

Psychotherapy Practice-Based Research Priorities: A Qualitative Analysis of 10 Clinician Focus Groups

This document is based on the content of 10 focus groups from the afternoon of the Psychotherapy Practice Research Network (PPRNet) conference held on November 17, 2012 in Ottawa, Canada. The goal of these groups was to develop a comprehensive list of research priorities from the clinician's perspective. Participants in the groups included psychotherapists from a variety of disciplines and orientations, educators, researchers, and students. The majority of conference participants (N = 105) were practicing clinicians. Participants in the focus groups were asked questions like: "Thinking about your psychotherapy practice, what practice-based psychotherapy research or research theme would help you be a better clinician/would help your clients to improve?" or "Thinking about when you started your psychotherapy practice, what practice-based psychotherapy research might have been most helpful to you?"

Each focus group was moderated by a member of the PPRNet Working Group, and a second individual in the group recorded notes. All group discussions were audio recorded as well. For more information about the conference and the Working Group, please go to our web site: www.pprnet.ca.

After the conference, focus group recorder notes and audio recordings were reviewed by a small team of coders who were tasked with categorizing the content of the data. The team took an a-theoretical inductive approach to the qualitative coding. The three coders each coded several groups' data, and then reviewed coding decisions by the other coders. Using an iterative process of developing and modifying themes and categories that emerged from the data, the coding team categorized the content into: (1) major categories; (2) sub-categories; and (3) specific examples within the sub-categories. Once the data was organized in this manner, the focus group moderators and recorders reviewed the categories to make sure that the discussions in their groups were adequately represented. Changes or additions were suggested and included. Then, a PPRNet Reference Network Group, made up of clinicians who attended the conference, also reviewed the content and gave feedback. Further modifications and additions were made.

This document will become the basis for items that make up a national survey of psychotherapists. Sub-category descriptors will be used to populate the survey items. A national sample of psychotherapists will be asked to rate the items so that the PPRNet will be able to rank order the most important psychotherapy research domains from the clinician's perspective. These will become the basis of future practice-based research that take place in clinical practices.

In the following document, the major categories are listed in bolded Roman numerals (e.g., **I, II, III, IV**), sub-categories are listed in lower case Roman numerals (e.g., i, ii, iii, iv....), and specific examples within subcategories appear as lower case letters (e.g., a, b, c, d....).

Coding Scheme
PPRNet Research Priorities

May 21, 2013

Overview of Coding Scheme

I. Professional or Practice Issues	II. Therapeutic Inputs	III. Therapeutic Interventions and Processes	IV. Therapy Outcomes
i. Cost Effectiveness of Psychotherapy ii. Access to Psychotherapy iii. Commonalities Among Therapeutic Approaches iv. Treatment Fidelity v. Psychotherapy Research vi. Use of complementary treatments vii. Staffing/Work Issues viii. Progress/Outcome Monitoring a. Therapists' use of progress/outcome monitoring b. Best practices in progress/outcome monitoring ix. Improving access to psychotherapy x. Stigma associated with psychotherapy xi. Integration of Services xii. Diagnosis xiii. Professional Development	i. Client Characteristics a. Particular symptoms, characteristics, diagnoses, or groups b. Complex patients c. Changing Clientele d. Resilience e. Diversity f. Motivation/expectations/readiness ii. Therapist Characteristics a. Experience with therapy b. Cultural competence d. Burnout and self-care iii. Client and Therapist Factors v. Preparing Clients for Psychotherapy vi. Training a. Training students b. Cultural Competence c. Supervision d. Research Training	i. Progress/Outcome Monitoring a. Influence on therapeutic process b. Improving therapy processes ii. Using Technology – improving therapy processes iii. The Therapeutic Relationship a. Therapeutic Alliance b. Therapeutic Relationship Boundaries c. Cultural Competence d. Impasses in the Therapeutic Relationships iv. Therapeutic Progress and Trajectories v. Fidelity vi. Complementary Treatment vii. Referrals viii. Training ix. Therapists' experiences	i. Progress/Outcome Monitoring a. Client Outcomes b. Practice Outcomes c. Other Outcomes ii. Using Technologies and therapeutic outcomes iii. Collaboration/ Service Integration iv. Complementary Treatments v. Treatment Fidelity vi. Biological Markers vii. Complex Clients viii. Stigma ix. Cultural Competence x. Therapeutic Relationship and Processes xi. Therapist training and professional development and outcomes xii. Effective Therapies

Definitions of the Major Categories

Professional or Practice Issues

The major category of “professional or practice issues” includes research questions concerned with factors or issues that are broadly related to the profession of psychotherapists or the practice of psychotherapists. They are distal influences on particular psychotherapy practices or psychotherapeutic interventions, therapeutic processes or the outcomes of therapeutic interventions.

Therapeutic Inputs (antecedents, precursors)

The major category of “therapeutic inputs” includes research questions concerned with factors that exist prior to a therapeutic intervention that may influence the nature, course, or outcomes of a therapeutic intervention. Unlike Professional or Practice Issues, these factors have a more proximal association to therapeutic interventions.

Therapeutic Interventions and Processes

The major category of “therapeutic interventions and processes” includes research questions concerned with factors associated with the nature or course of particular therapeutic interventions and processes. It also includes research questions concerning the implementation of particular types of therapies or interventions, and on aspects of the therapeutic relationship.

Therapeutic Outcomes

The major category of “therapeutic outcomes” includes research questions concerned with various factors associated with short-term or long-term outcomes of psychotherapeutic interventions.

I. Professional or Practice Issues

The major category of “professional or practice issues” includes research questions concerned with factors or issues that are broadly related to the profession of psychotherapists or the practice of psychotherapists. They are distal influences on particular psychotherapy practices or psychotherapeutic interventions, therapeutic processes or the outcomes of therapeutic interventions

i. Cost Effectiveness of psychotherapy

This subcategory includes research questions concerned with the cost-effectiveness of therapy.

- Cost-effectiveness of progress monitoring
- Cost-effectiveness of stepped care and resource allocation
- What is the minimal effective intervention you can do (cost saving for paying clients)
- How long is too long in therapy, when is there no more expected gain
- Assess long term therapy in private practice.
- What is the medical cost-offset of providing psychotherapy in primary care settings

ii. Access to Psychotherapy

This subcategory includes research questions concerning improving access to psychotherapy for clients.

- How to improve access to psychotherapy for difficult clients (e.g., PD or psychosis, or substance abuse disorder)

iii. Commonalities among Therapeutic Approaches

This subcategory includes research questions generally concerned with different therapeutic approaches and the commonalities among them.

- What are some transtheoretical or common markers for interventions
- Look at common factors among different therapies to make them more efficient

iv. Treatment Fidelity

This subcategory includes research questions concerned with the issue of treatment fidelity.

- How does real practice deviate from manual
- How do different therapists interpret/implement manualized treatment
- How much flexibility is there in treatment manuals
- How can practice manuals be updated to reflect evidence-base for flexibility in applying manual
- What are therapists’ attitudes toward manualized therapies
- Which guidelines should inform/guide practice
- Differentiating between manuals based on techniques and manuals based on principles.

v. Psychotherapy Research

This subcategory includes research questions generally concerned with the role of research in practice. It also includes questions about the relative effectiveness of different approaches or the use of particular approaches.

- What are the attitudes of psychotherapists toward psychotherapy research
- Do therapists read/use psychotherapy research
- Understanding relationship between clinicians and researchers – does training of therapist make a difference (e.g., in terms of research use)
- Effectiveness research to translate into policy to fund psychotherapy
- Some research is conflicting, clarification through replications is important
- What factors increase therapist uptake of research
- What counts as research evidence in psychotherapy
- Impact of including consumers in designing research

vi. Use of complementary treatments

This subcategory includes research questions concerned with combining psychotherapy with a variety of complementary treatments.

- How to combine psychotherapy with alternative and complementary therapies

vii. Staffing/Work Issues

This subcategory includes research questions concerned with issues related to psychotherapy staff.

- How to prevent/address staff burnout (how much education does someone need to do the job, supervision, mentoring, peer supervision; training; support across professions)
- How to prevent/address vicarious trauma
- How to retain staff
- How to promote self-care
- How to address compassion fatigue
- What do we know about self-care

viii. Progress/Outcome Monitoring

This subcategory includes research questions generally concerned with the use of progress or outcome monitoring in psychotherapy practice. These questions are distinguished from questions about progress or outcome monitoring in subsequent sections which are more concerned with how monitoring affects the process of psychotherapy or outcomes from psychotherapeutic interventions.

- a. Therapists' use of progress/outcome monitoring: This specific example includes research questions concerned with whether and how therapists use progress/outcome monitoring
 - What are clinicians naturally using to get feedback/outcome feedback from their clients
 - How do clinicians define outcome monitoring
- b. What makes clinicians hesitant to use outcome monitoring Best practices in progress/outcome monitoring: This specific example includes research questions generally concerned with best practices in the use of progress/outcome monitoring

- Usefulness of particular measures of feedback between groups and individual therapies (for particular sessions or over longer-term perspective (e.g., four months)).
- What are the best ways of monitoring and soliciting client input (verbal versus written)
- Understanding different measures that are available and their uses
- What are tools to use for assessing change in clients
- How to know what client likes
- Which programs can be used/developed to track progress/conduct monitoring
- Development of measures to suit different therapists' needs
- Focus on outcomes other than symptoms, like quality of life, relationship and social functioning.
- Assess client perspectives on outcomes
- How to measure success with complex clients
- What are the benefits of psychotherapy with regards to social functioning
- Assessing the value of different measures for monitoring outcomes
- What are the appropriate tools to assess change in different practices (e.g., palliative).
- Tools for psychotherapists to use like a database of measures available

ix. Improving access to psychotherapy

This subcategory includes research questions concerned with how to improve access to psychotherapy.

- Reducing prejudice toward those identified as not fit for psychotherapy.
- Does advertising/notifying people/clients that one is part of a practice-research network affect credibility

x. Stigma associated with psychotherapy

This subcategory includes research questions concerned with how to address and reduce stigma in accessing or receiving psychotherapy.

- Influence of location of practice (hospital versus community)
- Influence of therapist's profession (psychiatrist, social worker, psychologist, etc.)

xi. Integration of Services

This subcategory includes research questions concerned with the process and outcomes of integrating psychotherapy practice with other services.

- Describing integration of services in practice: for example: rural vs. urban, family health teams, MDs and hospital and non MDs in community
- What are the barriers and advantages of integration of services
- What is the effect of being a sole service provider vs. being part of a team
- How to better integrate psychotherapy into all of medicine

- Co-occurrence of medication and psychotherapy
- Role of psychotherapy and psychotherapists in the future and for health care delivery
- Relationship between psychotherapy and other disciplines in treatment
- The value of training other providers in psychotherapy skills or practice

xii. Diagnosis

- a. What are the best practices in diagnosis

xiii. Professional Development

This subcategory includes a range of research questions concerned with ongoing professional development of psychotherapists.

- Does involvement in research, training, meetings, and conferences actually change practice, attitudes, therapeutic relationships, inter-professional relationships
- How do therapists learn about their strengths and weaknesses in different areas of practice (e.g., diagnosis, symptom identification, outcomes)
- How practitioners access and remain connected to educational opportunities
- Learning how to monitor outcomes
- Learning when to refer
- How to get unstuck with a situation that is not ideal by supervision, sharing ideas.
- How to get therapists to stop doing what is not effective
- What domains (patient problems) are therapists good at and where to improve.
- Therapist qualifications and treatment outcomes.
- Assessing therapist competence (skills and facilitative skills)
- Best way to develop private practice
- how to respond to referrals, need knowledge on what to do
- How is therapist empathy nurtured
- Does empathy increase with years of practice

II. Therapeutic Inputs

The major category of “therapeutic inputs” includes research questions concerned with factors that exist prior to a therapeutic intervention that may influence the nature, course, or outcomes of a therapeutic intervention. Unlike Professional Issues, these factors have a more proximal influence on therapeutic interventions.

i. Client Characteristics

This subcategory includes research questions concerned with various client factors that may influence the process or outcomes of psychotherapeutic interventions.

- a. Particular symptoms, characteristics, diagnoses, or groups: This specific example includes research questions concerned with the influence of particular symptoms, characteristics, diagnoses or groups on psychotherapy processes and outcomes.
 - Contributions and realistic outcomes from chronic physical conditions
 - Contributions and realistic outcomes from chronic psychological conditions
 - Young men who are depressed
 - Psychotherapy with the elderly
 - Client attachment style
 - What is the research that can help with clients with different characteristics such as co-morbidities with depression
 - What is the contribution of parenting and early childhood experiences to therapy experience and outcomes
- b. Complex patients: This specific example includes research questions concerned with working with clients who may be identified as complex, resistant to treatment or difficult to work with patients.
 - Personality disorder/personality disorder in couples
 - What to do with complex patients
 - Does mandatory treatment affect outcome
 - How to handle clients coming for mandatory treatment
 - Why are some clients identified as “bad” clients
 - How do BPD patients move through the system
- c. Changing clientele: This specific example includes research questions concerned with how societal changes may affect how clients access, use or experience psychotherapy
 - Effects of increased use of social media and technology, reduced social attention
 - Late marriages
 - Late having children
 - Debt

- d. Resilience: This specific example includes research questions concerned with understanding client resilience.
 - Understanding resilience in clients

- e. Diversity: This specific example includes research questions concerned with working with clients from diverse backgrounds.
 - Understanding diversity and how it impacts therapeutic alliance
 - How do we engage diverse peoples without imposing culturally specific therapy
 - Be mindful of cultural issues – therapy needs to be workable for different cultures, languages.
 - Does using a translator result in less effective therapy
 - Why people from different cultures seek therapy
 - What will attract men to therapy - (not relational therapy)
 - Is research done with women transferrable to men
 - Do men and women seek therapy for different reasons

- f. Motivation/expectations/readiness: This specific example includes research questions concerned with working with clients who vary in their motivations, expectations, and readiness for psychotherapy.
 - Does manner of payment (client versus OHIP) influence motivation and outcome
 - How to induce positive expectations in clients and what are the consequences
 - Assessing readiness/willingness to change
 - Assessing stage of change
 - How to prepare clients for therapy, and tailor expectations, in order to optimize outcomes.
 - What client factors predict dropping out
 - Is client confidence increased if therapy is research informed

ii. Therapist Characteristics

This subcategory includes research questions concerned with various therapist characteristics that may influence the process or outcomes of psychotherapy.

- a. Experience with therapy: This specific example includes research questions concerned with the influence of the experience of the psychotherapist with psychotherapy on psychotherapy processes and outcomes.
 - Outcomes of therapy by therapists who have, or have not, experienced personal therapy (e.g., more attuned, more effective, more aligned)

- b. Cultural competence: This specific example includes research questions concerned with the cultural competence of psychotherapists.
 - What is cultural competence. What are indicators of cultural competence

- What therapist factors contribute to cultural competence (e.g., genuineness)
- c. Burnout and self-care: This specific example includes research questions concerned with burnout and self-care among psychotherapists.
 - What is the impact of burnout
 - What leads to therapist burnout
 - Does self-care affect practice/outcomes
 - Impact of therapist self-doubt on outcomes

iii. Client and Therapist Factors

This subcategory includes research questions concerned with the interactions or relationship between clients and therapists.

- How to assess therapist-client match
- How to identify the factors that make the best therapist/client match
- Assessing fit between training of therapists and the client group with whom they work

iv. Preparing Clients for Psychotherapy

This subcategory includes research questions concerned with how to prepare clients for psychotherapy.

- What information should be provided to clients about their treatment
- What pre education can help start reflective processes for clients
- What are therapists' expectations of their clients in psychotherapy
- What kind of education should be provided to a client that already has some education and/or a self-diagnosis
- Educating clients so that they can make more informed choices about seeking out psychotherapists.
- Modules to support client decision-making.

v. Training

This subcategory includes research questions concerned with the provision of psychotherapy training and its influence on the practice of psychotherapy.

- a. Training students: This specific example includes research questions concerned with the training of students to provide psychotherapy and the effect of this training on psychotherapy processes and outcomes.
 - What level/kind of training is needed to produce good outcomes
 - How to provide training to make reasoned/appropriate deviations from manualized treatment
 - How to train to understand appropriate therapies for different situations
 - Assessing/profiling candidates for suitability as therapists
 - How do we train students to maintain boundaries in therapeutic relationships
 - How do we supervise/train regarding self-disclosure

- What type of training is most effective (video, live, audio, notes)
 - How to develop theoretical orientations and identities – promoting understanding of what being “eclectic” means; whether certain therapists should follow certain approaches or become eclectic
 - Understanding fit between personality and different treatment modalities
 - How best to experience and manage countertransference
- b. Cultural competence: This specific example includes research questions concerning the integration of cultural competence in psychotherapy training.
- Is, or How is cultural competence integrated in psychotherapy training
- c. Supervision: This specific example includes research questions concerning the contributions of supervision to psychotherapy practice.
- Contributions of supervision to improvements in practice and outcomes
 - Evaluation of supervision of supervision, and its contribution to practice and outcomes
 - Trainee – supervisor fit.
 - Effect of type of supervision on outcomes
 - Effect of continuation of supervision/training across lifespan on outcomes
 - Effect of honesty during supervision
- d. Research training: This specific example includes research questions concerning the influence of research training of psychotherapists on psychotherapy outcomes.
- Research training or professional development for therapists at different stages of their careers – improved outcomes for clients

III. Therapeutic Interventions and Processes

The category of “therapeutic interventions and processes” includes research questions concerned with factors associated with the nature or course of particular therapeutic interventions and processes. It also includes research questions concerning the implementation of particular types of therapies or interventions.

i. Progress/Outcome Monitoring

This subcategory includes research questions concerned with the influence of progress or outcome monitoring on the therapeutic intervention or process.

- a. Influence on therapeutic process: This specific example includes research questions concerned with the influence of progress or outcome monitoring on various aspects of the therapeutic process
 - What is the influence of outcome monitoring on therapeutic alliance
 - Client input: What are the effects on therapeutic process from client input early on
 - Assessment of unconscious processes early in therapy
 - Does partaking in research in therapy influence the process
- b. Improving therapy processes: This specific example includes research questions concerned with the use of monitoring to improve the therapeutic process
 - Assessing what went wrong in therapy
 - Using client feedback cards
 - How to assess progress of therapeutic relationship

ii. Using Technology to Improve Therapy Processes

This subcategory includes research questions concerned with the use of various technologies to improve the therapeutic process or as alternatives to face to face therapeutic encounters.

- E-therapy
- Virtual reality
- E-resource manager
- What are best practices, best uses of technology
- Integrating social media into therapy practice
- Skype
- What influence does the use of these technologies have on therapeutic processes

iii. The Therapeutic Relationship

This subcategory includes research questions concerned with the nature and course of the therapeutic relationship and factors that may affect it.

- a. Therapeutic alliance: This specific example includes research questions focus on the concept of therapeutic alliance.

- How to identify rupture in alliance
 - How to repair rupture in alliance
 - What are the components of therapeutic alliance
 - What is the concordance between client and therapist perception of alliance, and how does this change over time
 - What are the interventions that do or do not reinforce alliance
- b. Therapeutic relationship boundaries: This specific example includes research questions that focus on boundaries in the therapeutic relationship.
- What are the boundaries in the therapist/client relationship
 - Self-disclosure
 - Relationship based on change vs paid friendship
 - How are boundaries identified and maintained
 - What are the consequences of self-disclosure
 - How are contacts outside of therapy managed (e.g., impromptu meetings, patient looking up therapist on the internet)
- c. Cultural competence: This specific example includes research questions that focus on the influence of cultural competence on therapeutic relationships.
- How does cultural competence facilitate therapeutic relationship
- d. Impasses in therapeutic relationships: This specific example includes research questions that are concerned with how to identify and repair mistakes and overcome impasses in the therapeutic relationship.
- How to identify mistakes in therapeutic relationship or process and how to repair them
 - Reducing therapeutic impasses
 - How to deal with impasses in client or couple therapy
 - What research evidence can contribute to addressing therapy impasses

iv. Therapeutic Progress and Trajectories

This subcategory includes research questions concerned with understanding progress and diverse trajectories in therapeutic interventions.

- What are the diverse therapeutic trajectories
- What are the unique mechanisms of change in group vs individual therapy
- How can different trajectories or patterns be recognized
- What are the “rich moments” in therapy. What are the rich moments that cut across therapies from different orientations
- What are the “rich moments” in therapy from client perspective (e.g., self-awareness, different types of cognitions)
- What are the mechanisms of change and change processes in therapy

- Cultural Competence: Effects on process/trajectory of therapy
- Interaction of cultural competence with treatment type
- What is the impact of burnout on the therapeutic process
- Importance of maintaining the therapeutic frame
- What reactions can be expected in response to what the therapist does
- Where/when do clinicians get stuck
- What is the impact of countertransference on the therapeutic process
- How does the use of technology (e.g., recording devices; e-therapy) affect the therapeutic process

i. Fidelity

This subcategory includes research questions concerned with the consequences for therapeutic interventions from deviating from manualized treatments.

- What are the consequences for therapeutic relationships and processes from deviating from manualized treatments

ii. Complementary Treatment

This subcategory includes research questions concerned with the how to use complementary treatments to improve therapeutic processes.

- Understanding how to use complementary therapies to motivate resistant patients

iii. Referrals

This subcategory includes research questions concerned with decisions regarding making referrals to other therapists during a therapeutic intervention.

- When should referrals be made to more experienced colleagues
- At which point in the relationship should a decision be made to refer

iv. Training

This subcategory includes research questions concerned with the effects of the presence of students on the therapeutic intervention.

- Effects of integration/presence of students in ongoing therapy

v. Therapists' experiences

This subcategory includes research questions concerned with understanding the therapists' experiences during psychotherapy.

- What is the internal experience of the therapist while doing psychotherapy
- How therapists make use of internal experiences in therapy

IV. Therapeutic Outcomes

The category of “therapeutic outcomes” includes research questions concerned with various factors associated with short-term or long-term outcomes of therapeutic interventions.

- i. Progress/Outcome Monitoring
 - a. Client outcomes: This specific example includes research questions about how practices associated with the processes or outcomes of therapy affect client outcomes.
 - What are the contributions of session outcome questions to client outcomes
 - What are the contributions of the working alliance inventory to client outcomes
 - Does participating in research improve outcomes
 - b. Practice outcomes: This specific example includes research questions concerned with how outcome monitoring affects outcomes for therapeutic practice (e.g., improving therapeutic practice).
 - Is the use of outcome monitoring associated with greater cost-effectiveness
 - Identify treatment failures and how to respond to treatment failures through outcome monitoring
 - Feedback to therapists (benchmarking)
 - c. Other outcomes: This specific example includes research questions concerned with how outcome monitoring affects other outcomes not included in the other categories.
- ii. Using Technologies and therapeutic outcomes
 - E-therapy
 - Virtual reality
 - E-resource manager
 - What are best practices, best uses of technology
 - Integrating social media into therapy practice
 - Skype
 - What is the influence of the use of these technologies during psychotherapy on outcomes
 - What is the influence of the use of these technologies to sustain psychotherapy outcomes
- iii. Collaboration/Service Integration

This subcategory includes research questions concerned the collaboration of psychotherapists with other professionals and its effect on outcomes.

 - Access to Therapists
 - Access to Other Professionals
 - What is the influence of multi-disciplinary integration of services on client outcomes
- iv. Complementary Treatments

This subcategory includes research questions concerned with the effects of the use of complementary treatments on therapeutic outcomes.

- Self-directed treatment (self help manuals)
- How to combine psychotherapy with alternative and complementary therapies (e.g., mindfulness, bibliotherapy, exercise, social activation, psychoeducation, EMDR) to improve outcomes
- What are the patients' perspectives and what are the effects on outcomes associated with integration of services
- Does concurrent treatment improve outcome

v. Treatment Fidelity

This subcategory includes research questions concerned with the influence of treatment fidelity on outcomes.

- What are the outcomes from deviations from manualized treatment

vi. Biological Markers

This subcategory includes research questions concerned with the identification and use of biological markers for psychotherapy practice.

- What are the biological markers of psychotherapy. Are there objective, biological markers of change
- Neuroscience research reproduced into psychotherapy research
- Use brain research to study effects of psychotherapy.

vii. Complex Clients

- What works with clients who have PD or psychosis, or substance abuse disorder, what is the evidence. How to make therapy accessible
- In CBT, what works for these clients
- How to help patients break the relapse cycle

viii. Stigma

- What influence does stigma have on outcomes

ix. Cultural Competence

- Link between therapists cultural competence and client outcomes

x. Therapeutic Relationship and Processes

This subcategory includes research questions concerned with the influence of the nature or course of the therapeutic relationship and intervention on outcomes.

- What is significance of therapeutic alliance for therapeutic outcome
- Impact of transference and countertransference on therapy outcome.
- What trajectories are associated (or not) with success/goals

- When to change type of therapy to be most helpful to client
- When to focus on cognitions, or emotions, or relationships in order to improve outcomes
- How does exposure, interpersonal skill teaching etc... provide benefits to patients

xi. Therapist training and professional development and outcomes

This subcategory includes research questions concerned with influence of psychotherapist training or professional development and client outcomes.

xii. Effective Therapies

This subcategory includes research questions concerned the identification of effective therapies for particular clients or issues

- What research evidence can help in choosing the right intervention / treatment to deliver for specific patient / issues. What works for whom. In terms of population, symptoms, diagnosis. Not treatment orientation but components of treatment.
- Including client in decision making about type of therapy
- How to focus treatment in short term model
- What components of therapies can one choose from for specific client disorders to improve outcomes
- Which interventions for which clients
- Evaluate if client needs long term therapy
- In what order should treatments be given
- Which clients benefit from groups vs. individual therapy
- Who benefits from which treatment
- Appropriate therapy for which stages of change
- What are the best therapies and ways of engaging clients with high levels of shame or grief
- Which clients are most appropriate for short-term therapy
- Are there true contraindications or just important factors to be aware of with certain populations/diagnoses
- How much does treatment accelerate the natural healing process

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