

Proposal for a module on Science and Research for the EABP FORUM Training Institutes

General Aim

As a Body Psychotherapist, you will work professionally and independently with clients. You will be working within the framework of the bio-psycho-social model (also referred to as a new paradigm of the “Embodied and Extended Mind”), focussing on the clients ‘lived-body-experience’. Body Psychotherapy has a specific focus on the distresses, disturbances and diseases in our clients’ lives and how these can affect their embodied relating to the world and their self-perception, as well as identifying and fostering ways to improve their sense of well-being.

As a Body Psychotherapist, you will be familiar with the connections between facial expressions, voice intonation, breathing, eye-contact and general body-language in yourself and in your clients, which forms the embodied relationship as a mean of communication.

This psychotherapy research module of science and research is designed to stimulate and/or strengthen: ‘the inquiring attitude’; ‘the reflective practitioner’; and ‘the research mind’; within each student in a Body Psychotherapy Training Institute. As such, you will be starting a process towards systemizing your observations within a structured framework of study and research. The (individual and group) ways of working within this module intends to become an on-going process throughout the whole training.

This module of Science and Research will focus on:

- learning the language and concepts (terminology & definitions) of science and research in psychotherapy
- understanding how to become acquainted with and stay up-to-date with relevant research
- becoming a reflective practitioner – stepping aside and reflecting upon the interactions between you and the client, the therapeutic process, and the interactions with the client – with the help of scientific research methods
- learning about different psychotherapy research methods and evaluate how these can be applied in your own practice
- fostering and developing an interest in communicating to others what Body Psychotherapy is and how it can contribute to people’s well-being; reducing stress; alleviating distress and improving symptoms of specific disorders
- gathering an understanding and skills to promote communication with colleagues; health care insurances; medical doctors; universities; **public journals (like GEO in German)**, as well as writing articles for publication in peer-reviewed journals

Objectives

After this module has been completed, the students should be able

- ✓ to search and find literature in relevant databases
- ✓ to understand a vocabulary of the science & research terminology, such as: qualitative and quantitative research; deductive and inductive ways of gaining new knowledge reductionism; positivism; phenomenology; experimental and naturalistic design; validity; reliability

- ✓ to gain basic knowledge about qualitative research: questionnaires; semi-structured interviews; grounded theory; case studies
- ✓ to gain basic knowledge about quantitative research – control group, test groups, hypothesis, randomized controlled trial - RCT as ‘gold standard’
- ✓ to gain basic knowledge about different research methods and compare articles in which these methods have been used
- ✓ to gain a basic knowledge about statistics – dependent and independent variable, mean value, median value, level of significance
- ✓ to understand the difference between correlation and causation
- ✓ to learn about different assessment tools - questionnaires and body scales (see Resource 8) or know where to learn about them
- ✓ to acquire basic knowledge about ethical standards for research (specific to different countries) and to learn where to apply for ethical approval for research in their region
- ✓ to learn the components of – and how to write up – a body psychotherapy case study
- ✓ to learn what an article for publication should contain (every journal has their own standards)
- ✓ to write a short presentation of what Body Psychotherapy is – like for a brochure about your private practice

Teaching and Learning Methods

Each Training Institute will organise this programme in its own way and will be responsible for assessing students’ progress and understanding of this topic. The EAP’s Professional Competences (Domain 12) should be considered.

A good learning situation can take place in small groups (of up to 7 individuals) and these groups ideally should remain constant with the same members throughout the whole training. It is suggested that students use the globally acknowledged pedagogic method of ‘Problem-Based-Learning’ (PBL), (see Resource 5a and 5b).

In most Body Psychotherapy trainings, there are usually students with some academic or practical experience in science and research. It is suggested that one or two of these more experienced participants (like psychologists, medical doctors or individuals who have already been involved in some research) could function as facilitators of this module in science and research (see Resource 5a). A significant component of self-study of articles and books will also be required. The students should be able to present some themes and should be able to ask and answer questions within the small learning groups. These groups (with their facilitators) can function both as a resource and a control of what everyone has learnt.

This science & research module is estimated to be about 15 hours and conducted throughout the whole of the 4-year training, including self-studies. There should be no examination, but it should be in each student’s interest to profit from this learning process during the course of the training. The facilitators of the learning groups could get additional support from an experienced research seminar leader in a webinar. In this way, all students in an EABP FORUM Training Institute will gain a basic level of knowledge about science and research in the process of becoming Body Psychotherapists.

In the following Resource sections, we hope that student can find some articles and helpful tools, as well as a literature list to start the reflective practitioner process.