

More awareness, more reflexivity and better training

There are direct implications of this book on training. If the community of psychotherapists can approach the secret community of expert psychotherapists, if we could “read their minds” and listen to their RIA, we could better teach therapy. We could teach procedures, processes and not just content and leading theories. If we can access the narratives of the psychotherapists about the process of therapy if we can freeze the process of therapy, then we can understand, micro-analyze and teach therapy better. If we can approach therapy with a magnifying glass, we shall be more able to transmit this practical knowing to psychotherapists in training. RIA holds a fundamental role in the training of psychotherapists. They can learn from the RIA of expert psychotherapists. For further developments of our professional practices and a more proficient training, education needs to focus on the development of reflective judgment or expert RIA.

Psychotherapists in training should be taught to develop their RIA. By observing and understanding the experts’ RIA, a trainee can start to build a repertoire of practical knowledge, a repertoire of how skilled psychotherapists think in action. Both the beginner and the advanced psychotherapist will benefit from the findings of this research by learning to broaden their awareness and understanding of the psychotherapist’s process. My research can benefit the psychotherapist (new or skilled) for several reasons:

- RIA brings into awareness the implicit knowledge about therapy. This might take the form of “I know much more than what I thought I knew”.
- It broadens the relationship between theory and practice.
- It helps avoid a dogmatic posture by escaping a rapid comprehension of the other without dialogical movement and enhance options for seeing the status of theories as they are: a simple approximation of reality to be integrated into a complex field. Theory is not the truth. It is just a lens.
- It encourages the very exercise of RIA and encourages the auto-corrective functions of RIA.

As a clinician, I defend the need of enhancing the articulation of what I am doing in a therapy session. I believe that developing and understanding RIA is of tremendous importance. This enhancement of practical knowing is fundamental in my field. The ability to understand what I do in a session becomes crucial when I have a negative experience in a psychotherapy session. If a session goes wrong for the client I need to be able to articulate what happened and what was unhelpful (or hurtful) to the client. This articulation and its remediation become an ethical duty: I *should* know what I said or did that contributed to making the session go wrong. My responsibility as psychotherapist is to provide and generate narratives that are potentially helpful for my clients, my supervisees, my trainees, my students to think about the possibilities of actions differently. For that to happen, I have to heighten my awareness of what I do.

In this chapter I have shown the many interests and possible applications of this research. RIA can be one of the ways to enhance the efficiency of clinicians. RIA allows clinicians and researchers to bridge the gap that has existed between them for too long. It is a linkage between theories and practices and a way of elaborating theories of practice. With RIA as a focus, clinicians and researchers may together gather a better understanding of the

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dynamic elements of a therapeutic relationship. Finally, RIA plays an essential role in the protection of ethics, since it holds an auto-corrective function.