

Paper

Title: The role of reflective practice in the personal and professional development of therapists

Authors: Hubert de Condé, Emmanuelle Zech et Jochem Willemsen (Université catholique de Louvain, Belgium)

Abstract:

Aim: This study is part of a doctoral research project on personal and professional development. This project advocates for an integrated perspective on therapist training in which the importance of personal development is as important as the development of professional skills. This perspective argues that facilitating personal and professional development by maintaining reflective practice would be a protective factor in facing the challenges of clinical practice. A study was conducted to investigate the relationship between Reflexivity and the Rogerian concept of personality change. Reflexivity is the process by which therapists reflect on their clinical practice (Schön, 1983). People's personality development refers to individuals who tend to become *full functioning persons* (Rogers, 1975).

Method: 361 therapists filled in two self-report questionnaires assessing Reflexivity (Priddis & Rogers, 2018) and Personality development (Zech et al., 2018), with reference to the previous month. The Reflexivity scale includes reflection-in-action (during the session) and on-action (between sessions); while the Personality Development scale includes the dimensions of congruence (in accordance) and incongruence.

Results: Results revealed that the overall Reflexivity and Personality Development scores were not correlated, but interesting significant correlations were found between the dimensions of the two scales. Congruence was correlated to Reflection-in Action while Incongruence was correlated to Reflection-on-Action.

Discussion: Results will be discussed considering the literature of the therapists' professional development. *Implications:* It is suggested that psychotherapy trainings should include activities that foster reflexivity including and enhancing the therapist's fluid personal development. Future research should compare different types of reflexive training methods to refine the understanding of these components.

Key words: Reflective Practice; Personal and Professional Development; Training; Person-of-the-therapist.