

INTEGRATIVE PSYCHOTHERAPY DIPLOMA

The Integrative Psychotherapy course delivered at Scarborough can be distinguished from eclectic approaches by its principled attempt to make a synthesis, at the theoretical and clinical levels, of two or more approaches to psychotherapy. In this way it is compatible with the requirements of the European Association for Integrative Psychotherapy of which Scarborough Counselling & Psychotherapy Training Institute (SCPTI) is a member.

The course supports a relational-developmental approach to psychotherapy. The relational perspective integrates key components of Humanistic Psychology, Object Relations Theory, Self-Psychology and Intersubjectivity Theory. The developmental perspective incorporates the work of Bowlby, Winnicott, Stern, Salonia and others.

The relational-developmental approach to Integrative Psychotherapy is based on the following assumptions:

The infant-caregiver relationship is of primary importance and creates a person's intrapsychic structure, i.e. what they believe about themselves, others and the world. A person's intrapsychic structure will in turn influence all subsequent relationships because of the tendency to repeat history to maintain the status quo (repetition compulsion/creative adjustment/script).

Self is socially constructed and is affected by the relational patterns with parents and/or other key figures as well as the context in which the infant-caregiver relationship was framed, i.e. the socio-economic and cultural dimension. People resist change, because of the security provided by what is familiar, and also provided by the success of their script, i.e. past beliefs created to contain anxiety. Resistance is the sense the client has made of the past in the here and now. Understanding the past therefore informs the therapist as to possible appropriate therapeutic interventions.

Interactions between course members and tutors will identify a trainee's individual pattern of relating. Trainees will thus be encouraged to relate their personal history to their unfolding theoretical understanding of Integrative Psychotherapy.

The structure of both the Gestalt and Integrative psychotherapy training courses at Scarborough is organised around the four major components of psychotherapy education:

- psychotherapy theory;
- clinical practice;
- supervision;
- personal development.

The courses are equivalent to post graduate Masters Level and draw from the extensive professional and academic experience of the trainers. There is an emphasis on clinical skills, professional competence and personal growth, together with a range of modes of assessment and criteria of assessment based on current good practice in higher education.

In order to generate a stimulating and dynamic learning environment, the Gestalt course and the Integrative course are organised around a series of common workshops and separate specialised workshops.

Through learning together in the common workshops trainees will have the benefit of a rich cross fertilisation of ideas and approaches to clinical practice, as well as make an important challenge to the tendency to 'Schoolism'. This has dominated psychotherapy practice since the beginning and worked against the appreciation and assimilation of new thinking. 'Schoolism' has also been a major factor in perpetuating the marginalisation of some approaches to psychotherapy and, thereby, supported, often unwittingly, elitist and oppressive attitudes within the profession of psychotherapy.

The training courses are delivered each year through a combination of common and specialised workshops usually at monthly intervals. Each summer there is a five day intensive which is a common workshop. The course fees are set each year (please apply to the office for the current level). The fee would then generally apply for the whole of an individual trainee's progress through their completion of the Integrative Diploma. Payment can be made by monthly standing order over 12 months, for which there is a small administrative fee.

Curriculum Content

Gestalt Psychotherapy and Integrative Psychotherapy share common philosophical bases so, while they are quite distinct approaches to psychotherapy, nevertheless some collaboration is both possible and desirable. This encourages trainees to look beyond the boundaries of their own particular school and outward to assimilate what can be beneficial from the other.

Common Workshops

The following workshops will be Common Workshops spread over the four years for both Integrative and Gestalt psychotherapy trainees.

- Emotional Literacy and Experimentation.
- The Phenomena of the Transference.
- Human Development 1.
- Shame The Master Emotion.
- Research in Psychotherapy.
- The Hidden Cruelty in Child Rearing.
- Diagnosis and DSM IV.
- Ethics 1.
- Ethics 2.

Specialised Workshops

These will be of longer duration and include:

- Approaches to Integrative Psychotherapy.
- Enquiry, Attunement and Involvement.
- Human Development 2: Stern, Winnicott and others.
- Projective Identification.
- Clarkson's Five Relational Model of Integration.
- The Role of the Integrative Psychotherapist.