/adolescent person-centred psychotherapist, I trained at the Oxford Parent Infant Project (OXPIP), an NGO established by Sue Gerhardt based on her book 'Why Love Matters' (2004). I find parent-infant theory and practice to be tightly aligned to the person-centred approach. So why we are so absent from this field? I will offer a brief overview of the theory and practice of PIT which aims at formulating and facilitating change in the relationship between parent(s) and infant. I will show that by offering the six conditions, I can attend to the ghosts of the parents, so we can all attune to the embodied experience of the baby in the present moment in the room. When PIT goes well joy emerges, and babies' faces light up as they begin to thrive. Parents become able to feel, accept and regulate the infant's powerful unvoiced emotions and through this prevent the build-up of harmful toxic stress which hampers development. PIT continues to emerge around the world. There is an urgent need for more robust evidence to prove effectiveness. Significant Government funding in the UK looks set to be directed towards PIT in the coming years. I ask: can the PCA join in this important work?

Fraiberg S, Adelson E, Shapiro V. Ghosts in the nursery. A psychoanalytic approach to the problems of impaired infant-mother relationships. *J Am Acad Child Psychiatry*. 1975 Summer;14(3):387-421. doi: 10.1016/s0002-7138(09)61442-4. PMID: 1141566.

Sue, G. (2004). *Why Love Matters: How Affection Shapes a Baby's Brain*. Brunner-Routledge

Submission type

Brief Individual Paper (20 min)

Keywords

parents, infants, "-", "-", "-"

Balancing Act Practice: Supporting Trainee Therapists' Life Balance Through Compassionate Yoga and Guided Journaling Practice

Chantal Riel MA (Candidate), Dr. Soti Grafanaki Ph.D
Saint-Paul University, Ottawa, Canada



Chantal Riel Author Bio

Registered Psychotherapist (Qualifying) and completing a Masters degree in Counselling, Psychotherapy, and Spirituality from Saint-Paul University, Ottawa, Canada. She is an active practitioner, student, and teacher of yoga, mindfulness, and meditation. Chantal has additional training and experience working with Mindful Self-Compassion, Compassion Focused Therapy, and Dialectical Behaviour Therapy.



Dr. Soti Grafanaki Author Bio

Professor at the School of Counselling, Psychotherapy and Spirituality, Saint Paul University in Canada. Person-centred therapist and a Certifying Coordinator of Focusing (Focusing Institute, NY). Conducted systematic research on congruence. Co-founder of the pause movement www.pausemovement.org and co-author of the book: 'The Natural Pause: A Path to Peace' www.pausevillage.com

Abstract

The person of the therapist *matters greatly* in therapeutic success. In early career stages, trainee therapists experience more doubt and anxiety around professional demands and are more at-risk to a variety of hazards associated with the nature of their work. Helping trainee therapists cope with such demands and develop their reflexive capacity can benefit their professional growth and effectiveness as therapists. Research highlights that ongoing and preventative self-care practices supports trainees in balancing life demands. Mindfulness particularly stands out for reducing stress, building emotional resiliency, and promoting wellbeing. Yoga and guided journaling have been considered as preventive self-care practices that enhance mindfulness. Mindfulness increases therapists' quality of presence, which is central to success in PCE therapies. This presentation will share the findings of a phenomenological study that examined the impact of self-reflective and mindful practice on trainee therapists participating in a Balancing Act Practice (BAP), an 8-week yoga and guided journaling intervention. Fifteen first- and second-year trainees studying at a graduate Counselling Program participated in the BAP. Pre-intervention measures included a Demographic Questionnaire, a Personal Intentions reflection, and the Skovholt Practitioner Professional Resiliency and Self-Care Inventory. The last two measures were repeated post-intervention, in addition to a Personal Reflection. The analysis of participants written accounts revealed that compassionate values and skills cultivated through embodied practice (such as yoga) and self-reflection through journaling increased self-compassion in trainee therapists. In turn, this increased their overall sense of wellbeing and adoption of healthier habits, like better sleep and more exercise. The study revealed that having a compassionate role model during these early years of psychotherapist formation seems to support novice therapists to reduce unrealistic expectation on self, perfectionism, and people-pleasing tendencies, and increase willingness to maintain appropriate boundaries and a compassionate approach to their challenges. The study contributes to the growing literature on trainee therapist development, self-care, and burnout prevention. It also paves the way for the incorporation of embodied / experiential practices such as yoga and/or other embodied and reflexive practices in graduate programs to support trainees in their journey to become a therapist and

be of help to those they encounter.

Submission type

Online Individual Paper (40 min)

Keywords

trainee therapist development, yoga and journaling, mindful self-compassion, therapist self-care, burnout prevention


Adapting Emotion Focused Therapy for Youth: A Randomised Case Series of Clinical Process and Outcomes

Mirisse Foroughe Ph.D., C. Psych. [ORCID iD](#)¹, Angela Ashley BSc. (Hons.)¹, Elizabeth Liu B.A. (Hons.)^{2,1}, Imayan Neela BSc. (Hons.)^{1,3,4}, Jessica Kong B.A.Sc. (Hons.)¹

¹Family Psychology Centre, Toronto, Canada. ²York University, Toronto, Canada. ³McMaster's Children's Hospital (Hamilton Health Sciences), Hamilton, Canada. ⁴McMaster University (Psychiatry and Behavioural Neurosciences Department), Hamilton, Canada



Mirisse Foroughe

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Author Bio

Dr. Mirisse Foroughe is a Clinical Psychologist and Director of Clinical Training and Research at the Family Psychology Centre. She has over 20 years of experience providing assessment and treatment to children, adolescents, and families and has expertise in Emotion Focused Therapy (EFT) among other orientations.



Angela Ashley

Author Bio

Angela is the lab manager for the ET Lab. She completed her undergraduate in Psychology, with a minor in Neuroscience. She is currently applying for her Master's in Clinical Psychology and has a keen interest in studying cognitive control and emotion regulation within family systems and youth populations.



Elizabeth Liu

Author Bio

Elizabeth (Lisa) Liu is in her final year of her Specialized Honours Bachelor of Arts in Psychology at York University. She is currently conducting her thesis on emotion regulation, social media and emerging adult wellbeing. She is a research associate at the Emotion Transformation Lab with Dr. Mirisse Foroughe.



Imayan Neela

Author Bio

During his BSc.H. Psychology at U of T, Imayan was involved in multiple psychology research labs investigating a variety of topics such as personality, children's learning, and EFFT. Currently, he is continuing work on EFFT research at the Emotion Transformations Lab and suicidality in youth at McMaster University.



Jessica Kong

Author Bio

Jessica completed her Honours Bachelor of Applied Science in Psychology, Diploma in General Arts and Science, and Certificate in Organizational Behaviour at the University of Guelph-Humber in 2021. Her current research interests include developmental experiences, addiction, criminal justice, trauma, and psychopathology.

Abstract

Motivation: Emotion Focused Therapy (EFT) is a humanistic-experiential therapy in which emotion transformation is fundamental to psychotherapeutic change. While studies support the effectiveness of EFT and the experience of rapid improvements or “sudden gains” in adult populations, few studies examine its application and process outcomes among youth under the age of 18. By adapting Emotion Focused Therapy for youth (EFT-Y), this study reports the potential clinical efficacy and within-session gains of EFT when adapted for individuals aged 9-17.

Problem: This study examines the adaptation of EFT-Y as a novel therapeutic approach targeting maladaptive emotions contributing to youth psychiatric disorders. Since psychotherapy process research identifies emotion processing and transformation as predictive of positive therapeutic outcomes, we compare outcomes and sudden gains within-sessions for emotion regulation, symptom management, and emotional and behavioural difficulties between an EFT-Y treatment group and a waitlist-control group.

Methodology: This study examines the impact of an eight-session EFT-Y intervention on clinically significant emotional (e.g. depression and anxiety) or behavioural dysregulation in 22 youth, versus a wait-list control group (n = 21), utilising a randomised, case-series design. The Strengths and Difficulties Questionnaire, Difficulties in Emotion Regulation Scale, and Children’s Depression Inventory (CDI-2) were used following adult EFT literature to collect data from youth and their caregivers at baseline, between sessions, post-intervention, and four-month follow-up. Pre- and post-session data was collected at sessions 2, 4, and 6 to monitor within-session changes.

Results: Study results are under analysis. Preliminary analyses show promise.

Implications: This will be the first study to examine the efficacy of EFT adapted for a youth population. Process markers and outcomes will provide clinicians with a client-centred, psychotherapeutic approach for youth in clinical settings. Sudden gains, if and when they occur, will inform when therapeutic change occurs in EFT-Y.

Discussion: The clinical utility of an emotion focused approach for youth will be discussed; Youth versus caregiver reports will be contrasted; EFT-Y effect sizes will be compared to other youth therapies, (e.g. CBT and DBT); Preliminary information regarding age-specific treatment strategies and the relative impact of EFT for youth with varying internalising vs externalising disorders will be discussed.

Submission type

Online Individual Paper (40 min)

Keywords

Emotion Focused Therapy, Sudden Gains, Intervention, Youth, Behaviour

From Surviving to Thriving: Emotion-Focused Documentary Film Making as Therapy

Junmei Wan

University of Edinburgh, Edinburgh, Singapore



Junmei Wan Author Bio

Doctorate candidate in Counselling and Psychotherapy
University of Edinburgh

Before I came to study in Edinburgh in 2016, I worked as a school counsellor, social worker, a training company director and a research scientist, while my interest shifted from the fascinating physical world to the mysterious beautiful human psych.

Abstract

Motivation & problem: This is a self-as-subject heuristic inquiry on using documentary film making as a therapy approach to treat emotional numbness. Treating trauma is to deal with the imprints of the trauma on the body, mind, and soul in order to establish ownership of body and mind. Multiple complex trauma affects individuals in inter and intra personal difficulties, one of which is applying emotion avoidance as a habitual coping mechanism.

Methodology & results: Film making process is similar to systematic evocative unfolding (SEU) technique in EFT which evokes emotions and episodic memories. Camera can be regarded as an extra eye capturing something one may not notice. The documentary film in this research records and tracks the process of me: in an encounter with a wild swan, my previously numbed bodily feelings were awakened, which led to a discovery of cultural and personal influence that prevented me from feeling protective anger. The camera witnessed my therapeutic change which supports the effectiveness of emotion-focused documentary making as one way of therapy. In this research, data were footages collected regularly during a period of a few months. Watching footages helps one recollect and unfold what had happened, while editing footages again and again is a re-experience, re-narrative / re-telling and making sense of one's experience, which is therapeutic and serves as data analysis.

Implications: Future research may investigate if clinicians may apply emotion-focused documentary film making as a part of therapy, or the client's self-help approach, or counsellors' self-development activities.

Dicussion: I would like to hear feedbacks that broaden my perspectives and stimulate more research interest in integrating creative approaches with more established approaches such as EFT.

Submission type

Brief Individual Paper (20 min)

Keywords

Documentary, evoke, camera, trauma, transform

Using Focusing in Emotion-Focused Therapy: A Therapist Interview Study

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Agathi Lakioti, PhD, is the founder and director of the Hellenic Institute of Emotion-Focused Therapy in Athens, Greece. She works in private practice as a psychotherapist, supervisor and focusing trainer. Her research interests focus on qualitative counseling and psychotherapy research.



Prof Robert Elliott

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Author Bio

Robert Elliott, PhD, recently retired as Professor of Counselling at the University of Strathclyde. His main interests are training and research on Emotion-Focused Therapy. His most recent books are Emotion-Focused Counselling in Action and Essentials of Descriptive-Interpretive Qualitative Research; he has published more than 180 journal articles or book chapters.

Abstract

Focusing is an important part of Emotion-Focused Therapy (EFT). In texts it is used both as a specific therapeutic task, applied when the client presents with an unclear feeling, and as a broad process to facilitate clients' access to their inner experience, for example during chair work. But how do EFT therapists actually use Focusing in their sessions with clients? This is the question that guides our current investigation. Specifically, we are interested in finding out the specific ways that experienced, certified EFT therapists use Focusing, in which situations, client markers, or specific client characteristics they might use it more or less, whether they use Focusing in novel ways, and how they perceive the fit of the Focusing process into the EFT change process. Currently, we are in the process of carrying out qualitative interviews with experienced EFT therapists. Data will be analyzed with a descriptive-interpretive approach. Preliminary results highlight the use of focusing to heighten both the therapist's and the client's experiential presence and to help clients access and stay with painful emotions. Results also indicate that Focusing brings something more to the therapeutic process, allowing more space to secondary emotions that would be bypassed and helping clients experience a deeper sense of self. We hope that our research will shed light on practices and ways of understanding that will help therapists better support and facilitate change in their clients.

Submission type

Brief Individual Paper (20 min)

Keywords

Emotion-Focused Therapy, Focusing, Descriptive-interpretive approach, "-", "-"

Thinking Experientially in Multi-Professional and Diverse Teams: A Way to Foster Creative Thinking

Mrs. Heinke Deloch M.A.

Universität Bielefeld, Bielefeld, Germany



Mrs. Heinke Deloch **Author Bio**

MA Philosophy, Focusing Coordinator, trainer for Person-Centered Counseling, co-founder of the approach Experiential Concept Coaching, which applies Focusing and Thinking at the Edge in everyday work contexts. Since 2020, she has been mentoring doctoral students in the research group "Experiencing Gender" at Bielefeld University to promote interdisciplinary and experiential thinking.

Abstract

As we have observed in recent social debates, these often end in battles of words. Opposing opinions are questioned or attacked and our own positions defended. By thinking or debating in this way, knowledge narrows instead of refining and differentiating.

Based on the experiential methods of E. T. Gendlin's Focusing and Thinking at the Edge, this experiential mini-workshop will introduce how simple methodological steps of listening and "crossing" ideas can facilitate a process of mutual inspiration and growth in groups. These steps can be applied in multi-professional teams, in student and research groups, or in everyday discussions.

Underlying this approach is Gendlin's assumption that the meaning of a word always varies in subtle nuances depending on the context in which it is used. Listening and understanding, then, is about listening for these subtle nuances and allowing ourselves to create new facets of subtle meanings. In the workshop, we start from our personally felt meaning of the conference topic (How can I be of help?): this is made possible by pausing and mindfully noticing our resonance. In cultivating an attitude of experiential thinking, we will explore how to embrace and take seriously our unfinished creative ideas and impulses. By "crossing" each other's ideas, we will discover how it is possible to refine our thoughts through listening to each other, and how in this way multiple "life-enhancing directions" begin to unfold in the group's thinking. At the end of the workshop, participants will share their experiences and reflect together on the challenges and opportunities involved.

Submission type

Experiential Mini Workshop (90 min)

Keywords

Experiential thinking, Thinking attitudes, Experiential listening, Focusing, Thinking at the Edge

Emotional Joy and Pain - a Study of Self-Organization Amongst Leaders Through Emotion-Focused Therapy

Mrs. Sabrina Bøgelund PhD, Mrs. Christina Holm Master of Adult Learning and Human Resources Management (MEd)/Psychotherapist MPF, Mrs. Christina Frydensbjerg cand.merc/Psychoterapist MPF
[ORCID iD](#)

ArnestedetApS, København Ø, Denmark



Mrs. Sabrina Bøgelund **Author Bio**

Sabrina Bøgelund is highly experienced within organizational development, -leadership and -counselling. As both a leader and researcher she aims to create results through purpose and meaning. Developing students, organizations, and leaders to act strategic, yet responsible and reflective in order to create sustainable value for both individuals and organizations.




Mrs. Christina Holm **Author Bio**

Christina Holm is an experienced psychotherapist and supervisor specialized in relational and emotional processes. She has been working with human development for more than 20 years. First as a leadership consultant in corporate business but since 2015 she has been working as a psychotherapist and supervisor from her own practice.



Mrs. Christina Frydensbjerg

 [0000-0002-5734-3552](#)

Author Bio

Master of Science (MSc) in Economics and Business administration within Leadership and Organizational Communications. Handed in her PhD thesis within Leadership, power and sustainability.

As a corporate- and therapeutic practitioner, university lecturer, and in doing research, she is interested in how we as individuals organize and control ourselves and others.

Abstract

Motivation: The interplay between attachment theory and leadership is new and promising and has been studied in relation to the caregiving system. Attachment is here argued to be a predictor of important leadership outcomes. In addition, we lack insights to how leaders struggle with their Self-organization.

Problem: How do these constructs influence, and are influenced by, the interpersonal processes in an organization and how does it influence leadership practices.

Methodology: Emotion-Focused Therapy (EFT) is a neo-humanistic, client centered, integrative and trans-diagnostic approach, here in the sense that people act according to their emotion schemes. With a dialectical constructivist view from EFT and a phenomenological method we performed thirty-one therapeutic orientated conversations with leaders focusing on their leadership experiences causing

emotional pain and joy doing leadership.

Results: Our data illustrate how leadership can transform into pain when leaders get trapped in their own maladaptive emotion schemes. The effects are lack of overview and empathy, sabotaging both people and organizations. At the same time, we argue that such poor decision-making can change as dysfunctional self-organizations changes through psychotherapy. In our study several of the experienced leadership-struggles, were, by the leaders themselves, linked to greater life narratives. In their construction of meaning the emotional pain they felt, was transferred from life in general to their leadership role or practice. Some leaders presented the fear of making wrong decisions. Some the fear of not being worthy, and good enough as human beings, and yet others the fear of making mistakes connected to a fear of being abandoned and left alone.

Implications: We initially saw how leader's articulate leadership-struggles within attachment themes: self/others. Beyond this we also saw identity themes: self/self, and existential themes. Unfolding these themes using qualitative data and linking them to therapeutical practices has implication for helping leaders thrive.

Discussion: How can our study contribute with insights into how the person-centered and experiential psychotherapy can improve leadership practices and facilitate less pain and more joy being a leader.

Submission type

Brief Individual Paper (20 min)

Keywords

Leadership, Emotion-Focused Therapy, Self-organization, Core-schemes, Pain and joy

The Development of the Person in a Threatening Situation: A Person-Centered Lense on the Covid Pandemic

Mrs. Sonja Nora Kinigadner Dr.a phil.
OEGWG, Vienna, Austria



Mrs. Sonja Nora Kinigadner **Author Bio**

Clinical and Health Psychologist, personcentred and systemic therapist since 1976, member of the Trainers in the Austrian personcentred Association ÖGWG. Psychotherapy mainly with traumatized refugees coming from complex threatening situations. Cooperation with the Psychological Institute, University of Innsbruck for Research about effects of the pandemic.

Abstract

For two years, since the outbreak of the pandemic, we have collectively been in a potentially life-threatening situation that has repeatedly escalated into disaster and led to many restrictions and losses. While Rogers developed a theory of threat and denial, the person-centered approach lacks a theoretical and practical understanding of how people behave and develop in the face of external danger like a war or a virus. We can observe multiple contrasting patterns of reaction. These range from denial and trivialization on the one hand; to rational and calm behaviour; and development of severe anxiety and depression on the other. We can characterise these changes in behaviour as the reaction to and consequences of exposure to a threatening situation. It is critical to understand which experiences, self-structure, values, conflicts, incongruences as well as social influences are recognisable in order to explain these different reactions. The author conducted 11 semi-structured interviews on the respondents' interpretation and response to the pandemic in spring 2021, then three interviews with vaccine opponents in early 2022. These interviews were evaluated using the qualitative method of grounded theory. The results show that there are no differences in educational level and social status. Three groups can be distinguished: Compliant (C), Non-compliant (NC) and Complex non-compliant (CNC). All groups share fear and how to cope with it and the desire to survive. The NC group is very heterogeneous in its motives. The CNC group can be described as people who consider the hygiene and safety regulations to be useful but prioritise their own values and beliefs over compliance. Differences can be found in the perception of the source of danger. For C and CNC it is the virus, for NC it is authorities who have the perceived power to control individuals. Differences also exist in whether public health restrictions are perceived as helpful and reassuring; as against one's own convictions; or as an arbitrary attempt by authorities of restricting individual freedoms. Dealing with danger seems to be influenced by an individual's ability to actualise feelings like vulnerability, fear, experiencing limitations and interdependence and relativising self-determination, autonomy and self-empowerment. This provides the basis for a possible therapeutic approach. This will be discussed in the workshop based on the experiences in the different European countries.

Submission type

Individual Paper (60 min)

Keywords

life event-related incongruence, disorder oriented approach, coping with stress, development of the person, hermeneutic empathic understanding

Emotion Focused Therapy, Mindfulness & Compassion: A Relationship Worth Growing!

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Author Bio

Niels Bagge has a MA in psychology from University of Copenhagen, is a registered psychologist in private practice. EFT therapist, supervisor and trainer (ISEFT). Head of Institute for Emotion-Focused Therapy (Denmark), chair of Danish Society for Person-Centered and Experiential Psychotherapy, chair of organizing committee for PCE2022



Shari Geller

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Author Bio

Dr. Shari Geller is an Author, Clinical Psychologist, and Mindful Self-Compassion teacher. Shari co-authored, *Therapeutic Presence: A Mindful Approach to Effective Therapy* with Leslie Greenberg (Second edition in press). Shari's recent book: *A Practical Guide For Cultivating Therapeutic Presence*, offers mindfulness and self-compassion practices based on neurophysiological principles.



Shigeru Iwakabe

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Author Bio

Shigeru Iwakabe, Ph.D., is a professor in Clinical Psychology at Ochanomizu University in Tokyo, Japan. He conducts psychotherapy research on client emotional processes from an integrative perspective. Past president for The Society for Exploration of Psychotherapy Integration (SEPI). Co-chair of research committee for Accelerated Experiential Dynamic Psychotherapy (AEDP).

Abstract

In recent years mindfulness and compassion practices and theory has grown more popular and has informed psychotherapies from CBT to PCE therapies. This is also the case with Emotion Focused Therapy (EFT) where the concept of presence and therapeutic presence has been explored with inspiration from mindfulness and self-compassion traditions. Practices of mindfulness and compassion have evolved in the EFT community like Emotion Focused Mindfulness Therapy, EFT RAIN practice and EFT Mindfulness Self-Compassion. We would like to continue a discussion of EFT and its relation to mindfulness and self-compassion.

The theme of this discussion is an investigation together between the discussants and the audience of how mindfulness and compassion practices and worldviews can cross fertilize with EFT, hopefully enriching both.

Some of the issues that we want to discuss are:

- How can theory and practice from mindfulness and (self-) compassion and from EFT cross-fertilize and inform an emotion-focused self-actualization perspective?
- How can home practices of mindfulness and self-compassion help clients to more easily access and transform emotion?
- Do mindfulness and compassion practices have a place in EFT training?

We believe that a discussion of the place and potential for mindfulness and compassion within the EFT approach is a necessary discussion bringing EFT up to speed with other approaches harvesting mindfulness and compassion (CBT), and as a creative input for the further development of EFT practices and areas of use like self development, training etc. We hope for a lively and enriching discussion between ourselves and you, the audience.

Submission type

Structured Discussion (90 min)

Moderator/Discussant

Shigeru Iwakabe

Keywords

EFT, Mindfulness, Compassion, Home practice, Self-Actualization

Play Therapy Approaches for Teachers and Children: Two Systematic Reviews

Prof Jeffrey H. D. Cornelius-White Psy.D. [ORCID iD](#)¹, Karrie Swan Ph.D. [ORCID iD](#)², R. Paul Maddox Ph.D.³

¹Missouri State University, Springfield, MO, USA. ²Missouri State University, Springfield MO, USA.

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Prof Jeffrey H. D. Cornelius-White

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Author Bio

Jef Cornelius-White is Professor of Counseling at Missouri State University and former chair of the World Association for Person-Centered and Experiential Psychotherapy and Counseling. He has published over 100 works, including books such as *Interdisciplinary Handbook of the Person-Centered Approach*, *Person-Centered Approaches for Counselors*, and *Carl Rogers: The China Diary*.



Karrie Swan

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Author Bio

Dr. Karrie Swan is a Licensed Mental Health Counselor, a Child-Centered Play Therapy-Trainer/Supervisor, a Child-Parent Relationship Therapy Trainer/Supervisor. She specializes in expressive, person-centered modalities including play therapy, expressive arts, transpersonal counseling, and dream work; approaches that are congruent with an Indigenous worldview.



R. Paul Maddox

Author Bio

Robert Paul Maddox II, PhD, LPC (MO), NCC is a counselor educator at the University of Wyoming at Casper with experience as a school counselor and a mental health counselor. His research involves school counseling, play therapy, ethics, creativity in counseling, experiential learning, and pedagogy in counselor education.

Abstract

Motivation: Child Teacher Relationship Training (CTRT) and Kinder Training are two humanistic approaches that help teachers employ play therapy processes with students. Play therapists may serve as trainers and supervisors. Understanding effectiveness helps to provide expansive options for how can we be of help.

Problem: Child-centered play therapy approaches have been shown in multiple meta-analyses to be effective, including in schools and expansions where others besides the therapist is providing the intervention under training and supervision. In particular, child parent relationship therapy, and other filial approaches, with more central figures in a child's life have been shown at times to be more effective than services provided directly by a play therapist. Teachers are central figures in children's lives.

Methodology: After reviewing these approaches and how clinicians and psychotherapy supervisors may engage with them, this presentation will describe two systematic reviews on two common humanistic

teacher training approaches. First, the literatures were systematically searched to identify and select studies, which will be presented in PRISMA diagrams. The presentation will then review the types of questions the research has asked, the methodologies they used, and the findings they generated, including effect sizes where applicable.

Results: As these projects are in flux, full results are not yet available, but preliminarily, it appears that both approaches are viewed by research participants as feasible and effective. As of this proposal, 10 studies were included in the Kinder analysis and 23 in the child-teacher relationship training analysis. Studies included both teacher and child participants, using qualitative, quantitative, case study designs though most were quasi-experimental.

Implications: Determining the feasibility and effectiveness of these approaches may help provide opportunities for the expansion of treatment approaches for children. Such expansion can include more involvement of person-centered and experiential therapies in schools.

Discussion: Participants in the presentation are encouraged to share their experiences and questions about person-centered and experiential work in schools, play therapy, training and the importance to reach a broader influence in the coming decades.

Submission type

Brief Individual Paper (20 min)

Keywords

child centered play therapy, school, child teacher relationship training, kinder training, children

The Paradox of Becoming and Belonging: A Kierkegaardian Reconstruction of Carl Rogers' Person-Centred Therapy

Mr. Devang Vaidya MA Philosophy, MSc. Studies Person-Centred Approach

University of Notre Dame, Australia, Sydney, Australia. United Kingdom Council for Psychotherapy, London, United Kingdom. Metanoia Institute, London, United Kingdom



Mr. Devang Vaidya Author Bio

I am a person-centered therapist in a London-based practice for almost 20 years. I have taught and presented person-centered, psychoanalytic, existential, body-oriented, and critical psychopathology approaches for many years. I am currently working on a doctoral thesis for a Kierkegaardian interpretation of person-centered theory as a distinctive form of existence-oriented therapy.

Abstract

Søren Kierkegaard's influence is claimed by two pioneering psychotherapists in the 20th century, Ludwig Binswanger and Carl Rogers. Radical differences surface upon examining how each relates Kierkegaard's concepts to his own method. These differences come to light in their contrasting formulations about the controversial case of Ellen West. Rogers confessed his anger upon reading Binswanger's analyses of Ellen's crisis in view of her subsequent suicide, and speculated on how he might have approached working with her. Based on Rogers' commentary, I will then present an alternative Kierkegaardian reconstruction of Ellen West as a paradigmatic case of the paradox of 'becoming and belonging'. I will consider this paradox to be at the heart of Ellen's despair and self-alienation. On a Kierkegaardian view of Rogers' theory, I will argue that this paradox relates to the ontological dimension of incongruence, as an inescapable aspect of human selfhood. In conclusion I will invite responses to my proposal that the paradox of 'becoming and belonging' contains its own transformative potency which can be actualized in a person-to-person encounter of therapeutic love. The discussion will extend into my second presentation at this conference on *Non-Directivity Re-visited: Love in Kierkegaard's Thought as Reflected in Rogers' Theory*.

Submission type

Individual Paper (60 min)

Keywords

Søren Kierkegaard, Carl Rogers, existential paradox, becoming and belonging, self-alienation and self-renewal

How the Focusing Attitudes Help You to Handle Work-Family Conflicts for Your Happier Life

Prof Akiko Doi Ph.D.¹, Prof Yasuko Morinaga Ph.D.², Mrs. Yuki Kiyosue M.A.², Mr. Kodai Fukudome Ph.D.³

¹Kobe Gakuin University, Kobe, Japan. ²Hiroshima University, Hiroshima, Japan. ³Fukuyama University, Fukuyama, Japan



Prof Akiko Doi Author Bio

Akiko Doi, Ph.D. is a licensed psychologist and a professor at Kobe Gakuin University. She has been practicing Focusing for over 20 years and is a Certifying Coordinator for the International Focusing Institute.



Prof Yasuko Morinaga Author Bio

Yasuko Morinaga, Ph.D. is a professor of social psychology at Hiroshima University. She has been interested in gender studies, including gender stereotypes, gender gaps, and prejudice based on gender. Her most recent research focuses on women's life satisfaction in gender unequal society (i.e., Japan).



Mrs. Yuki Kiyosue Author Bio

Yuki Kiyosue, M.A. is a graduate student in the doctoral program at Graduate School of Humanities and Social Sciences, Hiroshima University. Her research interest is motivation of women for promotion.



Mr. Kodai Fukudome Author Bio

Kodai Fukudome, Ph.D. is Assistant Professor of Department of Psychology at Fukuyama University, Japan. His research interest includes self-esteem and gender.

Abstract

Motivation and Problem: This study aims at identifying how Focusing attitudes influence one's interaction with other people and social environment; specifically, how people with high Focusing attitudes cope with work-family conflicts, and how it affects their satisfaction with their life. People can benefit from learning Focusing if it is clarified that Focusing attitudes help them address conflicts to feel happier.

Methodology: An online survey was administered to 258 male and 238 female married working people whose partners were also working. They were over 20 and had children. The questionnaire included Revised FMS (FMS-18) (Morikawa et al., 2014), Work-Family Conflict Coping Inventory (Kato & Kanai, 2006), Partnership satisfaction (1 item, 6-point scale), and Job satisfaction (3 items, 6-point scale).

Structural equation modeling was used to analyze the relationship between those scales and satisfaction.

Results: Both men and women with high FMS were likely to take various coping for the work-family conflicts, but what affected partnership satisfaction was “Negotiation with partners”. FMS directly affected job satisfaction for both genders: people with high FMS were likely to show higher job satisfaction. Men tended to have higher job satisfaction when they cope with the work-family conflict by doing fewer household chores.

Discussion: People with high FMS tend to take appropriate coping for work-family conflicts, which increases partnership/job satisfaction. As to “Job satisfaction”, FMS seems to matter more than the coping types they take, while “Partnership satisfaction” seems to be affected by FMS via coping types. Men tend to be more satisfied with their partners if they negotiate with their spouses and spend more time with their families; women’s partnership satisfaction is not affected by “Prioritize family roles” maybe because it is what they usually do. It suggests that gender roles also affect partnership/job satisfaction.

Kato, Y., & Kanai, A. (2006). Effect of coping behavior with work-family conflict in dual-career couples. *The Japanese Journal of Psychology*, 76(6), 511-518.

Morikawa, Y., et al. (2014). Construction of revised FMS (The Focusing Manner Scale) and confirmation of its reliability and validity. *Journal of the Faculty of International Studies of Culture, Kyushu Sangyo University*, 58, 117-135.

Submission type

Online Poster (5 min)

Poster keywords

Focusing attitude, Work-family conflict, Job satisfaction , Partnership satisfaction , Coping

'Help Me Become Free of You': Personhood, Autonomy, and Ecology in the PCA and Beyond

Mr. Manu Bazzano PhD

Independent Scholar, London, United Kingdom



Mr. Manu Bazzano Author Bio

Dr Manu Bazzano is a psychotherapist/supervisor in private practice. Among his books: *Re-Visioning Person-Centred Therapy: Theory and Practice of a Radical Paradigm* (Ed) (Routledge, 2018), *Nietzsche and Psychotherapy* (Routledge, 2019); *Zen and Therapy* (2017) and the forthcoming *Subversion and Desire* (Routledge, 2022) Website: www.manubazzano.com

Abstract

An exploration of the notion of help in person-centred and experiential psychotherapies and beyond. The presentation will use examples taken from clinical practice -- both at an individual and group level and at the level of expressive therapies.. It will draw from philosophical developments such as affect theory and process philosophy. It will include elements of butoh practice, organismic psychology, and affect theory. The practice of butoh is Japanese form of dance and theater inspired by Antonin Artaud and Christian mysticism. It presents a view of the body as 'vessel' and questions the separation between self and other. Affect theory is a new way of looking at feelings and emotions, understood as the impact the intensity of life and the feeling of life itself have on the person

Submission type

Online Individual Paper (40 min)

Keywords

autonomy, personhood, organism, ecology, affect theory

From 'Power Over' to 'Power With'. Our Future Lies in Becoming Catalysts of Social Change & Peace

Mrs. Maria Kontarini

Private Practice, Global, Greece



Mrs. Maria Kontarini **Author Bio**

Being a person-centered practitioner is the melting pot of diverse personal and professional experiences in the fields of diplomacy, politics, business and life in seven different countries. I am passionate about finding ways to apply the principles of the person-centered approach in the fields of social justice and peace.

Abstract

The aim of this mini-experiential workshop is to explore in which ways person-centered practitioners can facilitate social justice and peace. The goal is to create a group of practitioners, who will be willing to explore further, via zoom meetings, how to come into action, besides psychotherapy.

This is needed for two reasons:

1.The space available for the person-centered principles in the mental health care systems has been shrinking, creating an existential concern as to the future of person-centered psychotherapy. At the same time, we have seen in practice, that the PCA has been transformative in more settings, besides psychotherapy, in organizations, business & leadership, education, health care, politics, conflict resolution & peace-making, parenting, family, community building etc.

2.The war in Ukraine, the 2007 financial crisis, the effects of the corona pandemic, the vaccine-related polarization, the rise of authoritarianism, the climate crisis, the #Me Too and #Black Lives Matter movements are a few examples which make me believe that the existing system based on the pattern of 'power over' as way of doing, being, relating, knowing is not sustainable anymore.

Can the person-centered approach bring the transformative innovation needed in the society to move to a more equalitarian way of being? Rogers (1980), in his book *A way of Being*, answers that "when the time comes for our culture to look for alternatives, they will not find a void, they will find that there are ways of being that do not involve power over persons and groups". Does the future of the person-centered approach lie in meeting the need for social innovation in the 21st century? How to bring the PCA principles to shape the new reality during this paradigm shift? What is required from us? These are some of the questions which we will address during this workshop. The format will be free discussion in the form of an encounter group. A couple of slides may be used to lead the discussion and a chart board may be used to take note of themes/topics emerging.

Rogers, C (1980). *A way of Being*. Houghton Mifflin

Submission type

Experiential Mini Workshop (90 min)

Keywords

social change, peace, transformation, innovation, future


The Psychology of Relating Online: Implications for Facilitating Learning and Encounter Groups

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Mrs. Gillian M Proctor

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Author Bio

Dr Gillian Proctor is a lecturer in counselling and psychotherapy at the University of Leeds and a clinical psychologist. She is currently a research fellow investigating the psychology of online relating, connection, belonging, authenticity and inclusion in learning environments. Her particular interests are in ethics, values and power.



Mrs. Krista Susman

Author Bio

Krista Susman, Mag., is a person-centred supervisor and facilitator, counsellor, lecturer and manager. As CEO of zb zentrum für beratung in Austria, which offers psychological support for the unemployed in 15 cities, her latest focus is how to appropriate the digital sphere in the service of relationships.

Abstract

The aim of this workshop is for participants to explore their experiences of relating online in group contexts and the impact of the online environment on authenticity, connection and inclusion. The hope is for us all to think more about how we can help maximise connection among participants/learners and facilitators, given the various paradoxes of relating online (Susman 2021). This workshop is based on our experiences of facilitating learning and encounter groups online and presentation and discussions of the paradoxes involved in several contexts. We are also involved in research into these factors in a learning environment and this workshop will be recorded (consent will be necessary for participation) for the themes arising (reported anonymously) to contribute to the research.

‘Belonging’ is a recent value or concept in higher education that is associated in research with student success and hypothesised to be an important factor in student engagement in a learning environment. It is related to a student feeling valued, understood, included and authentic. This concept parallels well Rogers’ approach to learning and education. Rogers described the qualities that facilitate learning and listed: realness or genuineness, prizing, acceptance and trust and empathic understanding. He emphasises that underpinning these facilitative attitudes are a trust in the learner. Similarly, Rogers considers what qualities facilitate a group. He begins with the philosophy of trusting the group. He accepts the group and each individual and aims to empathically understand everyone’s self-expression. He also focuses on the congruence of the facilitator.

We will consider Rogers’ necessary and sufficient conditions for therapeutic change in the context of encounter and learning group situations and explore challenges to these conditions in the online environment.

Susman, K. (2021) Between the tiles: the psychology of the virtual room. Appropriating and subverting the digital sphere for authentic and meaningful encounter. *Person-Centered and Experiential*

Psychotherapies, 20 (4), 327-344. <https://doi.org/10.1080/14779757.2021.1938180>

Submission type

Experiential Mini Workshop (90 min)

Keywords

groupwork, online, encounter, learning, counselling training

Training Tool for Building a Case Formulation Narrative

Mr. Arne Heylen master Clinical Psychology^{1,2}, Mr. Kurt Renders Master Clinical Psychology^{1,2}

¹Focus On Emotion, Antwerp, Belgium. ²Catholic University of Leuven, Louvain, Belgium



Mr. Arne Heylen Author Bio

Arne Heylen is a clinical psychologist and client-centered, emotion-focused, and existential psychotherapist. He is a staff member of the postgraduate Client-Centered Psychotherapy of the KULeuven (Belgium) and an institute-based trainer for Emotion-Focused Therapy for Individuals (isEFT). He works in a group practice in Louvain with individuals and couples.



Mr. Kurt Renders Author Bio

Kurt Renders is a clinical psychologist and client-centered, emotion-focused and existential psychotherapist. He is coordinator of the postgraduate Client-Centered Psychotherapy at the KULeuven and an Emotion-Focused Therapy international trainer (isEFT). He has a group practice in Antwerp. He has a particular interest in working with male survivors of sexual abuse.

Abstract

Teaching EFT Case Formulation to students is as challenging as it is rewarding since it serves as a framework or roadmap for each therapy. It combines the well-differentiated knowledge on emotional (dis)functioning and transformation with the idiosyncratic process of the client. Building this framework in collaboration with the client is perhaps the most important aspect of EFT case formulation. This is done explicitly in step 11 of the Greenberg and Goldman model on case formulation: co-constructing the case formulation narrative. However, students report having trouble building this narrative and are often in need of more explicit guidance. They struggle with questions like Which case formulation elements to include? Which words to use? How to integrate everything? To this end, we developed a tentative training tool for building a case formulation narrative. We suggest 11 building blocks to find a mutual understanding of the client's presenting problems, how these link to the client's painful life events and the subsequent view on life, others, and self, how the client got stuck trying to cope with this, and how therapy can try to transform all this. In this workshop, we will give a brief overview of EFT case formulation and present our 'case formulation narrative aid' as a tool for EFT-informed therapists. Participants will then have the opportunity to practice this in diads with their own client material. At the end of the workshop, we hope to discuss the applications, pros, and cons of this training tool.

Submission type

Experiential Mini Workshop (90 min)

Keywords

EFT, Case Formulation, Narrative, alliance formation, goals and tasks

Working With Trauma in Conditions of Violence and Grief: The Importance of Non-Directivity

Prof Maria Kefalopoulou PHD, Mr. Alexandros Vallides MSc.
College for Humanistic Sciences, ICPS, Athens, Greece



Prof Maria Kefalopoulou Author Bio

Maria Kefalopoulou (PhD, ECP) has studied Social Psychology in France (Paris-X-Nanterre, Paris-VII-Denis Diderot) and she is Academic Lead in Counselling and Psychotherapy at ICPS- College for Humanistic Sciences, Athens, Greece. She is member of the European Association of Psychotherapy (EAP), member of the WAPCEPC and Co-Editor of the PCEP Journal.



Mr. Alexandros Vallides Author Bio

Alexandros Vallides is a Psychologist (BSc Panteion University), PCA psychotherapist (MSc, Strathclyde University), grief Counselor, lecturer, trainer and Supervisor at ICPS- College for Humanistic Sciences, Athens, Greece. He is a member of the Counseling Service for bereaved families in Merimna NGO in Greece. General representative of PCE Europe in EAP.

Abstract

Violence

Kierkegaard's concept of repetition and trauma related to violence: Why is non-directivity so important?

The discussion focuses on the importance of non - directivity as regards to the existential philosophical basis of the person-centered approach and especially the Kierkegaard concept of "repetition" in relation to trauma due to violence. The elaboration of issues such as repetition and remembrance will be discussed. If traumatic experience in violence is a repetitive process, as current research shows, then the therapeutic relationship founded on the repetitive recreation reverses the terrifying influence of threat. The repetitive experience of Person-centered non - directivity with the support of the therapeutic conditions, leads the client to analyze the traumatic background of violent experiences and thus to restore the pleasure of existence. The person-centered facilitation of client narratives, transforms the healing process into an exercise of freedom.

Grief

How can we facilitate clients movement from Self- concealment as constructed by DG Larson, to self-disclosure in grief?

The bereaved client often experiences pressure from important others and internalized conditions of worth, to return back to normal as soon as possible, to be strong and effective in everyday life. This pressure leaves minimum space for the expression of vulnerability during grief and often leads to self-concealment. The discussion will be directed towards the facilitation of creating strong continuing bonds with the deceased, for the client through self-disclosure in the counseling session. The elements of the person-centered relationship, such as non-directivity, unconditional positive regard and empathy, can provide the space for the bereaved client to experience safety, in order to allow the expression of grief

and to facilitate connectedness with the loved one. PCA can provide the safe space for the client to facilitate expression, awareness and growth.

Discussion:

Violence

- Non directivity and the concept of repetition
- Reliving and confronting trauma
- Working with remembrance in the here and now
- Self-healing process and freedom

Grief

- Non directivity and the expression of grief
- UPR, awareness and self-acceptance, in grief
- Empathy and wounded parts of self

Submission type

Structured Discussion (60 min)

Moderator/Discussant

Dr. Maria Kefalopoulou/ Mr. Vallides Alexandros

Keywords

Trauma , Violence, Grief, Non - directivity, Therapeutic Conditions

Working Between Paradigms: Assessment and Diagnosis in Person-Centred Clinical Practice

Mr. Andy Schiller MSc

UKCP, London, United Kingdom



Mr. Andy Schiller Author Bio

Psychotherapist, author, and clinical director. After graduating from Metanoia Institute in 2019, Andy works in private practice and for various counselling services.

Abstract

The future of Person Centred Therapy (PCT) is inextricably linked to its theoretical position on diagnosis, psychopathology and the medical model. This paper develops the themes in my previous PCE 2018 presentation (The Paradox of Diagnosis within Person-Centred Therapy: A Perspective from Training). It considers the inherent theoretical contradictions of integrating assessment and diagnostic appreciation into PCT. For example, person-centred theory does not adhere to the medical framework of diagnosis concerning psychic distress, yet, State-provided mental health 'treatment plans' (which include PCT) are predicated on such a framework. It also explores some of the practical implications of these contradictions for those offering PCT within a medical model-oriented clinical setting, such as the use of clinical assessment, outcome measures, 'treatment goals' and the management of risk, without unbalancing the intended neutrality of the client / practitioner power dynamic. This subject is particularly relevant to this year's conference theme and I hope this presentation stimulates conversation on theory and practice within our modality as we consider our position on the spectrum between 'facilitation' and 'formulation' of change for our clients.

Submission type

Brief Individual Paper (20 min)

Keywords

Assessment, Diagnosis, Risk, PCT, Theory

Transdiagnostic Emotion-Focused Therapy

Prof Ladislav Timulak PhD [ORCID iD](#)
Trinity College Dublin, Dublin, Ireland



Prof Ladislav Timulak

 [0000-0003-2785-0753](#)

Author Bio

Ladislav Timulak, PhD is Professor in Counselling Psychology at Trinity College Dublin, Ireland. He is Course Director of the Doctorate in Counselling Psychology. Ladislav (“Laco”—read “Latso”) is involved in psychotherapy trainings in Ireland and internationally. His main research interest is psychotherapy research, particularly the development of emotion-focused therapy (EFT).

Abstract

Recent years have seen the emergence of transdiagnostic psychotherapeutic treatments, typically targeting depression, anxiety and related disorders. The rationale for developing transdiagnostic protocols is based on a number of factors; shared etiology and maintenance mechanisms, high co-morbidity, hypothesising that discrete disorders may be underpinned by common psychological vulnerabilities, and the burden currently placed on clinicians to master multiple disorder-specific interventions. This workshop will present a transdiagnostic model of Emotion-Focused Therapy (EFT-T), which combines modular (targeting specific clusters of symptoms) and shared mechanisms (targeting underlying vulnerability) approaches to the treatment of depression, anxiety and related disorders such as obsessive-compulsive and trauma/stressor related disorders. The model proposes that clients’ core vulnerabilities are linked to specific chronic painful feelings, and that these chronic feelings are constellations of sadness/loneliness, shame, and fear-based emotions, idiosyncratically shaped by personal history. The workshop will illustrate how EFT-T addresses problematic symptoms but primarily focuses on transforming emotion vulnerability, or Core Pain, by activating adaptive emotional responses, such as compassion and protective anger, to embedded unmet needs. The workshop will offer a combination of didactic teaching, illustrative videos and discussion.

Submission type

Individual Paper (60 min)

Keywords

emotion-focused therapy, transdiagnostic, depression, anxiety, trauma

Person-Centered Approach Theory of Consciousness and Actualizing Tendency in the Light of Neuroscience

Mr. Mauricio Leal Psychotherapist
pcalInstitute, Bern, Switzerland



Mr. Mauricio Leal Author Bio

Mauricio Leal is a Client-Centered psychotherapist. He has been working for ten years in this approach with a wide variety of clients. His interest and learnings acquired through his continuous studies in neuroscience led him to an in-depth understanding of various links between this field and the PCA.

Abstract

Motivation: Neuroscience research has made great progress in understanding consciousness and the unconscious processing of information. Reviewing this research through the lens of Person-Centered Approach (PCA hereafter) allows us to substantiate, at a biological and neuroscientific level, some of its fundamental concepts such as actualizing tendency, organismic experiencing, insights, and awareness.

Problem: This paper presents the definition and importance of these elements in PCA as well as a neuroscientific definition of consciousness and unconscious information processing to propose the hypothesis that PCA is largely consistent with current theories in neuroscience. Many researchers have studied and argued that neurosciences and PCA seem to be closely related, but few papers seem to address these particular concepts, although they appear to be important to reach a better understanding Client-Centered Therapy.

Methodology: I will be supporting my theoretical hypotheses through Person-Centered theory as well as through neuroscience and cognitive sciences.

Results: This article provides theoretical grounds to argue that PCA is supported by current findings in neuroscience. Actualizing tendency can be talked about in terms of biochemistry. Organismic experiencing seems closely related to the unconscious treatment of information, and referring to consciousness in neuroscientific terms gives access to a contemporary theory of insights and awareness (which seem to be lacunary in PCA).

Implications: Studying these core concepts through the lens of neuroscience and other sciences allows us to substantiate the theory of PCA. Furthermore, by providing these elements, PCA could attract interdisciplinary interest, support, and research, which in term could improve its recognition as a scientifically validated theory. As with any other hypothesis, the ones exposed in this article would need peer review and to be put to the test by science.

Discussion: The ideas developed in this article were born of the cross-fertilization of the well-supported theory of PCA with findings in biochemistry, neuroscience, and cognitive sciences. I would like to share these ideas and review them with the audience to enhance them and explore new ones. What does the audience know about them? In which ways could these ideas be put to the test of science? What impact, if any, could these hypotheses have on practicing Client-Centered Therapy?

Submission type

Individual Paper (60 min)

Keywords

Neuroscience, Actualising Tendency, Consciousness, Organismic experiencing

I Am Large, I Contain Multitudes. Ambivalence and Existential Strength in Experiential-Existential Psychotherapy

Mrs. Trees Depoorter

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Mrs. Trees Depoorter Author Bio

Trees Depoorter (1977, Belgium) became a person-centered and existential psychotherapist, after studying philosophy and clinical psychology. She works as an individual and group psychotherapist in a private practice in Brussels and in Ghent. Currently, she is also chair of the Flemish Association of Client-centered and Experiential Psychotherapy and Counseling (VVCEPC).

Abstract

Psychotherapists are constantly confronted with contradictions in clients and within themselves. In this paper, I will argue that ambivalence is an uncomfortable yet meaningful experience, responding to the ambiguities and paradoxes of existence. It is argued that dealing with ambivalence not only requires but also increases 'existential strength', and that enhancing this existential carrying capacity can be both a consequence and objective of psychotherapy. First, I will briefly sketch some philosophical underpinnings of the ambiguity of existence, discuss how ambivalences can be seen as 'meaningful contradictions' and describe some ways in which this richness surfaces in psychotherapy. Secondly, I will introduce the notion of 'existential strength', as a specific kind of carrying capacity to bear and own the contradictions and ambivalences within ourselves and others. Thirdly, psychotherapy (and experiential-existential psychotherapy in particular) is considered as a specific practice that can enhance existential strength. A number of psychotherapeutic techniques (such as existential confrontation or symbolization) will be briefly discussed from this perspective, using some clinical vignettes. Concepts such as ambivalence and existential strength can provide psychotherapists with a framework to deal not only with the complexity within the therapy room, but also with changing social and societal realities which impact our work in many ways.

Submission type

Brief Individual Paper (20 min)

Keywords

ambivalence, existential strength or carrying capacity, experiential-existential, confrontation, symbolization

The Processing of the Existential Need: A Rational-Empirical Model

Mr. José Gamoneda PhD student¹, Prof. Ciro Caro PhD¹, Prof. Rafael Jódar PhD¹, Mrs. Darya Alexandra Faiyad Master²

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Mr. José Gamoneda
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Prof. Rafael Jódar
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Mrs. Darya Alexandra Faiyad
Author Bio

EFT official therapist
Clinical psychologist and supervisor

Abstract

Motivation: This study's main aim is to examine the role of existential need in the process of emotion transformation within the framework of Emotion-Focused Therapy (EFT).

Problem: The understanding of existential needs from an EFT perspective is related to those needs that are linked with maladaptive emotions (e.g. need for connection, love in sadness/loneliness, need for acceptance, recognition in shame, and need for protection, safety in fear). The existential needs are a key component in the process of change. However, there has been a lack of focus on this component and the correct processing of them.

Methodology: Task Analysis was chosen to develop a model that describes elements of the need processing model in therapy sessions and, the optimal order in which they occur. In order to do so, previous literature and the clinicians' cognitive map were first examined. Second, this model was contrasted and refined with recorded therapy sessions where the need was processed successfully in the

empty chair task for unfinished business (6 successful cases) and unsuccessfully (6 cases).

Results: The first result of this investigation was creating a model of the processing of the need. The novel findings of the model are two-fold. Firstly, the steps in processing the existential need are identified. A full expression to a significant other of a differentiated need (i.e. I needed to have been able to trust you) in the context of a primary emotion leads to an affirmation/validation of that need and, facilitates the emotional process. Secondly, a distinction is made between two kinds of existential needs (existential-interpersonal need and the existential-self need).

Implications: The model will help to understand the process of change in EFT and the emotional process in grief. Its validity will be measured in the next phases of the investigation, using the analysis of recorded therapy sessions where the clients have an imaginary dialogue (empty chair task for unfinished business) with a close deceased person.

Discussion: The rational-empirical model is in a continuous process of development, and the discussion that it will generate will hopefully lead to new ideas and improvements.

Submission type

Brief Individual Paper (20 min)

Keywords

Emotion-Focused Therapy, Existential Need, Emotional transformation, Task Analysis, Discovery phase

Person-Centered Distance Psychotherapy During the Covid-19 Pandemic in Austria

Norbert File, Vanessa Kulcar, Emily Kuntschner, Anna Zeppenfeld, Prof Barbara Juen
University, Innsbruck, Austria



Norbert File **Author Bio**

Norbert File: Person-centered therapist and trainer for person-centered therapy in Austria (ÖGWG). Member of the crisis intervention team of the Red Cross Austria.



Vanessa Kulcar **Author Bio**

Vanessa Kulcar, MSc, is a psychologist and scientific employee at the University of Innsbruck. In her research, she investigates psychological factors of global crisis. Topics include effects of crises on mental health of directly and indirectly affected persons as well as individual mitigation and adaptation behaviors.



Emily Kuntschner **Author Bio**

Emily Kuntschner - completed both her Master's degree in Psychology and the Propaedeutic Studies in Psychotherapy at the University of Innsbruck. Her current field of work is youth welfare and counselling.



Anna Zeppenfeld **Author Bio**

Anna Zeppenfeld: is completing her master degree in psychology at the University of Innsbruck



Prof Barbara Juen **Author Bio**

Ao. Univ.-Prof.in Dr.in Barbara Juen: Clinical psychologist, research topics: psychotraumatology, crisis intervention. Head of psychosocial support Austrian Red Cross, Scientific Advisor of the European Network for Psychosocial Support and the IFRC Reference Centre for Psychosocial Support. Member of the psychosocial advisory group Covid 19 for the Austrian Health Ministry.

Abstract

Motivation: The COVID-19 pandemic required the conversion of psychotherapy to distance methods (telephone and online therapy).

Problem: We were interested to find out, how person-centred therapists in Austria dealt with this difficult situation in their therapeutic work.

Methodology: Based on quantitative longitudinal data (N = 101) and qualitative expert interviews with eleven teaching therapists, the perspectives of person-centred therapists on distance therapy were investigated. Questionnaires were used to collect Data about the changes of psychotherapy during the first and second lockdown in person-centred therapy in Austria. To understand more about how therapists feel with using distance methods (telephone and Online) 11 interviews were conducted and analysed with the grounded theory to find essential key categories describing the experiences of the therapists.

Results: Different difficulties regarding distance therapy emerged, especially concerning resonance and the therapeutic relationship. Although face-to-face therapy was preferred for these reasons, the interviewees also saw advantages and were in favour of maintaining the possibility of distance therapy as a complementary method (for example in crisis situations and natural disaster like avalanches). Especially if there is already a good therapeutic alliance it is possible to stabilize clients (hybrid solution). Due to its low threshold (for some clients it is easier to get in contact with telephone, especially if they have long distances to get the opportunity of treatment), distance therapy can thereby improve the psychosocial care for the population.

Implications: For a successful implementation, adaptations compared to face-to-face therapy are necessary. It is necessary to clear the basic conditions of therapy with the clients in the changed situation. Also in the training of therapists and further education this should be taken into account. Lessons can be learned for the pandemic situation, which we summarize as recommendations.

Discussion: We would like to discuss our experiences with therapists from other countries. Especially how they were able to establish a good therapeutic relationship.

Submission type

Brief Individual Paper (20 min)

Keywords

distance-therapy, personcentered, covid-19, mixed method, Austria

Transcending the Pandemic Divide - Connecting Through Holistic Person-Centred Attitudes

Mrs. Nicola Mahé Richter MSc

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Mrs. Nicola Mahé Richter Author Bio

German psychologist, studied under Professor Reinhard Tausch, a professional colleague and friend of Carl Rogers. 25+ years of experience. Lectured at London Metropolitan and Regents University, London, UK. Focus: the unfolding of our true potential; raising of awareness of our self-responsibility. Research Interests: Meaning in Life, Relationships, Spirituality, Well-Being.

Abstract

Introduction: The COVID-19 pandemic affected humanity around the globe for over two years. However people reacted with different feelings and beliefs, which have caused too often severe rifts. This divide entails calling vaccinated people 'dumb sheep' and others calling unvaccinated people 'murderers' – both sides I have heard from clients about their spouses, and sadly also from psychotherapists, psychologists and others. In this workshop we will be actively listening to the underlying concerns of these two very opposing views and: build bridges, by facilitating understanding for each other. Aim is to arrive at greater understanding of ourselves and each other in our humanness, by moving beyond stating of facts, beliefs and conclusions. Allowing our humanness we explore in what ways our beliefs and behaviours and feelings have during the pandemic hindered / and/or promoted our self-actualisation.

Method: Rogers' key concepts on inner and outer conflict resolution, we will employ to facilitate understanding and common ground. From a transpersonal /holistic perspective, we will explore an integration of: physical, emotional, mental, spiritual aspects. Each participant decides freely how much they wish to share: e.g. by sharing personal material, or client material, or experiences observed elsewhere, or small group/large group discussion. Participants may state where they are at on the Pandemic Divide, however individuals are welcome too, if they do not wish to state where they stand. Central in this workshop is a deepening of our understanding of the division and to connect to THAT – whatever 'THAT' is – which unites us.

Exercises: I shall provide a brief introduction to tune us into the topic and some questions for us to explore in diads, smaller and large group feedback. Participants are encouraged to bring along their questions – and answers.

Creativity: Participants are invited to ponder what represents for them: *transcending the pandemic divide*. This could be a poem, word, symbol, gesture, drawing, song, joke, food – anything. Contributions will be shared in our workshop circle.

Essential for attendance: openness to go beyond and to transcend, which allows for a change of mind and heart and to feel closer with each other.

Submission type

Experiential Mini Workshop (90 min)

Keywords

Holistic Person-Centred Therapy, Covid-19 Pandemic, Healing Conflict, Self-actualisation, Unity

The Existential Dynamics of Depression: A Sneak Preview on Research Results

Mrs. Heidi Pellens PhD student
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Mrs. Heidi Pellens Author Bio

Heidi Pellens is a clinical psychologist and person centered psychotherapist. She is working at the KU Leuven as a doctoral researcher, at the department of Clinical Psychology and Psychotherapy, under supervision of Prof. Dr. Siebrecht Vanhooren.

Abstract

Major depression disorder is one of the most reported problems in in- and outpatient psychiatric settings. The different manifestations and high comorbidity with other psychiatric disorders, however, complicate the assessment and treatment of this disease.

A great deal of earlier studies found lower meaning experience to be closely related to higher levels of depression. However, less is known about the underlying mechanisms that connect low meaning and depression. In addition, therapists report that they don't feel secure about working with meaning in therapy, despite the fact that earlier research suggests that psychotherapeutic interventions focusing on meaning might be beneficial. As a result, a potential core mechanism in the comprehension and treatment of this complex disease is neglected. A humanistic- existential angle might deepen current understanding on the phenomenology of depression disorder and might provide inspiration for new therapeutic venues.

Currently, a doctoral study project on the existential dynamics of depression disorder is going on at the KU Leuven. First, the relationship of depression with the way people cope with existential challenges, such as the inevitable finiteness of our lives, and our fundamental need to find meaning, is examined. More in particular, this study project focusses on existential anxiety as potential underlying mechanism in depression disorder. Secondly, peoples' ability to embody their experiences, or their focusing attitude, is investigated as underlying mechanism in depression disorder. Third, the impact of depression disorder on the experience of psychotherapists is investigated.

The results of two survey-based cross-sectional studies in student samples (N=77 and N = 1217), first point out that low meaning in life indeed is connected to depression through existential anxiety. Secondly, these same two studies show inconsistent findings about the role of focusing in the relationship of low meaning and depression. Third, a qualitative study indicates that psychotherapists (N = 26) that were confronted with a client with severe depression reported mainly 'negative' responses on different levels of experiencing, including the bodily.

To further unravel the mechanisms underlying depression disorder, a longitudinal study on the interplay of the way clients and therapists cope with existential themes is going on right now.

Submission type

Brief Individual Paper (20 min)

Keywords

depression, meaning, existential, focusing , existential anxiety


A Rasch Analysis of the Client Modes of Engagement Questionnaire

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Prof Robert Elliott

Author Bio

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University of Strathclyde (Scotland)



Prof Carlos Jimenez-Mosquera

Author Bio

Professor at the Faculty of Sciences and Engineering and Humanities of Universidad San Francisco de Quito - Mathematics

Abstract

Introduction: This research involves the process through which a new version of the Client Modes of Engagement questionnaire (CME-Q) within the Emotion-Focused Therapist Session form was analyzed.

The Aim: was to improve and assess the CME-Q functionality to construct a more users' friendly instrument to help psychotherapists reflect upon their clients' modes of engagement during humanistic counseling sessions.

Method: Rasch analysis was performed to evaluate the CME-Q scale functionality, person and item reliability and separation, whether the CME-Q item hierarchy made theoretical sense and to explore potential item reduction. Twenty-seven Experiential/Humanistic psychotherapists filled out the questionnaire for a total of 97 clients.

Findings: The analysis provided several contributions to understand the functionality of the CME-Q: a) the results suggested that the questionnaire progressed monotonically; b) misfitting items were analyzed and some items removed to enhance infit and outfit statistics and to improve the reliability of the questionnaire; c) the CME-Q was collapsed to a three-point scale to improve differentiation between clusters. The resultant CME-Q displayed appropriate person separation — discerning well between clusters of participants. Moreover, item separation was satisfactory. The scale's item hierarchy echoed the CMEs theoretical framework well.

Limitations: Given that the CME-Q was taken after each session, the data included multiple data points.

For this reason, the observations are not completely independent. The statistical significance levels and sample size-based error estimates should be interpreted with caution.

Conclusions: Overall, the psychometrics yielded by the Rasch method were found to be sound and thus opened the door for the CME-Q to become a tool to help psychotherapists keep close track of clients' modes of engagement during psychotherapy sessions. Notwithstanding, additional cross-validation of the CME-Q is still encouraged.

Submission type

Online Poster (5 min)

Poster keywords

Rasch Analysis, Psychotherapy , Modes of Engagement, Measures

PCE Europe. Working Together for the Community

Mrs. Leonore Langner, Mr. Paul Diaconescu, Mrs. Ewa Kaczorkiewicz, Mr. Dimitris Portokalis
PCE Europe, Vienna, Austria



Mrs. Leonore Langner **Author Bio**

Psychotherapist in private practice in Austria, Chair of the Board of PCE Europe, Organiser of the PCE Europe Encounter Group



Mr. Paul Diaconescu **Author Bio**

Psychotherapist in private practice in Romania, Board member of PCE Europe responsible for membership and research



Mrs. Ewa Kaczorkiewicz **Author Bio**

Psychologist and psychotherapist, owner of a growing private practice in Warsaw, Poland, Board member of PCE Europe responsible for certificates and EAP,



Mr. Dimitris Portokalis **Author Bio**

Mental Health Counselor in private practice in Athens, Greece. Board member of PCE Europe, PR Officer, delegate to EAC, Coordinator of Social Awareness Committee. Member of HAPCEA.

Abstract

This presentation is a window on PCE Europe (European Network for Person-Centred and Experiential Psychotherapy and Counselling) for members, those thinking of becoming members and the curious. We will tell you about our background, our projects, and how we hope to realise them. We will look at our current projects – developing existing *professional standards*, offering education on a Person-centred *ethical framework*, *social awareness*, and our *Research Group*. Our *Roundtable* meetings let us consult members on the future direction of PCE Europe and exchange ideas internationally with other participants. The Europe-wide *encounter group* on Zoom allows individuals to talk to one another.

We will explore how you can join and help our European PCE community create a stable, productive, and robust environment for professionals. The aim is to contribute positively to mental health in society and personal well-being. We hope that this event will encourage members of our existing Organisational Members to join us as Individual members. We also encourage applications from National Person-centred organisations and Training Institutes.

Submission type

Individual Paper (60 min)

Keywords

PCE Europe, PCE community, Europe-wide, networking, Individual membership


Emotion-Focused Mindfulness Therapy

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Mr. Bill Gayner

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Author Bio

Bill Gayner, BSW, MSW, RSW, developed Emotion-Focused Mindfulness Therapy (EFMT) and presents his work internationally. He is a Registered Social Worker at the Centre for Psychology and Emotional Health and Founding President of Touching the Earth Mindfulness Ontario. He has meditated for over thirty years.

Abstract

In this 40-minute, online video presentation on Emotion-Focused Mindfulness Therapy (EFMT) theory and practice, viewers will learn how EFMT integrates mindfulness into Emotion-Focused Therapy (EFT) in order to extend how mindfulness can enhance emotional intelligence, help address internal conflicts and unfinished business, navigate challenging situations, and promote growth and flourishing.

Problem: Mainstream mindfulness-based interventions (MBIs) have not made full use of key PCE and emotion-focused therapy processes such as symbolizing the felt sense and emotions, expressing emotions, transforming emotions with emotions, and enhancing the therapeutic relationship through responsive empathy to create optimal conditions for deeper therapeutic processes. A small, growing literature suggests meditation-related adverse effects are prevalent in MBIs and among Buddhist practitioners and linked to childhood adversity, and is calling for more trauma-sensitivity in MBIs. How can mindfulness be integrated into a PCE approach to better address this and extend how mindfulness can enhance emotional intelligence?

Theory/Methodology: In Emotion-Focused Mindfulness Therapy, the group therapist introduces and models for clients how to create a safe space for inner work by cultivating self-compassionate awareness. There is a special emphasis on developing a strong therapeutic relationship with clients. Emotional processing is facilitated by orienting people to attend to their bodies to: become aware of, allow, experience, accept, and transform their emotional experience, both in meditation and afterwards in further exploration with the therapist. Emotional processing is a combination of attending inwardly to and reflecting on one's bodily-felt experience and emotions, to address and resolve inner conflicts and core issues, and better navigate life situations. After meditation, participants journal what they recall happened in meditation in order to better acknowledge and deepen their emotional experience. Participants take turns describing their meditation experience, with the therapist listening to their whole meditation narrative and then responding to whatever seems most alive and poignant in the moment, and empathically exploring this with them. Therapists balance following clients' narratives with facilitating EFT tasks. When clients engage in intense or novel EFT tasks, the therapist debriefs with the client and the group and then provides focused psycho education on how to integrate the task into meditation.

Submission type

Online Individual Paper (40 min)

Keywords

emotion-focused, mindfulness, therapy, groups, meditation


Touching the Earth: Mindfulness as an Embodied Social Practice in Community

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Author Bio

Bill Gayner, BSW, MSW, RSW, developed Emotion-Focused Mindfulness Therapy (EFMT) and presents his work internationally. He is a Registered Social Worker at the Centre for Psychology and Emotional Health and Founding President of Touching the Earth Mindfulness Ontario. He has meditated for over thirty years.

Abstract

In this 40-minute, online video presentation, I will describe the Touching the Earth approach to cultivating emotion-focused mindfulness in a community of practice; the nonprofit organization, Touching the Earth Mindfulness Ontario, we recently formed to support this; and feedback our members have provided.

Motivation & problem: How can we cultivate safe, egalitarian meditative communities of practice that reflect the values and perspectives of our professions and humanistic therapies in order to support ourselves in developing mature mindfulness meditation practices for lifelong healing, growth and flourishing?

The theory/practice method: Touching the Earth is oriented to the perspectives and values of Emotion-Focused Mindfulness Therapy (EFMT), adapted for peers practicing mindfulness in community rather than as psychotherapy. EFMT integrates mindfulness into Emotion-Focused Therapy (EFT) to expand how mindfulness can enhance emotional intelligence, help people address internal conflicts and unfinished business, navigate their lives, and cultivate growth and flourishing.

In developing a community of practice for long-term self/life cultivation, we are finding it is helpful to shift from a psychotherapeutic focus to orienting to the psychotherapy's broader principles, theory and philosophy. Touching the Earth communities of practice orient to EFT's neohumanistic principles, emotion theory and dialectical constructivist epistemology, as well as Eugene Gendlin's philosophy of the implicit.

Touching the Earth draws on the format of Focusing Changes groups to cultivate emotion-focused mindfulness in communities in which members meditate, journal, share and explore meditation experience, and reflect on what they are learning together. Our members are currently all psychotherapists and counsellors. Touching the Earth is a style of mindfulness meditation that integrates the inter-related aspects of genuine relating with self and others, such as empathy, compassion, responsiveness, positive regard and congruence.

We value our roots in contemporary and secular Buddhist practice as well as the richness and diversity of our global philosophical and spiritual heritages. We seek to develop and share mindfulness training and practice programs to help psychotherapists, counsellors, other health professionals, and the general public develop caring, accountable, egalitarian communities for supporting one another in cultivating

healing, growth, and navigating life in deeply valued, fulfilling ways.

Submission type

Online Individual Paper (40 min)

Keywords

mindfulness, emotion-focused, community, meditation, cultivation

Deliberate Practice in Emotion-Focused Therapy

Prof Rhonda N Goldman PhD

The Chicago School of Professional Psychology, Chicago, USA



Prof Rhonda N Goldman Author Bio

Rhonda Goldman, PhD, has co-authored six texts on Emotion-Focused Therapy (EFT), including *Deliberate Practice in Emotion-focused therapy* (2021) and the *Clinical Handbook of Emotion-focused Therapy* (2019). She is a founding board member of the International Society of Emotion-focused Therapy (ISEFT). She is currently an editor of 'Person-Centered and Experiential Psychotherapies'

Abstract

This workshop will present deliberate practice (DP) in emotion-focused therapy (EFT) that was laid out in a recent book (Goldman, Vaz, & Rousmaniere, 2021). Deliberate practice has recently caught the attention of psychotherapy researchers, and the use of "deliberate practice" (DP) has been proposed as a common variable in developing effective psychotherapists. Recent empirical data supports the claim that therapists who undergo a routine of DP seem to achieve better outcomes and skill acquisition.

The twelve core skills of EFT as laid out in the recent book, will be presented, with examples of each brought to life in the workshop. The workshop will include live demonstrations of EFT/DP training exercises, and engage attendees in the process of deliberate practice in and Emotion-focused therapy context. Issues of adding DP to the rich EFT training tradition will be discussed and reviewed. Audience participation will involve engagement in deliberate practice exercises in role of therapist, client, and supervisor. Specific skills such as empathic reflection, empathic affirmation, empathic evocation, empathic conjecture, therapist self-disclosure, and marker recognition and task set-up will be practiced.

Goldman, R. N., Vaz, A., & Rousmaniere, T. (2021). *Deliberate practice in emotion-focused therapy*. American Psychological Association. <https://doi.org/10.1037/0000227-000>

Submission type

Experiential Mini Workshop (90 min)

Keywords

emotion, experiential , facilitative , skills, -

The Challenges of Working With Emotion in Emotion-Focused Therapy for Couples

Prof Rhonda N Goldman PhD¹, Mrs. Serine Warwar PhD^{2,3}

¹The Chicago School of Professional Psychology, Chicago, USA. ²Centre for Psychology and Emotional Health, Toronto, Canada. ³Emotion-Focused Therapy Clinic, York University, Toronto, Canada



Prof Rhonda N Goldman Author Bio

Rhonda Goldman, PhD has co-authored six texts on Emotion-Focused Therapy (EFT). She conducts research investigating such topics as empathy, self-soothing, tenderness, and vulnerability. She is a founding board member of the International Society of Emotion-focused Therapy (ISEFT). She is currently an action editor of the journal *Person-Centered and Experiential Psychotherapies*.



Mrs. Serine Warwar Author Bio

Serine Warwar is a faculty member of the Emotion-focused Therapy Institute with the York University Psychology Clinic at York University where she does skills training. She conducts international trainings and workshops on individual and couples EFT.

Abstract

The premise of the Emotion-focused therapy for couples (EFT-C) (Greenberg & Goldman, 2008) model is that partners' revealing of emotional vulnerabilities to one another is a key process in undoing negative interaction cycles and co-constructing more virtuous ones. Moving beyond emotional reactivity, the EFT-C therapist focuses upon underlying fear, nestled at the center of attachment processes, and shame, seen as at the base of identity concerns. And yet the path to accessing underlying vulnerable emotions is sometimes daunting and challenging. It is highly common to encounter emotional blocks along the way. Furthermore, emotional injuries sustained through the relationship, are commonly presenting problems that complicate the matter.

The intricacies of working with such emotional processes in couples will be detailed in this workshop. We will discuss specific updates to the EFT-C model that have been influenced by concurrent advancements in EFT for individuals. The workshop will discuss assessment tools that help therapists delineate cycles and determine core underlying emotional processes, and subsequently work toward their transformation. The workshop will also focus on specific therapeutic processes that deepen emotion, facilitate the sharing of vulnerabilities and expression of compassion by partners, and work with emotional blocks and injuries.

Videotaped examples will be used to demonstrate therapist processes to deepen emotion, promote self-soothing, and transform negative interactional cycles. Audience participation will include discussion, application, and experiential practice of how to assess and work with negative cycles, understand their source, focus upon and deepen emotion, and facilitate enactments to promote the revealing of vulnerability and transformation of negative to positive interactional cycles.

Greenberg, L. S., & Goldman, R. N. (2008). *Emotion-focused couples therapy: The dynamics of emotion, love, and power*. American Psychological Association. <https://doi.org/10.1037/11750-000>

Submission type

Experiential Mini Workshop (90 min)

Keywords

emotion, focused, couples, therapy, experiential

The Focusing Team as a Means of Supporting Therapists

Mr. Yugo Tonegawa MA¹, Prof Yuko Morikawa Ph.D²

¹Counseling Center "Hennano", Fukuoka, Japan. ²Kyusyu Sangyo University, Fukuoka, Japan



Mr. Yugo Tonegawa
Author Bio

Ezaki, Nakayama, and Tonegawa are psychotherapists, and we established the Counseling Center "Hennano" in Japan in 2020. We are providing counseling and Focusing activities there.

Morikawa is an professor at Kyusyu Sangyo University.



Prof Yuko Morikawa
Author Bio

Ezaki, Nakayama, and Tonegawa are psychotherapists, and we established the Counseling Center "Hennano" in Japan in 2020. We are providing counseling and Focusing activities there.

Morikawa is an professor at Kyusyu Sangyo University.

Abstract

Issues and Aim: This study demonstrates the focusing team method, whereby a team of multiple professionals supports a psychotherapist. The method incorporates the concept of focusing (Gendlin, 1981). Some therapists may suffer from persistent negative feelings. In such cases, there often seems to be multilayered load factors. Freminvill (2008) pointed out that individuals are unconsciously affected by various environmental factors of their residential areas, such as the terrain and its history for many generations. We accompany as a focusing team with a therapist to his or her workplace when the therapist has suffered from unbearable negative feelings and seeks support. A focusing team consists of multiple members who inspects various environmental factors at the therapist's workplace. When permitted, the team also inspects the inside of the building in detail. Moreover, the team visits various locations within and outside the premises and analyzes their sensations at each location. Each of the team member spends a few hours on inspection and analysis, after which they gather and provide feedback to the therapist. In this way, the therapist seems to gain a new, broadened perspective and sometimes assure them that what they have been vaguely feeling is justified. Hence, the aim of the present study is to illustrate the work of a focusing team through a case study.

Method: The present study reports the work of a focusing team formed upon request of a therapist of orphanage, having sustained distress from his work. Three psychologists formed a Focusing Team.

Result & Discussion: Team members reported unique and painful body sensations in one bathroom, in some children's rooms, and the stairs from the second floor to the third floor, etc. The therapist said he felt supported and had a broader perspective to hear their reports. The core of the support provided by the team is thought to guarantee that the shared felt sense is receptive and empathic to the therapist's senses, thus activating the therapist's self-efficacy.

Frémenville (de), M.(2008).The implicit transformational power of the background feeling in focusing. The FOLIO Vol.21, No.1

Gendlin, E.T. (1981). Focusing. New York: Bantam Books

Submission type

Poster (120 min)

Poster keywords

Focusing, felt sense, therapist, support group

Image of Being Kind to Oneself as a Japanese Person With a Tendency Toward Over-Adaptation

Mrs. Seika Hamamura MA¹, Mr. Shinya Yoshii MA¹, Mrs. Kanako Kaku MA², Mrs. Yuko Morikawa Ph.D¹

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Mrs. Seika Hamamura
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Doctoral student at Kyusyu Sangyo University in Japan. She works at Junior high school counselor and child clinic psychologist.



Mr. Shinya Yoshii
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Master student at Kyusyu Sangyo University in Japan. He works at School counselors. He is going to Enter a doctoral student.



Mrs. Kanako Kaku
Author Bio

She works at School counselors and orphanage.



Mrs. Yuko Morikawa
Author Bio

Morikawa is a professor at Kyusyu Sangyo University.

Abstract

Motivation & problem: Over-adaptation is a concept that has been studied in Japan. It refers to trying to meet the demands and expectations of a situation almost perfectly, and striving to respond to the situation while suppressing one's own desires. It has been pointed out that people who are over-adjusted are prone to mental ill-health. The concept of self-compassion, in which people treat themselves with kindness and compassion, has recently become a hot topic. The self-compassionate attitude toward oneself is an important factor for maintaining mental health. People who are over-adaptation are expected to be kind to others, as they have a consideration for others. On the other hand, they are expected to be less kind to themselves, because they prioritize the evaluation of others over their own needs. In other words, although they have an attitude of kindness, they are likely to have resistance and negative images when they direct it to themselves. Therefore, the purpose of this study is to examine the difference in the image of being kind to oneself between high and low over-adaptation individuals.

Methodology: Semi-structured interviews were conducted with 20 university students. The degree of over-adaptation was checked with a questionnaire-based over-adaptation scale. The method of analysis was qualitative analysis using the interview data.

Results: In terms of the image of kindness to oneself, many of the over-adaptation people expressed the image of encouraging oneself, such as “do your best” and “you can do it”. On the other hand, they had negative images of kindness to themselves, such as “spoiled” and “I can't be kind to myself”. As for the image of kindness to oneself of people with low over-adaptation, the image of taking care of oneself such as "talking to others" and "relaxing the body" was shown.

Implication: This result suggests that people with high over-adaptation show resistance to being kind to themselves, which may be different from the general image of kindness.

Submission type

Poster (120 min)

Poster keywords

Over-adaptation, self-Compassion, Semi-structured interview, Image of being kind to oneself

Witnessing Sisyphus: Reflections and Questions on Supporting Suicidal Refugees on the Greek Islands

Dimitra Mantzari MSc.

HIAS, Mytilene, Lesvos, Greece



Dimitra Mantzari **Author Bio**

Dimitra is a licensed psychologist, person-centered psychotherapist in Greece. She has studies in critical psychology, humanistic psychotherapies, cultural anthropology and for the past five years has been working in mental health programming in humanitarian settings. She's constantly interested in multi-cultural applications of psychotherapy, qualitative research and supervision.

Abstract

This brief paper arises as my attempt to recalibrate theoretical understandings of suicidality (suicidal ideation and suicide attempts) as well as highlight the potential of the person-centered approach [PCA] in the field of refugee mental health support. Alongside the theoretical deconstruction of suicidality as “pathology”, the main empirical resource will be my field observations and recollections of clinical practice with asylum-seekers [AS] and refugees, while offering mental health support on the Greek islands between 2018-2021.

Suicidal ideation [SI] and suicide attempts [SA] have largely been constructed as psychiatric phenomena, leaving social and political factors only as a wider indicative context around the person asking for help. In the first part of the paper, I will examine how the humanitarian aid system around refugees' mental health has adopted this psychiatric approach, leading in increased diagnoses, medication and punitive or constrictive actions against refugees who self-harm in refugee camps, while also setting impossible dilemmas for therapists who want to help. Numerous clients referred to therapy for being suicidal voiced the one, identical request from a psychologist: “Can you help me leave this place? Otherwise I'll die in this camp.” In the second part of the paper, I will draw connections between anthropological theories of suicide -underlining issues of agency, culture, quality of life- and aspects of PCA (e.g. congruence, attunement, relational depth) as I witnessed their harmonic contribution into therapy with specific cases of suicidal refugees. Lastly, this paper is an invitation to rediscover the radical potential of PCA as a political, theoretical and practical vehicle, in order to challenge biomedical and neoliberal understandings of human suffering, cultures and the Other.

Submission type

Online Brief Individual Paper (15 min)

Keywords

suicidal ideation, suicide attempt, critical psychology, multi-cultural counselling, refugees

Support Groups for Childcare Professionals Based on Basic Encounter Groups

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Makiko Mikuni

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Author Bio

Makiko is an associate professor in Japan. She is trained as a Person-Centered Counsellor in UK. She dose counsellor training at the university. Her interests are Basic Encounter Group, Supporting Childcare Professionals



Michiko Chubachi

Author Bio

Michiko is an assistant professor in Japan. She also works at Nursery school as a counsellor. She practices Person - Centred psychological support for children and parents.

Abstract

This study was based on the practice of using the essence of Person-Centered Approach (PCA) to support nursery school teachers as PCA is conducive to encouraging them to talk about their own practice without feeling threatened and to using their senses effectively in the field. The authors were particularly involved in a facilitator role with existing nursery school teachers' training groups, valuing this essence of PCA. Since around 1970, more and more women in Japan have been working, and the tendency has been for them not to stop working when they become mothers. Because mothers work, the demand for nursery schools has increased. This is especially true these days as there are many children with special needs. They also have to deal with children's parents who sometimes have some mental or financial problems. Therefore, it is not surprising that many teachers leave their work within 3 years. Abuse has been on the rise in recent years, increasing the workload for nursery school teachers. Much research suggests that nursery school teachers' stress and burnout are exacerbating and they need to be provided with proper support and care. However, because of their hard work and lack of time, they do not have enough time to receive the much-needed support and care. The authors of this article are counsellors and are involved in nursery school. The authors are committed to supporting childcare professionals in the style of a basic encounter group. In this study, we aimed to examine how a person-centered approach can help support childcare professionals using Thinking At the Edge steps (TAE). Through TAE, we were able to reveal what was happening in the group and discovered how the group could be useful in supporting childcare professionals. We found that our focus on and being with each participant as a facilitator helped the participants to find inspiration when supporting children and parents in childcare settings. Throughout the group, the childcare professionals were able to reflect on themselves and internalize their own locus of evaluations, which helped them to become more confident about practicing as childcare professionals.

Submission type

Online Poster (5 min)

Poster keywords

Childcare Professionals, Support Group, Basic Encounter Group

Randomized Controlled Evaluation of The psychophysiological Effects of Social Support stress Management in Healthy Women

Mrs. Nadja Heimgartner

University of Basel, Basel, Switzerland



Mrs. Nadja Heimgartner **Author Bio**

Scientific associate and psychotherapist at the division of Clinical Psychology and Psychotherapy at the University of Basel.

Abstract

Motivation: Considering the increasing prevalence of stress, approaches to mitigate stress-related processes become a matter of public health. Supportive social interactions contribute substantially to mental and physical health and are known to have a buffering effect on stress reactivity.

Problem: Existing interventions intended to manage stress do not explicitly incorporate a social perspective as they are predominantly based on an intra-individual understanding of stress. Considering its protective and buffering effects, it seems promising to make use of social support in stress management interventions. Therefore, we set out to conceptualize and evaluate the effects of a stress management intervention based on social support.

Methodology: The intervention was conceptualized to address the importance of social support for health and to improve interpersonal skills to give and receive social support. Besides providing information on social support effects and its possible mechanisms, the intervention focused on modeling supportive, non-judgmental communication and on carrying out exercises in small groups to improve interpersonal communication skills. To evaluate the intervention, healthy women were randomly assigned to the social support stress management or a waitlist control condition. At pre-intervention, post-intervention and follow-up, levels of perceived stress and social support were assessed with self-report questionnaires. Physiological and emotional stress responses during a standardized stress protocol were measured.

Results: The intervention significantly reduced perceived stress in comparison to the control condition, but perceived stress levels returned to baseline at follow-up. Conditions did not differ in their physiological stress responses in the standardized stress protocol. However, participants in SSSM showed a significantly attenuated integrated state anxiety response in comparison to those in the control condition.

Implications: The intervention had the expected – and stress-buffering – effects on subjective parameters, but only as long as the social support was provided in terms of the intervention. Future research on social support stress management should focus on the sustainability of its effects as well as examine subjects reporting low levels of supportive social support.

Discussions: How can the stress-buffering effects of the intervention be implemented in a sustainable way? How can participants learn to use stress-buffering effects of social support in an acute stress situation?

Submission type

Poster (120 min)

Poster keywords

social support, stress management, randomized controlled trial, group intervention

A Qualitative Analysis of Counseling Goals of Career Counselors: In Comparison With a "Fully Functioning Person"

Prof Yuko Morikawa Ph.D.¹, Prof Tatsuya Hirai Ph.D.², Prof Koji Nagano M.A.³, Prof Hideaki Fukumori Ph.D.⁴

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Prof Yuko Morikawa Author Bio

Yuko Morikawa, Ph.D. is a professor at Kyushu Sangyo University. She is also a certified focusing coordinator. Her main research themes are daily Focusing attitude and "handling pain with Focusing." She wrote a book with cartoons named "Health management method with Focusing. "(2015: ISBN-9784414400946).



Prof Tatsuya Hirai Author Bio

Tatsuya Hirai is a professor at Ritsumeikan Asia Pacific University, and serves as a director of Education Development and Learning Support Center. He holds a Ph.D. in Counseling Psychology from the University of Minnesota and his major interests include career education, multicultural counseling, positive psychology, and global leadership.



Prof Koji Nagano Author Bio

Koji Nagano is a professor and a manager of Office for Psychological Services at Otemon Gakuin University. He has been active as a Person-centered counselor, a facilitator of encounter groups, and a trainer of focusing seminars since 1991.



Prof Hideaki Fukumori Author Bio

Hideaki Fukumori is a Professor and counselor of Center for Health Sciences and Counseling, Kyushu University. He received PhD in psychology from Kyushu University. He is certified coordinator in training from the International Focusing Institute. His current research interests include focusing attitude, quality of college student life and mental health.

Abstract

Motivation & Problem: Along with the change of industrial structure and depopulation, the

development of talented human resources is one of the critical issues for the Japanese society. Under this circumstance, demands for career counseling has been growing in Japan, and improvement of career counselor education is being an urgent issue. For this purpose, the authors have examined seasoned Japanese career counselors, especially focusing on the counseling goals and the client development that the experienced career counselors are intending.

Methodology: Eight Japanese career counselors who provide job seeker counseling at public career support agencies were selected based on a nomination method, and they were invited for an in-depth interview for about 90 minutes. Main interview questions included how career counselors structured the first session, how they set career counseling goals throughout the sessions, what kinds of interventions were used, intentions behind those interventions, and observed client change and development through the career counseling process. Interview contents were qualitatively analyzed by the grounded theory approach, particularly focusing on the career counselors' intended counseling goals.

Results & discussion: As a result of the analysis, 6 categories emerged as intended career counseling goals; self-understanding and acceptance, proactive attitudes, broader perspectives of work and life, readiness and willingness to work, cooperation with others, and radiant confidence. Then, these developmental goals in career counseling are compared with the characteristics of a "fully functioning person" (Rogers, 1961). Commonalities between these two are making decisions based on one's senses and inner directions, as well as a process-oriented attitude where seeing oneself as a flowing and changing existence. These characteristics are closely related to the three characteristics of a "fully functioning person," that are openness to experience, living in the moment, and organismic trust. On the other hand, developmental goals of career counseling emphasized proactively broadening one's perspectives, including foreseeing one's future, perspective-taking, and seeing work and society from a larger perspective. Lastly, it was examined how person-centered approach can be utilized in current career counseling in Japan.

Rogers, C. R. (1961). *On becoming a person*. Houghton Mufflin.

Submission type

Poster (120 min)

Poster keywords

career counselor, developmental goals, fully functioning person

Learning From Clients and Helping Them During the COVID-19 Pandemic by Supporting Their Self-Leadership

Mrs. Nicola Mahé Richter MSc

Independent Researcher, St. Albans, United Kingdom



Mrs. Nicola Mahé Richter Author Bio

German psychologist, studied under Professor Reinhard Tausch, a professional colleague and friend of Carl Rogers. 25+ years of experience. Lectured at London Metropolitan and Regents University, London, UK. Focus: the unfolding of our true potential; raising of awareness of our self-responsibility. Research Interests: Meaning in Life, Relationships, Spirituality, Well-Being.

Abstract

Motivation: Carl Rogers was in my view a revolutionary, how else could he have developed in 1942 – during World War Two and times of political leaders Hitler, Stalin, Mussolini, Churchill - ‘non-directive therapy’?!.. I wonder what he would have said during the COVID-19 pandemic, when most people world-wide experienced their freedoms being taken, through lockdowns, social distancing, masking up their faces, isolation requirements, travel bans, stopped from caring for their loved ones in hospitals or attending funerals, ...

Problem: As practitioners we faced a challenge: our world was suddenly very similar to that of our clients. At times we were ‘privileged’ as e.g. in England, we were part of ‘essential services’ and allowed to be seeing clients face-to-face since July 2020. Many clients experienced repeatedly lockdowns, which stopped them from going to work. Further distress was caused by repeatedly negative and frightening news reports. How could we be of help in this situation?

Methodology: Utilising observations and notes from over 1500 sessions of holistic person-centred psychotherapy with over 100 self-referring adults to general private practice I learned from them. Some clinical case-vignettes will be presented to illustrate successful interventions and their outcome.

Results: Most powerful was: To listen to all of what clients said. Often I found that clients had internalised ‘shoulds’, i.e. how they ‘should’ feel and behave and ‘should’ not have feelings which were outside the prevailing narrative. Whilst politicians and main stream media asked people to focus upon others, in my practice – and I like to hear what others found – many clients of mine found it most helpful to focus upon themselves, their lives, their situation and what they can do for themselves.

Implications: By taking responsibility for themselves, by leading themselves, clients were liberating themselves from the experienced – and often trauma inducing – victimhood of the situation. They experienced meaning in life. They moved towards self-actualisation and I feel humbled to have been walking alongside these ‘revolutionary’ individuals.

Discussion: As therapists we don’t judge or report e.g. alcoholics. What is different and what is similar now, and what are our rational and our emotional reasons?

Submission type

Individual Paper (60 min)

Keywords

Holistic Person-Centred Approach, Self-Leadership, COVID-19 Pandemic, Revolutionary Individuals, Meaning in Life

Facilitating Empowerment - Help Without Blame or Undermining

Mr. Sebastian Heid

The Person-Centred Association, London, United Kingdom



Mr. Sebastian Heid Author Bio

Seb Heid works as Person-Centred Counsellor in London and is a trustee of the Person-centred Association (tPCA). He came into the counselling after a previous life in Academia (PhD in Phonetics and Speech Communication) and Software Engineering. He has a passion for Philosophy and an obsession with understanding power.

Abstract

Help is a loaded concept and helping can easily backfire. Are we really helping the other person or just trying to feel good about ourselves enhancing our own power. How can we help without implying there is something wrong with you. I want to critically explore concepts of power and empowerment and address questions about the possibility of real empowerment and with that therapy. For this I want to present a philosophical analysis of concerns about the role of power in mental health, i.e. to what extent does it make sense to see an experience of powerlessness at the heart of all mental health concerns and to what extent do we have to be wary of the iatrogenic outcomes of therapeutic interventions that only foster further disempowerment of vulnerable people. Person-centred therapy or counselling is often seen as a paradigm for a way of therapy that resists the exercise of power over the client. I am challenging that perception by critically questioning what it means to exercise power and what kind of empowerment do the clients really need when they are in distress. The outcome my critique is that while I agree with the assessment that Person-Centred counselling is the best way to empower clients, I would also argue that surprisingly often it seems to be misunderstood why that is the case and the models and arguments presented for this finding are flawed and potentially lead to counsellors attempting to be empowering in unproductive ways. I think the main reason for this is a model of how power operates in the lives of people that seem to be guided by unquestioned assumptions rather than by a real understanding of client's need to feel safe and in charge of their own process. I will conclude with presenting a model that rectifies this problem by attempting to explain why and how person-centred counselling is indeed very suitable to support people in their struggles with feeling powerless in the face of overwhelming emotions and experiences that make no sense to them.

Submission type

Brief Individual Paper (20 min)

Keywords

Power, Helping, Empowerment, Power Threat Meaning Framework, -

Emotion Focused Mindfulness Therapy for Late-Life Anxiety: A Randomized Controlled Trial With a Wait-List Control Group

Mrs. Stacey Hatch PhD candidate [ORCID iD](#)¹, Prof Marcia Finlayson PhD [ORCID iD](#)¹, Prof Soham Rej MD [ORCID iD](#)^{2,3}, Prof Dorothy Kessler PhD [ORCID iD](#)¹

¹Queen's University, Kingston, Canada. ²Dept. of Psychiatry, Jewish General Hospital/Lady Davis Institute,, Montreal, Canada. ³McGill University, Montreal, Canada



Mrs. Stacey Hatch

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Author Bio

Stacey Hatch is a level 1 and level 2 certified EFT registered psychotherapist, practicing in Canada, and PhD candidate in the Aging and Health Program at Queen's University (expected completion July 2022). Her research focuses on late-life mental health, and delivery of mental healthcare in rural regions.



Prof Marcia Finlayson

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Author Bio

Dr. Marcia Finlayson is Professor and Director of the School of Rehabilitation Therapy at Queen's University. Her internationally renowned research informs the development and delivery of programs and services that enable people aging with multiple sclerosis to lead healthy, meaningful lives at home and in the community.



Prof Soham Rej

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Author Bio

Dr. Soham Rej is a Geriatric Psychiatrist and Assistant Professor at the Jewish General Hospital/Lady Davis Institute, McGill University, Montreal, Canada since 2017. As of Dec 2021, he has 117 peer-reviewed publications, \$2.0M in peer-reviewed research funding (CIHR, FRQS, etc.) and \$1.8M in charitable, corporate, and governmental funding.



Prof Dorothy Kessler

[iD](#) [_0000-0001-5577-7907](#)

Author Bio

Dr. Kessler is an Assistant Professor in the School of Rehabilitation Therapy at Queen's University. Her research focusses on understanding the experiences of people living with chronic health conditions, developing and testing interventions and models of care to improve community reintegration among people with chronic health conditions.

Abstract

Motivation & Problem: The rate of anxiety in Canadian adults 65 and older is 6.4%, representing more than 300,00 people, and has been linked to difficulties in the activities of daily living. Older adults are interested in receiving mindfulness-based treatments for anxiety. COVID restrictions have encouraged the development of novel methods of healthcare delivery, especially in rural and remote regions. Emotion-Focused Mindfulness Therapy (EFMT) is a mindfulness-based intervention that may reduce anxiety in older adults. In this first RCT of EFMT, modifications were introduced to accommodate digital delivery of the intervention.

Methodology: This pilot feasibility randomized controlled study used a wait list control design. The intervention was delivered via Zoom due to COVID restrictions. Forty-eight participants were recruited through primary care, community organizations and snowball effect to receive EFMT immediately or in nine weeks from enrollment on a 1:1 allocation ratio. Data were collected at baseline, 9 weeks following baseline and 17 weeks following baseline. The primary objective determined feasibility based on recruitment of 70% of participants within the first three months of beginning recruitment, enrollment, retention in the study and adherence to all components of the intervention. The secondary objectives examined changes to anxiety, sleep quality and subjective memory functioning over time.

Results: Primary objective of recruitment was not met. The recruitment of 48 participants extended to eight months. Enrollment, retention and adherence were excellent. Secondary objectives showed positive changes to anxiety, sleep quality and two components of subjective memory functioning.

Implications & discussion with audience: The present trial was the first RCT feasibility study of modified EFMT for late life anxiety. Findings indicated the feasibility and acceptability of EFMT modified for delivery through Zoom for late-life anxiety. Findings indicate that a future larger scale study is warranted.

Submission type

Online Individual Paper (40 min)

Keywords

feasibility trial, late-life anxiety, Emotion Focused Mindfulness Therapy, psychotherapy, digital delivery of mental healthcare

Working With Coping Splits in Emotion-Focused Therapy: Helping Through the Affirmation of Vulnerability Within the Person

Prof. [Ciro Caro](#) Dr. in Psychology [ORCID iD](#)

Universidad Pontificia Comillas, Madrid, Spain



Prof Ciro Caro

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Author Bio

PhD, certified psychologist. Associate professor at Comillas Pontifical University (Madrid). EFT practitioner. Founder of "IDP Psicología" clinical center. A person who looks for responsive and innovative ways of working with emotion and experience in psychotherapy. Devoted of case formulation as a way of connecting minds and hearts at all levels.

Abstract

The aim of this workshop is to illustrate a way of helping in-session, in which affirmation of vulnerability is the core of two-chair therapeutic task.

The conceptual background is that sometimes, oppressive (critical, controlling, self-interruptive, or worrior) parts of the self just need to feel seen, fully accepted and understood in order to become really congruent. Then they can disclose their motives, needs and traumatic experiences that drive them to act. These parts are called "coping splits" and are understood as hyper-expanded aspects of the self that, in the past, served to face hard or demanding experiences alone and not asking for help.

First the facilitator will briefly describe the client and therapist processes involved in identification of the marker, initiation of the dialogue, and working through to resolution of the split. Then, the audience will be invited to divide in couples and practice with a coping split. Finally, participants experiences and reflections will be shared.

The workshop stresses a particular formulation of vulnerability processing and shows an innovative way of helping through radical affirmation within the person (between parts).

Submission type

Experiential Mini Workshop (90 min)

Keywords

coping splits, congruence, vulnerability, two-chair dialogue, Emotion Focused Therapy

Mobilizing Agency. Symbolic Assertiveness as a Method of Working With Relational Trauma

Mr. Piotr Fijewski M.A.
Intra, Warsaw, Poland



Mr. Piotr Fijewski Author Bio

Psychotherapist and supervisor of psychotherapy from INTRA Center , Poland

Abstract

We define relational trauma as a violation of subjectivity, dignity, or personal rights through rejection, harassment, neglect, physical or psychological violence, and other forms of objectification.

According to Gendlin the processing of experience may be blocked at the stage of taking action(agency). And it is relational trauma that is often the cause of blocked agency.

The workshop aims to introduce the core of the symbolic assertiveness method, which can be used in group therapy, developmental workshop, and its elements in individual therapy.

Through a short questionnaire the participants will be asked to recall a childhood trauma from school or a traumatic event from kindergarten, hospital or summer camp. The facilitators will propose a short experiential work in which the participants , through focusing and assertive responding, will be able to generate the agency needed to cope with the fears and blocks that arose as a result of a specific traumatic situation.

Submission type

Experiential Mini Workshop (90 min)

Keywords

Agency, Relational trauma, symbolic assertiveness, experience, change

The Therapeutic Relationship in Online Psychotherapy: The Experience of Psychotherapists

Mrs. Stavroula Katsadouri Master's

National & Kapodistrian University of Athens, Athens, Greece



Mrs. Stavroula Katsadouri **Author Bio**

Stavroula Katsadouri is a licensed psychologist. She has a Bachelor in Psychology obtained from the Panteion University in Athens and a Master in Mental Health Promotion - Prevention of Mental Disorders obtained from the National and Kapodistrian University of Athens. She is studying the Person-Centered approach at ICPS college.

Abstract

The advent of the COVID 19 pandemic brought a sudden and massive shift of psychotherapy practice on the internet. The formation of the therapeutic relationship in the digital environment and especially the way it is perceived by psychotherapists is of primary importance due to the need to meet new opportunities and challenges. In the present study we attempted to explore the perceptions of psychotherapists about practicing their profession remotely, specifically through the use of teleconferencing. We focused on how they describe the formation of the therapeutic relationship in the sessions conducted via video conferencing, through the analysis of the advantages, the challenges, the elements that shape the context and the communication, as well as the elements that form and enhance the therapeutic presence. We based our concepts mainly on the theoretical concept of the therapeutic presence as described by the person-centered approach. For the data collection, we used the qualitative method. We conducted six semi-structured interviews with psychotherapists from different psychotherapeutic approaches, which we analyzed through the method of Phenomenological Interpretive Analysis. The results of our research largely align with the recent international literature, while also offering new dimensions for further research. The benefits and challenges described by psychotherapists are consistent with the existing literature to a great extent. Despite the challenges psychotherapists face in tele-therapy, they say they find ways to take advantage of new information and compensate for the disadvantages. Psychotherapists claim that the therapeutic relationship can be well achieved through video conferencing. They all support the idea that the factors that shape the therapeutic relationship are not significantly affected by the mediation of the screen but are more related to the notions of empathy, unconditional positive regard, congruence of therapist, therapeutic presence, together with the motivation of the therapist and the client and the personal development of the therapist. Some report augmented stress, "disturbing" elements, embarrassment in the sessions through video conferencing, findings that are proposed for further investigation as they involve many elements of the treatment system and beyond.

Submission type

Brief Individual Paper (20 min)

Keywords

online psychotherapy, therapeutic relationship , psychotherapists, person-centred therapy, video conferencing

Presenting the EmpoweringEFT@EU Project: Empowering Emotion-Focused Therapy Practice in Europe

Prof Carla Cunha PhD [ORCID iD](#)¹, Prof Robert Elliott PhD [ORCID iD](#)², Prof Ladislav Timulak PhD [ORCID iD](#)³, Prof Rafael Jodar-Anchia PhD [ORCID iD](#)⁴, Prof Rhonda N. Goldman PhD⁵

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Carla Cunha, PhD, is Associate Professor at University of Maia (Portugal), where she coordinates the Master in Clinical and Health Psychology. She is a certified therapist by the International Society for Emotion-Focused Therapy (ISEFT) and the coordinator of the EmpoweringEFT@EU project.



Prof Robert Elliott

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Author Bio

Robert Elliott is a Professor of Counseling and Clinical Psychology from the University of Strathclyde (Scotland). He is one of the founders of Emotion-Focused Therapy (EFT) and the International Society for Emotion-focused therapy, and has made a substantial contribution to research in EFT and humanistic and experiential psychotherapies.



Prof Ladislav Timulak

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Author Bio

Ladislav (Laco) Timulak is an Associate Professor in Counseling Psychology and Course Director of the Doctorate in Counseling Psychology at the School of Psychology, Trinity College Dublin. He has been involved in a number of research studies on the process and outcome of psychotherapy, especially EFT.



Prof Rafael Jodar-Anchia

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Author Bio

Rafael Jódar Anchía is an Associate-Professor at Comillas University. He is the Director of the Master program in Experiential-Humanistic Psychotherapy and Emotion-Focused Therapy (EFT) and the clinical coordinator at the Comillas University Psychology Clinic. He is a certified therapist and supervisor by the International Society for Emotion-Focused Therapy (ISEFT).



Prof Rhonda N. Goldman
Author Bio

Rhonda N. Goldman, PhD, is a professor at the Chicago School of Professional Psychology, President of Emotion-Focused Therapy (EFT), Chicago, and a founding board member of the International Society for Emotion-Focused Therapy. She received the 2011 Carmi Harari Early Career Award from APA Division 32 (Society of Humanistic Psychology).

Abstract

The EmpoweringEFT@EU project is a Strategic Partnership to support the dissemination, training and supervision in Emotion-Focused Therapy (EFT), funded by the Erasmus+ Agency (N.º 2020-1-PT01-KA202-078724). This partnership will create innovative Intellectual Outputs and develop opportunities to reinforce a network of local EFT trainers and supervisors to disseminate and reinforce good practices in this modality in the countries involved, and especially in Portugal and Spain, where this practice is less developed. With a European focus, it involves six partners from five European countries: University of Maia – ISMAI/Maiêutica (Portugal), University of Strathclyde (UK), Trinity College, Dublin (Ireland), IEFT – Institute of Emotion Focused Therapy (Germany), Universidad Pontificia de Comillas (Spain) and SPTFE – Portuguese Society of Emotion-Focused Therapy (Portugal). This panel gathers presentations and researchers involved in distinct efforts related to the EmpoweringEFT@EU project, in terms of its applicability for fostering EFT training, clinical supervision and research, in the spirit of “our shared endeavor to grow and disseminate EFT”. Through this project, we aim to reach and empower a wider audience of psychologists, psychotherapists and counsellors in the countries involved, through establishing training opportunities and learning communities in this modality of the Person-Centred and Experiential family of psychotherapies. Ultimately, we hope to impact their psychotherapy clients, through formulating and facilitating emotional and experiential change, which is one of the hallmarks of EFT. The first presentation will provide the overall framework and aims of the EmpoweringEFT@EU project. It will also present the results and insights deriving from interviews with nine worldwide renowned EFT Experts. The second and third presentations will focus on specific outputs of the EmpoweringEFT@EU project, namely: the Competency Frameworks orienting EFT practice and Clinical Supervision (paper 2) and the Competency Framework for EFT Training (paper 3). The last presentation (paper 4) will describe the Pilot Phase of the EmpoweringEFT@EU project, where a team of clinical supervisors and trainers will support novel therapists in their EFT practice, by developing clinical supervision and training opportunities in their local languages. This panel will end with an integrated discussion on the future challenges for EFT, in terms of practice, supervision, training, and research.

Submission type

Panel/Symposium (90 min)

Moderator/Discussant

Rhonda Goldman

Brief Individual Papers (Title - First Author)

1. Listening to the Experts: Presenting the EmpoweringEFT@EU project goals and preliminary results from interviewing Experts on EFT supervision - Carla Cunha
2. Proposing Competency Frameworks for EFT practice and supervision: From implicit to explicit knowledge - Robert Elliott
3. Proposing Competency Frameworks for EFT training and constructing communities and practice networks - Ladislav Timulak

4. Disseminating EFT practice: The Pilot Phase in the EmpoweringEFT@EU Project - Rafael Jodar-Anchia

Keywords

Emotion Focused Therapy, Psychotherapy Practice, Clinical Supervision, Psychotherapy Training, Psychotherapy Research

Listening to the Experts: The EmpoweringEFT@EU Project Goals and Preliminary Results From EFT Experts Interviewed

Prof Carla Cunha PhD [ORCID iD](#), Pedro Lopes MA, Beatriz Viana MA, EmpoweringEFT@EU team
EmpoweringEFT@EU team
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Prof Carla Cunha

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Author Bio

Carla Cunha, PhD, is Associate Professor at University of Maia (Portugal), where she coordinates the Master in Clinical and Health Psychology. She is a certified therapist by the International Society for Emotion-Focused Therapy (ISEFT) and the coordinator of the EmpoweringEFT@EU project.



Pedro Lopes
Author Bio

Pedro Lopes is a junior Psychologist from Portugal. He has finished his MA in Clinical Psychology and is currently a PhD student in the Clinical Psychology Doctorate program at University of Maia. He has been collaborating in research within the EmpoweringEFT@EU project.



Beatriz Viana
Author Bio

Beatriz Viana is a Portuguese Psychologist. With an MA in Clinical Psychology, she is currently a PhD student in the Clinical Psychology Doctorate program at University of Maia. She has been collaborating in research within the EmpoweringEFT@EU project and her PhD interests relate to research in deliberate practice in psychotherapy.



EmpoweringEFT@EU team EmpoweringEFT@EU team
Author Bio

The EmpoweringEFT@EU project is a Strategic Partnership to support the dissemination, training and supervision in Emotion-Focused Therapy (EFT), funded by the Erasmus+ Agency (N.º 2020-1-PT01-KA202-078724). It gathers a team of EFT experts researchers and practitioners based in Europe. Meet them and this project here: <https://emotionfocusedtherapy.eu>

Abstract

This presentation will present the goals and stages of the EmpoweringEFT@EU project. Having started in November 2020, this project involves several Emotion-Focused Therapy (EFT) researchers, supervisors, trainers and institutes based in Europe (namely in the United Kingdom, Ireland, Germany, Spain and Portugal), with the aim to develop training resources and share knowledge to support this modality and disseminate EFT practice, clinical supervision and expand local networks of EFT practitioners. This paper

will also present the preliminary findings deriving from the knowledge of nine, worldwide EFT Experts Trainers and Expert Supervisors (including several founders and crucial contributors for EFT development) that the EmpoweringEFT@EU team has interviewed. These interviews were conducted with the aim to gather implicit and explicit knowledge and experiences from these Experts that could be used to inform and develop the training resources and good practices for EFT supervision and training, to be developed within this project (and presented within this panel).

Submission type

Brief Individual Paper (20 min)

Keywords

Emotion Focused Therapy, Psychotherapy Practice, Clinical Supervision, Psychotherapy Training, Psychotherapy Research

How Can I Be of Help in the Bonny Method of Guided Imagery and Music?

Mrs. Helle Mumm MA

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Mrs. Helle Mumm Author Bio

Music Therapist MA.

Certified in marte meo and neuroaffective developmental psychology.

Experience in systemic, narrative, community and trauma work.

Palliative care and work with dementia and the elderly at present.

Advanced trainee Level III of the BMGIM method and approach, member of the European Association of Music and Imagery (www.music-and-imagery.eu).

Abstract

The motivation of this presentation is to share one way of using music in therapy for the enhancement of well-being, coping and growth. The approach and method, Guided Imagery and Music (GIM) – amibonnymethod.org -, and modifications, is used in the health care as a complementary treatment and on GIM as a well-being intervention.

The scope of the presentation is to show examples of how specifically selected and combined classical music supports a process of self-regulation and relating for two specific persons. One being a client, the other one the presenter as therapist and advanced trainee of the method (GIM). The presentation will share one example of a clinical use of music in therapy with the aim of showing the regulating potential of the specific approach and method of the Guided Imagery and Music.

The presentation is based on a case analysis made as part of the advanced training of the Bonny Method of Guided Imagery and Music. The long-term process of a woman in her midlife was studied qualitatively and theory based. Written material of the case was looked at across sessions in relation to the client's sensitivity and resilience. This presentation zooms in on two sessions, which the client in a follow-up session remembered as significant, and on her self- and co-regulating with the music and the therapist.

The results of the advanced trainee case analysis were found in the embodied experiencing and self-regulation of the client via the music, which was enhancing her tolerance, integration and both internal and external growth. Her coping and relating strengthened. The imagery that was evoked (lucid dreaming) facilitated both wonder, curiosity and new insights.

The presenter hopes to inspire reflections on the potential of the Guided Imagery and Music as a whole-person-centered and integrative approach and to raise awareness on the tolerance and preference of specific music.

The presentation aims at inspiring a discussion on this example of supporting a creative growth process and the general potential of the arts in therapy for health matters

Submission type

Brief Individual Paper (20 min)

Keywords

Proposing Competency Frameworks for EFT Practice and Supervision: From Implicit to Explicit Knowledge

Prof Robert Elliott PhD [ORCID iD](#)¹, Lars Auzsra PhD², Imke Herman PhD², Prof Carla Cunha PhD [ORCID iD](#)³, EmpoweringEFT@EU team EmpoweringEFT@EU team³

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Author Bio

Robert Elliott is a Professor of Counseling and Clinical Psychology from the University of Strathclyde (Scotland). He is one of the founders of Emotion-Focused Therapy (EFT) and the International Society for Emotion-focused therapy, and has made a substantial contribution to research in EFT and humanistic and experiential psychotherapies.



Lars Auzsra

Author Bio

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Imke Herman

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Imke Herrmann, from Institut für Emotionsfokussierte Therapie – IEFT, is a graduate psychologist, lecturer, teaching therapist and supervisor. She is currently a member of the Bavarian Chamber of Psychotherapists, of the Society for Psychotherapy Research (SPR) and of the German Society for Emotion-focused Therapy (DeGEFT).



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EmpoweringEFT@EU team EmpoweringEFT@EU team

Author Bio

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Abstract

This presentation will describe Competency Frameworks orienting Emotion-Focused Therapy (EFT) practice and clinical supervision, developed as one of the outputs of the EmpoweringEFT@EU project. Up until now, literature and research on clinical supervision in EFT has been scarce. By departing from the insights gathered from interviews to EFT Experts and from the expert knowledge within the EmpoweringEFT@EU team, a Competency Framework for Emotion-Focused Therapy practice and a Competency Framework for Clinical Supervision in EFT have been developed and proposed, as innovative outputs of this project. Both of these competency frameworks will be used to set up training resources and training events, such as an Advanced Training Course for EFT Supervisors, combining the expertise of partners from Germany and the UK, and launching a pilot implementation phase in Portugal and Spain.

Submission type

Brief Individual Paper (20 min)

Keywords

Emotion Focused Therapy, Psychotherapy Practice, Clinical Supervision, Psychotherapy Training, Psychotherapy Research

Experiencing in 11 Theses

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Mrs. Maria Fijewska **Author Bio**

Experiential therapist and supervisor, cofounder of Intra Center

Abstract

Full, not distorted experience is the recognized goal of the therapeutic process. Knowledge about the process of experiencing should therefore be an obvious basis for therapy, a source of answers to the question "How to be of help". In 2015 the Intra Association established the Experiential Seminar to gather and create knowledge about experiencing. I have the pleasure to lead it. The result of our work so far is the book "Experiencing and psychotherapy". In this book we have adopted the author's definition of experiencing according to which it is the basic life function of a separate but not self-sufficient individual. In searching for different concepts we referred to the works of Gendlin, Rogers, Thorne, Epstein, Warner, Barrett-Lennard, as well as Bohart, Behr, Leijssen, Cooper, Greenberg, Elliot, Ikemi, Vanaerschot and many others. Building on my chapter from this book, I would like to present the basic knowledge of experiencing in 11 theses. From this emerge concrete conclusions that seem to be inspiring guidelines for therapists, not only showing what is helpful, but also what forms of help may be ineffective or counterproductive. The selection of the 11 theses is the author's take - it can certainly be done in a number of ways. In the discussion I would like to encourage feedback on this approach to the topic, and discuss the implications for therapy. I also find it interesting to ask what important things we don't yet know about experiencing.

Submission type

Individual Paper (60 min)

Keywords

experiencing, theory, change, -, -

Proposing Competency Frameworks for EFT Training and Constructing Learning Communities and Practice Networks

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Robert Elliott

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Robert Elliott is a Professor of Counseling and Clinical Psychology from the University of Strathclyde (Scotland). He is one of the founders of Emotion-Focused Therapy (EFT) and the International Society for Emotion-focused therapy, and has made a substantial contribution to research in EFT and humanistic and experiential psychotherapies.



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Abstract

This presentation will describe the Competency Framework for Training in Emotion-Focused Therapy (EFT), developed as one of the outputs of the EmpoweringEFT@EU project. Up until now, training and supervision in EFT has been much dependent on the English language, which represents an obstacle for the dissemination of this modality in countries with other native languages. By departing from expert knowledge within the EmpoweringEFT@EU team and information gathered from the training experiences of EFT Experts collected in previous interviews, the EmpoweringEFT@EU team has developed a proposal for a Competency Framework for Training in EFT, as another innovative output of this project. This will be used to set up an Advanced Training Course for EFT Trainers, for eligible EFT trainees selected from Portugal and Spain, where this practice is less disseminated. This “Train the Trainers” event will be an innovative pilot event to launch a pilot implementation phase conducted in Portugal and Spain.

Submission type

Brief Individual Paper (20 min)

Keywords

Emotion Focused Therapy, Psychotherapy Practice, Clinical Supervision, Psychotherapy Training, Psychotherapy Research

Disseminating EFT Practice: The Pilot Phase in the EmpoweringEFT@EU Project

Prof Rafael Jodar-Anchia PhD [ORCID iD](#)¹, João Salgado PhD², Prof Carla Cunha [ORCID iD](#)³,
EmpoweringEFT@EU team EmpoweringEFT@EU team³

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João Salgado

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João Salgado, PhD, is the President of the SPTFE - Portuguese Society of Emotion Focused Therapy in Portugal. He is a certified therapist by the International Society for Emotion-Focused Therapy (ISEFT) and a researcher in the EmpoweringEFT@EU project.



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EmpoweringEFT@EU team EmpoweringEFT@EU team

Author Bio

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Abstract

This presentation describes the Pilot Phase of the EmpoweringEFT@EU project. The main goal of this pilot phase is to disseminate EFT training and supervision in European countries where EFT is less

outspread, such as in Portugal and Spain. For this, each EFT institute in Portugal and Spain will select eligible EFT therapists to be trained by Experts within the EmpoweringEFT@EU team and, later on, these new EFT trainers and supervisors will then support (i.e. train and supervise) other novel therapists in their countries, disseminating EFT in their local languages. An E-Platform to support EFT training, supervision and practice will support this pilot phase, and allow gathering common research data on EFT practice and supervision. These local piloting actions related to training and supervision (e.g. EFT Master Classes and clinical supervision of novice EFT therapists) will be assessed through process variables (namely, satisfaction ratings) to lead to the development of good practice guides. This will empower to develop a team of clinical supervisors and trainers to support novel therapists in their EFT practice, providing clinical supervision and EFT training in their local languages (e.g. Portuguese and Spanish). Along with allowing for disseminating EFT and research on practice and supervision, the EmpoweringEFT@EU team will also contact relevant stakeholders, such as the National Psychologists' Association, and local professional groups of psychotherapists, mental health service providers, among others, to disseminate EFT and its applicability and invite them to send their staff to new training events.

Submission type

Brief Individual Paper (20 min)

Keywords

Emotion Focused Therapy, Psychotherapy Practice, Clinical Supervision, Psychotherapy Training, Psychotherapy Research

The Facts Are Friendly - Even if They Are Placebo

Mr. Niels Bagge¹, Mrs. Sarah Buergler², Mrs. Dilan Sezer², Mrs. Antje Frey Nascimento Dr. phil.², Prof Jens Gaab²

¹Institute for Emotion-Focused Therapy, Copenhagen, Denmark. ²University of Basel, Basel, Switzerland



Mr. Niels Bagge
Author Bio

Niels Bagge is a psychotherapist in private practice at the Institute for Emotion-Focused Therapy Denmark.



Mrs. Sarah Buergler
Author Bio

Sarah Bürgler is a PhD at the Division of Clinical Psychology and Psychotherapy at the Faculty of Psychology of the University of Basel. She is also a trainee in Person Centered Psychotherapy.



Mrs. Dilan Sezer
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Dilan Sezer is a PhD at the Division of Clinical Psychology and Psychotherapy at the Faculty of Psychology of the University of Basel. She is also a trainee in Person Centered Psychotherapy.



Mrs. Antje Frey Nascimento
Author Bio

Antje Frey Nascimento is Postdoc at the Division of Clinical Psychology and Psychotherapy at the Faculty of Psychology of the University of Basel. She is also a trainee in Cognitive Behavioral Psychotherapy.



Prof Jens Gaab
Author Bio

Jens Gaab is professor and head of the Division of Clinical Psychology and Psychotherapy at the Faculty of Psychology of the University of Basel.

Abstract

Psychotherapy and placebo are both effective and widely used psychological interventions, even if they (should) differ in their ethical dimension. Interestingly, placebos are designed to represent (and control for) the very factors that are considered therapeutic in psychotherapy, such as empathy, trust, hope and personal preferences. However, as these powerful effects were always tainted by the deceptive nature of placebos. Interestingly, placebos are found to also work when administered fully open, i.e. when clients

are informed that they receive placebos. This not only informs a very interesting discussion on the relevance of "validity vs. plausibility" in psychotherapy and the power of being congruent, but also opens the door for truly person centered processes in psychotherapy and beyond.

The symposium encompasses four brief talks. First, *presenter 1* will develop the idea of an imaginary pill as an psychotherapeutic intervention to induce placebo effects with an placebo pill. This idea will then, second, be picked up by *presenter 2*, who'll present the results of a randomized controlled trial on the effects of imaginary pill vs. open-label placebo vs. no treatment on test anxiety in students. Next and third, the effects of both deceptive as well as open-label placebo on the experience of guilt is presented by *presenter 3*, expanding placebo research into interpersonal and emotional realms. Finally and fourth, *presenter 4* will present the results of open-label vs. no treatment in women with premenstrual syndrome, showing that even for open-label placebos, contextual factors matter.

These talks will be discussed by *moderator*, who hopefully will not fizzle while attempting to convince the audience that there is more to placebo than meets the eye and that in fact, constitutes a fine example of the power of providing a interpersonal context for personal change.

Submission type

Panel/Symposium (90 min)

Moderator/Discussant

Jens Gaab

Brief Individual Papers (Title - First Author)

1. The Person-Centred Experiential Pill. Challenging Psychopharmacological Treatment on its own Turf - Niels Bagge
2. It's all in your mind: Randomized controlled trial of imaginary pills in test anxiety - Sarah Buerger
3. Deceptive and open-label placebo effects in experimentally-induced guilt: A randomized controlled trial in healthy subjects- Dilan Sezer
4. Open-label Placebo Intervention for Women with Premenstrual Syndrome: A Randomized Controlled Trial - Antje Frey Nascimento
5. Discussion - Jens Gaab

Keywords

Placebo, "-", "-", "-", "-"


It's All in Your Mind: Randomized Controlled Trial of Imaginary Pills in Test Anxiety

Sarah Bürgler [ORCID iD](#)¹, Dilan Sezer², Niels Bagge³, Irving Kirsch⁴, Jens Gaab¹

¹Division of Clinical Psychology and Psychotherapy, Faculty of Psychology, University of Basel, Basel, Switzerland. ²1 Division of Clinical Psychology and Psychotherapy, Faculty of Psychology, University of Basel, Basel, Switzerland. ³Institut for Emotionsfokuseret Terapi, Roskilde, Denmark. ⁴Harvard Medical School and Beth Israel Deaconess Medical Center, Boston, USA



Sarah Bürgler

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Author Bio

I am a PhD student and Personcentred Psychotherapy Trainee at the University of Basel in Switzerland. My research interest is contextual factor and placebos effects and how to harness them in clinical practice. See more here: <https://psychologie.unibas.ch/de/personen/sarah-buergler/curriculum-vitae/>



Dilan Sezer

Author Bio

PhD student, University of Basel, Switzerland



Niels Bagge

Author Bio

Psychotherapist in Denmark, Institut for Emotionfocused Therapy



Irving Kirsch

Author Bio

Emer. Prof. at the Harvard Medical School, Boston, USA



Jens Gaab

Author Bio

Prof. at the Division of Clinical Psychology and Psychotherapy, Faculty of Psychology, University of Basel, Switzerland

Abstract

Background: Openly administered placebos are efficacious in various conditions, including students with test anxiety. Underlying mechanisms of Open-Label Placebos (OLPs), however, remain unclear, as well as their availability and acceptability. Employing imaginary pills (IP) could offer a novel way of

addressing these problems. Hence, this study aimed to investigate the effects of an IP in comparison to an OLP intervention and no treatment (NT) in students with test anxiety.

Methods: In this randomized, controlled three-week trial 173 students with self-reported test anxiety were either randomized to an IP intervention (n=55; imagined taking a pill against test anxiety), an OLP intervention (n=59;) or no treatment (NT; n=59). Intervention groups were instructed to take the pills for three weeks twice a day up to the exam. Primary endpoint was test anxiety, secondary outcomes were sleep quality, change-sensitive symptoms (collected on a weekly basis) and test performance.

Results: Both interventions significantly reduced test anxiety at study endpoint compared to NT, $t(169) = -4.44$, $p < .001$, $d = 0.71$, 95% CI [-17.15, -6.60], to the same extent. There was a statistically significant interaction between group and time in explaining the test anxiety score, $F(5, 407.93) = 6.13$, $p < .001$. Findings in secondary outcomes are mixed.

Conclusion: This study aims to conceptually extend OLP trials by testing an IP and provides promising results for this novel, ethical, easy applicable and fully patient-centered method to harness placebo effects in test anxiety, without the use of any physical treatment.

Submission type

Brief Individual Paper (20 min)

Keywords

open-label placebo, imaginary pill, suggestion, test anxiety, contextual factors

Deceptive and Open-Label Placebo Effects in Experimentally-Induced Guilt: A Randomized Controlled Trial in Healthy Subjects

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I am a PhD student and person-centered psychotherapy trainee at the University of Basel, Switzerland. I am interested in my research in contextual factors and how we can harness them in psychological and medical interventions.



Prof Jens Gaab

Author Bio

Prof. at the Division of Clinical Psychology and Psychotherapy, Faculty of Psychology, University of Basel, Switzerland

Abstract

Background: Guilt is not only a highly prevalent moral emotion, but is also of relevance within psychological disorders and their management. Since placebo effects play an important role in the treatments of these disorders, investigating the potential of an ethically feasible placebo intervention in the management of guilt is of great interest.

Method: Following a standardized experimental induction of guilt, healthy subjects were randomized to deceptive placebo (DP; $N = 35$), open-label placebo (OLP; $N = 35$) or no treatment (NT; $N = 39$). Guilt and other affects were repeatedly assessed. Treatment effects were expected to emerge following a guilt boost by comparing the Area under the Curve (AUC) using planned contrasts between pre- and post-boost assessments.

Results: Following the guilt boost, AUC guilt scores were higher in the NT group as compared to the placebo groups (DP & OLP vs. NT: AUC estimate = 2.03, 95% CI = 0.24 – 3.82, $d = 0.53$), whereas AUC guilt scores did not differ significantly between the two placebo groups (DP vs. OLP: estimate = -0.38, 95% CI = -2.52 – 1.76, $d = -0.09$). No differences for shame, pride and positive and negative affect were observed.

Limitations: Given the experimental design, the healthy sample and the short duration of the assessments, generalizability of the findings to clinical populations is subject to further studies.

Conclusion: Placebos are effective in reducing acute guilt responses, regardless of the placebo administration (i.e., openly vs. deceptively). Furthermore, we observed narrative-specific effects, i.e. with significant changes of guilt, but not shame, pride or affect. These results indicate not only that guilt is amenable by placebo, but also that it can also be achieved in an ethically acceptable, emotion-specific and fully patient-centered way.

Submission type

Brief Individual Paper (20 min)

Keywords

Guilt, Open-label Placebos, Contextual Factors, -, -

The Person-Centred Experiential Pill. Challenging Psychopharmacological Treatment on Its Own Turf

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Abstract

Motivation: Effects of psychopharmacological treatments are in general equal with psychotherapy, but at the same time placebo effects accounts for most of the effect over no treatment. A psychological procedure is proposed that harnesses the placebo effects from drug treatment, and challenges psychopharmacological treatment by offering a purely psychological pill from a person-centred and experiential perspective.

Problem: The placebo effects in drug treatment are generally large for placebo sensitive problems like pain, anxiety, depression, sleeping problems and many psychosomatic problems (Bendetti, 2014; Kirsch, 2011). Received wisdom was that placebo pills had to be administered deceptively to have an effect in clinical practice. With the promising results from open label placebo studies (Carvalho et.al, 2015), it seems possible to harness the placebo effects in a non-deceptive way by offering physical placebo pills openly. Taking it a step further placebo effects could be harnessed by psychological means alone without a physical placebo pill.

Methodology: The imaginary pill procedure is a psychotherapeutic intervention that involves all the psychological and social elements of "taking pills" without any physical pill (or chemicals), but keeping the benefits of the placebo effects. The imaginary pill procedure was created from a person-centred and experiential perspective, and integrates elements from hypnosis, experiential therapies (person-centred, focusing, EFT), neuroscience and medicine. Clients are invited to tap into their felt sense and inner healing potential in order to create their own powerful imaginary pill with their own personal specific effects making the imaginary pill an empowering person-centred and experiential process.

Results: Results from clinical practices and a research trial are promising.

Implications: Involuntary bodily change processes activated by "taking pills" can creatively be integrated into psychotherapy in a person-centred and experiential way. Psychopharmacological treatment is redefined as a psychotherapy. "Taking pills" is seen as a psychotherapy with or without a physical pill challenging psychiatry's traditional use of "taking pills" treatment.

Discussion: Integration of the imaginary pill procedure in PCE therapies, and the implication for our understanding of psychotherapy and psychiatric drug treatment.

Submission type

Brief Individual Paper (20 min)

Keywords

Placebo, Innovation, Imaginary Pill, Psychotherapy, Psychopharmaca


Open-Label Placebo Intervention for Women With Premenstrual Syndrome: A Randomized Controlled Trial

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Antje Frey Nascimento is a postdoc at the Division of Clinical Psychology and Psychotherapy at the Faculty of Psychology of the University of Basel and assistant psychologist at the University Psychiatric Clinics Basel.

Abstract

Motivation & Problem: For a number of clinical conditions placebos can improve symptoms even without deception. So far, no study has examined the effect of these so called open-label placebos (OLP) on premenstrual syndrome (PMS), although PMS appears considerably susceptible to placebo effects.

Methodology: From 2018 to 2021 we conducted a randomized controlled trial with 150 women with PMS, examining the effect of an OLP intervention on PMS and of the treatment rationale. The study entailed a treatment as usual (TAU; N=50), an OLP intervention without a treatment rationale (OLP-; N=50), and an OLP intervention with a treatment rationale group (OLP+; N=50). Primary outcomes were PMS symptom intensity and interference assessed for three menstrual cycles.

Results: Across the groups, PMS symptom intensity strongly decreased between menstrual cycles 1 and 2 ($b=-10.72$, $SE=1.29$, $p<.001$), but not between menstrual cycles 2 and 3 ($b=-1.64$, $SE=1.30$, $p=.209$). The observed decreases between menstrual cycles 1 and 2 were strongest for OLP+, followed by OLP- and TAU ($b=4.58$, $SE=1.42$, $p=.001$). Also, PMS interference strongly decreased across the groups between menstrual cycles 1 and 2 ($b=-1.70$, $SE=0.26$, $p<.001$), but not between menstrual cycles 2 and 3 ($b=-0.27$, $SE=0.27$, $p=.304$). The observed decreases between menstrual cycles 1 and 2 were also strongest for OLP+, followed by OLP- and TAU ($b=0.74$, $SE=0.27$, $p=.028$). Further, a qualitative analysis showed that attitudes towards placebos differed between groups at the end of the trial and were most positive in the OLP+ group.

Implications and Discussion: Our findings indicate that women with PMS benefit from an OLP intervention, while the treatment rationale effect highlights the potential of comprehensive patient elucidation in clinical practice.

Submission type

Brief Individual Paper (20 min)

Keywords

open-label placebo, treatment rationale, RCT, premenstrual syndrome, interventions

Understanding Trauma Through a Person-Centred Lens

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Author Bio

Jen Holland is Assistant Professor of Human Flourishing within The School of Education at The University of Nottingham, teaching on the MA in Person Centred Experiential Counselling and Psychotherapy. Jen is currently conducting her PhD research looking at trauma and person centred practice.

Abstract

The majority of person-centred therapists routinely work with clients who have experienced trauma (Murphy, Archard, Regel & Joseph, 2013). Despite NICE recommendations for Trauma focussed CBT or EMDR, these options are not always suitable. Traumatized clients are some of the most difficult to reach, early termination of therapy is common (Banks, 2006) and there are many person-centred therapists who feel underqualified or underequipped to work with clients presenting as traumatized. The paper plots my own grappling with understanding trauma as a person-centred therapist, researcher, and teacher. A study by Murphy, Elliott and Carrick (2016) began an interesting process identifying therapeutic competencies in PCE therapy for work with traumatized clients. My PhD thesis forms an extension of this study, examining data collected from clients who have experienced trauma, having achieved a statistically rated 'good outcome' in therapy, analysing transcripts collected over 20 sessions. Data were collected from The Human Flourishing Project, a free psychotherapy clinic at The University of Nottingham. The study design follows on from the original research on trauma competencies conducted by Murphy et al (2016), that focussed on early sessions, using Comprehensive Process Analysis to identify a set of competencies. In this paper I will report the initial results, describing some of the key principles identified during the therapy, including discussion of where my research might sit within the person-centred community, and what it contributes to understanding trauma as a person-centred therapist. It is hoped that the research will lead to a deeper understanding of how person centred therapists work with people who have experienced trauma, with the overarching ambition that it will contribute to making PCT more accessible.

Banks, A. (2006). Relational Therapy for Trauma. *Journal of Trauma Practice*, 5:1, 25-47.

Murphy, D., Archard, P.J., Regel, S. and Joseph, S., 2013. A survey of specialized traumatic stress services in the United Kingdom. *Journal of Psychiatric and Mental Health Nursing*. 20(5), 433-441*

Murphy, D., Elliott, R. and Carrick, L., 2019. Identifying and developing therapeutic principles for trauma focused work in person-centred and emotion-focused therapies. *Counselling and Psychotherapy Research*. 19(4), 497-507

Submission type

Brief Individual Paper (20 min)

Keywords

Trauma, Person-centred Practice, Ideographic Research, Therapeutic Principles, "-"

Helping War Veterans With Post Traumatic Stress Disorder: A Group Psychotherapeutic Experience

Prof Tito Rosa Laneiro PhD

Autónoma University of Lisbon, Lisbon, Portugal



Prof Tito Rosa Laneiro Author Bio

I am associated professor at the Autónoma University of Lisbon for a period of 20 years. I am a PhD holder in Psychology, and an experience of more than 15 years as Counselor, Psychotherapist, and board member of the Portuguese Association of Psychotherapy Client-Centered Approach and Counseling.

Abstract

Motivation & problem: Studies have shown that former combatants who have experienced war situations have a high probability of being psychologically affected, namely by depression, anxiety and post-traumatic stress disorder. In view of this phenomenon, there is need to support this population at the psychological level. The purpose of this communication is to present an intervention carried out with combatant veterans of the wars, in which Portugal was involved between 1959-1974, who suffered from these psychological vulnerabilities. Thus, this project was carried out at the request of Liga dos Combatentes, which is an organization supporting psychologically vulnerable people associated to this structure, aiming to respond to physical, psychological, and medical needs of the combatants and their families.

Methodology: Within the scope of the Health Care and Social Support programme, among others, a medical and psychological intervention was carried out during a period of 3 years guided by the principles of Client-Centred Therapy. Psychiatric consultations were held weekly along with three group psychotherapeutic interventions. Each group comprised a maximum of 20 male participants, aged between 60 to 80 years old. They came from different parts of the country, specifically from Center, North, and South of Portugal, settled by this organization. It is considered that this proposal intervention can be used in a psychological context, especially considering the recent war Europe is experiencing.

Results & implications: The relevance of this project lies in the fact that it the first psychological intervention following Client-Centered Therapy approach in a Portuguese context. Furthermore, it is important to understand applicability of this intervention in other cultures.

Submission type

Brief Individual Paper (20 min)

Keywords

Psychotherapy, Group intervention, Client-centered therapy, War veterans, "-"

First Steps: Compassionate Dialogue for Complex Problems

Prof Wayne Skinner MSW^{1,2}, Prof David Brown PhD²

¹University of Toronto, Toronto, Canada. ²Adler Graduate Professional School, Toronto, Canada



Prof Wayne Skinner **Author Bio**

Wayne's work at the Addiction Research Foundation and the Centre for Addiction and Mental Health has focused on person-centred care for people with complex problems and on interpersonal counselling skills for helpers. He is a member of the Motivational Interviewing Network of Trainers.



Prof David Brown **Author Bio**

David's teaching and research have been concerned with the design of systems and resources to support those striving to reduce or stop their use of alcohol, use of cannabis, or gambling. He teaches in the area of mental health and addictions at Adler Graduate Professional School in Toronto.

Abstract

Motivation: Too often agency-based therapy services leave individuals to languish on waiting lists for weeks or months. Then, they are expected to participate in packaged clinical assessments and structured programs designed to treat the diagnosis they have received.

Problem: These institutional constraints, judged to be expeditious for the agency, undermine evidence-based, person-centred approaches to treatment and therapeutic change.

Methodology: Based on our experience in the context of Canadian treatment programs for people with addiction and mental health problems, and working collaboratively with program leaders and staff, we have developed an approach that radically contests the routinization of prescriptive service delivery and opens up the space for collaborative engagement and client choices.

Results: Our approach, called First Steps, sees the helping process as one of compassionate dialogue, co-created by helper and help-seeker. It focuses on client needs and concerns as the basis for active engagement from the start, leads to exploratory decision-making and practical action steps, offers choices-oriented pathways with the helper and help-seeker developing a set of options that range from self-directed change, to coaching and psychotherapy in individual or group formats.

Implications: First Steps aims to offer quick engagement, with helper and help-seeker learning iteratively as they work together, drawing on the spirit and skills of Motivational Interviewing. Based on client goals, the care plan is negotiated with regular review and replanning. In duration, it can be brief or extended, keeping open options for referral and collaboration with other community resources, which is vital for clients with complex problems. Our recent practical work with a program for people with gambling, gaming, and technology use issues has opened our understanding of how to connect with and support people with complex problems. Clinical engagement is built from the start as an active and continuing event, in the context of change as a stepped and ongoing process.

Discussion: First Steps shifts the gestalt of therapeutic practice by moving relationship and compassionate dialogue from the background to the foreground. We welcome discussion of the uses of

humanistic, person-centred approaches, such as Motivational Interviewing, can bring this about from first contact onwards.

Submission type

Online Individual Paper (40 min)

Keywords

compassionate dialogue, complex problems, engagement, barriers to care, first steps

Empathy, Empathic Witnessing, and the Self

Prof emeritus Arthur Bohart PhD

Santa Clara University, Santa Clara, CA, USA



Prof emeritus Arthur Bohart Author Bio

Arthur Bohart is a retired Professor Emeritus at both California State University Dominguez Hills and Saybrook University. He has published extensively on the role of the client in therapy, person-centered therapy, and empathy. He is currently a part-time teacher at Santa Clara University.

Abstract

The main purpose of this presentation will be to explore the nature of empathic witnessing and how it helps. It is an axiom of person-centered therapy that therapy can help without giving the client guiding information (advice, interpretation, techniques). One of the best examples of this is empathic witnessing. Sheer empathic attention of one person to another, "witnessing" their distress and struggles, can be therapeutic. An example will be given. Many therapists have had the experience of a client coming, talking for an hour while the therapist said very little, and leaving feeling satisfied and helped. The question to be addressed in this presentation is why. Although empathic witnessing has been mentioned by various writers, it is largely neglected by the mainstream field of psychotherapy. In order to answer this question I will turn to the client's side of the interaction and explore how clients' experience of empathic witnessing helps them mobilize their own potential for growth. I will consider research on expressive writing and self-disclosure. One implication of the phenomenon of empathic witnessing is that not trying to help is helpful. I will look at examples of where not trying to help is therapeutic and explore why this may be so. Next, I will examine both the presence of the client and the presence of the empathic witness as contributors to growth. Finally, I will relate this to person-centered therapy.

Submission type

Online Individual Paper (40 min)

Keywords

empathy, empathic witnessing, client experience, "-", "-"

How to Use "Deep Imagery" to Facilitate Change in Our Time

Mrs. Ida Waage Nielsen cand.psych

Psykologerne Ida Waage Nielsen og Hans B. Fonsbøl, Vejle, Denmark



Mrs. Ida Waage Nielsen Author Bio

Ida Waage Nielsen is a clinical psychologist in private practise with social health care contract. She is running a clinic together with her husband Hans B. Fonsbøl in Vejle, Denmark. She graduated i 84 and has recieved recognition as a specialist in health psychology, psychotherapy and supervision.

Abstract

Aim, focus and goal: In this workshop attendees will experience "Deep Imagery" or "The Personal Totem Pole Process" developed by Steven Gallegos.

Theoretical and methodological background: The theoretical background of the Personal Totem Pole Process is a blend of the theory of active imagination developed by Dr. C.G. Jung, eastern theoretical orientation, which understands the human being as a system of interrelated energies or chakras and the native american practice of speaking to and learning from the animals. The main factors of change lie in the process of openness and trust - and in the conviction that the growth and resolution of problems and dilemmas come from within the client herself. This requires an open-minded, accepting and responsive guiding from the therapist. Conflicts within the client that are often acted out between the client and her social environment - including the therapist - manifest themselves here as inner conflicts to be worked with and resolved internally. Deep Imagery will often become relevant following dialogue and identification of the core aspects of the problems, to which the client has asked for help. In that explorative dialogue three ways of knowing are often used: thinking, sensing and feeling. Deep Imagery is regarded a fourth way of knowing, which is activated in the therapeutic process. PTPP has a person-centered stance, valuing the client's inner world and emphatically following this in a responsive way. It is also an experiential method guiding the participants to an experience in the present moment. Thus PTPP fits with the PCE and EFT approaches.

Experiential exercises and demonstration through case stories in 2 rounds.

A. Themes:

1. Participants will journey in deep imagery: Your personal relation to the theme of JOY.
2. Participants take notes and share.
3. Presenter share case stories: A: Obesity. B: Craving for alcohol. C: Hopelessness following accident injuries.

B. Polarities:

1. Presenter share case stories : A: Fast and slow as personality traits.. B: Spontaneity and structure.
2. Participants journey in deep imagery with the theme of HOPE AND HOPELESSNESS.

C. Participants take notes, share, comment and discuss.

Submission type

Experiential Mini Workshop (90 min)

Keywords

Deep Imagery, The Personal Totem Pole Process, Case Stories, Imagery Journey, Jungian Active Imagination

Testing Prospective Staff for Accurate Empathy and Collaboration Skills Prior to Employment

Mr. Fredrik Eliasson BS¹, Mr. Lars Forsberg PhD², Mr. Stefan Borg PhD²

¹The Swedish National Board of Institutional Care, Research and development, HQ, Stockholm, Sweden.

²MicLab AB, Stockholm, Sweden



Mr. Fredrik Eliasson Author Bio

Fredrik Eliasson, BS. is a seasoned project manager and MINT Member. In his 20-year as a social worker, he has brought evidence-based practices to real world settings. He leads a team to implement a nationwide, multiple setting, MI program for more than 4000 employees. Fredrik also does freelance consultancy work.



Mr. Lars Forsberg Author Bio

Lars Forsberg, Ph.D. is retired as clinical psychologist, senior lecturer in psychotherapy at Karolinska Institutet. After retirement Lars is running MIC Lab AB, offering service in reliably assessing the fidelity of MI in research projects, training settings and as quality control of MI for bodies that provide MI.



Mr. Stefan Borg Author Bio

Stefan Borg, PhD. is a retired associate professor and medical doctor. He was for more than 20 years operations manager for the healthcare service for substance use disorder in the greater Stockholm area in Sweden. After his retirement he is the chair of the board for MicLab AB.

Abstract

Motivation and problem: A success factor for many helping professions is the ability of the staff to promote and strengthen the working alliance with their clients. This is even more important for clients who have strong feelings of disappointment or even outrage. Selecting prospective staff who have highly developed accurate empathy and collaboration skills in recruitment, by using recruitment tests is tried by Krukis Motivation och Behandling (low-threshold housing) and The Swedish National Board of Institutional Care (Statens Institutionsstyrelse or SiS is an independent Swedish government agency that delivers individually tailored compulsory care for young people with psychosocial problems and for adults with substance use disorder).

Methodology: The recruitment test consists of a conversation with an actor. The actor plays the role of a simulated client. The conversation is audio recorded. The conversations are identified and analyzed by professional coders with high inter-rater reliability according to Motivational Interviewing Treatment Integrity Code (MITI). A protocol of the applicant's results is generated, and the applicant is offered feedback. The ability to understand and draw conclusions from a MITI protocol are taught to recruiting staff.

Results: The presentation describes how the recruitment test is used in Krukis and in four of SiS institutions and how accurate empathy and collaboration measures co-vary with other recruitment components. Job candidates' experience of feedback from results from the recruitment test is described. Recruitment teams experience of recruiting with the help of the recruitment test is also described.

Implications & discussion: Research on Motivational Interviewing has shown that accurate empathy and collaboration skills in conversations are relevant to outcomes. Recruitment tests can reliably screen applicants' proficiency in accurate empathy and collaboration and involve a standardization and increased objectivity in the assessment of characteristics that are important in helping professions.

Submission type

Individual Paper (60 min)

Keywords

Motivational Interviewing, Accurate empathy, Recruitment test, workplace culture, helping professions

The 'Simple' Art of Listening

Brendon Murley MCounsHumanServ

La Trobe University, Melbourne, Australia



Brendon Murley Author Bio

Brendon Murley teaches in Rehabilitation Counselling at La Trobe University in Melbourne, Australia. For over 35 years he's worked as a counsellor and psychotherapist in the areas of addictions, psychiatric rehabilitation, prisons, separating families, palliative care, workplace counselling, & private practice.

Abstract

Listening would appear to be a simple skill - we are choosing to pay attention to the other, to their expression, and through this to understand (as fully as we can) their experience. Psychotherapists and counsellors generally posit ourselves as people with exceptional listening skills. And yet... with some clients, we find it hard to listen effectively. For person-centred practitioners this is anathema.

Consequently we interrogate our levels of energy, compassion, sensitivity, and even our capacity to do what it is we love.

But perhaps the reason is something that is more often outside of our awareness.

This workshop guides participants through a structured exploration of listening. Participants will investigate their own listening skills and preferences experientially, through paired engagement with fellow participants, and reflecting communally on our discoveries. Participants can expect to discover new aspects of their listening strengths, and to more fully understand ways of listening that they may wish to explore more thoroughly in their ongoing practice.

The workshop will also be fun for all involved!

Submission type

Experiential Mini Workshop (90 min)

Keywords

person-centred, listening

Exploring Person-Centred Experiential (PCE) Practitioners' Experiences of Working in Settings Which Promote Medicalised View of Distress

Mrs. Alisha Laura Holly Cunningham BA (Hons) Counselling and Psychotherapy Undergraduate
Edge Hill University, Ormskirk, United Kingdom



Mrs. Alisha Laura Holly Cunningham Author Bio

I am completing my final year of BA Hons Counselling & Psychotherapy at Edge Hill University. I am interested in the demedicalisation of distress and exploring PCE practitioners experiences. What does it mean to be a PCE practitioner working within systems that are built to oppress and restrict individuals?

Abstract

My **motivation** stemmed from my own experiences as a Person Centred Experiential (PCE) practitioner working in a setting which promotes a medicalised view of distress.

In my experience, PCE philosophy deeply **conflicts** with the medical model. Sanders (2006:9) warned that 'Person-centred practitioners, along with many other dissenting voices, face a constant battle against the dominant ideology of 'evidence', which carries sub- texts originating in the medicalization of distress' This study explores the forms of oppression practitioners and clients experience and supports Rogers radical movement of bringing person centred values into society as an alternative to the medicalisation of experience.

The **methodology** used for this qualitative study was Interpretative Phenomenological Analysis (IPA) and Heuristic Inquiry. By using IPA I was able to enter my co researchers subjective world and connect to their core meanings. I felt it was important to include my authentic voice and heuristic inquiry allowed me to do this. Heuristic inquiry is a research method which is an antidote to the medicalisation of distress. It allows space for deep, reflexive, personal processes to be heard.

The **findings** from my research suggest that PCE practitioners experience oppression in many different medicalised settings. As well as presenting the findings individually, there were shared experiences amongst the co-researchers: harmful experiences by medical professionals; private practice being freeing; the expert role; and capitalism. I share my own emotional process of completing my dissertation within a paradigm that traditionally does not value my way of being. Creativity allowed me to express myself and for movement to occur. I share a painting titled 'infected', with an accompanying poem, encompassing my experience of being a PCE soul trapped in a world infected by capitalism.

The **implications** of the research highlight that PCE practitioners are having to work within paradigms that do not align with their core values. I argue that PCE practitioners are sharing interconnected experiences of oppression caused by the medicalisation of distress.

I would like to **invite** individuals to reflect, engage and share their personal experiences of working in settings which promote a medicalised view of distress.

Sanders, P. (2006). Politics and Therapy: Mapping areas for consideration. In G. Proctor., M. Cooper., P. Sanders & B. Malcolm (Eds), *Politicizing the Person-centred Approach: An Agenda for Social Change* (pp.5-16).PCCS Books.

Submission type

Online Individual Paper (40 min)

Keywords

Person centred experiential research, Person centred experiential practice, De-medicalisation of distress, Oppressive systems, Oppression

How Can I Be of Help? – the Role of Self-Reflection in Student's Counseling Training

Prof Jeannette Bischkopf

Faculty of Social Work and Health at Kiel University of Applied Sciences, Kiel, Germany



Prof Jeannette Bischkopf Author Bio

Jeannette Bischkopf, PhD, is a professor in the Faculty of Social Work and Health at Kiel University of Applied Sciences (Germany), where she teaches psychology and counseling skills. Her research has focused on service user perspectives, mental illness and family caregivers and the role of emotions in counseling and therapy.

Abstract

Motivation: Not only is developing a reflective practice a common goal in counseling and therapy training, self-reflection is also key to counseling theory and practice and has a long history in philosophy and psychology. „How can I be of help?“ – is often the first of a number of questions that novice counselors ask themselves when thinking about their own practice.

Problem: How can students use the process of self-reflection for their personal and professional development without getting into a state of rumination and self-criticism? Helping students enhance self-awareness and self-reflection as part of their emotional competence and their resilience becomes even more urgent under conditions of global threat and uncertainty as times of crisis are highly emotionally charged.

Methodology: A conceptual analysis of self-reflection will be presented drawing on humanistic and constructivist theories of the self and the reflection process (descriptive, action-oriented and theory-and-knowledge reflection). Self-reflection will be linked to congruence as a key term in PCE therapies as well as to presence and mindfulness.

Results: A model of how to help students and novice counselors acquire the competence to self-reflect will be presented. The focus will be on emotional literacy and acquiring a language of emotion. Additionally, a training concept on how to best understand and work with various forms of self-reflection will be offered.

Implications: Implications for students' counseling training will be discussed.

Discussion: In light of the material presented the audience's own understanding and utilisation of self-reflection and their experiences fostering a reflective practice will be discussed.

Submission type

Brief Individual Paper (20 min)

Keywords

counseling, training, self-reflection , self, emotion

What if Everyone Became More Person-Centered? How Community Conversations Help Curb Harmful Substance Use and Addiction

Geoffrey P. Kane MD, MPH

Brattleboro Retreat, Brattleboro VT, USA



Geoffrey P. Kane Author Bio

Dr. Kane has studied, practiced, and taught addiction medicine for fifty years. He first used motivational interviewing in the 1990s and became a member of the Motivational Interviewing Network of Trainers in 2020.

Abstract

Motivation: Human and financial costs of harmful substance use and addiction keep rising, and only an approach that aims to engage everyone and inspires and guides interventions at all levels of community is likely to curb the problem.

Problem: A person-centered approach, adopted by everyone and applied to this problem, invites individuals to reflect on their use of substances and how well that fits with their values and risk tolerance. Professionals and other community members can provide information and support as the person sorts this out, then assist with change if the individual decides that change is warranted. The process is practical and individualized, can take into account the complicated and interacting interpersonal, physical, and economic factors that influence substance use for better and for worse, and bypasses long-standing controversies over terminology (“disease,” diagnostic categories) and methods (abstinence, harm reduction).

Methodology: Person-centered approaches treat everyone with dignity, compassion, and respect—valuable qualities in all relationships. These qualities can be cultivated through community conversations where community members interact with individuals with lived experience, sometimes after watching a documentary. These conversations may evolve, for example, into ongoing support groups or time-limited task forces.

Results: Research in health services, psychotherapy, interpersonal neurobiology, and motivational interviewing shows that individuals are more likely to change for the better when they bring their background and strengths to the process and have a say in how it goes.

Implications: A person-centered approach to harmful substance use and addiction, when applied to everyone and by everyone, reduces judgments, increases practicality, blurs distinctions between prevention or treatment and health or disease, and clarifies the overlapping responsibilities of individuals, professionals, and communities. Evaluative research on community conversations and other measures can potentially incorporate participation data, available outcome data, and results of intermittent surveys.

Discussion: Comments or questions related to the material presented? Can this approach make chronic controversies in the field moot? Any experience as participant or organizer of community conversations?

Submission type

Brief Individual Paper (20 min)

Keywords

Harmful substance use, Addiction, Person-centered care, Community health, Prevention

Deliberate Practice Training in Psychotherapy: The Training of Graduate Students in General Psychotherapeutic Skills (TRIPS) Trial

Prof Stig Poulsen¹, Prof Jan Nielsen¹, Prof Kristine K Nilsson², Prof Ole K Østergård², Mr. Mads Dahlgaard³

¹Dept. of Psychology, University of Copenhagen, Copenhagen, Denmark. ²Department of Communication and Psychology, Aalborg University, Aalborg, Denmark. ³Center for Thriving and Wellbeing, Copenhagen, Denmark



Prof Stig Poulsen **Author Bio**

Stig Poulsen is professor of clinical psychology and psychotherapy at the Department of Psychology, University of Copenhagen.



Prof Jan Nielsen **Author Bio**

Jan Nielsen is associate professor at the Department of Psychology, University of Copenhagen.



Prof Kristine K Nilsson **Author Bio**

Kristine Kahr Nilsson is associate professor at the Department of Communication and Psychology, Aalborg University.



Prof Ole K Østergård **Author Bio**

Ole Karkov Østergård is assistant professor at the Department of Communication and Psychology, Aalborg University.



Mr. Mads Dahlgaard **Author Bio**

A clinical psychologist and a philosophical counsellor currently in private practice and head of the therapist network at Center for Thriving and Wellbeing in Copenhagen. He functions as a research assistant at the University of Copenhagen. Areas of interest/experience include clinical psychology, psychotherapy research and training and philosophy. Psychotherapy

Abstract

Motivation: Research indicates that the interpersonal skills of the psychotherapist are more important

for facilitating clinical change than the psychotherapist's specific therapeutic approach. Therefore, improving interpersonal skills becomes critical in the education of psychotherapists. However, it is still unclear whether these skills are mainly innate or they can be improved through training. A promising recent approach to systematically train and improve psychotherapy skills is deliberate practice, defined as individualized training activities designed to improve performance through goal setting, repeated practice, feedback, and successive refinement of practice.

Methodology: In the present TRIPS study, a deliberate practice-based approach to student training of evidence-based common psychotherapeutic skills, such as empathy, will be compared to theoretical teaching. The main hypothesis is that deliberate practice training will result in a larger improvement in interpersonal skills. Two-hundred graduate students from the University of Copenhagen and Aalborg University will be randomized into two groups, a) deliberate practice training of common psychotherapeutic skills using role-play and Skillsetter, an online skill-building system with therapy videos; or b) theoretical teaching. Each condition consists of 15 hours of classroom participation and homework. The primary outcome is the Facilitative Interpersonal Skill - Observer. Secondary outcomes include the Facilitative Interpersonal Skills—Self-Report, the Counselor Activity Self-Efficacy Scales, and the Interpersonal Reactivity Index.

Results: Currently, 57 students have been randomized. The trial is ongoing with data collection expected to end in 2024.

Implications: If the hypothesis is confirmed, the next step is to investigate if improving therapist interpersonal skills also enhances client outcomes. The study can potentially transform how we train psychotherapy by including deliberate practice principles known from music and sport.

Submission type

Poster (120 min)

Poster keywords

Deliberate practice, Training in psychotherapy, Common factors, Novice psychotherapists

PCE Ethics Framework

Mr. Paul Diaconescu MA

PCE Europe, Vienna, Austria



Mr. Paul Diaconescu Author Bio

I am member of PCE Europe Board, responsible with Membership, Research and part of the Ethics Committee of PCE Europe

I work as a person-centred psychotherapist in my private practice in Bucharest. I trained as a psychotherapist with the Romanian Association of Person-Centred Psychotherapy.

Abstract

In this presentation we will explore the process of developing the Ethical Framework and challenges we faced. We will discuss the decision to move towards a framework and education instead of normative and punishment. This fundamental to facilitate a safe environment of critical thinking in ethical decision making. The Ethical Framework was created by our Ethics Committee members: Claudia Akrimi, Georgeta Niculescu, Samantha Werthen, Willow Langdale-Smith and Paul Diaconescu. Working on our Ethical Framework with pan-European significance, we were concerned with the scope and breadth of this document. As a consequence, we agreed that in the spirit of PCE we will provide a framework, offer support and facilitate education towards better practice and growth. This Ethical Framework serves to provide support and guidance and is not meant to issue rules or even punishment. The Person Centred and Experiential Approach (henceforth called PCE) respects the individual as the subjective expert in their own life, possessing an innate movement towards psychological growth. This understanding of human behavior provides a foundational ethical attitude for the person-centred and experiential practitioners toward the client, of non-directivity, respect and trust.

Submission type

Individual Paper (60 min)

Keywords

ethics, psychotherapy, education, decision making, principles


The Danish Person-Centered and Experiential Psychotherapy and Counseling Bibliographical Survey 2021-2022

Niels Bagge MA Psychology [ORCID iD](#)^{1,2,3}, Daniel Hoffmann MA Psychology⁴

¹Institut for Emotionsfokuseret terapi, Roskilde, Denmark. ²Private Practice, Roskilde, Denmark. ³Dansk Selskab for Personcentreret og Oplevelsesorienteret Psykoterapi, Roskilde, Denmark. ⁴DSPOP, Roskilde, Denmark



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Author Bio

MA in psychology from University of Copenhagen, registered psychologist in private practice. EFT therapist, supervisor and trainer (ISEFT). Head of Institute for Emotion-Focused Therapy (Denmark), chair of Danish Society for Person-Centered and Experiential Psychotherapy, chair of organizing committee for PCE2022, co-founder of Danish Carl Rogers Forum



Daniel Hoffmann

Author Bio

MSc in psychology from University of Copenhagen and part of the Danish PCE-literature project in DSPOP, the Danish Society for Person Centered and Experiential Psychotherapy. Engaged in non-dual spiritual traditions as well as arts and music.

Abstract

Motivation: The Danish PCE community wanted to build its academic base, and know what PCE literature exists in Danish in order to help scholars, researchers, students find available Danish PCE literature, and to map which essential works are not in Danish yet. We also wanted to contribute to the international PCE literature surveys done by Germain Lietaer and others.

Problem: The PCE approach is still in its infancy in Denmark. There is a need for academic exploration of the PCE approach in Denmark and for more PCE-literature in Danish. There has been no overview of PCE-literature in Danish so far..

Methodology: We used a systematic approach inspired by the work of Germain Lietaer. The survey had 3 phases: 1) Collection, 2) Sorting, 3) Reporting. The collection phase used two avenues: 1) Know literature including information from a questionnaire to PCE experts, 2) search in literature databases using a) PCE keywords and b) know PCE authors. In the sorting phase inclusion and exclusion criteria were established and used. The reporting phase will include publication of the literature survey, adding to [www.pce-literature.org](#), and this presentation.

Results: The PCE literature in Danish was divided into narrow PCE-literature and broader humanistic, existential and transpersonal psychotherapy literature. 142 references were found. 72 narrow PCE, with 48 Danish authors and 24 non-Danish authors. 70 broader humanistic etc, but more could be found. Only one book by Rogers: "On Encounter Groups" and Gendlin: "Focusing". Motivational Interviewing was best represented. No EFT books yet, but one is in preparation.

Implications: There is a lack of important PCE literature in Danish. This calls for more translations and

more original publications in Danish.

Discussion: Which PCE books should be translated into Danish? What are the next steps for PCE literature in Denmark?

Submission type

Brief Individual Paper (20 min)

Keywords

PCE Literature, Danish, -, -, -

Future Directions and Growth Edges: Findings of the PCE 2022 eDelphi Survey

Prof David Murphy PhD [ORCID iD](#)¹, Niels Bagge MA Psychology [ORCID iD](#)^{2,3,4}

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Author Bio

MA in psychology from University of Copenhagen, registered psychologist in private practice. EFT therapist, supervisor and trainer (ISEFT). Head of Institute for Emotion-Focused Therapy (Denmark), chair of Danish Society for Person-Centered and Experiential Psychotherapy, chair of organizing committee for PCE2022

Abstract

Motivation: To create a scientific programme for the PCE 2022 Copenhagen Conference that is inclusive and representative of the wide ranging interests within the PCE community and map the future directions for PCE psychotherapies.

Problem: A scientific programme for the conference theme, 'How can I be of help? Formulating and facilitating change together' had to be created that was representative of the current state-of-the-art of PCE practice and, to consider the future directions of the PCE approach. The first part to the theme is a quote taken from Rogers' (1961) book *On Becoming a Person* and we believe this simple question is as prescient today as when first posed. Main speakers representing each PCE tribes were already identified but the semi-plenary speakers and topics for speakers that could address the growth edge of the PCE approach were required.

Methodology: To build a scientific programme for the semi-plenary talks using the delphi method, we surveyed members of the Scientific Committee (N=43) with an eDelphi tool. We facilitated an iterative process of subject identification, asking participants to describe their responses to the question: What are or will be the most important themes/topics that represent the emerging growth edges of the PCE approach in the next 10 years? The survey passed through three rounds. Following the first round of eDelphi survey, we conducted a thematic analysis of the responses of the Scientific Committee members to generate 11 key themes. In the final round, we requested survey participants to propose speakers to each of the themes.

Results: The findings provide an insight to those 11 themes that were identified as representing the

emerging and growth edges of the PCE approach for the next 10 years, according to the eDelphi panel members. In this paper, we will present these 11 themes and the underlying iterative process, consider the implications for the PCE approach if these 11 themes are followed. These new directions provide an opportunity to be strategic in developing the PCE approach.

Discussion: The eDelphi survey findings and the future of the PCE approach.

Rogers, CR (1961). *On Becoming a Person*. Houghton Mifflin

Submission type

Individual Paper (60 min)

Keywords

Delphi Survey, Future directions, Growth edges, PCE psychotherapies, 10-years forward

How Might We Teach Others to Ask “How Can I Help?: Supporting Skill Development via Simulation

Prof Mary T Hodorowicz PhD¹, Michiel Hulsbergen MSc^{2,3}, Thijs Biemans Post HBO Supervision/Coaching, Moderator Moral Deliberation(VUMC)⁴

¹University of Maryland School of Social Work, Baltimore, USA. ²DialogueTrainer, Utrecht, Netherlands.

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Prof Mary T Hodorowicz **Author Bio**

Mary Hodorowicz, PhD, LCSW-C is a social worker based in Baltimore, MD, USA. A clinician and teacher/trainer specializing in work with children and families, she is on faculty at the University of Maryland School of Social Work and is a member of the Motivational Interviewing Network of Trainers.



Michiel Hulsbergen **Author Bio**

Michiel Hulsbergen is CEO of DialogueTrainer and a simulation learning expert. He has published on emotions in organizations and learning, and has created numerous simulations which are used in communication training internationally



Thijs Biemans **Author Bio**

Thijs Biemans is a compassionate trainer/advisor with a long history in personal and team-development in all kinds of organizations. Motivational interviewing is the fundament of his way of working.

Abstract

How do we teach those in helping professions to ask “How can I be of help” ? The aim of this workshop is to engage participants in simulation learning that can support the relational and technical skill development of health science and human service professionals. The primary focus of this workshop is on playing a simulation. Through this experiential activity, our goal is to share simulation based learning opportunities, look at how simulations become effective, and explore how immersive learning from simulations engages social intuition.

The workshop will use the Dialogue Trainer platform. As an immersive training platform, simulations provide a challenging experiential exercise in a safe learning environment. Based online, simulations can be implemented during an in-person training or a virtual training. During the COVID pandemic, simulations were and continue to be a particularly valuable and innovative method of providing “person facing” learning opportunities.

The Dialogue Trainer platform was developed at Utrecht University and further expanded and enhanced through implementation in various organizations amongst which the Dutch Prison system, and through evaluation at amongst others the University of Maryland School of Social Work (located in Baltimore, Maryland, USA).

Approaching teaching skills from a framework of adult learning (Merriam & Bierema, 2013) and model of adult skill acquisition (Dreyfus, 2004), simulations have the potential to support skill development of novices, advanced beginners, and even those with some level of competency.

In the workshop we'll play a simulation and discuss learning effects. Workshop facilitators will share stories of implementing simulation to teach skills such as Motivational Interviewing, a science supported communication method that helps facilitate change (Miller & Rollnick, 2013), to helping professionals such as social work students and child welfare workers. We'll demonstrate how simulation building works and how we create validated simulations through interviews with experts, teachers and learners. We'll discuss learning effects and show how scores from play sessions can be used in blended training and coaching.

Overall, participants can anticipate (1) playing a simulation (2) engaging in small and large group interaction and discussion and (3) learning a little bit about lessons and outcomes from simulation implementations.

Submission type

Experiential Mini Workshop (90 min)

Keywords

simulation, teaching, dialogue training, technology, motivational interviewing


How Practitioners Really Percieve Professional Ethics? Empirical Pilot Study

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Kirill Kryuchkov

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Author Bio

Kirill Kryuchkov is a doctoral student in psychology also having degree in law. Board member of the WAPCEPC (2018-2020; 2020-2022)

Abstract

Motivation: Mental health helping practices are often regulated via ethical rules. In some countries those rules are imposed via legal regulations, in the others they are imposed by the professional communities and are not state enforced. Surprisingly, empirical studies of ethics are somewhat limited. Also, ethics are often defined as 'statements from the ethical codes'.

Problem: The research question, how ethics is subjectively perceived by the helping professionals?

Methodology: The sample consisted of N=82 professionals (89 originally, 7 forms were excluded as incomplete) representing the wide range of psychotherapy approaches. The method was similar to those of semantic differential. Participants were asked to assess via Likert scales 19 rules from the ethical codes (codes of 3 'multimodal' professional associations) using 10 criteria: relevance/irrelevance; feasibility / non-feasibility, agreement/disagreement; congruence with the own values/incongruence; reasonableness/unreasonableness; clarity/non-clarity; universality/specificity; justice/non-justice; usefulness/unusefulness; helpful at work / unhelpful at work.

Results: Then, 19 ethical rules evaluated by 82 people using 10 criteria were converted into 820 'cases'. Primary factor analysis resulted in 5 factors though with little statistical power. When limited to 2 factors using PROMAX rotation the results were the following: The first factor accumulated rules such as integrity, responsibility; research activities. All accumulated rules were formulated in the codes quite formally, for example integrity meant not only integrity for the client, but mainly for the professional community. The second factor accumulated rules such as confidentiality, responsibility for client and conscientiousness.

Implications: As a result, we interpret this data as such; ethical rules are perceived subjectively as either protecting the well-being of the professional community (Factor 1) or protecting the well-being of the client (Factor 2).

Discussion: To verify our findings we continue research with the extended sample and also on the specific samples of CBT and CCT therapists, to check the effect of the approach's philosophy on the perception of ethics.

Submission type

Brief Individual Paper (20 min)

Keywords

Ethics, Factor Analysis, Psychological ethics, Subjective ethics, -

On Second Thought: Motivational Interviewing and the Essence of Being Human

Allan Zuckoff PhD

Vital Decisions, Edison, NJ, USA



Allan Zuckoff Author Bio

Dr. Zuckoff is Vice President, Clinical Program Development at Vital Decisions, which provides telehealth advance care planning and substance use treatment navigation. Previously he specialized in motivational interviewing training, research, and practice at the University of Pittsburgh. He is a member of the international Motivational Interviewing Network of Trainers (MINT).

Abstract

The construct of ambivalence has been central to the theory of motivational interviewing (MI) since the 1991 publication of Miller & Rollnick's seminal text. During the following three decades, guided by research and clinical experience, the conceptual framework, lexicon, and practices of MI underwent a continual evolution. Yet, while the strategies for helping people resolve ambivalence in the direction of change grew more nuanced and varied, the account of the nature of ambivalence did not—continuing to center on Lewin's approach/avoidance conflict model, description of typical responses to pressure to change, the transtheoretical model construct of "contemplation", and the intertwining of "change talk" and "sustain talk" in the speech of ambivalent people.

Until 2022, when Miller published *On Second Thought: How Ambivalence Shapes your Life*. Despite being targeted to a general audience as an aid to self-understanding and change, *On Second Thought* presents the most fully-worked-out understanding of ambivalence we have from one of MI's founders.

In this paper I will lay out Miller's newly articulated model of ambivalence and the constructs it includes—among them "ambivalence amplifiers", "vertical ambivalence", and individual differences that shape how people respond to being ambivalent (and thus, perhaps, how and whether they are able to reach resolution). I will consider the implications of Miller's re-envisioning of ambivalence as something to be embraced and—named as the ability to choose among possible selves and possible futures—the essence of what it means to be human. I will bring these developments into dialogue with the understandings of ambivalence developed within the person-centered, existential, and phenomenological clinical and research traditions. And, in doing so, I will explore how this enriched account of the nature of ambivalence may allow MI to offer a fuller and more impactful answer to the question, How can I be of help?

Submission type

Online Individual Paper (40 min)

Keywords

ambivalence, motivational interviewing, existential phenomenology, -, -

Common Factors, Responsiveness and Outcome in Psychotherapy (CROP): An Observational Study of Psychotherapy in Private Practice

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¹Dept. of Psychology, University of Copenhagen, Copenhagen, Denmark. ²Center for Thriving and Wellbeing, Copenhagen, Denmark



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Mr. Mads Dahlgaard
Author Bio

A clinical psychologist and a philosophical counselor currently in private practice and head of the therapist network at Center for Thriving and Wellbeing in Copenhagen. He functions as a research assistant at the University of Copenhagen. Areas of interest/experience include clinical psychology,

Abstract

Aim: While randomized controlled trials may provide information on the efficacy of standardized psychotherapy, naturalistic research is necessary to investigate truly person-centered psychotherapy where psychotherapists adapt their approach to the needs of the individual client. CROP is a large-scale study of psychotherapies conducted by psychologists in the Danish practice sector. The overall aims are to study a) the effectiveness of the psychological treatment, b) client characteristics that predict or moderate outcome, and c) the impact of therapist responsiveness on treatment process and outcome. The study will provide data, which are relevant for the scientific study of therapists' adaptation of treatment to the characteristics and present state of clients.

Methods: The CROP study is an observational study of therapy processes carried out in the naturalistic setting of the Danish practice sector. Self-report data from the participating psychologists and their clients are collected through an automated and secure online database before, during and after therapy. 100 psychologists and 1,000 clients will provide data at baseline, after each session, at end-of-treatment and at 3 months follow-up. Baseline therapist measures will provide information about training and psychotherapeutic experience as well as measures of personality and interpersonal functioning. Baseline client measures focus on motivation, symptoms and personality and interpersonal functioning. Both clients and therapists fill in alliance measures after each session. At regular intervals, therapists fill in measures of specific interventions, deliberate practice and countertransference, while clients fill in measures of symptoms, therapist intervention and attachment to therapist. At end-of-treatment and follow up, therapists evaluate the therapies and clients fill in outcome measures.

Results and discussion: Preliminary data concerning the feasibility of the study will be presented and discussed.

Submission type

Poster (120 min)

Poster keywords

Routine outcome monitoring, Moderator studies, Mediator studies, Naturalistic design

The Person-Centered Psychotherapist as a Cultural Being Encountering Another Cultural Being

Mrs. Ayse Dogan Clinical Psychologist

Anders Gebekt (Private Practice), Zichem, Belgium. University of Antwerp, Antwerp, Belgium. RINO Groep, Utrecht, Netherlands



Mrs. Ayse Dogan Author Bio

Clinical Psychologist & Person-Centered Psychotherapist in Belgium. Lecturer and trainer in Psychotherapy training programs in Belgium and the Netherlands. Special interest in alliance ruptures, group dynamics, authenticity in contact and cultural diversity.

Abstract

Cultural frameworks are a functional force in our lives and in our societies. Culture as an information processing system shows us the way through intrapsychic, interpersonal and social problems. Predominant cultural scripts about preferred cognitive styles, emotional experiencing and display rules are in place to help us resolve social problems. So, culture impacts the way we regulate emotions and relations. Fundamentally, cultural frameworks lend us a sense of meaning in life, value orientation and goal direction. Cross-cultural and anthropological research explores and investigates these assumptions about the regulatory function of culture. I will briefly summarize some aspects of this research relevant to the workshop. The main goal however is to gain awareness of the predominant cultural scripts postulated by the national cultures we live in and the impact these have on us. We will also connect the predominant worldviews and cultural values of our societies to the person -centered cultural assumptions and values we carry forward in our work. The focus of this workshop is to reflect on the following question: how can we -as cultural beings - be of help to people that differ on several dimensions of our own cultural and professional frameworks? In this workshop, we will divide in subgroups and reflect in a structured way -via formulated questions- on our own professional and personal cultural views of self, emotion and relation. These are the building blocks we carry forward in our life and work. Pondering about these issues is of interest to us as practitioners living and working in a Europe where focus on inclusiveness and cultural diversity is more and more prevalent. We will probably end with some unanswered questions and open-ended ideas for clinical practice. But every quest for authentic and respectful contact starts off with getting to know yourself in the face of likeness and difference.

Submission type

Experiential Mini Workshop (90 min)

Keywords

Culture, Contact, Emotion regulation, "-", "-"

Non-Directivity Re-Visited: Love in Kierkegaard's Thought as Reflected in Person-Centred Theory

Mr. Devang Vaidya MA Philosophy, MSc. Studies Person-Centred Approach

The University of Notre Dame, Sydney, Australia. United Kingdom Council for Psychotherapy, London, United Kingdom. Metanoia Institute, London, United Kingdom



Mr. Devang Vaidya Author Bio

I am a person-centered therapist in a London-based practice for almost 20 years. I have taught and presented person-centered, psychoanalytic, existential, body-oriented, and critical psychopathology approaches for many years. I am currently working on a doctoral thesis for a Kierkegaardian interpretation of person-centered theory as a distinctive form of existence-oriented therapy.

Abstract

Non-directivity has been described as a vexed concept (Bozarth, 2000) and it remains a complicated element in person-centered therapy. Acknowledging this complexity, I have previously stated that non-directivity is indispensable to person-centered therapists (Vaidya, 2013). Today I will argue for a nuanced, existential understanding of non-directivity by taking a cue from Søren Kierkegaard and pairing his thought on love with the same of another Danish thinker K. E. Løgstrup. For this, I will discuss how non-directivity is a practice in therapeutic love which demands navigating the dialectical tension between the risk of encroachment on one hand and the risk of detachment on the other.

I will begin by outlining the scope of non-directivity by discussing the form and content of this concept. I will then propose that from a Kierkegaardian perspective, in any non-directive practice there are two contrasting values at stake, namely, respect and care. In this light, the following questions will be raised about person-centered therapy:

- Does the value of respect for the client's autonomy conflict with the value of care for their distinctive need as a person to depend on others?
- Does non-directivity fail the ethical demand when it restricts a therapist from caring for the client's alleviation of suffering?
- Is absolute non-directivity even possible in genuine encounters between human beings?

This will lead me to consider the following three claims relating to person-centered therapy:

- First, central in any discussion of non-directivity is the question of whether and how the therapist's use of power fosters or inhibits the expression of the client's power.
- Second, therapists have a moral obligation to be transparent about all of their presuppositions - theoretical, methodological, ontological, and ethical.
- Third, Carl Rogers' emphasis on non-directivity must be understood in a historical context and appropriated accordingly for our present era.

I will conclude by inviting a discussion on what I argue is critically at stake in the principle of non-directivity: avoiding the pitfalls of encroachment on - and detachment from - clients' potential freedom to exercise their own will, imagination, values, and capacity for making decisions and taking action.

Bozarth, J.D. (2000, March). *Non-directiveness in client-centered therapy: A vexed concept*. Presented at the Annual Meeting of the Eastern Psychological Association in Baltimore.

Devang Vaidya (2013) Re-visioning Rogers' Second Condition – Anxiety as the face of ontological incongruence and basis for the principle of non-directivity in PCT therapy, *Person-Centered & Experiential Psychotherapies*, 12:3, 209-222, DOI: 10.1080/14779757.2013.836128

Submission type

Individual Paper (60 min)

Keywords

Non-Directivity, Kierkegaard and Løgstrup, Therapeutic Love, Respect and Care , Encroachment


Emotion-Focused Therapy (EFT) in the Emotion Regulation Process for Adults With Depression

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Mr. Joseph Mathew

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Author Bio

(DPsych in Counselling Psychology) Professional Counselling Psychology Research Trainee at Glasgow Caledonian University, School of Health and Life Sciences, UK; MSc Child and Adolescent Mental Health, The Institute of Psychiatry, Psychology & Neuroscience, King's College, London; MSc in Clinical Psychology, Bangor University, UK; MSc Applied Psychology, Bharathiar University, India.

Abstract

Motivation: Emotion-Focused Therapy (EFT) is an empirically supported and manualised psychological therapy for depression. EFT facilitates new ways of processing emotion regulation; adaptive emotions are accessed to transform maladaptive emotions and organise the person for adaptive responses (Greenberg, 2017). Among the various theoretical models that explain the mechanism of generation and development of emotion regulation, the most widely used process model of emotion regulation is developed by Gross (1999). This model mainly focuses on the process of emotion regulation responses of antecedent-focused emotion regulation and response-focused emotion regulation, which occurs before appraisal and after the emotional response is generated. This model indicates the major emotion regulation strategies of cognitive reappraisal and expressive suppression in emotion regulation processes (situation selection, situation modification, attentional deployment, cognitive change, and response modulation). Cognitive reappraisal is considered a better regulation strategy than expressive suppression in mental health. EFT facilitates clients to adopt more adaptive emotion regulation strategies. Currently, very few studies are found on how emotion regulation is changed by therapy, so it is an important area for future research.

Problem: The need for an effective experiential process model measures emotion and emotion regulation in the therapeutic procedures to measure the treatment progress and the process of change during psychotherapy.

Methodology: This literature review (2012- 2020) explores the effective measures to find the significant intermediary factors in EFT that can enhance the emotion regulation process.

Result: These studies evidenced that clients have an improvement in the emotion regulation process during EFT.

Implication: EFT outcomes show that it can facilitate clients to adopt more adaptive emotion regulation strategies which lead to higher cognitive reappraisal levels.

Discussion: This presentation recommends that future research is needed to examine what best measures can be included in EFT to assess the emotions and emotion regulation process during the therapy and to understand clients' emotional experiences in their emotion regulation process that is enhanced by therapy.

Gross, J. J. (1999). Emotion regulation: Past, present, future. *Cognition & emotion*, 13(5), 551-573.

Greenberg, L. S. (2017). Emotion-focused therapy of depression. *Person-Centered & Experiential*

Psychotherapies, 16(2), 106-117.

Submission type

Poster (120 min)

Poster keywords

Emotion-Focused Therapy (EFT) , Emotion Regulation Process, Emotion Schemes, Depression, EFT
Therapeutic Process

The Empirical Status of Emotion-Focused Therapy

Scott R. Briggs MA, Kendal C. Boyd Ph.D.
Loma Linda University, Loma Linda, USA



Scott R. Briggs Author Bio

Scott is a Doctor of Psychology student at Loma Linda University currently training at the Veteran's Affairs hospital. His professional interests include clinical work with process-experiential psychotherapies as well as theoretical and philosophical psychology.



Kendal C. Boyd Author Bio

Kendal Boyd, Ph.D., Associate Professor of Psychology, is the clinical and program director of the Doctor of Psychology degree at Loma Linda University. His area of interest is the psychology of religion and spirituality. He has taught the cognitive behavioral therapy course to doctoral students for the past two decades.

Abstract

Motivation: Emotion-focused therapy (EFT) emerged from research on the client change process and provider actions that help to facilitate adaptive change. With origins in empirical research, it is important to consider recent additions to the empirical literature to determine the recent empirical status of EFT. With the proliferation of psychotherapies, it is foundational for EFT's future success to be grouped with evidence-based psychotherapies supported by scientific studies using experimental designs and established methodologies.

Problem: EFT emerged from research and new empirical findings are continually added to the EFT literature. The purpose of this review is to assemble recent empirical findings of EFT research to determine its empirical status as a psychotherapy approach.

Methodology: Common social science databases were searched for empirical studies using group designs with publication dates from 2015 and later which used samples of individuals with Diagnostic Statistical Manual of Mental Disorders Fifth Edition (DSM-V) diagnoses. Case studies were excluded.

Results: Results of the current review found evidence to support previous empirical findings for EFT theory, the efficacy of EFT as psychotherapy, and EFT's broad comparability to top approaches such as cognitive-behavioral therapy.

Implications: These findings provide supporting evidence of EFT as an evidenced-based psychotherapy and the utility of its continued use in psychological treatment. Findings also revealed areas of paucity in the research. Empirical findings of EFT for autism spectrum disorder, obsessive-compulsive disorder, and clients in the LGBTQ+ community were minimal and represent opportunities for future empirical research.

Discussion: EFT was built on empirical findings of the client change process and how providers can best help facilitate adaptive client change. Since its inception, EFT has accrued a large evidence base as an efficacious psychotherapy approach. A continued commitment to empirical research will be important for

EFT's inclusion as an evidence-based treatment.

Submission type

Online Poster (5 min)

Poster keywords

Emotion-focused therapy, outcome study, psychotherapy comparison, literature review

Helping the Client's Anxious Brain to New Learning With the BSAFE Protocol

Kim Oechsle

hypnotiseret.dk, Egå, Denmark



Kim Oechsle Author Bio

Originally trained as a computer scientist, Kim has since transitioned into psychotherapy through studies in hypnotherapy, mindbody therapies, mindfulness and metacognitive therapy. He is currently a full time practitioner seeing clients in his private clinic and continually updating and integrating his knowledge and methods through further studies from various fields.

Abstract

How can the clinician help anxious clients to immediate in-session relief? The client experiences anxiety as a direct and involuntary emotional consequence of perception and thinking in a certain situation. The new BSAFE protocol presented here specifically for anxiety fits into the theme of PCE2022 as an experiential process with a close client-therapist cooperation where the common goal is to help the client's brain to a new reaction by feeling into the body as well as teaching the client to a more decentered appraisal of perception and thoughts.

The therapist gently guides the client the imagined situation whilst focusing on the bodily reactions. When anxiety is evoked, the situation is deconstructed into images, sound, words and physical body sensations. The therapist and the client have a common goal of playfully training the client's brain to a new reaction to those stimuli individually. The client's well developed imagination skills are utilised to experience images and words literally and break the emotional attachment. The client also feels into bodily reactions with acceptance and experiences how they fade away with no effort. The protocol is designed to enforce continually juxtaposing the new reaction with the previous reaction thereby facilitating new learning by memory reconsolidation.

The presenter has used BSAFE for a couple of years with clients seen in private practice, mostly for anxiety, but also for anger and frustration. The preliminary results are promising and are based on feedback from clients. BSAFE (Break Down, Separate, Accept, Focus, Evaluate) is a simple protocol resembling imaginal exposure and systematic desensitisation but with a strict focus on perceptual experience. It is based on Vipassana ("seeing through experience") mindfulness with multiple inspirations, among them Eugene Gendlin's Focusing and mindbody therapies. It is a playful interaction where both the therapist and the client creatively train the brain.

The presenter will explain the protocol in detail with both successful, challenging and failing client examples and hopefully demonstrate the protocol with a volunteer from the audience. Discussion could include the protocol itself, improvements, the claim that memory reconsolidation might be involved and possible further applications.

Submission type

Individual Paper (60 min)

Keywords

anxiety, decentering, experiential, mindfulness, mindbody

The Hidden Gem: How the PCE-Literature Database Can Be of Help to You

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Author Bio

I am a counsellor MBACP (Accred), a psychologist AFBPsS, CPsychol. and the Chair of the Scientific Committee (WAPCEPC). I have lived and worked (academic and counsellor) in UK for over 10 years. Currently, I live in Crete, Greece, working in private practice and as a lecturer (Institute for Counselling and Psychological Studies, Athens, Greece).



Paul Diaconescu

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I am member of PCE Europe Board, responsible with Membership, Research and part of the Ethics Committee of PCE Europe I work as a person-centred psychotherapist in my private practice in Bucharest. I trained as a psychotherapist with the Romanian Association of Person-Centred Psychotherapy.



Thomas Esher

Author Bio

Thomas Esher holds an M.A. in person-centred counseling and works for an independent agency in Cologne as a youth and family helper (SPFH, AFT, HzE) and as a coordinator of integration helpers. As a certified child protection specialist, he also accompanies clarification procedures in the event of suspected endangerment of children.



Brian Rodgers

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Author Bio

Senior lecturer and programme director for the counsellor education programmes at University of Auckland. Brian has been involved with counsellor education and research over the last two decades at a number of institutions including Auckland University of Technology (AUT), University of Queensland (UQ) in Australia, and University of Strathclyde in Glasgow, Scotland.

Abstract

The aim of this presentation is to share how the Person Centered and Experiential Literature and Research Database (<https://pce-literature.org/en>) can be of help to the world community. We believe the PCE-literature database to be an invaluable resource to assist us in formulating and facilitating change together. The idea of the literature database originated from the bibliographies of the World Association for Person-Centered & Experiential Psychotherapy & Counseling (WAPCEPC) compiled by Germain Lietaer, Sheila Haugh, Frans Depestele, and Peter F. Schmid. Currently there are over 11,000 articles, books, chapters and theses relating to Person Centered and Experiential Psychotherapy and Counselling in over 10 different languages. In 2018 in the Vienna conference, it was decided that WAPCEPC would support the development of a dedicated research section where research articles, projects and research protocols are available to users (researchers, practitioners, students). In 2022, it was decided that PCE Europe would become an active partner in the project to support the association's aims to increase the research engagement of its members. Our aspiration is for the database to be a collaborative resource, where people can contribute to an "open-source" repository of knowledge. We see it as an invaluable tool for students who are looking for materials for their projects and studies; for trainers and academics in interconnecting, publishing, finding new developments; and for practitioners who are looking for information relevant to their clinical work. During this presentation, you will have the opportunity to explore the website through short videos and hands-on demonstrations, as well as open discussion about the future of the project and how you can be involved.

Submission type

Structured Discussion (90 min)

Moderator/Discussant

Paul Diaconescu

Keywords

PCE Literature Database, PCE Research Database, open source, repository of knowledge, "-"


Group Training in Psychotherapy: An Experiential Strategic Model

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MD: First specialization is Sports Medicine then Psychotherapy. PhD in Psychiatry at Rome University Sapienza. Psychotherapist in private practice focused on combined Individual/Group Psychotherapy. Teacher at Nursery University Sapienza ASL Roma, leading a trainees' Experiential Group. Teacher at IIRIS, Integrated Institute of Strategic Research and Intervention, in Rome, leading the "Conduction of Groups" experience.



Mrs. Consiglia Liliana Zagaria

Author Bio

Psycho-sexologist, Psychologist in Private Practice, Psychotherapy trainee.



Mrs. Teresa Ilaria Mele

Author Bio

Specialized in Psychodiagnostic and Neurodevelopmental Disorder. Psychotherapy Trainee.



Mrs. Aurora Flore

Author Bio

Legal Psychologist. Psychotherapy Trainee.

Abstract

Motivation: Group's experience is essential for psychotherapy's training. The expression of personal power, the unicum of biology and psychology, the belief that experiential training comes first then epistemology and the relevance of groups by Carl Rogers are integrated into an experiential strategic model of group training that focuses on: specific issues of the training group, of the conductor and of the co-conduction.

Problem: It's necessary to separate training from psychotherapy even if the experiences are strictly connected: general little interest has been given to training in psychotherapy.

Method: The presentation comes as consequence of the direct experience of the training group in psychotherapy, composed by the trainer and the trainees in a mutual interception of feelings, different visions and angles of the dynamics.

Results:

- Relevance of expressiveness during initial meetings: trainees acquire the capacity of express them self inside the Group.
- Conductor is the main actor for expressiveness by stripping his her role and proposing to the group as undifferentiated and equal to other members.
- When expressiveness belongs to the group, the co-conduction can be started.
- Trainees begin to manage the frustration due to conductor/colleagues' feedbacks increasing the tolerance to wide range of emotions.
- The process leads to an initial expression of professional identity: the conductor/trainer is less emotionally present inside group dynamics to enhance trainees' experiences.
- Different conduction's styles are expressed by each member within it is remarkable the personality of the single trainee and not only of the trainer.

The experience is different from other training's models and it represents the fundament of the theoretical frame of a group psychotherapy approach purely strategic.

Implications: The experiential group training has the aim of dispersion of rational knowledge, de-constructing the roles and to soak the trainee into the experience; experiential matrix is the core for multiple activations of the psychotherapist, especially future group one and the basement for theoretical knowledge in groups' dynamics as consequence of the training experience.

Discussion: Authors are interested to present the model and mostly to start a growing interchange between experiential group models of psychotherapy and training.

Submission type

Individual Paper (60 min)

Keywords

Group Psychotherapy, Psychotherapy Training, Groups Co-conduction, Strategic Psychotherapy, Experiential Psychotherapy

Anoetic Consciousness: Breaking the Link Between Recovery of Negative Events and Experiential Emotion Regulation

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Vrije Universiteit, Brussel, Belgium. University of Ghent, Gent, Belgium



Prof Marie Vandekerckhove Author Bio

Marie Vandekerckhove is professor in clinical psychology Vrije Universiteit Brussel (VUB) and Philosophy, University of Ghent (Ugent). Her research focuses on emotion, the experimental validation of experiential emotion regulation, memory, consciousness and psychopathology in a translational way.

Abstract

Motivation: Despite broad implementation of and both qualitative and quantitative evidence for person-centered and experiential psychotherapy and associated bottom-up experiential techniques such as focusing, it is only recently that research experimentally validates underlying neurobehavioral working mechanisms such as experiential emotion regulation (EER).

Problem: Central to experiential emotion regulation is the here-and-now attentional focus on the somatosensorial affective experience in an unconditional and nonjudgmental stance. This is a rudimentary bottom-up raw affective interoceptive consciousness that is guiding our feelings or our embodied affective or experiential awareness, as affective meaningful signaling about the current state the person is in.

Methodology: Based on affective neuroscientific research findings, I will first theoretically explain how primary-process anoetic consciousness emerges in experiential processing and higher forms of knowing and self-aware state of consciousness. Anoetic consciousness is the capacity to self referential introspect on one's own subjective experience and identity through time. Second, I will present how my team experimentally validates emotion regulation by the question of whether- and how experiential emotion regulation can modulate the negative impact of an emotional stress event. Different effectiveness studies will be discussed with 1) Trained experiential emotion regulation compared with cognitive analytical processing and its impact on sleep, physiology and the brain, 2). An fMRI study examining the differential neural networks underlying experiential emotion regulation and cognitive diffusion.

Results: 1). Training of experiential emotion regulation resulted in longer sleep time, higher sleep efficiency, fewer awakenings, less % time awake, and fewer minutes wake after sleep onset than cognitive analytical processing. 2). Experiential emotion regulation recruited brain areas such as the angular gyrus, the anterior cingulate cortex, the inferior prefrontal gyrus, and the postcentral gyrus.

Implication: More insight into neuroscientific mechanisms underlying person-centered and experiential psychotherapies.

Discussion: Implications of the findings will be discussed.

Submission type

Online Brief Individual Paper (15 min)

Keywords

Experiential emotionregulation, Anoetic consciousness, Experimental research, Brain, Sleep

Can We Be of Help? Cultural Considerations Regarding Personal Growth, Relationships, and Therapy

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Author Bio

Brian Rodgers is a senior lecturer and programme director for the counsellor education programmes at the University of Auckland, Aotearoa New Zealand. Brian has been a counsellor educator over the last two decades at various institutions including Auckland University of Technology, University of Queensland in Australia, and University of Strathclyde in Glasgow, Scotland.



Prof Keith Tudor

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Keith Tudor is professor of psychotherapy at Auckland University of Technology where he co-leads the Group for Research in the Psychological Therapies. He was a director of Temenos (Sheffield, UK, 2003–2010) and its master's programme in person-centred psychotherapy & counselling, and is the author/editor of over 100 publications on person-centred psychology.

Abstract

This presentation critiques the question Rogers (1961) asks of “How can I be of help?” from a cross-cultural perspective. Firstly, we offer a deconstruction of the question in relation to some of its implicit Western universalisms. Secondly, we consider if there should be a prior question, i.e., from a cross-cultural perspective “Can I be of help?” Thirdly, we consider the implications of changing the pronoun “I” from first person singular to “we”, i.e., first person plural, not least in extending the vision of Rogers’ original view of psychotherapy to include encounters between “peoples”.

Brian Rodgers: I originally trained in the person-centred approach at the University of Strathclyde in Glasgow, UK. Since returning to Aotearoa New Zealand, I have been confronted by the realisation of the enormity of the impact of colonisation, and continue to grapple with the “place” and “space” of Western psychologies (including the person-centred approach) in relation to the peoples of this land.

Keith Tudor: I am a humanistic psychotherapist (influenced by my training in gestalt, transactional analysis, and person-centred psychology). Since emigrating to Aotearoa New Zealand in 2009 I have been actively engaged in bicultural issues in and beyond Western psychological therapies, which, by definition, acknowledges Māori as tangata whenua, the people of the land – and the first people in this country.

Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Constable

Submission type

Structured Discussion (60 min)

Moderator/Discussant

Brian Rodgers

Keywords

cross-cultural critique, deconstruction, Western universalism, decolonisation, -

