Online research methods workshops 2020 - 2021

The Society for Psychotherapy Research UK Chapter is proud to offer a series of online research method workshops to develop your research skills and gain new perspectives on project design. Expert psychotherapy researchers will talk about pressing issues and new methods on the basis of their current research. The workshops are open to both novice and experienced psychotherapy researchers.

The cost of each individual workshop is £25, however the whole suite of workshops are available free of charge to SPR members. Follow this link to learn more about membership of the SPR.

Friday 11th December 2020 (10am-noon)
Workshop 3: Reflexivity in psychotherapy research.
Joshua Holmes, Child and Adolescent Psychotherapist in the NHS.
To register for the workshop go here: here

Friday 29th January 2021 (10am-12:30pm)
Workshop 4: Complexity Science in Psychotherapy: research, models, & clinical practice.
Professor Franco Orsucci (University College London and MAAS, London), Professor Wolfgang Tschacher (Bern and Freiburg Universities) and Professor Guenter Schiepek (Salzburg and Munich Universities).
To register for the workshop go here: here

Friday 26th February 2021 (10am-12:30pm)
Workshop 5: Using Conversation Analysis to Explore Therapeutic Interaction: An Application To Psychoanalytic Psychotherapy
Dr Georgia Lepper and Dr Elena Della Rosa, child and adolescent psychoanalytic psychotherapist
To register for the workshop go here: here

Friday 19th March 2021 (10am-12:30pm)
Workshop 6: Opening up the Change Process in Psychotherapy: Significant Events and Comprehensive Process Analysis
Professor Robert Elliott, University of Strathclyde, Glasgow.
To register for the workshop go here: here

Friday 16th April 2021 (10am-12:30pm)
Workshop 7: Thinking about Diversity in Psychotherapy Research
Dr Poul Rohleder, Department of Psychosocial and Psychoanalytic Studies, University of Essex, UK
To register for the workshop go here: here

Friday 14th May 2021 (10am-12:30pm)
Workshop 8: Constructing Typologies in Qualitative Research Using Ideal-Type Analysis
Nick Midgley (University College London), Sally O’Keeffe (City University of London), and Emily Stapley (Anna Freud National Centre for Children and Families, London).
To register for the workshop go here: here
Workshop 3: Reflexivity in psychotherapy research
by Joshua Holmes
on Friday 11th December 2020 (10-12pm)

Abstract: In psychoanalysis in around 1950 the role of the therapist's own emotional experience ('countertransference') in the therapeutic endeavor began to be extensively rethought. While Freud may have publicly viewed countertransference as an unwanted hindrance and evidence of the need for further analysis, instead countertransference reactions began to be viewed as a primary means - if not the primary means by which therapists can link with and understand their patient’s experiences. Qualitative research has followed an in some ways similar trajectory in relation to the researcher's own reflexive capacity and how this may be informative for the wider research process. With a focus on research interviews, this workshop will examine ways in which skills which have been extensively thought about in the psychoanalytic literature may be used to enhance research processes. In particular the concept of 'reverie' - as used clinically by Thomas Ogden among others - which refers to a state of mind of openness to 'waking dream' states, will be explored. The problematics of doing so will also be given due consideration.

Joshua Holmes, PhD, is a Child & Adolescent Psychoanalytic Psychotherapist working in the NHS. He has published articles in psychoanalytic, psychotherapy and qualitative research journals. In 2018 Routledge published his book: A Practical Psychoanalytic Guide to Reflexive Research: the Reverie Research Method. He is a former recipient of the Journal of the American Psychoanalytic Association 'new author' prize as well as the British Psychotherapy Foundation 'Eileen Curtis' Prize.

Workshop 4: Complexity Science in Psychotherapy: research, models, & clinical practice
by Professor Franco Orsucci (University College London and MAAS, London), Professor Wolfgang Tschacher (Bern and Freiburg Universities) and Professor Guenter Schiepek (Salzburg and Munich Universities)
on Friday January 29th 2021 (10am – noon)

Synchronization, nonlinear dynamics and quantum fields in human change.

Contents
1. self-organization and synchrony (based on empirical findings that regular patterns of interaction arise in the therapist-patient relationship)
2. detection of attractors (attractors describe stable states of a process, e.g. the stability of a disorder a patient suffers from. They can be detected and described based on empirical time series)
3. phase transitions (when there are two attractors –e.g. severe depression and normal functioning–, we may observe transitions between them)
4. differential equations, models (processes, time series, attractors can be modelled by mathematical equations)
5. comparison of empirical and theoretical models (in complexity science, like in all psychotherapy research, we struggle with the mapping of theory to measurement)
6. qualitative meaning of complexity (how are complexity and attractors linked with traditional questionnaire measures? And clinical practice?)
7. scaling fractal dynamics (a specific kind of self-similarity found in time series, e.g. physiological time series, individual and social psychology)
8. different landscapes of complexity: deterministic chaos, ARMA, stochastic landscapes, quantum field granularity, indeterminism.
9. translational processes and procedures from research to clinical practice and vice versa.

Learning outcomes
- LOs will be related to critical thinking on different types and dimensions of complexity in human interactions.
- There will be reflective practice on order and randomness in clinical practice: different forms of resonance (harmonic and stochastic) and synchronization.
- Reference to different scales of human change will be mapped and explored.

Professor Franco Orsucci (University College London and MAAS, London)

Born in Rome, he graduated at the Sapienza University Rome in Medicine (First Class Hons), where he also Specialised in Psychiatry and Psychotherapy (First Class Hons). He also trained as Member of the International Psychoanalytical Association. He is currently Visiting Professor at University College London, President of MAAS, Senior Consultant, NSFT – Norfolk & Suffolk NHS Foundation Trust, President of the Mind Force Society, Chair of the SPR-SIG in Complexity Science. Franco is also Fellow of the European Academy of Science and Arts, Fellow of the Royal Society of Medicine. He has developed interdisciplinary collaborations with neuroscientists, mathematicians, physicists and philosophers within the framework of Complexity Science. His applied research has been focused on human change in different contexts: clinical psychology and cognitive neuroscience. He is Editor in Chief of Chaos & Complexity Letters. Franco has published about 200 articles and several books: The Complex Matters of the Mind (1998), Changing Mind (2002) and Mind Force (2009) World Scientific, Singapore and London; Bioethics in Complexity (2004), Imperial College Press, London; Reflexing Interfaces (2007) and Complexity Science, Living Systems, and Reflexing Interfaces (2012), IGI International, New York; Neuroscience in the Age of Complexity (2014) and Human Dynamics, An Open Handbook (2016) Nova Science, New York. He has been key-note speaker at the Max Planck Institute, the International Psychoanalytical Association, the Italian Science Festival, the World Psychiatric Association.

Professor Wolfgang Tschacher (Bern and Freiburg Universities)

Born in Hohengehren, Germany, studied psychology at Tübingen University where he received his Ph.D. in 1990. Psychotherapy training in systemic therapy at the Institute of Family Therapy, Munich. Habilitation in psychology and Venia legendi 1996 at University of Bern, Switzerland, professorship in 2002. He currently works at the University Hospital of Psychiatry and Psychotherapy. His main interests are in quantitative psychotherapy research, time-series methods and experimental psychopathology, with an emphasis on dynamical systems, complexity science, embodied cognition, and phenomena of cognitive self-organization. Organizer of the series of ‘Herbstakademie’ conferences on systems theory in psychology and philosophy of mind.
**Workshop 5: Using Conversation Analysis to Explore Therapeutic Interaction:**
*An Application To Psychoanalytic Psychotherapy*

**Dr Georgia Lepper** and **Dr Elena Della Rosa**, child and adolescent psychoanalytic psychotherapist

*Friday 26th February 2021 (10am-12:30pm)*

**Abstract:** Conversation Analysis (CA) is a method first developed in the 1960’s for the detailed analysis of turn by turn spoken interaction. Now a major research method used many social sciences, its findings have deepened our understanding of the ways in which people-in-interaction actively shape their participation in the world around them in fine, granular detail. Psychotherapists of all theoretical persuasions explore and examine the experienced world of the client through interaction between therapist and client(s), and in recent years CA has been used increasingly in the detailed study of psychotherapy process. In this workshop we present some of the basic principles of CA, before focussing in particular on recent CA research into the ‘epistemic stance’ of speakers: the ways in which understanding of knowledge/experiential states is negotiated in interaction. How do the partners to the interaction negotiate their respective epistemic perspectives, and to what effect? Examples from clinical interaction will be offered to illustrate the concepts and methods.

**Dr Georgia Lepper PhD** is a clinician/researcher with extensive experience in applying Conversation Analysis to clinical interaction. She is the author of two textbooks (*Categorization in Text and Talk* and *Researching the Psychotherapy Process* with Nick Riding ) and many research articles examining the therapeutic process using CA.

**Dr Elena Della Rosa** is a child and adolescent psychoanalytic psychotherapist in private practice and a visiting lecturer on the child psychotherapy doctoral program at the Tavistock centre, London and former lecturer at the University of Essex. She has written a prof.doc. on transference interventions with adolescents using CA and continues her research work in this field.
**Workshop 6: Opening up the Change Process in Psychotherapy:
Significant Events and Comprehensive Process Analysis**

**Professor Robert Elliott, University of Strathclyde, Glasgow.**

**Friday 19th March 2021 (10-12:30pm)**

**Abstract:** Change process research (CPR) is the study of the processes by which change occurs in psychotherapy and is a useful complement to randomized clinical trials and other forms of efficacy research. The focus of this workshop is an underutilised approach to CPR, using significant events and Comprehensive Process Analysis (CPA). Significant events research typically involves three things: First, important moments of therapy are identified, for example, using client self-reports such as the Helpful Aspects of Therapy (HAT) Form (Llewelyn, 1988). Second, the researcher develops a qualitative, sequential description of what happened, tracking multiple aspects of client and therapist process as they unfold step by step over time, tracking multiple parallel qualitative aspects. Third, significant events research tries to tie within-session processes to postsession and posttherapy outcome. After describing this general approach, I present the CPA method (Elliott et al., 1994), in which qualitative analysts apply a general analytic framework, encompassing a wide range of factors that may be important for the understanding a significant therapy event. This framework is divided into three broad domains, each utilising specific analytic methods: *Event Process Analysis* focuses on micro-analysis of the key speaking turns in the significant event; *Effects Analysis* tracks the unfolding sequence of impacts of the significant event, from the event through to the outcome of therapy; *Context Analysis* involves an exhaustive search for the complex antecedents of the significant event, tracking backwards from immediate in-session trigger for the significant event to the beginning of therapy and the relevant background characteristics of client and therapist. The workshop concludes with a dialogue with participants about the implications and uses of significant events research and CPA for psychotherapy research and training, with consultation offered to participants interested in carrying out significant events research or CPA.

**Robert Elliott, Ph.D.,** is Professor of Counselling at the University of Strathclyde. He received his doctorate in clinical psychology from the University of California, Los Angeles, and is professor emeritus of psychology at the University of Toledo (Ohio). A psychotherapy research methodologist, he has developed a wide range of qualitative and quantitative research instruments or methods. In collaboration with Leslie Greenberg and Laura Rice, he developed Emotion-Focused Therapy (EFT); he has delivered EFT training in many countries and serves on the board of the International Society for Emotion-Focused Therapy. He is co-author of *Facilitating emotional change* (1993), *Learning emotion-focused psychotherapy* (2004), *Research methods in clinical psychology* (3rd ed., 2015), *Essentials of descriptive-interpretive qualitative research* (2021), and *Emotion-focused counselling in action* (2021) as well as more than 170 journal articles and book chapters. He is past president of the Society for Psychotherapy Research, and previously co-edited the journals *Psychotherapy Research,* and *Person-Centered and Experiential Psychotherapies.* He is a fellow in the divisions of Clinical Psychology, Psychotherapy, and Humanistic Psychology of the American Psychological Association. He is a past recipient of the Distinguished Research Career Award of the Society for Psychotherapy Research, and the Carl Rogers Award from the Division of Humanistic Psychology of the American Psychological Association. He enjoys running, science fiction, poetry, and all kinds of music.
Workshop 7: Thinking about Diversity in Psychotherapy Research
Dr Poul Rohleder, Department of Psychosocial and Psychoanalytic Studies, University of Essex, UK
Friday 16th April 2021 (10-12:30pm)

Abstract
In this workshop I will consider different issues related to thinking about diversity in psychotherapy research. I will examine why diversity is important to consider and different ways in which diversity can play a role in research. In the workshop I will draw primarily on the traditions of Cultural Psychology (Shweder, 1990; Swartz & Rohleder, 2017) and Community Psychology (Kagan, Burton & Siddiquee, 2017), and consider universalist, relativist and critical approaches to considering diversity and difference in mental health.

Firstly, I will look at diversity as a challenge for psychotherapy research, exploring the different biases and assumptions that may be embedded in psychotherapy theory, clinical practice and research methodology, looking at, for example, cultural or heteronormative biases. Secondly, I will explore thinking about diversity as a topic for research, and some consideration that need to be made. Third, I will look at diversity as an intrinsic aspect of the research approach, and methods that can be adopted. I will draw on Participatory Action Research methods which encourages an approach to research that includes the “subjects” of research as active members in the process of inquiry; doing research “with” subjects, rather than “about” subjects. I will also look at different ways in which “participation” can be conceptualised.

Dr Poul Rohleder is a clinical psychologist and psychoanalytic psychotherapist, and senior lecturer at the Department of Psychosocial and Psychoanalytic Studies at the University of Essex, UK. He is an active researcher, in the areas of sexuality, disability, identity and mental health, and has published a number of research papers in these areas. He is co-editor of the book Qualitative Research in Clinical and Health Psychology (Published by Palgrave MacMillan, 2015).

Workshop 8: Constructing Typologies in Qualitative Research Using Ideal-Type Analysis
by Nick Midgley, Sally O’Keeffe, Emily Stapley
Friday 14th May 2021 (10am – noon)

Abstract: Ideal-type analysis is a qualitative method for analysing data to construct typologies in research, which is not yet widely known among psychotherapy researchers. Ideal-type analysis is a flexible method that can be used with a diverse range of qualitative data sources, including interviews/focus group transcripts, case notes, field notes and observations. The approach is distinctive among qualitative methods, and offers something different to either case study or thematic approaches - it provides a means for the researcher to retain a focus on the individual participant’s experience, as well as on the patterns that exist across the dataset, both within and between groups in the dataset.

In this workshop, drawing on material from our forthcoming book on the topic (American Psychological Association, 2021), we will present ideal-type analysis as an approach to constructing typologies in qualitative research. We will introduce the stages of conducting ideal-type analysis and there will be opportunity to practice carrying out ideal-type analysis using real data.
This workshop will be ideal for postgraduate students in psychology and psychotherapy, as well as psychotherapy researchers looking to widen their repertoire of qualitative methodologies.

**Dr Nick Midgley** is Professor of Psychological Therapies with Children and Young People at UCL, and the co-director of the Child Attachment and Psychological Therapies Research Unit (ChAPTRe) at UCL /the Anna Freud Centre. He has written and edited several books, including *Essential Research Findings for Child and Adolescent Counselling and Psychotherapy* (Sage, 2017, with Mick Cooper and Jac Hayes), *Mentalization-Based Treatment for Children: a time-limited approach* (APA, 2017) and *So Young, So Sad, So Listen. A parents’ guide to depression in children and young people* (Cambridge University Press, 2020). He was the winner of the Society for Psychotherapy Research’s Early Career Achievement Award in 2013, and the BACP’s Outstanding Research Award in 2019.

**Dr Sally O’Keeffe** is a Research Fellow in the School of Health Sciences, City University of London. Sally is a mixed methods researcher and her PhD research investigated psychotherapy dropout in adolescents with a diagnosis of depression. She is currently managing a large trial testing a brief psychological intervention for people presenting to Emergency Departments with self-harm.

**Dr Emily Stapley** is a Research Fellow in the Evidence Based Practice Unit (EBPU; Anna Freud National Centre for Children and Families and UCL). Emily’s research interests are around young people and families’ experiences of mental health problems, coping and receiving support. Emily has expertise in qualitative and mixed methods research. Emily’s PhD research at UCL explored the experiences of parents of adolescents diagnosed with and receiving therapy for depression at child and adolescent mental health services. Emily currently leads on the qualitative research strands of several large-scale, mixed methods research projects within the EBPU, including The National Lottery Community Fund’s HeadStart Programme and the Department for Education’s Education for Wellbeing Programme. Emily’s research focuses on the experiences of young people in receipt of preventive interventions in school and community settings seeking to promote positive mental health and wellbeing.