

'HOW DO PEOPLE DEVELOP IN PSYCHOTHERAPY TRAINING, IN ANY KIND OF CARE AND IN EVERYDAY LIFE?'

'PEOPLE DEVELOP THANKS TO THEIR 'INNER' AND 'OUTER DIALOGUES', FULFILLING THEIR UNIQUE REFLECTING-REACTING CAPACITY ('RC').'

BE A 'RELATIONAL AND MULTIPLE BEING' AND INVITE 'OTHERNESS' INTO YOUR LIFE!

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B) RESULTS:

REFLECTING-REACTING CAPACITY DEFINITION

TO FULFILL THE 'RC' MEANS TO 'MENTALLY FILTER' OR 'REFINE' VARIOUS EMOTIONS, THOUGHTS AND MOVEMENTS, IN OTHER WORDS ANY EXPERIENCES WHICH FLOW THROUGH OUR 'PRESENT STREAM OF MIND' AND TO 'REACT' ACCORDINGLY. THE CAPACITY TO 'REFLECT ON' AND, SIMULTANEOUSLY, TO 'REACT TO' IS PERFORMED WITHIN 'CONTINUAL MEETINGS OF PEOPLE' FOLLOWED BY OTHER AND OTHER GENERATIONS, WHICH ALLOW US TO 'CREATE A COMMUNITY'. TALKING ABOUT EXPERIENCES, WE MEAN ALL THE PAST, PRESENT, AND FUTURE EXPERIENCES, WHICH HAVE ALWAYS ITS POSITION ON THE 'YELLOW' TIME TRIANGLE. TO 'REACT APPROPRIATELY' MEANS IN THE DIRECTION TOWARDS 'MAINTAINING OR DEVELOPING OUR WELL-BEING'. ONE OF THE BASIC CONDITIONS IS 'RELATIONAL RESPONSIBILITY AND EMPHASIS ON ETHICS' IN OUR LIVES (SEE THE RED HEART AND THE TEXT NEXT TO IT).

'RC' INVOLVES THE PROCESSES LIKE TO 'ABSORB' AS WELL AS 'TO REFLECT' THE EXPERIENCES FROM AND INTO OUR INNER AS WELL AS OUR OUTER WORLD. THEIR RESOURCES COME FROM OUR 'INNER DIALOGUES' AS WELL AS FROM OUR 'OUTER DIALOGUES' AND ARE TRANSFORMED INTO OUR 'EMOTIONAL, SPOKEN AND BODY LANGUAGE'. THIS KIND OF 'MENTAL FILTRATION' OR 'REFINEMENT OF EXPERIENCES' WE DISCUSSED PROCEEDS ALSO ON THE 'BIO-PSYCHO-SOCIO-SPIRITUAL LEVEL OF EXPERIENCING' (SEE THE C) APPLICATION SECTION IN THE RIGHT DOWN CORNER). ALL OF THESE EXPERIENCES 'INTERACT' WITH EACH OTHER AND MAY BE TIGHTLY CONNECTED OR PARTIALLY DISCONNECTED, WHEN NECESSARY.

TO FULFILL THE 'REFLECTING-REACTING CAPACITY' MEANS TO 'REFLECT ON' AS WELL AS TO 'REACT TO' TOWARDS THE 'FINNENESS OF FEELING'. THIS MAY HELP TO PROTECT AND DEVELOP OUR 'CREATIVE AND HEALING POTENTIAL' THAT WE ALL CARRY IN OUR BODY AND MIND AND WHICH IS ALSO CALLED 'SALUTOGENETIC POTENTIAL'. THERE WERE, ARE AND WILL BE PLENTY OF GORGEOUS PEOPLE (BY SAYING 'PLENTY OF GORGEOUS PEOPLE' WE MEAN ALL OF YOU!), WHO ARE VERY SKILLED IN DEVELOPING THEIR 'REFLECTING-REACTING CAPACITY' IN A VERY GRACEFUL AND RESPONSIBLE WAY.

A) METHOD:

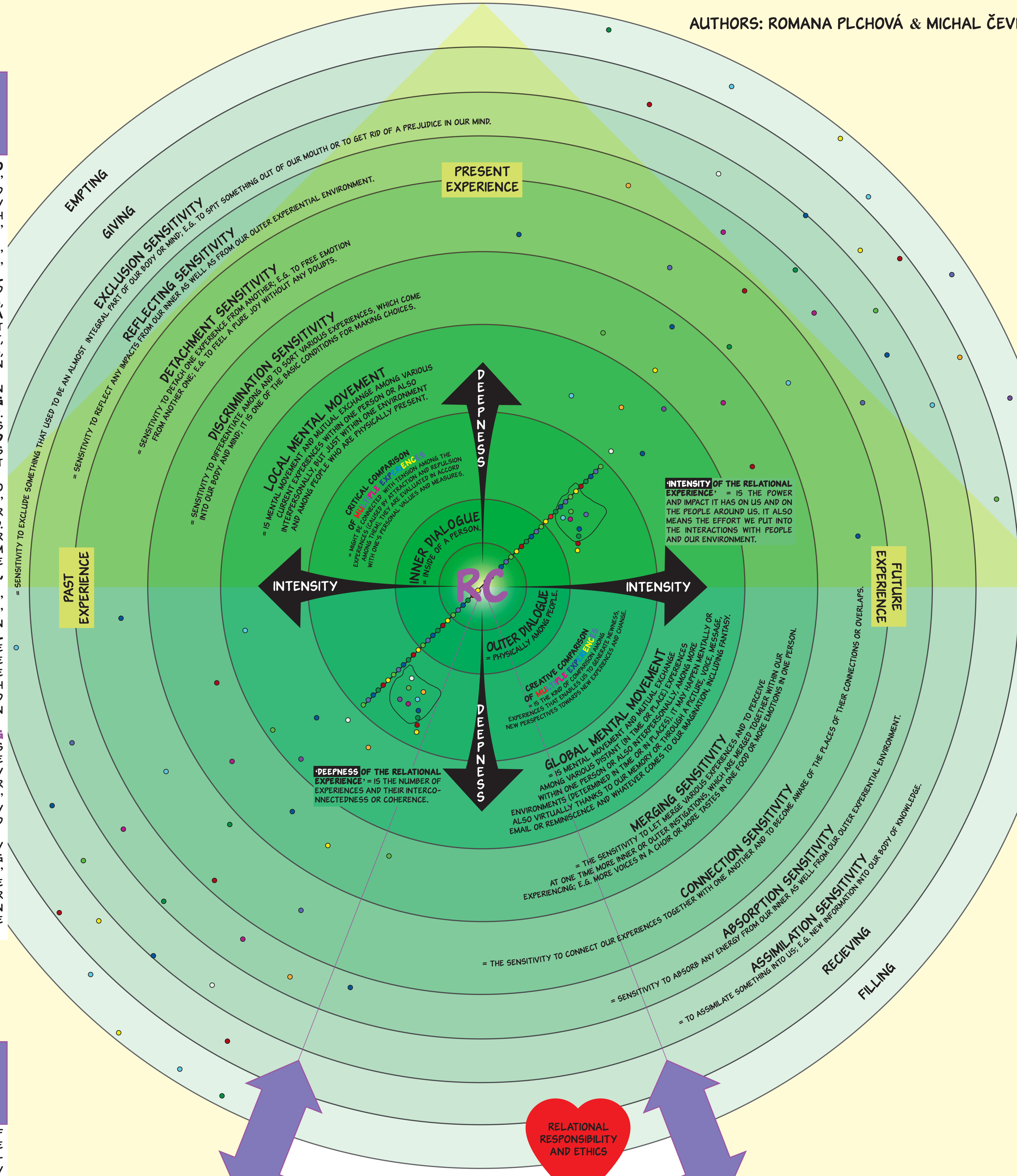
RELATIONAL ENRICHMENT RESEARCH AND SEVEN STEP SHARED ANALYSIS METHOD

(1) THE FIRST STEP IS THE **TITLE** OF THE TEXT, EXTRACTING THE ESSENCE OF ANY MESSAGE (TRAINEES' REPORTS; EXAMINATION REPORT; ANY DAILY TALK...). (2) STEP NUMBER TWO COMPRISES WRITING NOTES ON THE THINGS WHICH WE FEEL TOUCHED BY READING, INCLUDING THE ARISING FEELINGS - IT IS THE FIRST STEP OF THE SO CALLED **EMBODIED CATEGORIZING**. (3) STEP THREE IS EMPLOYING THE **MIRROR METAPHOR** AS WHEN ANSWERING THE QUESTION, E.G. 'HOW DO THE TRAINEES/TRAINERS/OR WHOEVER WATCH THEMSELVES WITH THE TRAINING/WITHIN ANY SITUATION IN FRONT OF THE MIRROR?' IT ENABLES US TO REFLECT ON THE SITUATION FROM A META-POSITION, WHICH MAY BE SOMETIMES USEFUL. (4) STEP FOUR IS THE ELABORATION OF THE **DEFINITION OF THE REFLECTING-REACTING CAPACITY** OR ANY OTHER SENSITIZING CONCEPT AND ITS AFFILIATED CATEGORIES. (5) NUMBER FIVE IS THE **EMERGING (NEW) CATEGORIES DESCRIPTION**, IF ANY EMERGED. (6) NUMBER SIX ANSWERS WITHIN THE RESEARCH TEAM THE QUESTION, 'HOW DID WE DO THE ANALYSIS?' TO BE ABLE TO ELABORATE IT AND TO LEARN FROM EACH OTHER. (7) AND NUMBER SEVEN IS A **LIST OF QUESTIONS** WHICH EMERGED AND WHICH MIGHT DIRECT ANY FURTHER EXPLORATION. THESE SEVEN STEPS MADE US THOROUGHLY GROUNDED IN THE DATA. THAT'S HOW WE APPROACHED THE TEXTS WHICH HELPED US TO GET ATTUNED TO EACH OTHER AND WHICH MADE US CONSTRUCT THE BASICS OF THE MODEL GRADUALLY END ENRICH EACH OTHER!

- (1) TITLE
- (2) EMBODIED CATEGORIZING
- (3) MIRROR METAPHOR
- (4) RC DEFINITION ELABORATION
- (5) NEW EXPERIENCES/CATEGORIES DESCRIPTION
- (6) HOW WE DID THE RESEARCH ANALYSIS/ANY DISCOVERING?
- (7) A LIST OF NEW QUESTIONS

SAMPLE AND DATA CREATION

THE SAMPLE COMPRISED 'TWENTY FIVE TRAINING IN PSYCHOTHERAPY INTEGRATION (TPI) TRAINEES'. THE 'ANNUAL REPORTS' OF TRAINEES ON THEIR EXPERIENCE IN TPI WERE ORIGINALLY ANALYZED IN ACCORD WITH GROUNDED THEORY METHOD AND ENRICHED WITH THE 'RESEARCH TEAM DISCUSSIONS' (TAPES). OUT OF THIS CAME THE 'SHARED ANALYSIS METHOD CREATION'. AFTER THAT THE DATA WERE ENRICHED WITH THE FIRST AUTHOR'S RESEARCH, TRAINING AND CLINICAL TREATMENT NOTES AND DIARIES.



FURTHER ANALYTICAL COMMENTS

'COGNITIVE-AFFECTIVE EXPERIENCE TRANSFERENCE' PROCEED VIA LOCAL AND GLOBAL MENTAL MOVEMENT WITHIN ONE PERSON OR INTERPERSONALLY (E.G. EMOTIONAL EXCHANGE AND INFLUENCE). VARIOUS RELATIONAL EXPERIENCES ARE LIKE SYNONYMS, WHICH 'OVERLAP' IN ITS CONNOTATIONS OR EMOTIONAL COLORS (E.G. ONE'S EXPERIENCE OF ANGER MAY PARTIALLY OVERLAP WITH THE EXPERIENCE OF ANGER OF SOMEONE ELSE). THEY MIGHT STAND ALSO IN OPPOSITION TO EACH OTHER OR COMPLEMENTARY LIKE ANTONYMS/CONTRADICTIONS. 'REFLECTING-REACTING CAPACITY' PROCEEDS VIA 'CONTINUAL INNER AND OUTER COMMUNICATION' AND 'MUTUAL SENSITIVITY AND REACTIONS'. 'RC' INCLUDES THE 'INTEGRATIVE CAPACITY' OF TRAINEES IN TRAINING IN PSYCHOTHERAPY INTEGRATION TO MENTALLY AND PHYSICALLY OPERATE WITH AND USE VARIOUS PSYCHOTHERAPEUTIC MODALITIES AND THEIR THEORIES AND TECHNIQUES TO SUPPORT DEVELOPMENT OF THEIR INDIVIDUAL STYLE OF CONDUCTING PSYCHOTHERAPY. THE KEY TASKS IN SELF AND MUTUAL DEVELOPMENT MIGHT BE TO CALL ONE'S OWN LIMITS AND STRENGTHS, ONE'S OWN BOUNDARIES AND TO ENLIGHTEN THE WAYS HOW TO OVERCOME LIMITS, IMPROVE STRENGTHS OR TO ELABORATE BOUNDARIES. IN OTHER WORDS, TO DEFINE HOW TO OPEN BOUNDARIES AND TO LET THE TRANSMISSION AND MUTUAL ENRICHMENT HAPPEN OR, INSTEAD, TO FIX THE BOUNDARIES WHERE NECESSARY. 'RC' ENABLES US TO GENERATE INSIGHTS AND NEWNESS IN EXPERIENCING AND DIALOGUES. THROUGH FULFILLMENT OF 'REFLECTING-REACTING CAPACITY', NOT ONLY ARE THE IDENTITIES OF TRAINEES IN INTEGRATIVE TRAINING CREATED AND RECREATED BUT ALSO THE IDENTITIES OF OTHER PEOPLE. THE ONLY DIFFERENCE LIES IN THE CONTENT, IN OTHER WORDS, THE SET OF EXPERIENCES EMPLOYED WITHIN OUR LIFE CONTEXTS.

C) APPLICATION:

FOUR BASIC PERSPECTIVES; INTEGRATING THEM, BALANCING AND SWITCHING ATTENTION AMONG THEM

EXAMINING OF (PAYING ATTENTION AND OFFERING INSIGHTS) AND INTEGRATING (BALANCING) THESE BASIC FOUR PERSPECTIVES ('BIO-PSYCHO-SOCIO-SPIRIT') OR ALSO OTHERS (E.G. FINANCIAL; PERSPECTIVE OF USING TECHNOLOGIES AND SO ON) INTO A 'COHERENT STREAM OF EXPERIENCING (OUR STORIES)' IS WHAT WE CALL TO HEAL AND DEVELOP PEOPLE IN THEIR 'MULTIPLE-RELATIONAL BEING' AND ACTIVATING THEIR 'SALUTOGENETIC POTENTIAL' IN THE DIRECTION TOWARDS HEALTH AND WELL-BEING AND PERSONAL AND RELATIONAL RESPONSIBILITY. ANY 'COGNITIVE-AFFECTIVE EXPERIENCE' MAY BE CONVERTED INTO A MENTAL REPRESENTATION IN OUR MIND AND ALL OF THE EXPERIENCES MAY BE EXPRESSED AND SHARED WITH OTHER PEOPLE. **BIOLOGICAL** (OR PHYSICAL), **PSYCHOLOGICAL**, **SOCIAL** AND **SPIRITUAL** (E.G. 'BIO' AS RELAXATION OR ACTIVATION OF ONE'S MUSCLES; 'PSYCHO' AS EXPRESSING ONE'S FEELINGS OR THOUGHTS; 'SOCIO' AS TALKING TO OTHER PEOPLE, TOUCHING THEM AND SO ON; 'SPIRITUAL' AS, FOR EXAMPLE, TO FEEL A DEEP COMPASSION WITH ANOTHER PERSON) AND PLENTY OF OTHER EXPERIENCES MAY BE DIVERSIFIED, FOR EXAMPLE, IN ACCORD WITH OUR AGE AND SENSITIVITY FOR TRANS-GENERATIONAL EXCHANGE; WITH OUR SOCIAL STATUS, WITH OUR SENSITIVITY TO RECOGNIZE AND FOLLOW THE NATURAL AUTHORITY AND SO ON. WITHIN 'RC' AND 'BPS' MODELS VARIOUS DISORDERS SHALL BE PERCEIVED AS PREPARATION FOR FUTURE ADAPTATION AND DEVELOPMENT VIA THE RC FUNCTIONS: E.G. TO SUPPORT FOCUSING OF THE ATTENTION AND FLEXIBLE SWITCHING AMONG EXPERIENCES IN A SO CALLED 'ATTENTION DEFICIT DISORDER'; TO FACILITATE THE DETACHMENT AND CONNECTION SENSITIVITY IN SYMPTOMS OF THE SO CALLED 'DEPERSONALIZATION'; TO ESTABLISH THE PROPER AND STRONG ENOUGH OR PERMEABLE BORDERS IN MENTAL MOVEMENT IN A SO CALLED 'BORDERLINE PERSONALITY DISORDER'; TO INTEGRATE AND TO DEVELOP THE BOUNDS OR RELEASE OF THE FOUR BASIC PERSPECTIVES (AND OTHERS) WHEN EXPERIENCING THE SO CALLED 'PSYCHO-SPIRITUAL CRISIS' OR 'SCHIZOPHRENIA'.