



Research in Psychotherapy: Psychopathology, Process and Outcome

Call for papers

The role of psychotherapy research in psychotherapy training: mutual influences and relations

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Call for abstract: deadline 31 March 2019

Abstract format:

A .doc file (Word) containing the paper title, author(s) with affiliation(s), corresponding author's email and phone number, and 250 words abstract might be submitted to RIPPPO website within 31 March 2019:

<https://www.researchinpsychotherapy.org/index.php/rpsy/about/submissions>

Please specify the abstract would be considered for SPECIAL ISSUE ON PSYCHOTHERAPY TRAINING.

Check the authors' guidelines:

<http://www.researchinpsychotherapy.org/index.php/rpsy/about/submissions#authorGuidelines>

Acceptance communication: 15 April 2019

Call for papers: deadline 1 July 2019

Publication of the special issue 21(3) 2019, scheduled for November/December 2019

RIPPPO invites manuscripts for a special issue focused psychotherapy research in psychotherapy training and mutual influences and implications. What should or should not be involved in providing a comprehensive and effective training for psychotherapists is an issue of central importance for everyone involved in the education and governance of the profession. Although most of the training courses involve, to varying degrees, a combination of theory, skills, and personal development within their curriculum, the specific way of achieving the training goal often varies accordingly to the model's theory and technique (e.g.: Ronnestad & Ladany, 2006). This "starting from the model" approach to the training has many criticisms, such as that expressed by Beutler (1995, p. 490) according to which "academic training programs continue to follow procedures that suggest a belief in the 'germ theory of education'. That is, they operate on the assumption that exposure to psychotherapy, through supervision and class instruction, over a finite period of time, will result in expertise and competence".



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On the other hand, in the last years psychotherapy process research has increasingly concentrated its focus on therapist variables (including personality aspects, the individual biographical background, and career; e.g.: Baldwin & Imel, 2013; Beutler et al., 2004) and on the therapeutic relationship (e.g., Norcross, 2011). Results show that these relational factors play a preeminent role in influencing the psychotherapy outcome, to the point where some authors (e.g.: Spijker, 2015) claim that therapeutic techniques seem to play only a subordinate role in therapeutic success. As a result, the role of these variables are emphasized, and practitioners are encouraged to concentrate on the creation and nurturance of the therapy relationship, to assess the relational behaviors (e.g., alliance, empathy), and to adapt or tailor the psychotherapy to a specific client.

This emphasis on the personal and relational factors appears to be, at least in part, in contrast with the emphasis that the training programs put on the specific treatment model. Accordingly, the training programs should have a place on the development of these relational and personal factors, and to develop criteria for assessing the adequacy of training in evidence-based therapy relationships and responsiveness (Norcross, 2018).

From this perspective, research in psychotherapy process could have a useful role in training programs, since it focuses on the fundamental role played by relational factors in contributing to the formation of a psychotherapist. Therefore, the wider scope of this Special Issue is to bring these two perspectives, on one hand, the research psychotherapy process and on the other hand the training on psychotherapy, into dialogue. More specifically:

- we are interested in seeing what space psychotherapy research has found in educational institutions. In particular, we wish to collect contributions concerning the use of psychotherapy research data, their methodologies and the operationalized vision of clinical constructs, in order to make them the object of teaching within the training programs. In other words, can research, not only as a final result but as a methodological approach, find its place in training programs? And which?
- we would like to collect research contributions that have deepened the characteristics of the psychotherapy training process, for example by defining: what are the factors involved? what's the bond among them? what are their characteristics? what is the role of personal psychotherapy training? etc.

In this mainframe, we invite authors to propose papers in one of the following areas:

- a) Theoretical considerations, meta-analysis and systematic reviews concerning the relationship between psychotherapy research and training in psychotherapy, especially about the application of research designs -within psychotherapy training programs- on relational variables, such as alliance, transference, countertransference, ...;
- b) Process and outcome empirical researches: contributions in this area should focus on trainees/trainers characteristics in the context of psychotherapy or clinical settings. We encourage research of various



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modalities (process studies, efficacy and effectiveness studies, evidence-based case studies) and in relation to different psychotherapy school approaches (e.g. cognitive, behavioral, dynamic, psychoanalytic...); also adaptations in different languages of pre-existing measures are welcome.

About RIPPPPO

Research in Psychotherapy: Psychopathology, Process and Outcome (RIPPPPO) is an online, open-access, peer-reviewed journal published by the Italian Area Group of the Society for Psychotherapy Research (SPR Italy Area Group). Its aim is to promote a fruitful communication between the Italian and International communities, enriching clinicians and researchers mutual collaboration. It welcomes high quality articles from any part of the world, concerning a variety of topics (e.g., psychotherapy process and outcome, diagnosis and assessment, psychopathology etc.), with different formats (e.g., reviews, empirical studies, methodological works, clinical studies) and from different epistemological, theoretical and methodological perspectives of the contemporary research in psychotherapy. Particular attention will be paid to works sensitive to the close interconnection between psychotherapy process and psychopathology, as well as theory and clinical practice; the focus on intensive case analysis; the study of the psychotherapies delivered within the different institutional settings and with attention to the interdisciplinary dialogue.

RIPPPPO publishes two issues every year and provides immediate open access to its contents, on the basis of the principle that making research results freely available to researchers and practitioners supports a better exchange of knowledge.

RIPPPPO adopts a two-phase peer review procedure, to which only papers written in English are allowed and considered. Firstly, the Manuscript is read by the Editors for verifying its consistency with the aims, and the formal and content standards of the journal. Then, if the paper is suitable for publication, Editor submits it to blind peer reviewing phase. The process of reviewing is intended as an opportunity to promote scientific exchange designed to guarantee a high scientific standard for the journal, as well as to provide Authors with the chance to improve the quality of their manuscripts. This journal utilizes the PORTICO system to create a distributed archiving system among participating libraries and permits those libraries to create permanent archives of the journal for purposes of preservation and restoration.

RIPPPPO has been included for indexing in SciVerse (Scopus) and PsycInfo, and it falls in Q2 in Scimago journal ranking: <https://www.scimagojr.com/journalsearch.php?q=20100195008&tip=sid&exact=no>