

# **Reflections on a TLDP Training Project: New Directions for Brief Psychotherapy Training**

James Fauth, Antoinette Mathisen, Sarah Gates  
Antioch University New England

# TLDP Training Project

- Three-year pilot investigation of TLDP (Strupp & Binder, 1984; Levenson, 1995) training
- 18 week training with four components (i.e., didactic, demo, role-play, cases); focus on exploration rather than adherence
- Manipulated training method (Strosahl, Hayes, Bergan, & Romano, 1998)
  - Used baseline data (“treatment as usual”) to examine effects of training
  - Did not constrain the treatment process
- Relative to baseline OQ-45 scores...
  - “Training” cases: much better outcomes
  - “Post-training” cases: slightly worse outcomes
- Therapists’ emotional reactions strong predictors of therapy process measures

# Training should...

- Explicitly attend to “cultural” as well as developmental issues
  - Culture must be effectively cultivated and/or accommodated (many levels to this issue)
  - Developmental stage of the trainee must also be accommodated within the training
  - Otherwise, the training will ultimately fail

# Training should...

- Be structured around a few “big ideas,” (Binder, 2004) such as therapeutic responsiveness
  - Develop/maintain therapeutic focus
  - Develop/maintain alliance (e.g., repair ruptures)
  - Attend to motivational issues

# Training should...

- Focus on the trainees, especially in terms of developing key metacognitive skills via practice and feedback (Binder, 2004)
  - Key metacognitive skills
    - Pattern recognition
    - Reflection in action
  - Practices
    - “JND” practices (group and self-guided)
    - Interactive role plays
    - Mindfulness training and practices
  - Feedback
    - Immediate corrective/supportive feedback
    - Clinical feedback systems

# Training Research should...

- Investigate the generalization of training across contexts
- Investigate the process of skill acquisition and retention with longitudinal designs
- Conduct studies using research designs and analytic strategies that address and contend with the “real world”
  - Manipulated training method
  - HLM
- Measure the influence of training at multiple levels
  - Cultural/organizational level
  - Therapist level
  - Client level
  - Session level