

# APPROACHES TO INTEGRATION

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Diploma in Integrative Adolescent Psychotherapy

# **INTEGRATION OF THEORIES**

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## **WORKSHOP**

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## OBJECTIVES

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to review the preferred theories of adolescent development.

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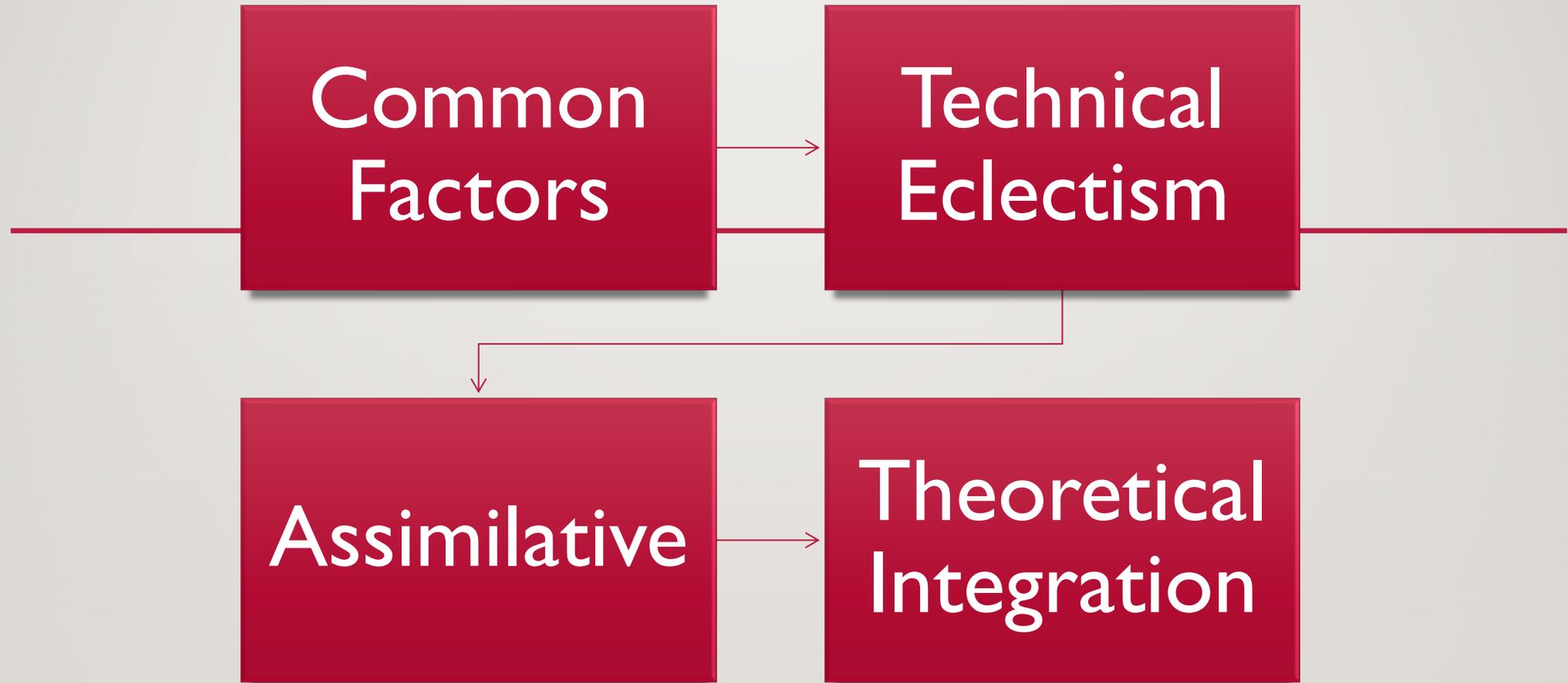
to inform evidence based reflective practice with approaches to integration.

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

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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

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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.
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## OBJECTIVES

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to review the theories of adolescent development.

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

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

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



# REFERENCES

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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>