

Research and practice: Contributions to the discipline of psychotherapy

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Abstract

This article reports on research into 25 dissertations written by students in the Master of Psychotherapy programme at Auckland University of Technology in the two years 2021 and 2022. The article focuses specifically on the contribution that these dissertations make to the discipline area. This is contextualised with reference to three gaps, or perceived gaps: between research and practice, researchers and practitioners, and publishing and reading. Based on an empirical-deductive approach to the analysis of the dissertations reviewed, the article reports these contributions; assesses their tone; and suggests that, while the sections of the dissertations regarding these specific contributions are varied and, in some cases, limited, the students/researchers make some important points about the discipline area of psychotherapy with regard to practice and education/training.

Whakarāpopotonga

He pūrongo tēnei mō te rangahautanga i ngā tuhingaroa e rua tekau mā rima a ngā taurira i roto i te akomanga hotaka Paerua Whakaora Hinengaro i te Whare wānanga Hangarau o Tāmaki-makaurau o ngā tau 2021 - 2022. Ko te aronga, ko te koha tau mai a ēnei tuhingaroa ki te kaupapa o tēnei wāhi. Ka whakahāngai tōtikahia atu te tirohanga ki ngā puare e toru, puare pōhewa rānei: i waenga i te rangahau me te mahi, ngā kairangahau me ngā kaiwhakaora, te tānga me te pānuihanga. Ko te tūāpapa ko te tirohanga mai i runga ki raro hai momo tātarihanga i ngā tuhingaroa i whakamātauhia, ka kōrerohia ēnei koha; ka aromatawaia ō rātau āhua; ka kī tērā pea, ahakoa te rerekē o ngā wāhanga o ngā tuhingaroa o te whakataunga whiwhinga, ā, i ētahi he iti noa, e puta ake ana i ngā taurira/kairangahau ētahi whakahau tino

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hira mō te wāhanga o te Whakaora Hinengaro pā nei ki te whakaharatau me te mātauranga/whakangungu.

Keywords: psychotherapy; dissertations; discipline; profession; research–practice gaps.

Introduction

This article reports on research conducted by the authors into the contribution that Master dissertations make to the discipline field of psychotherapy in Aotearoa New Zealand. In the first part of the article, we frame the research in the context of discussions in the field and the literature about the perceived gap between research and practice, and the researcher and practitioner, as well as that between publications (some of which are inaccessible to the profession) and the practitioner/reader. In the second part of the article, we report on the research itself: summarising the dissertations reviewed; and analysing the contributions in terms of their focus (colleagues, education/training providers, etc.) and tone (in terms of recommendation, suggestion, statement direction, and non-directive statement), as well as offering some discussion with regard to the outcome of the research.

Context

The first part of this article discusses and address three gaps — or perceived gaps — between research and practice.

The research–practice gap

In most if not all practice disciplines, there is a perceived gap between research and practice, a situation which is no less true in psychotherapy (Fourie, 1996; Lilienfeld et al., 2013; McLeod, 2003; Moodley, 2001; Morrow-Bradley & Elliott, 1986; Owenz & Hall, 2011). Over the years, this has been reflected in the relative lack of engagement of education/training programmes with research — which suggests that there may also be something of a research–training gap — with the result that students/trainees lack and feel their lack of knowledge about research in the field (Widdowson, 2012).

In Aotearoa New Zealand, there are a number of programmes that offer an education/training in psychotherapy to qualification, all of which require some written work in order to complete the course or programme, but only some of which require students/trainees to engage in research (see Table 1).

From this we can see that research is only referred to in four programmes and only forms a significant part of formal study in one programme, which, not surprisingly, is the one programme based in a tertiary educational institute. However, what is striking, at least to us, are the references in these documents to “case study”.

The development of psychotherapy is founded on case studies, from Freud (1901/1953; 1909/1955; 1911/1958) onwards, including, notably, Watson (Watson & Rayner, 1920) and Rogers (1942), who published the first fully recorded, transcribed and published psychotherapy case of “Mr Bryan”. However, as Tudor (2018) observes:

TABLE 1: PSYCHOTHERAPY EDUCATION/TRAINING PROGRAMMES AVAILABLE IN AOTEAROA NEW ZEALAND AND THEIR RESEARCH COMPONENTS

Qualification/ Programme	Institution	Written requirements/ Research component	Notes
Accredited Jungian Analyst	Australia New Zealand Society of Jungian Analysts, International Association for Analytic Psychology		Students are required to produce a project and long case study.
Accredited Psychoanalyst	International Psychoanalytical Association (IPA)	All training groups must complete "research and organizational tasks" (IPA, n.d., Appendix, part B, para 22).*	The extent of the research component of the training is unclear.
Certified Hakomi Therapist	International Hakomi Institute (USA)		Students are asked to engage in a systematic study of experience, though there is no clear requirement in the curriculum to complete a research component.
Certified Bioenergetic Therapist	New Zealand Society for Bioenergetic Analysis		Trainees need to complete experiential and written assignments.
Certified Transactional Analyst (Psychotherapy)	International Transactional Analysis Association (ITAA)	Trainees are required to complete a written examination (24,000 words) which includes a case study (8,000 words), and six of 13 essays, one of which asks the candidate to "Describe a research project you are aware of or have been involved in and discuss the implications for TA theory and/or practice" (ITAA Board of Certification, 2022, p. 16).	This essay is optional, though TA associations in some jurisdictions (e.g., the UK) have made it mandatory for those candidates seeking (voluntary) registration as psychotherapists.
Certified Psychodramatist	Australia New Zealand Psychodrama Association		Trainees are required to write a thesis (of the length of a journal article), which is expected to be an original contribution to the psychodrama literature, based on the trainee's experience of applying psychodramatic theory and methods to an area of clinical practice.

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Diploma in Adult Psychotherapy	Australia New Zealand Association of Psychotherapy		Trainees are required to produce essays pertaining to clinical work throughout the course and are required to produce “an 8,000 word treatise” on a topic chosen by the trainee.
Diploma in Psychosynthesis Psychotherapy	Psychosynthesis South Pacific		Course currently under development.
Master of Psychotherapy	Auckland University of Technology (AUT)	One research course (15 points, i.e., 150 hours’ study), assessed by two assignments; and one dissertation (45 points) of c. 15,000 words (AUT, 2022a).	For details, see discussion below.
Master of Psychotherapy (in Child & Adolescent Psychotherapy)			
Membership	New Zealand Institute of Psychoanalytic Psychotherapy		Information unavailable.
The Advanced Theory of Psychotherapy	Ashburn Clinic	Students are asked to research and write “a focused thematic presentation” (Ashburn Clinic, 2022, p. 11).	This training programme takes the form of a paid apprenticeship.
*Note: In the IPA, different training functions are organised as “groups”, not as an individual status or function. The groups are: Admissions Group, Supervision Group, Teaching Group, and Analysis Group, each of which is charged with conducting one specific aspect of training. Analysts request admission to any one of them, but can be members of only one group at a time. (IPA, n.d., Appendix, part A)			

... it is also clear that, as a research method, the case study is most vulnerable to the criticisms of its subjective bias from the dominant research traditions of medicine/psychiatry and psychology, as well as its apparent lack of verification and generalisability, both of which are considered problematic and even unethical. In terms of levels of evidence for intervention — and funding — it is equally ill-considered. (p. 176)

Tudor goes on to suggest two responses to this vulnerability: firstly, to assert that, by and large, psychotherapy operates from a different paradigm than medicine and psychology, and, therefore, to reclaim the methodologies that support this (e.g., Fourie, 1996); and, secondly, to develop the case study as a form of research, thereby substantiating column 3 of Table 1 (see Hillard, 1993; McLeod, 2003; Thomas-Anttila, 2015; Wall et al., 2017). Neither of these are easy as they run counter to the current dominance of empiricism in research in psychology and health, and its gold-standard method, that of randomised controlled trials — but both are important if psychotherapy is to distinguish and promote its particular contribution(s). Fourie (1996) argues that the gap or discontinuity between research and clinical practice is epistemological, i.e., one based on different theories of knowledge,

namely those based on realism, which asserts that there is a reality and a truth out there, independent of the observer, and others based on constructivism, which asserts that what is observed is constructed by the observer and the observed. He goes on to suggest that, by definition, a constructivist perspective closes the research–practice gap (see also next section).

The programmes represented in Table 2, as well as others that are no longer offered (see Tudor et al., 2013) predate the registration of psychotherapists in 2009. When the Psychotherapists Board of Aotearoa New Zealand (PBANZ) came into being in 2007 (as a Responsible Authority under the Health Practitioners Competence Assurance Act 2003 [HPCA Act]), it gained the power “to prescribe the qualifications required for scopes of practice within the profession, and, for that purpose, to accredit and monitor education institutions and degrees, courses of study, or programmes” (HPCA Act, Section 118(a)). To that end, the PBANZ conducted a series of consultations about the accreditation of training with the result that, last year, it published a document on its Accreditation Standards (PBANZ, 2021) by which programmes will be accredited from 2023. Its Accreditation Standards contains the following references to research:

- As one of four principles guiding the formation of its accreditation standards: “The Board seeks to support the growth and vitality of psychotherapy as a relational, therapeutic health practice including profession-specific theory and academic research” (p. 3).
- As one of its education and practice standards, that trainees will be able to “critically evaluate and utilise psychotherapy research and literature to inform their practice” (p. 7).
- As a distinct standard on Rangahau/Research, that:

As part of their training/supervision, trainees will develop the capacity to evaluate and critically reflect on psychotherapy-related research and apply it to their written mahi and clinical practice. Programme/pathway providers will describe how trainees gain access to current research material relevant to psychotherapy practice. (p. 10)

This is significant in two respects. The first is that those education/training institutes which currently do not make research part of their programmes will need to do so; the second is that these requirements will help close the researcher–practitioner gap at source, i.e., from the beginning of the student/trainee’s experience of learning/training.

The researcher–practitioner gap

One the effects of the research–practice gap is on the people involved, thus creating a gap or discontinuity and even some antagonism between practitioners and researchers. There is some evidence that clinicians do not tend to use research articles to inform their practice, or see the relevance of taking such an approach to their work (Castonguay et al., 2010; Cohen et al., 1986; McLeod, 2003; Morrow-Bradley & Elliot, 1986). This appears to be due to a certain scepticism about the value and relevance of research, and a criticism of research that it

ignores the complex realities of therapy (Morrow-Bradley & Elliot, 1986). In his discussion of this problem, McLeod (2003) suggests “reframing the relationship between researchers and practitioners” (p. 185). This includes acknowledging that, in the field of psychotherapy (and counselling), new ideas have tended to come from practitioners; and that, for researchers in psychotherapy, who are, by and large, also practitioners, there is no personal gap between research and practice. Further, if we consider that a crucial part of the process of psychotherapy is that the practitioner reflects on the process of psychotherapy, we may consider psychotherapy itself as a research activity, as, indeed, have a number of heuristic practitioners/researchers — see Beck (1989), Moustakas (1990), O’Hara (1986), Merry (2004), and Stevens (2006). To this, we would add that, as psychotherapy is predominantly if not exclusively a postgraduate profession, i.e., one based on graduate entry, and that postgraduate degrees usually require some element of research, most practitioners have some experience of studying, reviewing, and writing about research — and some have experience of conducting, analysing, writing, and publishing research.

One explanation as to why therapists do not utilise research, as identified by Morrow-Bradley and Elliott (1986) is that the research questions in published papers are not relevant to clinical practice. This suggests that we would do well to heed McLeod’s (2003) advice that, in order to close this gap, a) it would be useful for researchers to find out what practitioners want to know; b) researchers could use their own experiences as practitioners to be truly reflexive, and to communicate that; and c) we — in the field, profession, and discipline — need to consider the therapeutic value for clients of participating in research. To this, we would add that, with regard to conducting research in this country, it is important to consider its benefit to Māori and to assess its ethical purpose and processes against *Te Ara Tika Ethical Framework* (Hudson et al., 2010), specifically with regard to relationships (in terms of consultation, engagement, and, ultimately, kaitiaki); our cultural and social responsibilities (in terms of cultural sensitivity, cultural safety, and, ultimately, manaaki); justice and equity (in terms of mana tangata, mana whenua and, ultimately, mana whakahaere); and research design (in terms of mainstream, Māori-centred, and, ultimately, kaupapa Māori).

The starting point for the research on which this article is based was a curiosity about the extent to which students writing Masters’ dissertations at Auckland University of Technology (AUT) fulfil one of the learning outcomes for the dissertation course, which is to “Reflect on and evaluate the significance of the research in the discipline area” (AUT, 2022b, p. 127). We think that this learning outcome is important precisely because it encourages — and requires — that, whatever their research interest, subject, methodology and method, students face out to the profession. In order to ascertain whether this requirement is reflected more widely in the “discipline area”, we considered and researched three elements of this:

- Other psychotherapy education/training courses in Aotearoa New Zealand (Table 1) — and found that, by and large, it was not.
- Other psychotherapy education/training courses at tertiary education institutes overseas (in Australia and the United Kingdom) — and, from an initial survey, found no equivalent learning outcome or requirement.
- Professional psychotherapy journals, specifically their submission requirements (Table 2) — and found that it was. We restricted this research and analysis to those

TABLE 2: PSYCHOTHERAPY JOURNALS AIMS AND SCOPES

Journal	Submission Requirements			
	Practice	Policy	Theory	Other/Notes
<i>American Journal of Psychotherapy</i>	“advance evidence-informed psychotherapy practice... [and] shape clinical practice”		“advancing the theory ... of psychotherapy”	
<i>The Arts in Psychotherapy</i>	“inform the development of new services and the refinement of existing... practices”	“inform the development of new services and the refinement of existing policies”	“contributions that present new and emergent knowledge”	
<i>Asia Pacific Journal of Counselling @ Psychotherapy</i>	“focus on best practice in the field”			
<i>Ata: Journal of Psychotherapy Aotearoa New Zealand</i>				Ata “supports us all to shape, inform and inspire the psychotherapy community in Aotearoa to reflect the essence of and challenges to our people and our landscape”
<i>British Journal of Psychotherapy</i>	“We invite papers on clinical work”			“encourages dialogue between private practice and institutionally based practice”
<i>Canadian Journal of Counselling @ Psychotherapy</i>	“advancement and improvement of counselling practice and the counselling profession... [and] Increase understanding of individuals, groups, and Canadian society about the practice and profession of counselling”		“Provide a forum for the dissemination of scholarly information on the contemporary theory... [and] research”	“Act as a catalyst for critical analysis and scientific review and discussion within the discipline of counselling”
<i>Clinical Psychology @ Psychotherapy</i>	“an integrative impetus both between theory and practice”		“an integrative impetus both between theory and practice”	“an integrative impetus... between ... different orientations within clinical psychology and psychotherapy”

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<i>Counselling @ Psychotherapy Research</i>	“dedicated to linking research with practice... [and] informs and develops counselling and psychotherapy practice”	“Each paper should include... one implication for policy”		
<i>European Journal of Psychotherapy @ Counselling</i>	“practitioners can present their wealth of expertise and innovations... [and] researchers who want to address a larger clinical audience with clinically relevant issues ... [and] The nature of psychotherapeutic knowledge and its implications for practice”		“The nature of psychotherapeutic knowledge and its implications for... theory”	“The contributions from and debates between different European theoretical approaches to psychotherapy and counselling”
<i>European Journal for Qualitative Research in Psychotherapy</i>	“authors are encouraged to explore critically and explicitly the relevance to, or implications for, psychotherapy practice... [and] advances the... practice of psychotherapy”		“advances the theory... of psychotherapy and supports practitioner-orientated research”	
<i>Group Analysis: The International Journal of Group-Analytic Psychotherapy</i>	“explores the... practice”		“explores the theory”	“explores the application of group analysis in the wider context of medical and psychiatric institutions and community mental health care services”
<i>Healthcare Counselling @ Psychotherapy Journal</i>	“debate on practical or professional issues... and best practice”		“new perspectives on current thinking... [and] theory discussion”	“shared experience”
<i>International Journal of Group Psychotherapy</i>	“empirical work on topics germane to group practice [and] personal, scholarly narrative on topics germane to group practice [and] reviews ... relevant to group practice [and] special issues on ... group practice”		“integrate existing group theory”	
<i>Journal of College Student Psychotherapy</i>	“full-length or brief articles on... practice”			“explores significant issues in the field of college student mental health [and] professional issues... or research findings”

<i>Journal of Cognitive Psychotherapy</i>	“implications for clinical practice”		“clinical implications of theoretical development”	“describing the integration of cognitive-behavioral psychotherapy with other systems”
<i>Journal of Contemporary Psychotherapy</i>	“critically analyze... practice”		“critically analyze theory”	
<i>Journal of Psychology @ Psychotherapy</i>				“explores the complexities and controversies facing psychotherapists”
<i>Person-Centred @ Experiential Psychotherapies</i>	“including... practice”		“including... theory”	“stimulate... creativity and impact in a broader professional, scientific and political context”
<i>Psychology @ Psychotherapy: Theory Research @ Practice</i>	“understanding the processes which affect outcomes where mental health is concerned”		“theoretical... development” and “theoretical advancement”	“behaviour and relationships; vulnerability to, adjustment to, assessment of, and recovery”
<i>Psychoanalytic Psychotherapy</i>	“impact on the practice of psychoanalytic therapy and/or the applied work of analytically informed practitioners”	“papers addressing policy issues... [and] development of mental health policy”	“development of a specific theoretical point”	“constructive debates within and between the diverse traditions”
<i>Psychotherapy</i>	“examples of practice-relevant issues ... [and] why they are important to clinical practice”		“practice theory”	
<i>Psychotherapy and Counselling Journal of Australia</i>	“Demonstrate relevance to research and/or practice in the counselling and psychotherapy field”			“Make a significant contribution to the evidence base of counselling and psychotherapy”
<i>Psychotherapy and Politics International</i>	“explores the connections and interactions between politics and psychotherapy, both in theory and in practice”	“focuses on the application to political problematics of thinking... [and] application within the field of psychotherapy of political concepts and values internationally”	“explores the connections and interactions between politics and psychotherapy, both in theory and in practice”	

- journals whose titles contain the word “psychotherapy” (and where the information about aims and scope was available). We reviewed the aim and scope of each journal as well as specific instructions for authors with regard to submissions.

Table 2 shows that all but two of the journals of psychotherapy published in the English language specifically require submitting authors to relate their writing and research to practice, which, we suggest, represents encouraging evidence of one part of the discipline area closing the gap between researchers and practitioners. However, only five of these 19 journals are accessible to readers outside the membership of the professional associations of which they are the society journal, or to other colleagues who pay the subscription to the journals, and to academics whose institutions pay for access to such journals (see Table 3).

TABLE 3: OPEN ACCESS PSYCHOTHERAPY JOURNALS

Journal	Society/Owners	Publisher	Access
<i>Ata: Journal of Psychotherapy Aotearoa New Zealand</i>	New Zealand Association of Psychotherapists	Tuwhera Open Access Publications	https://ojs.aut.ac.nz/ata/
<i>European Journal for Qualitative Research in Psychotherapy</i>	European Association for Integrative Psychotherapy (sponsors)	The journal	https://ejqrp.org/index.php/ejqrp/index
<i>Journal of Psychology @ Psychotherapy</i>	Longdom Publishing	Longdom Publishing	https://www.longdom.org/psychology-psychotherapy.html
<i>Psychotherapy and Counselling Journal of Australia</i>	Psychotherapy and Counselling Federation of Australia	Psychotherapy and Counselling Federation of Australia	https://pacja.org.au/
<i>Psychotherapy and Politics International</i>	The Black, African and Asian Therapy Network	Tuwhera Open Access Publications	https://ojs.aut.ac.nz/psychotherapy-politics-international/

What this aspect of our research reveals is a third gap: that between publication and readership.

The publication–readership gap

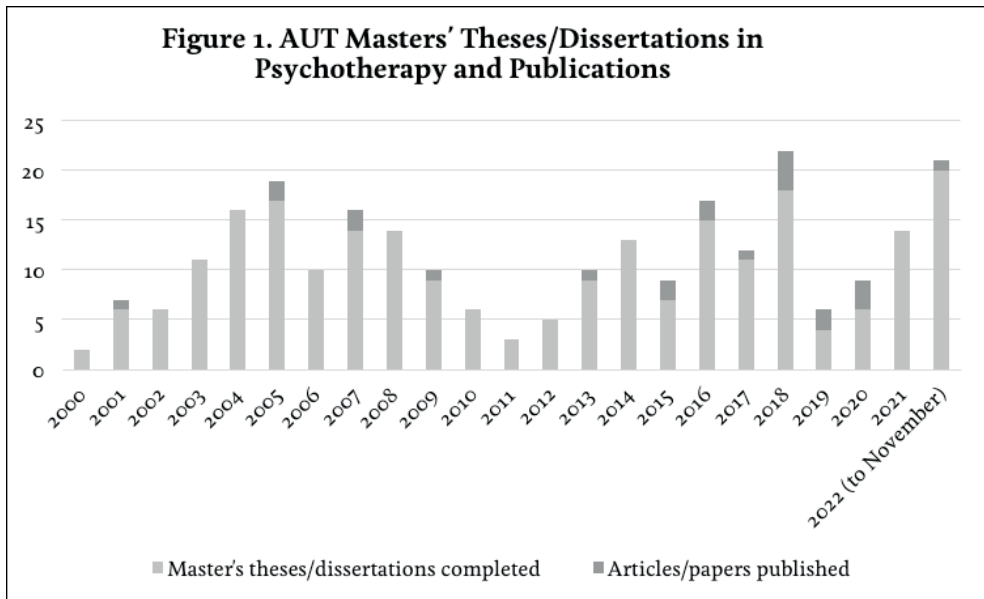
Here we identify two elements of this: one of access, and the second concerning the nature of publications in and about psychotherapy.

All psychotherapists incur certain costs with regard to their practice, including: their initial education/training, personal therapy, supervision, professional insurance, membership and/or registration fees, continuing professional development, room rental (if they are in private practice), travel, and so on. Apart from receiving a copy of the society

journal (if they are a member of an association that produces a journal), reading any other publication costs money. One example of this is Psychoanalytic Electronic Publishing (PEP), an extensive database comprising 83 journals (and more than 139,000 articles) and 100 classic books, which costs an individual an initial fee of NZ\$1,868.64 and a further NZ\$230.56 per year to maintain the subscription. Those interested in behavioural and/or humanistic psychotherapy would need to subscribe to the individual journals in these parts of the field.

Whilst academics have access to PEP and other databases, as well as to professional journals in the field, most practitioners do not, and, even when a practitioner can access these resources, they may experience further institutional barriers. For example, the second author, a practising psychotherapist, is also a graduate of AUT with access to online databases, including PEP. However, on enquiring further about this access, he was told that it was only possible through a physical portal on campus and could not be accessed remotely, which is a barrier to a practicing clinician having easy access to the most recent research in the field.

The second manifestation of this gap concerns the nature of the publication. Whilst academics are expected to research and publish and to facilitate others to do so, there is within the governance and management of academic institutions a privileging of certain types of publications, notably peer-reviewed journal articles over everything else (including books), and of certain journals, i.e., those with a high impact factor (which doesn't necessarily correlate to publications that are respected within the profession). This leads to a number of problems with regard to the quality of research and writing (Dinis-Oliveira & Magalhães, 2015; Sarewitz, 2016); the quality of publishing and, specifically, the increase in predatory publishing activities (Gasparyan et al., 2016); the translation into practice (Harley, 2019); and the perishing of academics if they don't publish (Aprile et al., 2021). Of course, the irony of this, especially for researcher/practitioners, is that this privileging and these problems



institutionalise the research–practice gap. Fortunately, these authors (cited above) and many others are pushing back in various ways, including making the case for the place of books in publishing (for a local articulation and example of which, see Tudor, 2021), and for open access journals.

Figure 1 shows the distribution of articles published from completed Master’s theses or dissertations in psychotherapy from AUT. These have been predominantly published in *Forum: The Journal of the NZAP* (1995–2010) and *Ata: Journal of Psychotherapy Aotearoa New Zealand* (from 2012 onwards), which is now an open access journal (see <https://ojs.aut.ac.nz/ata/>) and is currently publishing back issues of *Forum*. As the majority of psychotherapy journals are not published as open access, this constitutes a rare and real contribution to the field, both nationally and internationally.

As may be seen from Figure 1, to date, there has been a relatively low rate of conversion from Master’s theses and dissertations (n=236) to published articles (n=22), i.e., 9.32%, though this has picked up over the past seven years. Moreover, due to a publishing project specifically designed to present students’ work over the past 21 years of the Masters’ programmes at AUT (Tudor & Green, 2022, by the end of this year, this will almost double to 18%.

The research

In this context, we — an academic who also has a small private/independent practice, and a psychotherapist who is also a research assistant — looked at two years of dissertations at one institution (AUT) in order to test our thesis that students’ research is not widely disseminated, and, therefore, not widely known. Specifically, we were interested in the extent to which one of the learning outcomes (LOs) for a postgraduate dissertation at AUT is fulfilled, i.e., that students “Reflect on and evaluate the significance of the research in the discipline area” (AUT, 2022b, p. 127).

We chose dissertations from the last two years to ensure that the research was contemporary, and, in terms of the number of dissertations, manageable. We compiled a list of the dissertations by searching university records, which revealed 13 dissertations submitted and marked in 2021, and 19 in 2022 (up to 30th November), a total of 32. We excluded those that are the subject of permanent or temporary embargoes as, by definition, they are not (yet) in the public domain. This reduced the total number of dissertations in our data set to 25. From each dissertation, we extracted statements that specifically relate to the students’ contribution to the discipline, viewing this as an example of document analysis (Bowen, 2009; Rapley, 2007) and, thus, in this article, we focus on presenting and analysing the students’ contributions to the discipline. In a separate article, we will offer an analysis of the fulfilment of this LO across a number of health disciplines.

Summary of the dissertations reviewed

Here we present the data we reviewed in the form of brief summaries of the subject of the dissertations.

- **The therapist’s bilingualism and countertransference experiences** (Amiri, 2021). This dissertation focuses on the unique experience of the bilingual therapist. The author

suggests that the bilingual therapist has, to this point, not been adequately explored despite acknowledgement in early psychoanalytic thinking. Three main themes are elucidated: a dual sense of self, inadequacy, and connection.

- **Support for young people in managing stress** (Batts, 2021). The author seeks to answer the question “what educational support is currently provided to increase young people’s capacity to manage stress?” (p. 7). Conclusions pertain to the promise of using psychotherapeutic modalities including acceptance and commitment therapy, cognitive behavioural therapy, and adventure therapy to treat stress in young people through educational support programmes.
- **Settler descendent relationship to land** (Brett, 2022). The author’s focus is on the influence of nature and land on mental wellbeing. Brett identifies four main themes: “shadow, coloniser, climate crisis, and queerness” (p. 36) and argues for an increased awareness of the impact of ecological loss and alienation on mental health.
- **Hidden assumptions of culture in child psychotherapy** (Cadogan, 2021). This research comprises a literature review that explores the interplay between culture and the therapeutic encounter in child psychotherapy in Aotearoa New Zealand. Cadogan concludes that, within psychotherapy theory, training and practice in Aotearoa New Zealand, Indigenous knowledge has been largely obscured by dominant Western paradigms. Cadogan calls for further acknowledgement of biculturalism and multiculturalism in the therapeutic space.
- **Empathy in cross-cultural dyads** (Chandra, 2022). This research explores some of the challenges regarding therapist provision of empathy in cross-cultural therapeutic relationships. Chandra observes that empathy is understood differently across cultures and thus encourages therapists to explore their own cultural differences and consider how this might impact on their ability to provide empathy.
- **Forgiveness in psychotherapy** (Chesterfield, 2022). The author explores the idea that forgiveness, when examined in psychotherapy, can be advantageous for clients. In particular, the research focuses on forgiveness as repair and a movement toward reconciliation. Chesterfield concludes that forgiveness can facilitate the resolution of anger, repair relationships and improve overall wellbeing.
- **A psychotherapist’s experience of abrupt endings** (Chue, 2021). This research explores the experience of the psychotherapist when clients abruptly end treatment. The author offers personal insights to help understand the therapist’s experience and concludes that it is likely that difficult endings will disturb the therapist and good enough endings will be bittersweet, underscoring the “impossible” nature of the psychotherapeutic process (Freud, 1937).
- **A therapist’s experience of humour in psychotherapy** (Ciurlionis, 2021). This research seeks to understand the relationship between psychotherapy and the very human phenomenon of humour. The author unpacks the assumption that using humour in therapy is “risky” and offers two conclusions: that humour and power are intricately related and that humour is ultimately a crucial part of language which provides an opportunity to deepen connections between people.
- **The remedial potential of body-centred psychotherapy for children** (Engelbrecht, 2021). This research seeks to understand how movement as a therapeutic modality can

alleviate the suffering of those who have experienced trauma in childhood. The author acknowledges the mind-body connection and explores the literature emerging from the body-centred psychotherapy community, concluding that the body provides an entry point to the psyche and thus a means by which one might recover from trauma.

- **Self-discovery (through the book *A Monster Calls*)** (Fung, 2022). The author employs a unique approach to her research, examining self-experience through the lens of the book *A Monster Calls* (Ness, 2011). Fung highlights the potential of using literature to explore and better understand “parts of self that may be hidden, blind to ourselves, or too painful to consciously process” (p. 83). The reader is encouraged to consider books or stories “imaginary analysts”, capable of facilitating play, warmth and safe boundaries.
- **Christians coping with a crisis of faith** (Grayson, 2022). This research investigates how individuals who identify as Christian cope with a crisis of faith. Based on a thematic analysis of semi-structured interviews with five clients, Grayson identifies three themes and a number of sub-themes from their experiences. She also draws out a number of implications for clinical practice, including the value of addressing religion and crises of faith in therapy, understanding countertransference, and being aware both of the historic divide between religion and psychotherapy and of the reservations some Christian clients have when entering therapy.
- **Māori identity as a student psychotherapist** (Hill, 2022). This research examines the experience of identity as it pertains to Māori psychotherapy students. Hill observes that said experience is unique in that Māori psychotherapy students are training in a Western perspective within Western academic institutions, perspectives which are likely to contradict their customs and values. Hill explores the ensuing challenge, questioning how one can locate identity while being in multiple, often contradictory, value systems.
- **How parent-infant psychotherapy can facilitate transformative communications of maternal distress** (Hiskens, 2021). This research explores infant experiences of maternal distress, seeking to understand the parent-infant-therapist triad and how these relationships can transform the infant’s experience of their mother’s unwellness. Hiskens establishes that the infant has the ability to participate in the therapeutic process and concludes that said relationship is an important platform for relational change.
- **The infant’s emotional world** (Hooper, 2022). This research focuses on the psychoanalytic literature on psychic development in earliest infancy. This is realised through a hermeneutic literature review which is interpolated with the researcher’s personal experience of the literature. The research finds coalesce around the elaboration of felt experience and the importance of the infant’s developing subjectivity.
- **The experience of the young child bereaved by sibling stillbirth** (Jackson, 2021). This research focuses on the unacknowledged loss of siblings bereaved by stillbirth and postulates that “the stillborn sibling becomes a lifelong constant companion for the bereaved young child” (p. 2). Jackson reflects on the importance of privileging the subjectivity of the bereaved child and inviting play and culture. These function as mechanisms by which to access the fullness of the child’s experience.
- **Working with chronicity** (Lampard, 2022). This research seeks to understand “how

Bion's interpretation of negative capability could support an understanding of the complexity of chronicity when working with the whole person treatment approach" (p. 2). To this end, the research identifies two significant roadblocks: the culture of biomedicine, and the human tendency to split and retreat; and presents four potential ways of bridging these roadblocks: developing an internal container, curiosity, allowing doubt, and patience.

- **A psychotherapist's experience of self-disclosure, when practising in the digital era** (Longley, 2021). This research explores the interface between the therapist's personal and professional worlds in the digital age, and asks what "the struggles and the benefits" (p. 5) may be when one has a large and revealing online presence. The author encourages therapists to hold a certain wariness of the challenges recent advancements in technology present, and acknowledges the impossibility of maintaining a truly anonymous online presence in today's digital world.
- **The impact of emigration** (Lu, 2022). Based on a heuristic enquiry, this research explores the impact of emigration of a Chinese 1.5 generation immigrant, and specifically on the researcher's sense of belonging. The researcher reports on their own physical and psychological journey and considers the impact emigration — and immigration — has had on their internal psyche, as well as how this shapes their relationship with their surrounding family, friends, society, and physical space.
- **Racial microaggressions** (McCann, 2022). The research explores the often unintended and unrecognised, yet injurious microaggressions that can emerge from a difference in racial realities. This research encourages consideration of meaning, unconscious racialisation, the interplay of subjectivity, and questions whether racial microaggressions may, if approached non-defensively, provide an opportunity for greater understanding.
- **Hakomi and the treatment of anorexia nervosa** (Powers, 2022). This research explores whether Hakomi, a mindfulness based, mind-body psychotherapy, might serve as a useful approach to the treatment and understanding of anorexia nervosa. Powers questions whether current specialist treatments are effective, and whether a novel approach is necessary.
- **The art of mourning — exploring the impact of artistic creation upon the psychotherapist** (McCall, 2021). This research explores the significance of the therapist as artist and, specifically, "loss in the creative and therapeutic experiences of the author" (p. 2). McCall hypothesises that opening to loss can facilitate a recalibrating of self and concludes that the therapeutic and artistic strands can synthesise to support transformation.
- **Prisoners (well-being through rehabilitative services)** (Ramanjam, 2022). This research explores how rehabilitative services in prisons might better support prisoner wellbeing. Ramanjam posits that existing services are focused on mitigating criminogenic behaviour, arguing for a better understanding of the prisoner's internal world and emphasising the need of the prisoner to be seen and heard. Ramanjam discusses the benefits and limitations of practising psychotherapy within a system of incarceration.
- **The experience of pilgrimage** (Walsh, 2022). This research, in part based on the

researcher’s own experience on and of pilgrimage, investigates how the experience of pilgrimage affects pilgrims. The research comprises a hermeneutic literature review, weaving the author’s own process, including her own experience, cultural background, and role as a psychotherapist. In identifying ways in which pilgrims are affected by pilgrimage, the study attempts to act as a bridge between pilgrimage and psychotherapy.

- **Ruptures and repairs in the therapeutic relationship with adolescents** (Wong, 2021). This research discusses rupture and repair and their relationship to culture, and elucidates some of the challenges involved in utilising this as a therapeutic intervention. The author concludes that rupture repair within the therapeutic relationship can enhance meaning and affords an opportunity for clients and therapists alike to be understood differently.
- **What has happened to the diagnosis of hysteria?** (Woods, 2021). This research situates itself firmly within a Lacanian and psychoanalytic paradigm and explores the “phenomena of hysteria, hysteric experience, and the treatment of hysteria” (p. 5). The author opens a question regarding thinking, teaching and clinical work with hysteric clients and explores why individuals with hysteric presentations can be “siloe” to the fringes.

Table 4 summarises these dissertations with regard to their method and methodology, as well as the theoretical orientation that informs the research and the researcher’s thinking and practice.

TABLE 4: MASTER OF PSYCHOTHERAPY DISSERTATIONS: METHOD, METHODOLOGY, AND UNDERPINNING THEORETICAL ORIENTATION

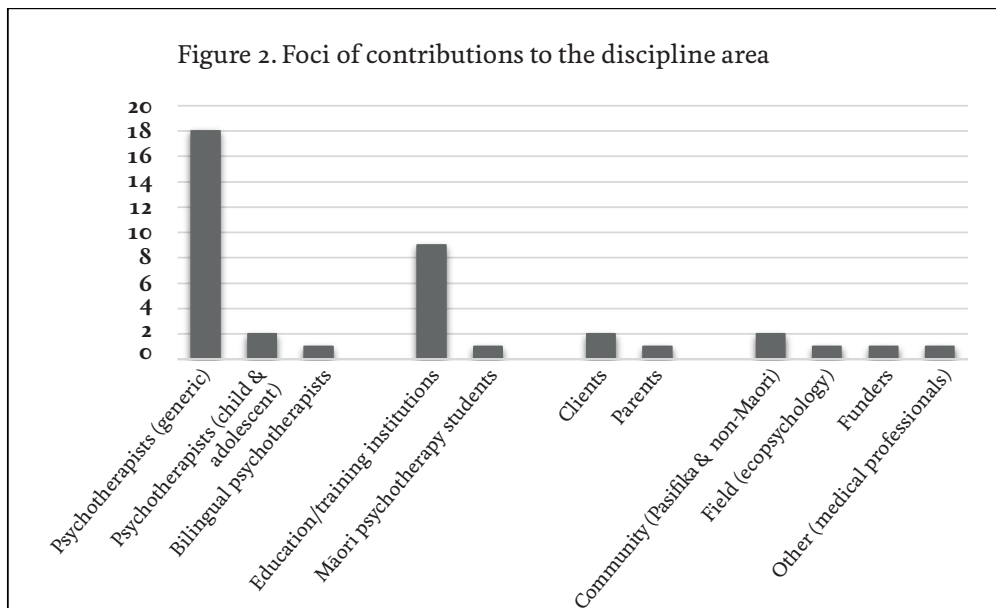
Subject	Method	Methodology	Theoretical orientation (where noted or relevant)
Abrupt endings (Chue, 2021)	Self-search enquiry	Heuristics	Psychoanalytic
Bereavement (by stillbirth) (Jackson, 2021)	Literature review	Hermeneutics	Largely psychoanalytic
Bilingualism (Amiri, 2021)	Literature review	Hermeneutics	Psychodynamic and psychoanalytic
Body-centred psychotherapy for children (Engelbrecht, 2021)	Thematic analysis	Semi-systematic	Body-centred psychotherapy
Christians coping with a crisis of faith (Grayson, 2022)	Thematic analysis (of semi-structured interviews)	Thematic analysis, qualitative descriptive	
Chronicity (working with) (Lampard, 2022)	Literature review	Hermeneutics	Whole person treatment approach and psychoanalytic
Culture in child psychotherapy (Cadogan, 2021)	Hermeneutic literature review	Social and cultural constructionist	

Emigration (the impact of) (Lu, 2022)	Heuristic	Heuristics, phenomenology	
Empathy in cross-cultural dyads (Chandra, 2022)	Literature review	Hermeneutic, interpretive	Relational and humanistic
Forgiveness in psychotherapy (Chesterfield, 2022)	Literature review	Hermeneutics, qualitative	Object relations, attachment theory
Hakomi and the treatment of anorexia nervosa (Powers, 2022)	Literature review	Hermeneutics	Hakomi
Humour in psychotherapy (Ciurlionis, 2021)	Self-search enquiry	Heuristics	Relational psychodynamic
Hysteria (Woods, 2021)	Literature review	Hermeneutic, psychoanalytic	Lacanian
The infant's emotional world (Hooper, 2022)	Literature review	Hermeneutics	Psychoanalytic
Land (settler descendent relationship to) (Brett, 2022)	Self-search enquiry	Heuristics	Relational psychotherapy
Māori identity as a student psychotherapist (Hill, 2022)	Self-search enquiry	Heuristics	Social constructivist and humanistic
Maternal distress (Hiskins, 2021)	Literature review	Hermeneutics	Object relations
Mourning, artistic creation and the psychotherapist (McCall, 2021)	Self-search enquiry	Heuristics	Eclectic, within a psychoanalytic context
Pilgrimage (the experience of) (Walsh, 2022)	Literature review, and enquiry	Hermeneutic, interpretive	
Prisoners (well-being through rehabilitative services) (Ramanjam, 2022)	Literature review	Hermeneutics	Psychodynamic and generic
Racial microaggressions (McCann, 2022)	Self-search enquiry	Heuristics	Psychodynamic
Ruptures and repairs in the therapeutic relationship with adolescents (Wong, 2021)	Literature review	Hermeneutics	Developmental psychodynamic perspectives, informed by attachment theory and neuroscience
Self-disclosure in the digital era (Longley, 2021)	Self-study	Heuristics	Psychoanalytic and psychodynamic
Self-discovery (through the book A Monster Calls) (Fung, 2022)	Self-study	Heuristics	Psychoanalytic and psychodynamic
Young people and stress (Batts, 2021)	A modified systematic literature review	Critical theory	

Findings

Reading and analysing the text of the dissertations specifically for what the students identify as the contribution to the discipline area or field, we found two features: the first was the particular focus or foci of their contributions, and the second was what we refer to as the tone of the contribution.

In concluding their dissertations, most students make some comments about what they viewed as the contribution to the discipline. These are framed with reference to psychotherapists; education/training institutions and programmes, and students/trainees; clients, including parents; and the broader field, including ecopsychology, the Pasifika community, medical professionals, and funders (see Figure 2). Most students refer to more than one focus group or population.



Unsurprisingly, given students' identification with becoming psychotherapists, the main focus of this element of the majority of the dissertations is on what students consider to be their contribution to psychotherapists, both themselves and others, for example "[i]t is essential for psychotherapists ... to learn about and consider the developmental needs and drives of adolescents" (Wong, 2021, p. 63); "[w]ith such potent power to unravel the therapist, this research argues that it is crucial for therapists to encounter their experiences of abrupt endings, in life and in therapy" (Chue, 2021, p. 59); and "practicing psychotherapists may ... consider what their online presence is, and how it may impact current or future clients" (Longley, 2021, p. 54). Hooper (2022) suggests that both infant observation and hermeneutic research allow the clinician to take time, and not to rush to action; and, indeed, "to flounder and to be able to exist for a time without reacting" (p. 42). In addition, and given their

association or identity, some students make particular points about specific psychotherapists, thus: “[i]t is worthwhile for the child and adolescent psychotherapist, for all clients of all presentations, to discuss with the parents and caregivers the developmental history of the child and family history” (Jackson, 2021, p. 64); and “bilingual therapists need to identify and be aware of their language-related self-experiences and language-related emotional experiences in order to prevent burnout and feeling exhausted” (Amiri, 2021, p. 45).

The second most common focus of students’ contributions is statements about educational/training institutions, programmes and students:

- “The study suggests that Māori students in psychotherapy education/training and academia face the challenge of carrying multiple identities in becoming a psychotherapist” (Hill, 2022, p. 2).
- “... a strong foundation in recognising and addressing unconscious racialisation in the self, begins through the training process” (McCann, 2022, p. 78).
- “... beginning/training psychotherapists would greatly benefit from being provided a space to experience support for attuning to their embodied responses as a way into accepting and defining their personal approach to practice ... with some additional support from inviting practicing psychotherapists to talk to about how they elaborate their felt experience and use this in their work” (Hooper, 2022, p. 43).
- “... offering both time and encouragement for trainees to engage with their own extracurricular creative modality would likely see these become invaluable adjunct spaces to further the embodied learning that is deeply relevant to trainees’ emerging clinical capability” (McCall, 2021, p. 58).
- “...psychotherapy programmes need to encourage bilingual trainees to discuss the challenges and advantages of working in their second language” (Amiri, 2021, p. 44).
- “The training implications of the roadmap are in providing a structure that helps to familiarise both psychotherapists and medical professionals with the likely roadblocks that may be encountered in using the [whole person treatment approach] to work with chronicity” (Lampard, 2022, pp. 62-63).
- “... it is crucial that psychotherapy trainings prepare developing therapists for abrupt endings in therapy” (Chue, 2021, p. 60).
- “... [t]his dissertation will assist Māori students at a foundational level who are learning to translate western psychotherapeutic theory into something that is understandable through a cultural lens” (Hill, 2022, p. 42).

The third area of focus is on clients, including parents, for example, Jackson (2021) makes a number of comments about working with parents with regard to bereavement by stillbirth, suggesting that “when parents can appropriately share their grief process with their young children, the parents remain more accessible to their living children both in their own grief process but also in growing generally” (p. 66). Chesterfield (2022) suggests that “[i]t would be advantageous for clients to be more aware of the significance of forgiveness as a possible part of their healing from past hurts” (p. 94); and Chue (2021) suggests that the model she has developed in relation to working with abrupt endings can be used by clients as an experiential tool. Based on her own experience of self-discovery through a specific

book, Fung (2022) suggests that using literary books and written stories may be helpful for clients as a means of exploring parts of self that may be hidden or too painful to process consciously, and Walsh (2022) suggests that “A pilgrimage could ... provide an effective ‘bridge’ through which to introduce the client’s spiritual beliefs and concerns into their therapy” (p. 58).

A fourth area of focus is on the broader field. For instance, McCann (2022) describes her intention to “benefit ... the Pasifika community” (p.4); and Hill (2022) suggests that “[t]his dissertation can also offer non-Māori readers an opportunity to learn and expand their own understanding of our [Māori] unique cultural perspective” (p. 42). Brett (2022), who explores the complexities of relationship to land, concludes that her research “has implications for ecopsychology, wider mental health care, and ecological activism” (p. 43). Writing about Broom’s whole person treatment approach (Broom, 2007), Lampard (2022) suggests that “for other medical professionals working in a biomedical context, the challenge is to see the subjective as co-emergent with the objective, and allow a space for both” (p. 62), and that it may be better for funders to divert funding from biomedical procedures to working with the whole person treatment approach.

Our second finding with regard to the learning outcome requiring students to reflect and evaluate the significance of their research in the discipline area, relates to the tone used by students, especially in the chapters or sections to the discussion of their findings and conclusions, which we categorised as follows. Firstly, we note students’ recommendations which are named as such in the dissertations, and are direct and specific. Secondly, we note those suggestions that are specific and as a result of the research, but which are made more in the spirit of putting something forward for consideration. Thirdly, we note other statements which students make, usually in the category of a declaration, with regard to or as a result of reflecting on the contribution the dissertation makes to the discipline area, though they vary in tone from the direct and/or directive (usually indicated by the use of words such as “should” or “must”) to the indirect (in the form of a hope or a wish).

Only five students make specific recommendations — and, indeed, one (Walsh, 2022), specifically states that “It is beyond the scope of this study to offer comprehensive recommendations” (p. 44). Those that do, make recommendations:

- With regard to bereavement by stillbirth, “that parents acknowledge the loss of the bereaved young child by talking to them about their sibling and modelling healthy ways of expressing feelings” (Jackson, 2021, p. 66).
- With regard to bilingual therapists (Amiri, 2021):
 - “to highlight the role of language in academic programmes and the clinical workplace” (p. 43);
 - for psychotherapy programmes “to encourage bilingual trainees to discuss the challenges and advantages of working in their second language” (p. 44), and for university departments “to increase specialised training for bilingual therapists in the context of Aotearoa New Zealand” (p. 45);
 - for students “[to receive] language-related supervision during training” (p. 44); and
 - for bilingual therapists “to identify and be aware of their language-related self-

experiences and language-related emotional experiences in order to prevent burnout and feeling exhausted” (p. 45).

- With regard to pilgrimage (Walsh, 2022), that it be prescribed for clients with sufficient ego strength and emotional stability “and utilised as a holistic intervention, alongside regular psychotherapy” (p. vii).
- In response to racial microaggressions, that a formal process be introduced within institutions which allows trainees “to address cultural issues (unconscious racialisation) that arise in cross-racial supervision relationships” (McCann, 2022, p. 79).
- With regard to rehabilitative services, for such services “to have more depth and ... to be aligned with the needs of prisoners” (Ramanjam, 2022, p. 57).

One of these students and four others make the following suggestions:

- With regard to abrupt endings, “that therapists might protect against this terror and powerlessness, by focusing on ways to retain or regain power when managing endings in therapy” (Chue, 2021, p. 59).
- With regard to body-centred psychotherapy for children, that there is “the need to unlearn the ways we may repress our own embodied knowing” (Engelbrecht, 2021, p. 65).
- With regard to forgiveness (Chesterfield, 2022):
 - that “[t]he training of psychotherapists should include building an understanding of forgiveness both conceptually and practically, in terms of how this can be appropriately transferred into therapy” (p. 94);
 - that “[p]sychotherapists (and their clients) could benefit from embracing the concepts of forgiveness into their clinical practice as appropriate” (p. 94);
 - that “[i]t would be advantageous for clients to be more aware of the significance of forgiveness as a possible part of their healing from past hurts” (p. 94).
- With regard to racial microaggressions (McCann, 2022):
 - that “a strong foundation in recognising and addressing unconscious racialisation in the self, begins through the training process” (p. 78);
 - “that tutors and supervisors do the work of self-reflection, to explore their own unconscious racialisation so they can facilitate discussions as allies, and speak to normative unconscious processes and power asymmetries when they come alive in the classroom or experiential training setting” (p. 78).
- With regard to self-disclosure in the digital era, that “[t]raining institutions may look to provide guidance and awareness of how one’s online activity may become part of the therapeutic relationship” (Longley, 2021, p. 54).

Finally, other statements about the contributions to the discipline include:

- With regard to culture in child psychotherapy:
those of us who come from the dominant Western worldview must become more aware that ours is just one of many streams and a large proportion of the people we work with do not share that view... that in child psychotherapy, we can be “culturally encapsulated” (Wrenn, 1962, p. 444), so we may remain oblivious to many of the

underlying assumptions, biases, and prejudices in the culturally-bound system in which our theory and practice are embedded. (Cadogan, 2021, p. 46)

- With regard to empathy in cross-cultural dyads:
[Addressing] therapists’ cultural belief systems within psychotherapy training may benefit the therapeutic alliance and improve outcomes for clients. I propose that cultural competency through the use of a cultural genogram to ascertain cultural beliefs and values may be helpful to include as part of an assessment process. (Chandra, 2022, p. 48)
- With regard to humour in psychotherapy:
[Greater awareness of] both unconscious or conscious avoidance of lighter or “transgressive” moments” ... could create a sense of freedom within practitioners who are inclined to laugh at life, once they had understood their internalised expectations of what is and isn’t “permissible” within the therapy space. This also feels important around other modes of being that may be stifled in a therapeutic setting such as exuberance and excitement. (Ciurlionis, 2021, p. 53)
- With regard to hysteria, “there is something about the hysteric’s questions which causes many to turn away from her ... this whole project has been my questioning of the master’s discourse and of playfully encountering the master signifiers of my fundamental fantasy” (Woods, 2021, pp. 73-74).
- With regard to land and the settler descendent relationship to it, “[a]s a whole, it [this project] speaks to the complexity of relationship to land, the distress and disowned ambivalence it may contain, and the defensive use of denial, disengagement, and avoidance to navigate these uncomfortable affects” (Brett, 2022, pp. 42-43).
- With regard to mourning, artistic creation and the psychotherapist, “[t]his research suggests the potential for core therapeutic capacities to be developed within the artistic experience including the negotiation of depressive anxieties, furthering of self-knowledge, ability to contain and symbolise material, and fostering of negative capability” (McCall, 2021, p. 57).

While this document analysis takes an empirical approach to the text, in this case of 25 Masters’ dissertations, we think that the recommendations, suggestions and other statements in these texts with regard to the discipline of psychotherapy convey — and, indeed, are based on — underlying values about psychotherapy and the world, which would be worthy of further analysis.

Conclusion

From our reading of the dissertations reported in this article, it is clear that the majority of student/authors take their work and research seriously. While, as practitioners at the

beginning of their careers, they may lack clinical experience, they do not lack the ability to research an area of interest at some depth; to undertake a review of the relevant literature; to articulate a method of research informed by an underlying methodology; and, by and large, to reflect critically on their work in articulating its contribution to the discipline area, albeit to varying degrees (as evidenced by the fact that the dissertations are graded). There are and probably always will be debates in the field about the nature of research in psychotherapy and the place of research in psychotherapy education/training programmes. Those programmes based in the tertiary education sector will always be open to the criticism that too much of the student's time is spent on research, at the expense of other areas of knowledge, practice, and skills. Equally, those programmes based in the private sector (see Table 1) are open to the criticism that too little or no time is spent in encouraging or requiring their trainees to read and conduct research.

For a long time (over 75 years) psychology has developed the scientist-practitioner model (Shakow, 1942), which calls for graduate programs to engage and develop psychologists in psychological theory, field work, and research methodology. Whilst the emphasis in this model is on empirical research, the model itself ensures that there is little or no gap between the psychologist practitioner and researcher, at least in the fields of applied psychology such as those of clinical, counselling and rehabilitation psychology. In the field of psychotherapy, as we have discussed, we have a much wider gap between research and practice, which suggests that, we need the collaboration of all parties, i.e., students, educators/trainers, and the profession, to develop our own version of the scientist/artist-practitioner (Hoffman & Weinberger, 2014; Schore, 2012), drawing on a wide range of qualitative as well as quantitative research methods and methodologies (Bager-Charleson & McBeath, 2020, 2023; Tudor & Wyatt, 2023-in press).

Specifically, we suggest that clinicians could be encouraged and supported to do more research:

- Firstly, by being introduced to a range of methodologies and methods appropriate to psychotherapy research, preferably during their initial education and training.
- Secondly, by being encouraged to publish, again preferably during or shortly after their initial education/training. All psychotherapy programmes in this country and internationally require students/trainees to write some form of case study, some of which could well contribute to the literature on what is now a rare form of psychotherapy research. For an example, see Bondi (2023-in press), and for a discussion, see Thomas-Anttila (2015).
- Thirdly, by having access to the literature, including academic journals. We suggest that this requires not only the clinician to look to the academy, especially tertiary educational institutions in the public sector, but also the academy to look outwards to the professional community and to offer such access to their students, as well as opportunities to research and publish.
- Fourthly, by considering research as a legitimate avenue of continuing professional development, and one that could and should count as part of any reaccreditation or recertification plan.
- Fifthly, by having professional associations fund research projects — which NZAP

currently does through its Education Fund. Although, at present, this is relatively small (the total amount of grants available per year has, to date, been around \$5,000), we would hope that the Association can increase this Fund and, therefore, the opportunities it affords to its members to engage in research.

We hope that, in some small way, this article contributes to the field of psychotherapy here in Aotearoa New Zealand and beyond, not only by reporting on certain contributions to the field and in doing so, alerting readers to their presence and availability, but also, in minding about the research–practice gaps, helping to close them.

Legal statute

Health Practitioners Competence Assurance Act 2003

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