



Central and North West London 
NHS Foundation Trust



Bridging Diversity: Do We Have A Shared Language?

Écarte 2015

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The Horizons Project

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HORIZONS PROJECT

Central and North West London



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ICAPT

University Alliance

The International Centre for
Arts Psychotherapies Training



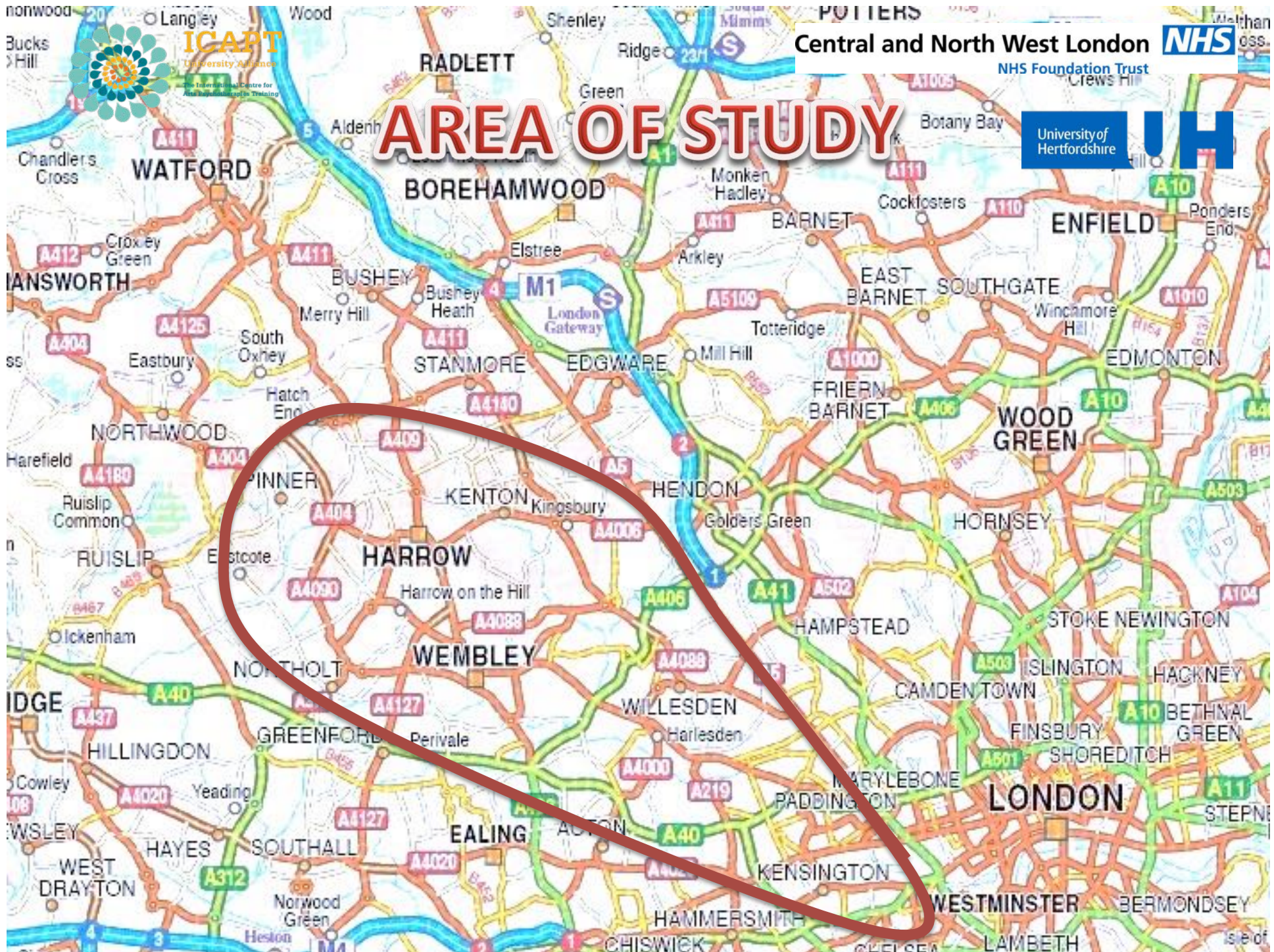
DEVELOPING RESEARCH SKILLS FOR EARLY CAREER
RESEARCHERS TO EXAMINE CLINICAL PRACTICE



Elliott, R., 2010. Psychotherapy change process research: Realizing the promise. *Psychotherapy Research* 20, 123–135.

“...with theory developing alongside practice there is no consensus about the process of therapy and mechanisms of action or for whom” it is most effective”

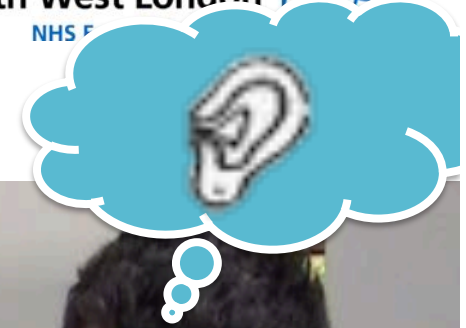
Patterson, S., Crawford, M. J., Ainsworth, E., & Waller, D. (2011). Art therapy for people diagnosed with schizophrenia: Therapists' views about what changes, how and for whom. *International Journal of Art Therapy*, 16(2), 70–80.





Fonagy, P. (2013) 'What's inside the black box?' Inscape Editorial





Type of verbal/
nonverbal
interaction

Bucci, W., 1982. The vocalization of painful affect. *Journal of Communication disorders* 15, 415–440.



CREDIT: DAVID SHRIGLEY

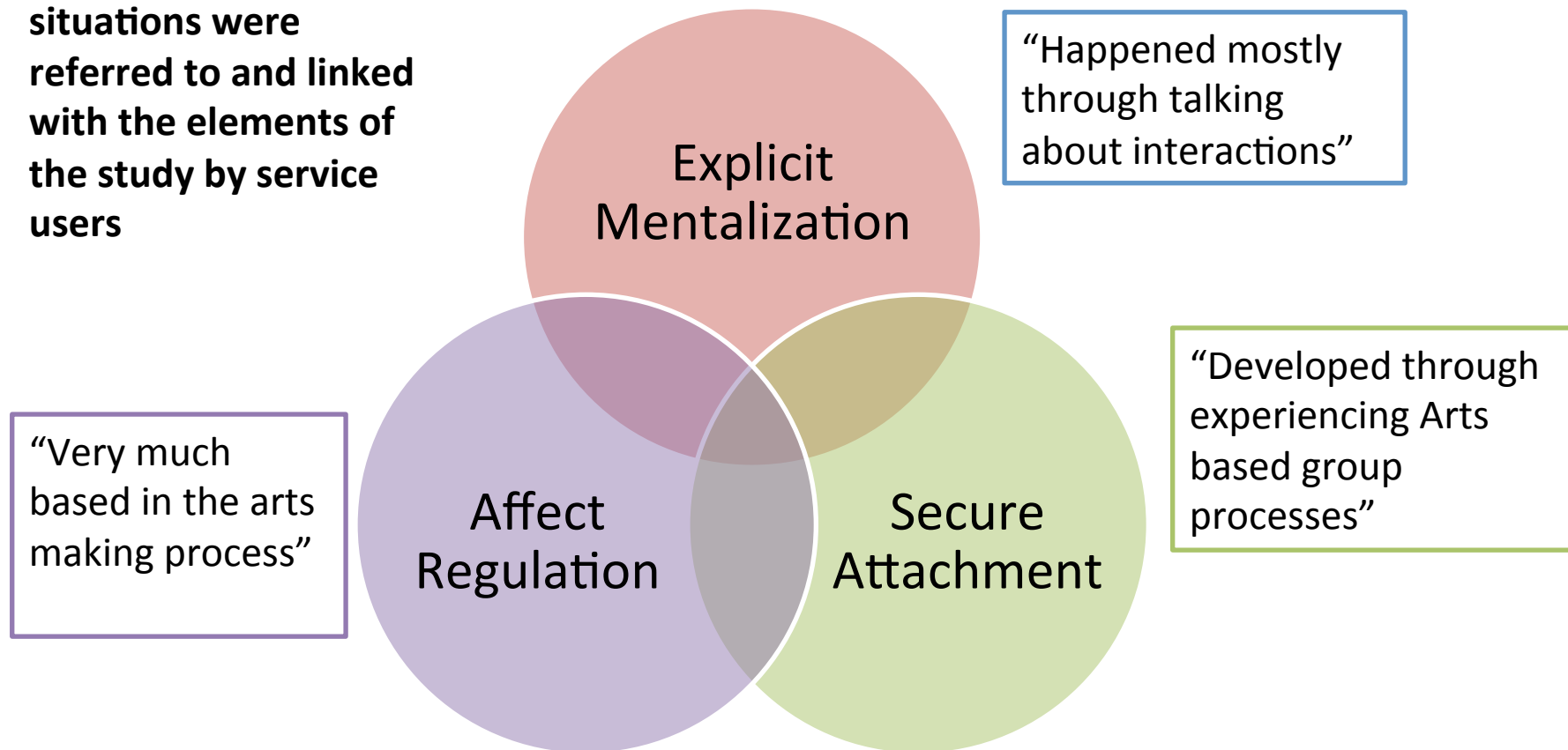


METHODOLOGY

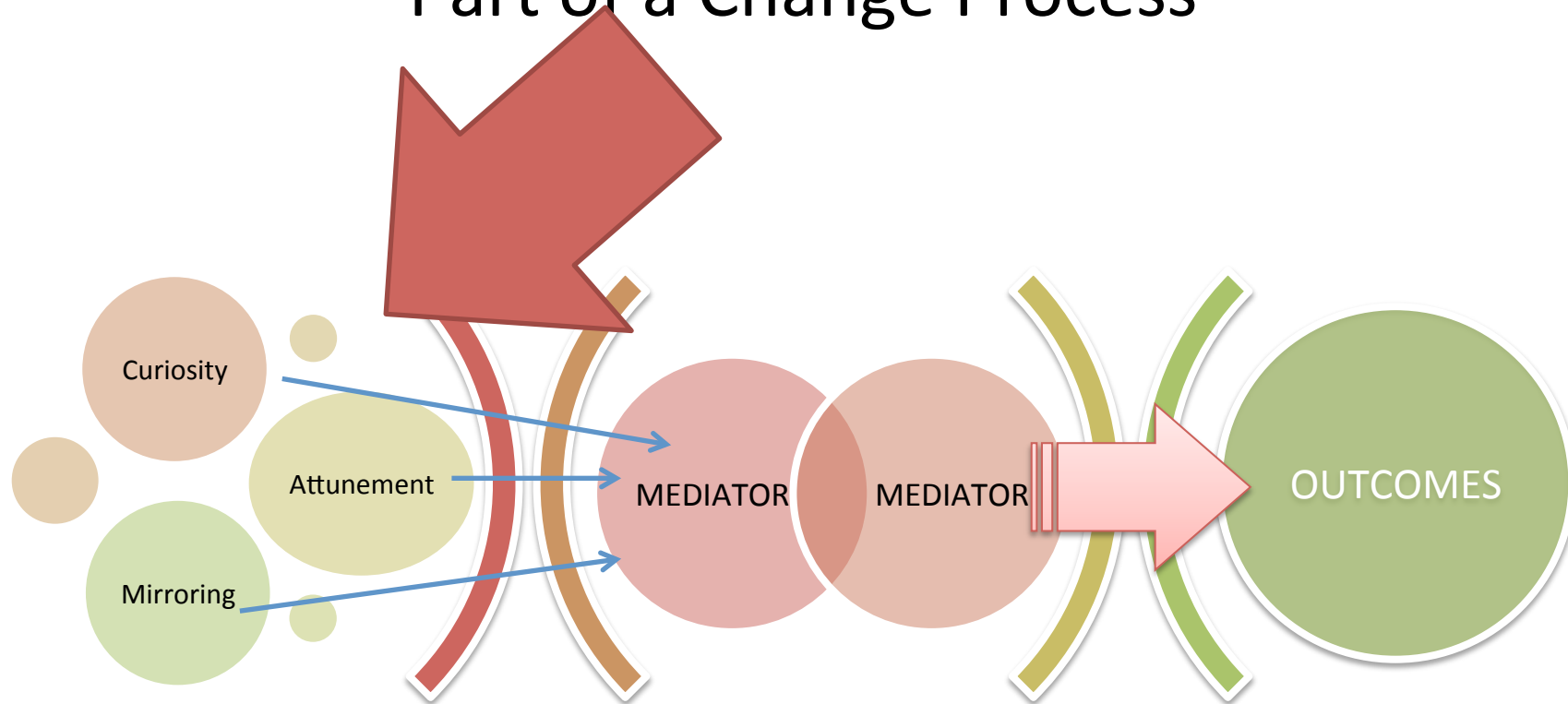
Developing Change Hypotheses

Feedback from the CNWL Service User Consultation Group

Specific lived clinical situations were referred to and linked with the elements of the study by service users



WHAT Phase 1: Defining Interventions as Part of a Change Process



Kazdin, A.E., 2007. Mediators and mechanisms of change in psychotherapy research. *Annu. Rev. Clin. Psychol.* 3, 1–27.

Choosing a Method of Investigation

(Liou, Y.I., 1992. Collaborative knowledge acquisition. Expert Systems with Applications 5, 1–13.)

- **Repertory grid based**
- **“Diagnostic Research”**
- Delphi technique
- Nominal Group Technique
- Focus group interviews
- Voting/ Group Consensus
- Brainstorming



REPERTORY GRID

Repertory Grid: Kelly's Philosophy

- We interpret our experiences through our personal constructs
- Constructs are bi-polar and are from a personal perspective
- For example,

Depressed



Angry

Happy



Miserable

Loved



Abandoned

Kelly, G.A., 1955. The psychology of personal constructs. Volume 1: A theory of personality. WW Norton and Company.

CONDUCTING THE RESEARCH

Participants

$n=6$

2 Art Psychotherapists

2 Music Therapists

1 Drama Therapist

1 Dance Movement Psychotherapist

We provided
**clinically
significant
situations** based
on **mediators
and outcomes**
relevant to **BPD/
Affective
Disorders /
Schizophrenia
and Somatoform
Disorders**



2
1
SECURELY
ATTACHED

2
2
AVOIDING
CONTACT

2
3
AMBIVALENT
RESPONSES

2
4
EXPLORING
SELF-OTHER
STATES OF MIND

2
1
EXTERNALISING
INTERNAL
EXPERIENCES
ONTO OTHER PEOPLE
EG. TRANSFERENCE

2
6
PRETENDING TO BE
INSIGHTFUL ABOUT
INTERPERSONAL
RELATIONSHIPS

2
7
MEDIATE CONCRETE
SOLUTIONS TO
INTERPERSONAL
PROBLEMS

2
8
PSYCHOTIC
STATE OF
MIND

2
9
HIGH AFFECT
STATE

2
10
LOW AFFECT
STATE

2
8
SELF HARM
THREAT

2
MEDICALLY
UNEXPLAINED
SOMATIC SYMPTOMS

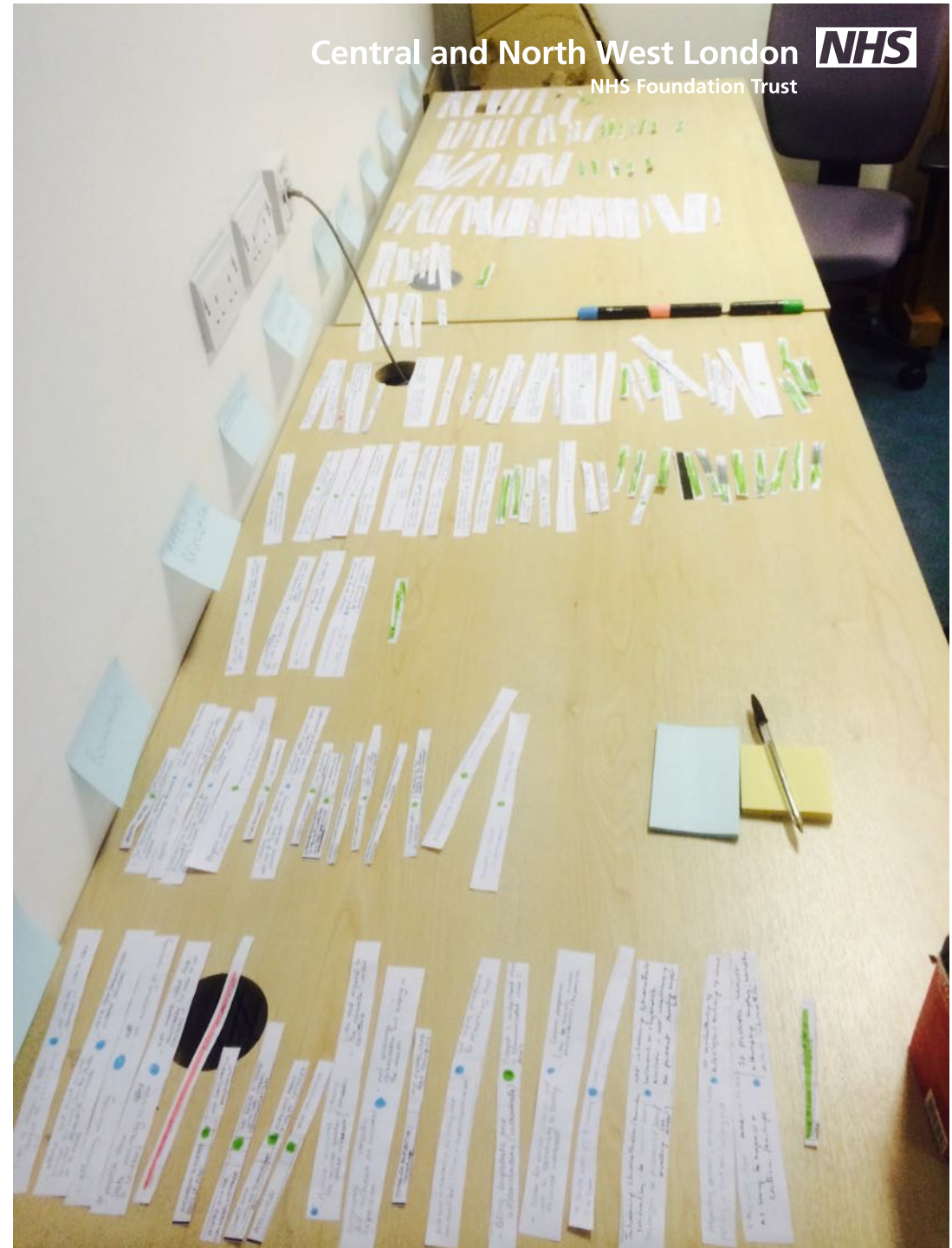
MISPERCEPTION
OF
SELF IMAGE

Data Collation

- Researchers ‘themed’ constructs
- All must be in agreement
- Themes were made into constructs



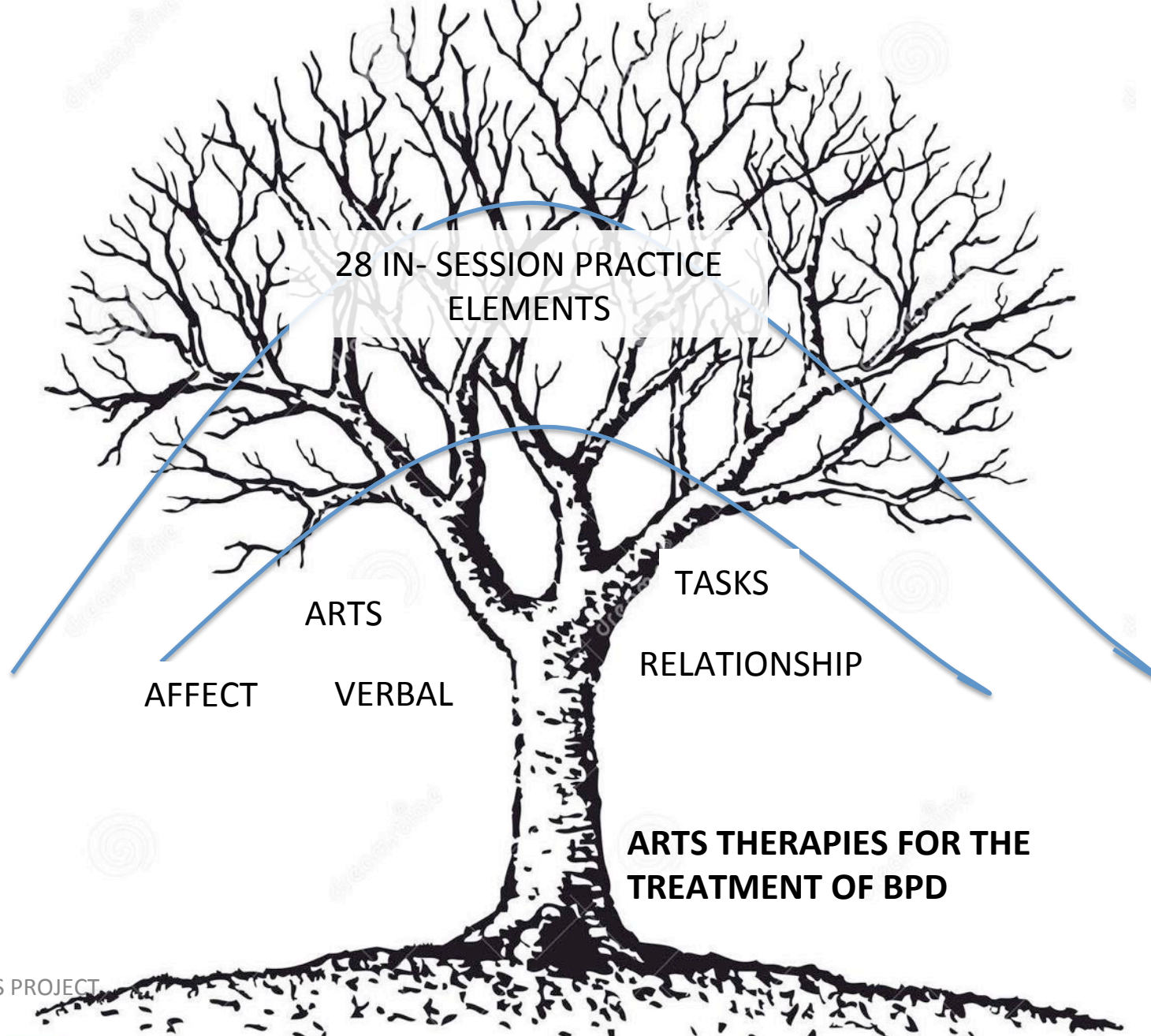
Grouping the constructs





RESULTS

340 SPECIFIC ARTS THERAPIES IN-SESSION INTERVENTIONS

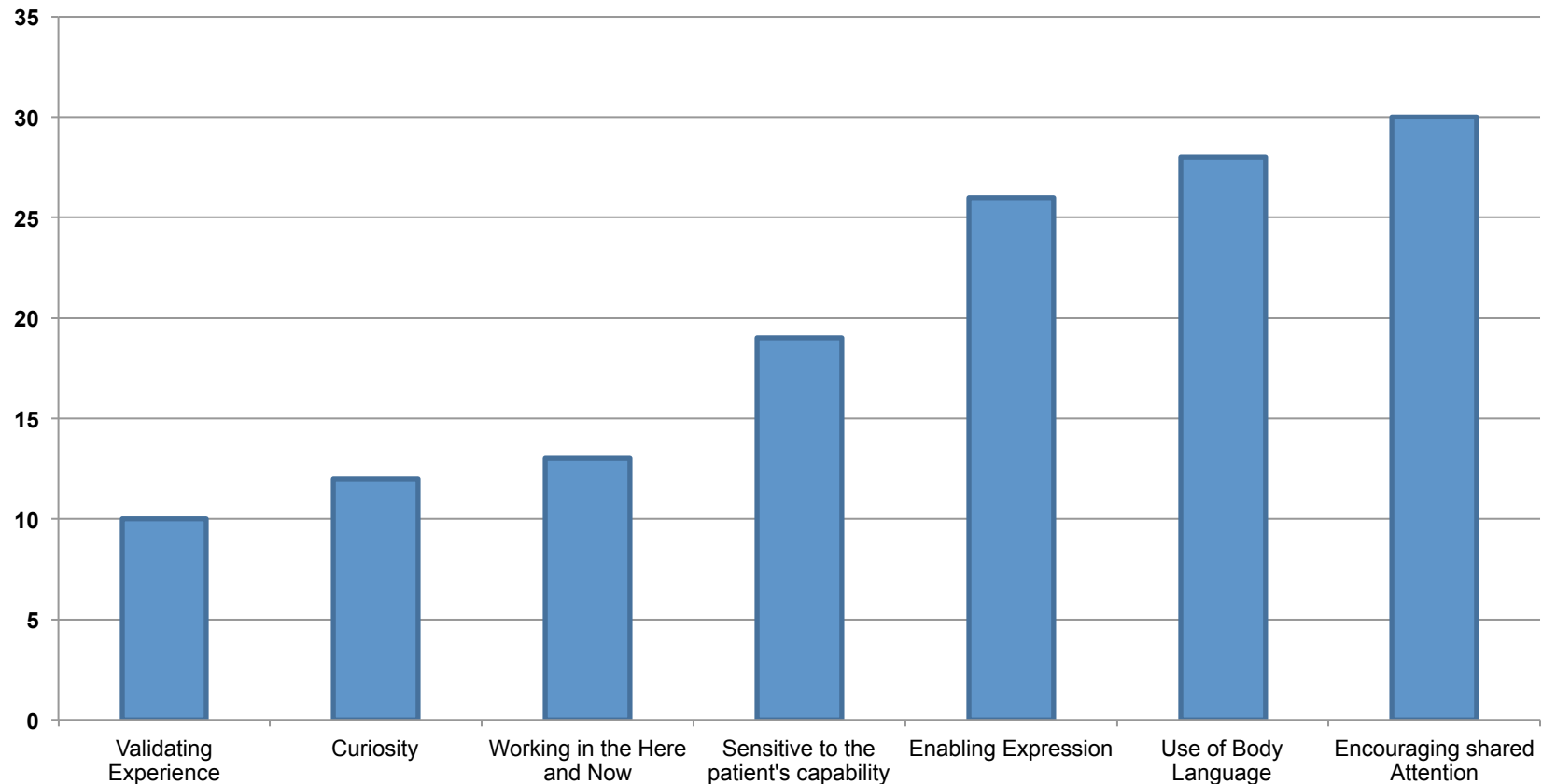


28 IN- SESSION INTERVENTION CATEGORIES

PRACTICE ELEMENTS (THEMES)	
Pole 1	Pole 2
Empathically Attune	Explore Perspectives
Adapt Personal Boundaries	Establish/ Maintain Personal Boundaries
Adapt time/ space boundaries	Establish/ Maintain time/ space boundaries
Regulate affect	Take a Neutral position/ non-action / witness/ observe
Be Challenging	Mirror affect
Be Non-directive/ collaborative	Be directive
Ask direct questions	Be openly curiosity/ explorative
Focus on working within the therapeutic/ group relationship	Focus on working with external relationships
Use arts media to make contact	Use verbalisation to make contact
Work in the here and now	Explore relational patterns
Use a structured exercise / game	Use arts based improvisation
Not exploring self-other states of mind	Explore self-other states of mind
Work with meaning in the implicit	Make implicit meaning explicit
Communicate the embodied emotional situation	Reconstruct narrative/ story

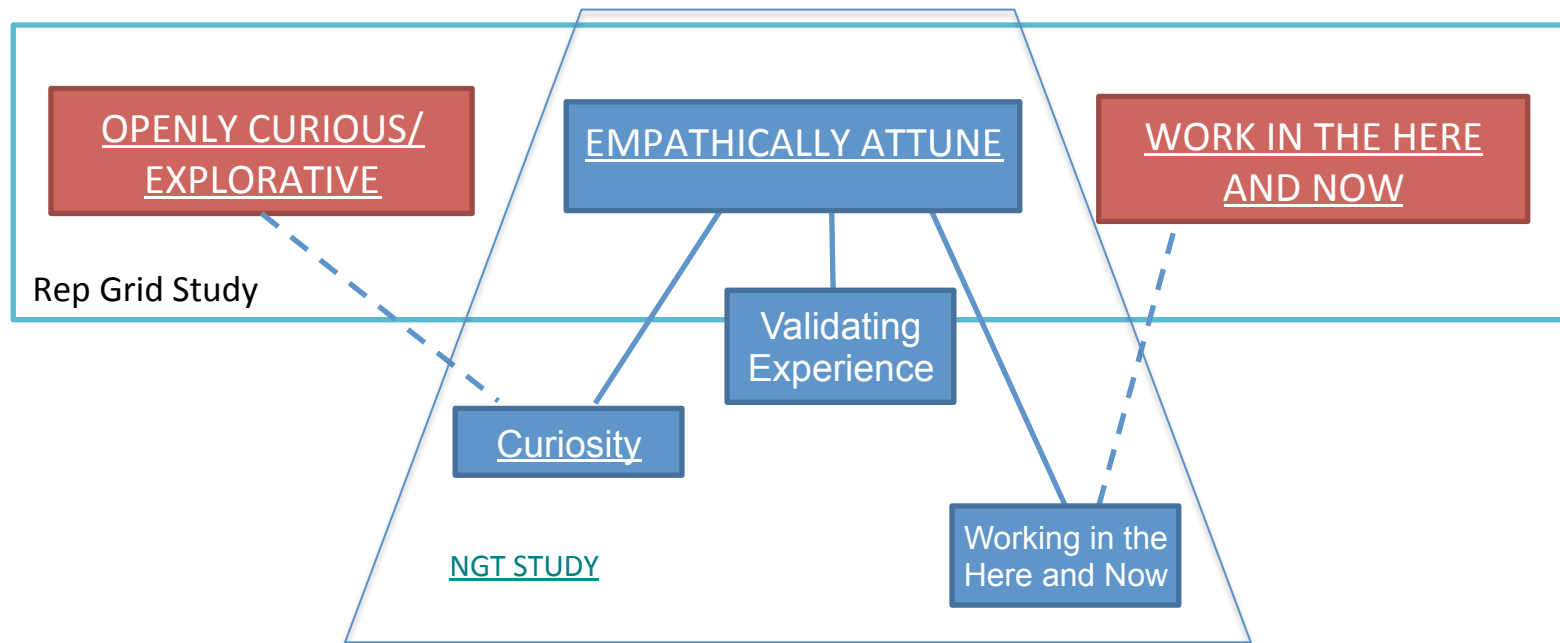


Nominal Group Technique: Conceptual Mapping of *'Empathically Attune'*



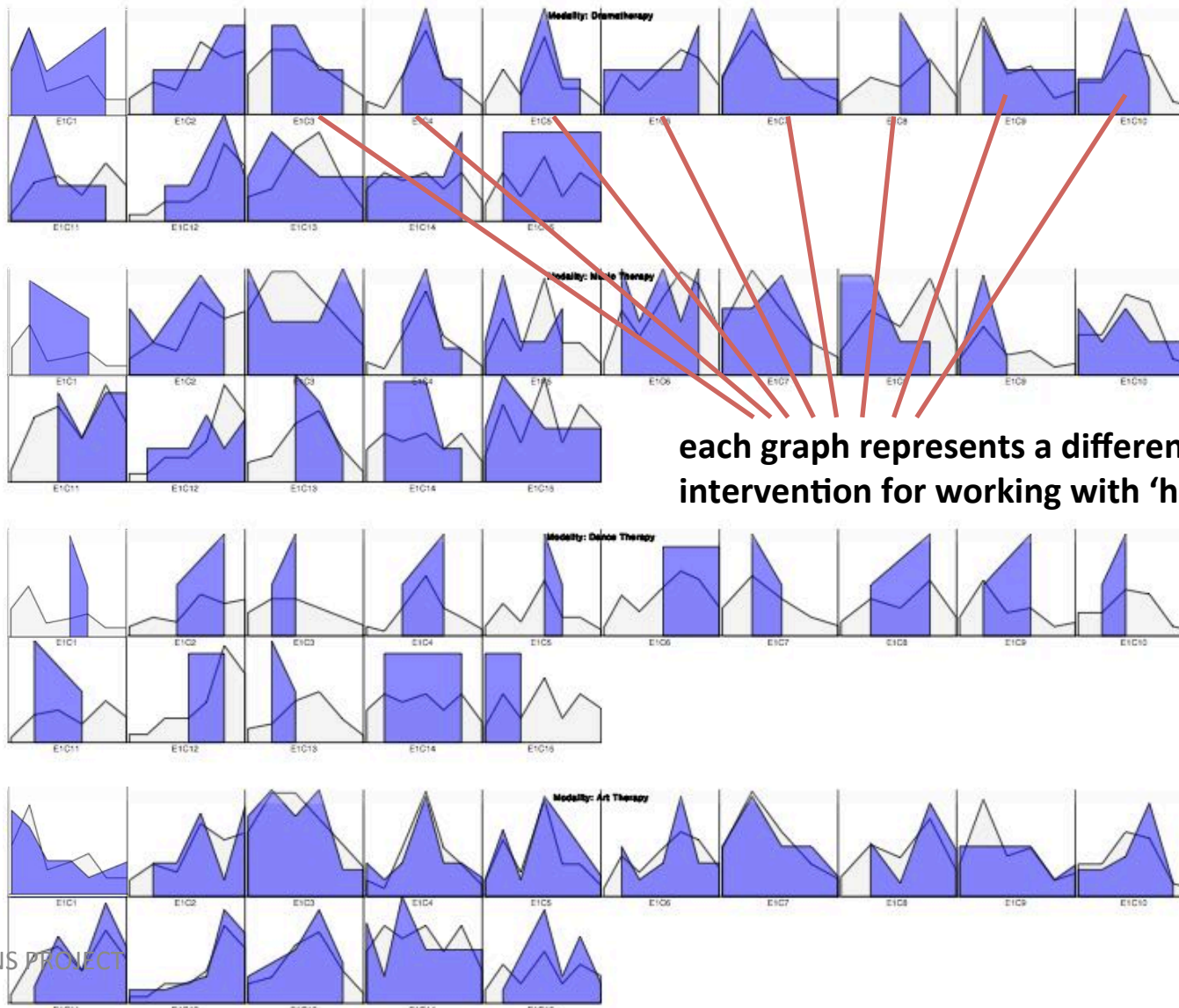
Van de Ven, A.H., Delbecq, A.L., 1972. The nominal group as a research instrument for exploratory health studies. *American Journal of Public Health* 62, 337–342.

Nominal Group Technique: Conceptual Mapping of *'Empathically Attune'*



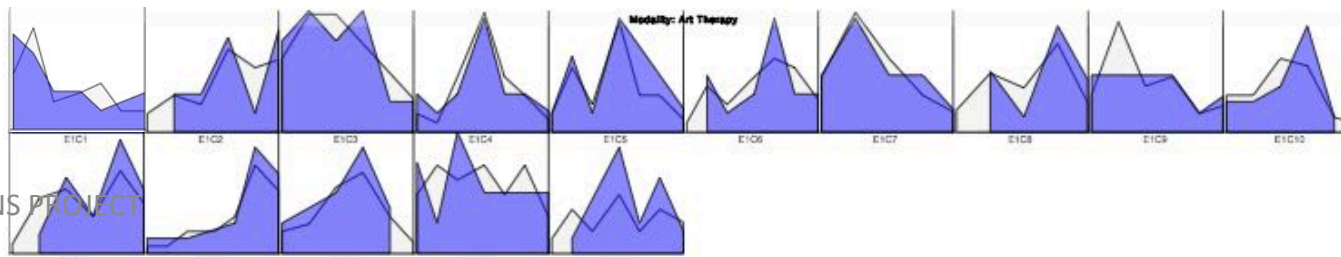
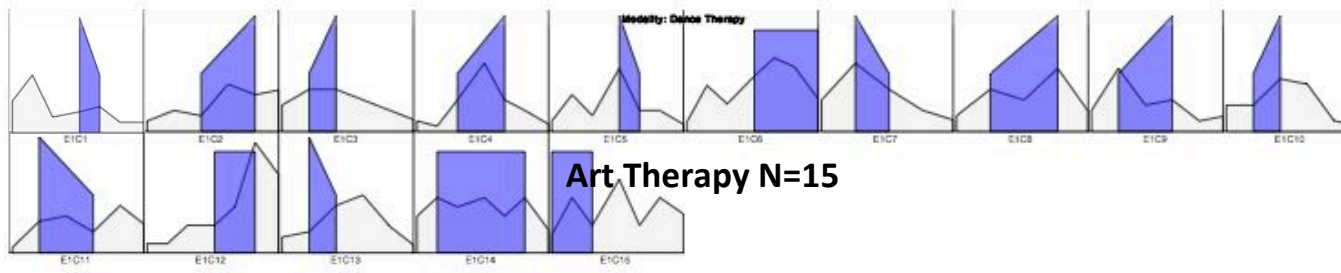
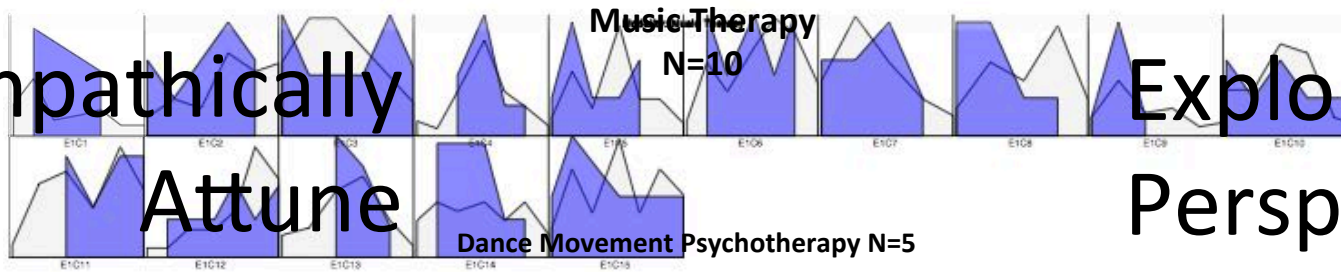
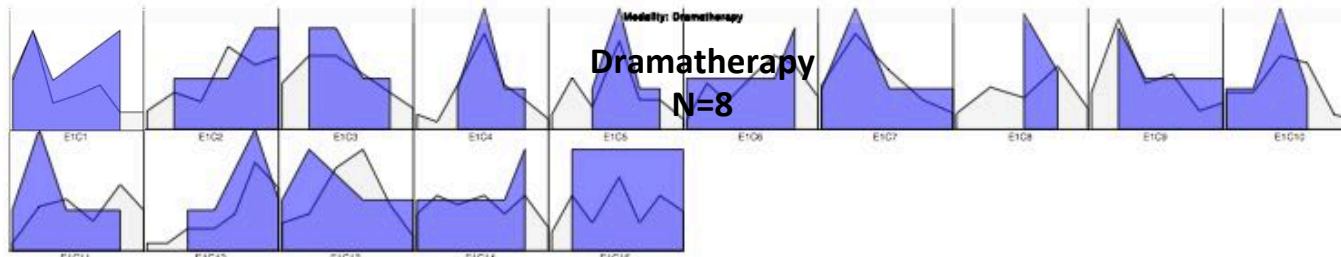
RESULTS OF THE SURVEY

Data Graphs for 'High Affect'



each graph represents a different in-session intervention for working with 'high affect'

When I encounter *high affect* my approach would generally be to:



Empathically
Attune

Explore
Perspectives

THANK YOU

To find out more, or to help develop the research further, please contact icapt.cnwl@nhs.net

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