

APPROACHES TO INTEGRATION

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INTEGRATION OF THEORIES

WORKSHOP

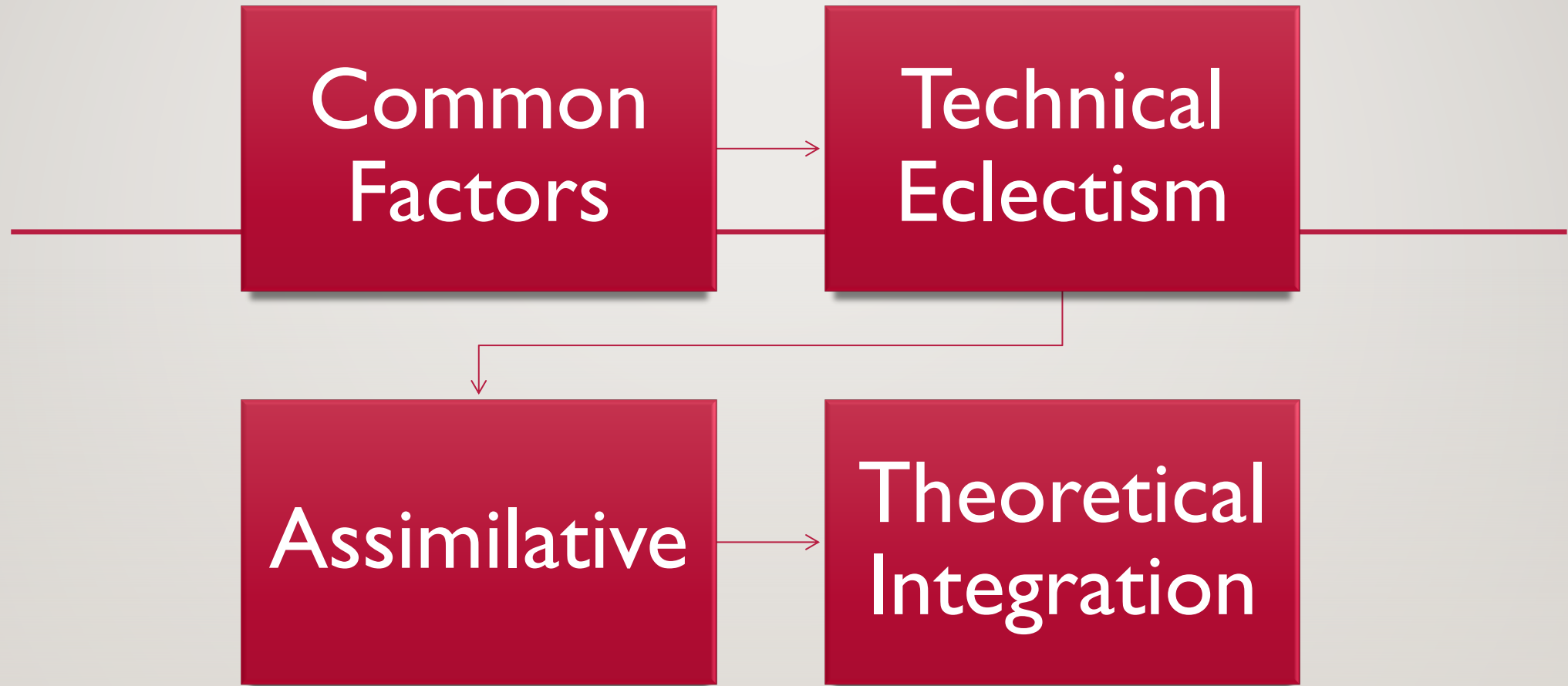
OBJECTIVES

to review the preferred theories of adolescent development.

to inform evidence based reflective practice with approaches to integration.

to invite reflection and attempting to integrate theories into personal therapeutic styles.

to stimulate networking and sharing of experiences in relation to practical applications of knowledge.



DIFFERENT ROUTES TO INTEGRATION

THE MOST RECENT EDITION OF THE *HANDBOOK OF PSYCHOTHERAPY INTEGRATION* (NORCROSS & GOLDFRIED, 2005) RECOGNIZED FOUR GENERAL ROUTES TO INTEGRATION:

COMMON FACTORS

- The first route to integration "**seeks to determine the core ingredients that different therapies share in common**" (Norcross, 2005, p. 9).
- The advantage of a common factors approach is the emphasis on therapeutic actions that have been demonstrated to be effective.
- The disadvantage is that common factors may overlook specific techniques that have been developed within particular theories.
- Common factors have been described by Jerome Frank (Frank & Frank, 1991), Bruce Wampold (2001), and Miller, Duncan and Hubble (2005).
- Common factors theory asserts it is precisely the factors common to the most psychotherapies that make any psychotherapy successful.
- Ex. Three independent groups have converged on the conclusion that a wide variety of different psychotherapies can be integrated via their common ability to trigger the neurobiological mechanism of memory reconsolidation in such a way as to lead to deconsolidation (Ecker, Ticic & Hulley 2012; Lane et al. 2015; Welling 2012).

TECHNICAL ECLECTISM

- The second route to integration is technical eclecticism which is designed "*to improve our ability to select the best treatment for the person and the problem...guided primarily by data on what has worked best for others in the past*" (Norcross, 2005, p. 8).
- The advantage of technical eclecticism is that it encourages the use of diverse strategies without being hindered by theoretical differences.
- A disadvantage is that there may not be a clear conceptual framework describing how techniques drawn from divergent theories might fit together. The most well known model of technical eclectic psychotherapy is Arnold Lazarus' (2005) **Multimodal Therapy**.
- Another model of technical eclecticism is Larry E. Beutler and colleagues' **Systematic treatment selection** (Beutler, Consoli, & Lane, 2005).

THEORETICAL INTEGRATION

- The third route to integration commonly recognized in the literature is theoretical integration in which "**two or more therapies are integrated in the hope that the result will be better than the constituent therapies alone**" (Norcross, 2005, p. 8).
- Some models of theoretical integration focus on combining and synthesizing a small number of theories at a deep level, whereas others describe the relationship between several systems of psychotherapy.
- One prominent example of theoretical synthesis is Paul Wachtel's model of ***Cyclical psychodynamics*** that integrates psychodynamic, behavioural, and family systems theories (Wachtel, Kruk, & McKinney, 2005).

THEORETICAL INTEGRATION

Another example of synthesis is Anthony Ryle's model of **Cognitive analytic therapy**, integrating ideas from psychoanalytic object relations theory and cognitive psychotherapy (Ryle, 2005).

Another model of theoretical integration is specifically called **Integral psychotherapy** (Forman, 2010; Ingersoll & Zeitler, 2010).

The most notable model describing the relationship between several different theories is the **Transtheoretical model** (Prochaska & DiClemente, 2005).

ASSIMILATIVE INTEGRATION

- Assimilative integration is the fourth route and acknowledges that most psychotherapists select a theoretical orientation that serves as their foundation but, with experience, incorporate ideas and strategies from other sources into their practice.
- ***"This mode of integration favours a firm grounding in any one system of psychotherapy, but with a willingness to incorporate or assimilate, in a considered fashion, perspectives or practices from other schools"*** (Messer, 1992, p. 151).
- Increasingly, integrationists are acknowledging that most counsellors will prefer the security of one foundational theory as they begin the process of integrative exploration.
- Formal models of assimilative integration have been described based on a psychodynamic foundation (Frank, 1999; Stricker & Gold, 2005) and based on cognitive behavioural therapy (Castonguay, Newman, Borkovec, Holtforth, & Maramba, 2005).

OTHER MODELS THAT COMBINE ROUTES

In addition to well-established approaches that fit into the four routes mentioned above, there are newer models that combine aspects of the traditional routes.

Clara E. Hill's (2014) three-stage model of helping skills encourages counsellors to emphasize skills from different theories during different stages of helping. Hill's model might be considered a combination of theoretical integration and technical eclecticism.

- The first stage is the *exploration* stage. This is based on client-centered therapy.
- The second stage is entitled *insight*. Interventions used in this stage are based on psychoanalytic therapy.
- The last stage, the *action* stage, is based on behavioural therapy.



OBJECTIVES

to review the theories of adolescent development.

to inform evidence based reflective practice with a range of theories and techniques.

to trigger reflection related to theoretical underpinning of personal therapeutic styles.

to stimulate networking and sharing of experiences in relation to practical applications of knowledge.



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THANK YOU!

Go raibh mile maith agaibh!

Elaborative Link:

<http://mltei.org/cqn/Adolescent%20Development/Resources/Peers/Muuss,%20Theories%20of%20adolescence-Peers%20chapter%20summary.pdf>

<http://researchcooperative.org/profiles/blogs/theories-of-adolescence-some>

<http://www.psyking.net/id183.htm>