

# **Proposal for a generic Training Module on Body Psychotherapy Research designed to be implemented by Body Psychotherapy FORUM Training Schools**

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*“Not everything that counts can be counted and not everything that can be counted counts” (Einstein):  
“How do we measure ‘beautiful’?”: **Fostering a new Culture of Enquiry.***

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## **Introduction:**

Following directly on from Christina Bader-Johansson’s presentation to the EABP FORUM in Montpellier in April 2019, the EABP Science & Research Committee has been developing the parameters of a new generic training module on **Body Psychotherapy Research** specifically for the EABP FORUM training schools.

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## **Statement of Purpose:**

In due course, as Body Psychotherapists, current trainees in an accredited FORUM Institute will be: working professionally & independently with clients; working within the framework of a bio-psycho-social model; focussing on their clients’ lived-body experiences; and also looking with them at: how distress, disturbances and diseases can affect their embodied world; how these can affect their self-perception; and how they can improve their sense of well-being.

In order to remain coherent with the requirements of EABP and the EAP in their professional practice as a European Body Psychotherapist <sup>[1]</sup>, qualified trainees will need to acknowledge and incorporate **evidence-based methodology** into their practice. They will also need to be familiar with, and able to assess, any new research findings that might inform their professional practice.

## **The aim of this proposed Research BP training module is therefore to ensure that:**

- Trainees will become acquainted with different types of research and different levels of evidence;
- Trainees will be able to recognise relevant research that can be applied to basic models and theories within Body Psychotherapy;
- Trainees will become acquainted with the concept of being a ‘reflective practitioner’ who, at regular intervals, can look back at the professional work that they do; assess how they are doing in their work and at recent developments in the field; and then consider how they can improve their clinical practice in the light of these;
- Trainees will be able to work independently as a professional Body Psychotherapist and also remain up-to-date and familiar with the latest relevant research in their field;
- Trainees will become able to evaluate relevant research studies and apply any findings into their Body Psychotherapy clinical practice;
- Trainees will join others in a growing awareness of Body Psychotherapy research and its relevance to professional clinical practice;
- Trainees will become acquainted with basic research methodologies and will have conducted a simple research study, as well as possibly doing a case study.

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## **Objectives for Trainees completing this Module as part of their BP Training Course:**

The level of this module should be set at a post-graduate (Master’s degree) level of training and qualification.

### **The completion of this module will ensure that trainees can:**

- Identify relevant literature in the field to be acknowledged and appraised (literature review) and the proper preparation of supporting literature, references, bibliography, etc.;
- Read and evaluate scientific articles (that refer to research methods, use of statistics, conclusions, etc.);
- Identify ethical considerations and rules especially relating to participants in research studies (often varying with each country and type of research);
- Understand the difference between ‘deductive’ research (aimed at testing theory) and ‘inductive’ research (generation of new theory from data); according to the different types and purposes of the research; and understand the methods that are best suited to the research;
- Understand what is meant by ‘validity’ and ‘reliability’; understand different ways of reaching validity, reliability, etc.: when, what and how to measure; and how to record and use relevant measurements, etc;
- Achieve a basic level of knowledge about **qualitative** research: – such as asking questions beginning with ‘how’ and ‘what’ to get an essence of ‘meaning carrying units’ and patterns of a theme or a sample; using Grounded Theory, Hermeneutic, Phenomenology, Thematic Analysis, case studies, etc.;
- Achieve a basic level of knowledge about **quantitative** research: – such as asking questions beginning with ‘how frequent is ...’, ‘how many of ...’, ‘does this treatment have any effect (i.e. outcome studies)’ – using experimental studies with control groups, experimental groups, hypotheses, Random Controlled Trials, levels of significance, etc.;
- Achieve a basic knowledge of relevant research data sources and data management; and understand basic statistical methods: – such as mean & median values & standard deviation, T-test, levels of significance;
- Understand the difference between correlation and causation
- Become informed about different instruments of measurement, assessment scales and questionnaires, in psychotherapy that are relevant to Body Psychotherapy;
- Write a case study, according to established EABP criteria <sup>[2]</sup>;
- Design, undertake and write up a research project: e.g. a single subject design; or a design relating to correlational or causal comparative studies;
- Decide upon different methods of presentation of research findings; or the dissemination to different audiences; and the appropriateness of these.

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### **Teaching Methods:**

The trainees undertaking this module will use a “process-oriented guided inquiry” method of studying new material. There will be some seminars conducted by staff: either experienced in relevant research (ideally also experienced in Body Psychotherapy), and/or experienced in facilitating learning. These staff may be internal or external to the training institute.

The trainees will study some of the theoretical material by themselves, according to suggestions from their facilitators; and the students will discuss their theoretical findings in small peer groups – to encourage the process of being ‘a reflective practitioner’ and developing a ‘research mind’.

A smaller part of the teaching and mentoring component might be via the internet: for example, through webinars, personal phone contacts, face-time, e-mail and skype.

To complete the module, the trainees will: **(i)** write up a BP case study; and/or **(ii)** conduct a basic research project, to get some personal experience of both qualitative and quantitative research. When undertaking these research projects, the trainee will be guided by a mentor / facilitator, with training in Body Psychotherapy, and/or who is familiar with Body Psychotherapy research.

There would need to be some form of clearly defined outcome and assessment process, built into this research module. This might take the form of written feed-back from the facilitator and peer-group; a marking scheme for the case study; a poster or oral presentation for the research project (both completed to the level of potential professional publication).

### **Time & Cost Commitments:**

Such a module should consist of somewhere between **150-300** hours in total: (i.e. **6-10** ECTS <sup>[3]</sup>): i.e. somewhere between **30-50** hours of face-to-face, tutor-based seminar-style teaching; some perhaps via webinars, or via the internet; about **30-50** hours of peer-group involvement and POGIL learning <sup>[4]</sup>; about **40-50** hours of personal study – on research literature & theory; and between **50-100** hours on a ‘practicum’: writing up a case study and/or doing a simple research project.

Ideally, this Module would be conducted internally, within the Training Institutes’ level of resources and competence, without having to “buy in” additional tutors etc., or utilise a university-based course. In such an instance, there should be no need to pass any additional costs on to the trainees through an increase in fees. There may also be some Core Components (suggested reading lists, study plans, webinars, etc.) provided by EABP, again at no additional cost to the training institute or to trainees.

If a trainee has already completed a comparative module on psychotherapy research (as for a psychology degree), an assessment can be made of the number of hours that the trainee has completed and can therefore be credited with.

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**EABP Science & Research Committee**  
**November, 2019**

**Action Statement:** *This proposal, having been developed by the EABP SRC in November 2019; should now be circulated, discussed and hopefully accepted by the EABP FORUM at their next meeting in April 2020; inputs from the EABP Training Standards Committee are welcomed; then it can go, as a motion to be accepted, to the EABP General Assembly, September 2020, in Bologna.*

### **Endnotes:**

<sup>1</sup> **Professional Core Competences of a European Psychotherapist** (EAP, 2013) includes a requirement: *to be aware of psychotherapy research; and to make use of psychotherapy research.*  
[https://www.europsyche.org/app/uploads/2019/05/Final-Core-Competencies-v-3-3\\_July2013.pdf](https://www.europsyche.org/app/uploads/2019/05/Final-Core-Competencies-v-3-3_July2013.pdf)

<sup>1</sup> **EABP 2014 Guidelines for Writing a Case History:**  
<http://www.eabp.org/docs/SRC%20Written%20Case%20Study%20Guidelines%20Final.pdf>

<sup>1</sup> **ECTS: European Credit Transfer & Accumulation System:** a system of higher education credits that allows students to move between countries and have their academic qualifications and study periods recognised. 60 ECTS are the equivalent of a full -time year of study and/or work within a course: part-times courses and professional training courses can be extended over several years. A Master’s degree level course equates to a total of about 120 ECTS: [https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects\\_en](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en)

<sup>1</sup> **POGIL** is an acronym for Process Oriented Guided Inquiry Learning. It is a student-centred, group-learning instructional strategy and philosophy, developed through research on how students learn.