

## **TRAINING IN INTEGRATIVE PSYCHOTHERAPY**

Diploma in Integrative psychotherapy is validated by:  
IIPA – International Integrative Psychotherapy Association  
EAIP – European Association for Integrative Psychotherapy

### **BROCHURE OF THE TRAINING**

Written by

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## **Philosophical basis of the course**

Our approach to integrative psychotherapy is influenced by many writings on integrative psychotherapy and relational psychotherapy (such as Erskine (1997); Erskine & Moursand (1988); Gilbert (2003); Greenberg and Paivio (1997); Safran and Muran (2000); Stolorow, Atwood, & Brandschaft (1994)).

The philosophy of this approach to psychotherapy is very compatible with the philosophy of European Association for Integrative Psychotherapy. In this approach the word 'integration' has a number of meanings, which are all important for integrative psychotherapy. Firstly, it refers to the process of integrating the personality, which means integration of unresolved aspects of self. It is a unifying psychotherapy that responds appropriately and effectively to the person at the affective, behavioural, cognitive, and physiological levels of functioning, and addresses as well the spiritual dimension of life.

Integrative psychotherapy also means integration of different approaches to psychotherapy. Each provides a partial explanation of behaviour and is looked at as a valuable hypothesis about human functioning. The integrative psychotherapy is especially based on integration of Transactional Analysis, contemporary psychoanalytic psychotherapy (object relations, self psychology, the intersubjective approach), Gestalt and other theories. In training programme, knowledge of several psychotherapy schools is provided in order to develop the ability to maintain and tolerate several different views. No school (including this integrative approach) should be seen as the ultimate truth. While in the first years of the training the focus is on specific integration developed by other authors, at the end of the training the focus is on personal integration of the trainee. Within this framework it is recognized that integration is a process to which therapists also need to commit themselves. This means a continuing focus on personal growth as well as commitment to the pursuit of knowledge in the area of psychotherapy and related fields. Integrative psychotherapists should communicate with colleagues of diverse orientations and keep themselves informed about developments in the field. One of the aims of our training programme is development of trainee's own theoretical integration and their own personal style of practicing psychotherapy.

In addition to that, fundamental principles of integrative psychotherapy include (O'Reilly-Knapp & Erskine, 2003):

- Acknowledging that people are relationship seeking and interdependent through the life
- Affirming the innate value of human being
- Normalizing the functions of psychological processes
- Committing to positive life change
- Focusing on internal and external contact as essential to human functioning
- Emphasizing the developmental process of the individual
- Recognizing the significance of the therapeutic relationship.

### Entry requirements:

Entry requirements for professional training in psychotherapy at the Institute for Integrative Psychotherapy and Counselling are in accordance with the requirements of both Slovenian associations for psychotherapy. The basic criterion is that entry is at post-graduate level of competence. Candidates for admission should meet one of the following requirements:

- 1.) Have completed university studies in the humanities or medicine.
- 2.) Have completed the 'propedeutics' of either of the two Slovenian Associations for Psychotherapy. This is a basic training in psychotherapy for people who have not completed studies in psychology or medicine.
- 3.) Have completed other university degree studies and are committed to learning in the next years what was not covered within their field of study (to complete 'propedeutics' for example).

Candidates should write a brief CV and fill the Application Form providing some background information regarding professional qualifications and experience, motivation for training, medical history etc. Another entry requirement is an interview with the director of the training programme.

### **Course requirements:**

These are requirements for people wanting to be certified as Integrative Psychotherapists. They are compatible with the criteria of European Association for Integrative Psychotherapy and Slovenian Associations for Psychotherapy.

#### 1. Workshop Attendance:

Attendance at workshops at the programme (four years on a monthly basis). The minimal criterion is 120 hours of training per year, 480 over four years. For trainees who didn't have previous experiences with psychotherapy or counselling additional professional hours will have to be completed (through the fifth year of the training, other activities of the Institute or other workshops outside the IPSA Institute). The requirement is at least 600 hours of professional training.

#### 2. Clinical Practice:

From the second year on it is required that trainees work with clients in public (medical, social), private or voluntary institutions. For final accreditation students must have a minimum of 750 hours of client contact, of which 500 must be as a psychotherapist using integrative psychotherapy. A minimum of 50 of these practice hours must be with groups and a minimum of 50 with individuals.

#### 3. Regular supervision (from the second year on):

The minimal requirement is 200 hours, which satisfies the criteria of Slovenian Associations for Psychotherapy. 80 hours of supervision must be in integrative psychotherapy, of which at least 40 hours must have been with the candidate's primary supervisor. For other hours of supervision the trainee can undergo supervision using other

approaches, before or during their integrative psychotherapy training. A minimum of one hour of supervision for every six hours of client contact time is essential. Supervision is provided by practitioners whose training would meet the criteria for the award of an European certificate of psychotherapy (ECP). They are all trained in Integrative psychotherapy and members of either the European Association for Integrative Psychotherapy and/or the International Integrative Psychotherapy Association.

#### 4. Commitment to ongoing personal and professional growth.

Personal psychotherapy during the training is a requirement. This needs to be of the type, duration and frequency of the psychotherapy offered to clients. Trainees should undergo a total of at least 150 hours of therapy, which is a requirement of Slovenian associations of psychotherapy. It will be necessary to have a minimum of 50 hours of personal integrative psychotherapy. Other personal therapy can be from other psychotherapy orientations. Trainees should be in psychotherapy from the second year on, with sessions at least once a week. Practitioners providing the psychotherapy should be certified in a particular method (integrative psychotherapy, transactional analysis, psychoanalytic therapy, gestalt therapy...).

#### 5. Written work and exams:

The trainees should write at least two essays each year covering theoretical as well as personal experience of the training and theory presented. For certification they will need to prepare for a written and oral exam.

#### 6. Psychiatric placement:

For trainees who don't work within mental health institutions it's requirement to have psychiatric placement experience (one month or 20 days).

#### 7. Acceptance of the code of ethics:

The trainees should accept the code of ethics of the Institute for Integrative Psychotherapy and Counselling and EAIP (European Association for Integrative Psychotherapy).

## **CONTENTS OF PROFESSIONAL TRAINING IN INTEGRATIVE PSYCHOTHERAPY AND COUNSELLING**

The training is four years long. The fifth year will be optional and will include advanced supervision, preparation for the exam and continuing professional development. It will be especially beneficial for trainees who are not yet feeling prepared to take final exams.

The training is logically organised around four main themes. The first year of the training will be devoted to basic theory and its impact on personal experience of each trainee. The second year will cover psychotherapy methods and principles, the third year specific modalities of Integrative psychotherapy and working with specific disorders. The fourth year is devoted to integration of the theory and integration within the practitioner. Different approaches to psychotherapy integration will be explored and also the relationship of Integrative psychotherapy with other schools of psychotherapy. The focus is on developing the trainees unique style as practitioners. The fifth year is optional and is devoted to exam preparations, advanced theory and continuing professional development. Each topic in the following programme is covered in two days of training.

### **FIRST YEAR – FOUNDATION YEAR**

#### **‘THEORY OF PERSONALITY AND PSYCHOPATHOLOGY, FOCUS ON EXPERIENTIAL WORK’**

Aims of the first year:

- Learn about basic theoretical concepts of Integrative Psychotherapy (IP).
- Personal experience of IP through group process, individual therapy in the group or experiential exercises

MAIN TOPICS:

1. INTEGRATIVE PSYCHOTHERAPY. DEVELOPMENT OF IDEAS. IP AND OTHER PSYCHOTHERAPIES. BASIC PRINCIPLES.
2. EGO, SELF AND OBJECT. EGO STATES AND INTEGRATION.
3. THEORY OF MOTIVATION IN INTEGRATIVE PSYCHOTHERAPY.
4. CONTACT AND DISRUPTION OF CONTACT.
5. LIFE SCRIPT AND SCRIPT SYSTEM.
6. RELATIONSHIP AND HUMAN DEVELOPMENT.
7. THE ROLE OF THERAPEUTIC RELATIONSHIP – DEVELOPMENTAL VIEW.
8. TRANSFERENCE – INTEGRATIVE PERSPECTIVE.
9. INTRODUCTION INTO INTEGRATIVE PSYCHOTHERAPY METHODS.
10. ETHICS IN PSYCHOTHERAPY

### **ADVANCED TRAINING**

REQUIRED: SUPERVISION, THERAPY PRACTICE AND PERSONAL THERAPY

## **SECOND YEAR**

### **'PSYCHOTHERAPY METHODS AND PRINCIPLES'**

#### AIMS:

- Gain knowledge of Integrative psychotherapy methods and specific techniques
- Learning through lectures, experiential exercises, group process, case presentations, supervision

#### MAIN TOPICS

1. CREATING A THERAPEUTIC RELATIONSHIP
3. CONTRACTS IN PSYCHOTHERAPY
4. IP METHODS: INQUIRY, ATTUNEMENT AND INVOLVEMENT
5. TRANSFERENCE AND COUNTERTRANSFERENCE IN IP
6. THERAPEUTIC INTERVENTIONS
7. THERAPY WITH HERE AND NOW PROCESS
8. THERAPY WITH FIXATIONS
9. THERAPY WITH INTROJECTIONS
10. TERMINATION OF THERAPEUTIC RELATIONSHIP

## **THIRD YEAR**

### **'IP MODALITIES AND PSYCHOTHERAPY OF SPECIFIC DISORDERS'**

#### AIMS:

- Learn how to apply IP in different settings (couple, family therapy, group psychotherapy)
- Learning the specifics of working with different psychic problems and disorders

#### MAIN TOPICS

1. INTEGRATIVE COUPLE AND FAMILY THERAPY
2. INTEGRATIVE GROUP PROCESS
3. IP AND TREATMENT OF ANXIETY DISORDERS
4. IP AND TREATMENT OF DEPRESSION, SUICIDAL CLIENTS
5. CUMULATIVE AND ACUTE TRAUMA, WORKING WITH DISSOCIATION
6. PSYCHOTHERAPY OF OBSESSIONS
7. WORKING WITH SHAME AND SELF-RIGHTEOUSNESS
8. SCHIZOID PROCESS
9. PERSONALITY DISORDERS (BORDERLINE, NARCISSISTIC...)

OPTIONAL: Treatment of eating disorders, drug addiction, sexual problems, psychosis

## **FOURTH YEAR**

### **‘IP – INTEGRATION OF MAIN PSYCHOTHERAPY SCHOOLS AND INTEGRATION WITHIN THE THERAPIST’**

#### **AIMS:**

- Gain knowledge of different psychotherapy schools and their relationship with integrative psychotherapy.
- Focus on personal integration of each trainee. Basic question: How does my theoretical knowledge, supervision and my personal therapy affect my work as a practitioner?
- Preparations for exam through case discussions and supervision of tapes

#### **CONTENT**

1. INTEGRATIVE PSYCHOTHERAPY AND PSYCHOANALYSIS
  - Classical psychoanalysis (Freud)
  - Object relations theory (Winnicott, Fairbairn, Balint)
  - Ego psychology (Hartmann, Federn, Weiss)
  - Self psychology (Kohut)
  - Intersubjective perspective (Stolorow, Atwood, Orange, Brandschaft)
  - Relational psychoanalysis (Mitchell, Aron)
  - Influence of modern psychoanalysis on the practice of Integrative psychotherapy (Differences and converging points of view)
2. INTEGRATIVE PSYCHOTHERAPY AND TRANSACTIONAL ANALYSIS
  - Ego states, Script, Transactions revisited
  - Influence of Transactional analysis on the theory and practice of Integrative Psychotherapy
3. INTEGRATIVE PSYCHOTHERAPY AND GESTALT THERAPY
  - Contact, Disruption to contact, Phenomenology, Experimentation
  - Influence of Gestalt therapy on the theory and practice of Integrative Psychotherapy
4. IP AND COGNITIVE-BEHAVIORAL THERAPY
  - Schemas theory and cognitive model
  - Behavioral techniques and Homework assignments in IP
  - Cognitive techniques in IP
  - Influence of Cognitive-behavioral therapy on the theory and practice of Integrative Psychotherapy
5. INTEGRATIVE PSYCHOTHERAPY AND BODY THERAPY
6. RESEARCH IN PSYCHOTHERAPY
7. INTEGRATION OF THE THEORY AND PSYCHOTHERAPISTS

#### **OPTIONAL:**

- INTEGRATIVE PSYCHOTHERAPY AND CLIENT-CENTERED THERAPY
- INTEGRATIVE PSYCHOTHERAPY AND EMDR
- INTEGRATIVE PSYCHOTHERAPY AND SPIRITUALITY

## **FIFTH YEAR (OPTIONAL)**

### **‘PREPARATION FOR EXAMS AND CONTINUING PROFESSIONAL DEVELOPMENT’**

#### **AIMS:**

- consolidate learning and experience
- preparation for exam through supervision of tapes, mock exams, case study and transcript discussions
- stimulate professional development of students (writing of articles, research, advanced theory discussions, theory development and refinement, seminar presentations of students)

#### **CONTENTS:**

Contents will be contracted with the trainees regarding their learning needs. The structure of this year is more up to trainees than on tutors.

#### Specific areas included in the training course

Described curricula for the training includes the following themes:

- Theories of human development throughout the life cycle, including sexual development (40 hours). In the first year there will be a four day course on human development (Human development and relationships). This theme will also be covered in connection with other themes and authors in the next years of training.
- Understanding of various psychotherapeutic approaches (at least 100 hours). This theme is the focus of the fourth year of study.
- A theory of change (at least 80 hours) This theme is the main topic in the first two years of study.
- An understanding of social issues in relation to psychotherapy (40 hours). The first three years of study will cover this area in connection with other psychotherapy themes.
- Theories of psychopathology. (100 hours). This is the main theme in the third year of study.
- Theories of assessment and intervention (100 hours). Theories of assessment and intervention are included in all four years of study.

#### The Structure of Training Weekends

Training will normally occur at the weekend and will last two days. Each day will cover from 6 to 7 hours of training. The training will normally start at 9:00 am and will finish at 5:30 pm. Each day will be divided into four sessions with breaks and lunch. At least one session every day of training will be devoted to group process. At the beginning of the workshop there will be time to ‘warm up’ and attend to individual needs of trainees. Group members will have the opportunity to share their professional achievements and questions arising from the previous training weekend. In the first sessions we will also make contracts about the whole training weekend (for example supervision, therapy in the group). Other sessions will involve didactic presentation of theory, experiential exercises, therapy demonstrations, discussions, seminar presentations and supervision. Part of the last session will be devoted to evaluation and feedback for students, peers and tutors.

This is a general structure of the training workshops. Some special workshops and workshops by foreign tutors can last several days. Every year there will be (usually in the summer) also a residential workshop about a topic from the programme. In that workshop trainees will have the opportunity to stay together for several days and have personal therapy in the group, discuss theory and practice.

### Time structure of the whole curriculum

Each year students will complete a minimum of 120 hours of training (spread over 10 months). In the four years students will complete at least 480 hours of training.

### Contracts

Each year the student will sign a contract with the Institute for Integrative Psychotherapy and Counselling.

### Training methods

Our understanding of the teaching and learning process is that you learn better if theory is connected with experiential learning. Concepts and theories must also be experienced phenomenologically, if the seed of the teaching is to bear fruit. This is very important in psychotherapy training. Psychotherapy is both an art and a science. The relevant therapeutic skills are not just narrowly defined technical skills, they are complex personal and interpersonal skills such as: capacity for self-acceptance, interpersonal sensitivity, and capacity to engage in genuine dialogue with the patient (Safran and Muran, 2000). Learning to do psychotherapy is similar to learning any other complex skill and includes components such as mentoring, identification, role modelling and guidance. Courses will combine structured learning with the expectation of self-directed learning by the student.

A typical training session (an hour and a half) will include theoretical presentation of the material, an experiential exercise connected with the material presented and a discussion about experience and the theory presented.

The methods will include:

- 1.) Didactic lectures;
- 2.) Discussions about the concepts or personal experiences;
- 3.) Experiential exercises (individually, in pairs or small groups);
- 4.) Leading the process group;
- 5.) Supervision and discussion of clinical cases and tapes, which trainees will bring to the training;
- 6.) Using videos of psychotherapy sessions and tapes which are relevant to the specific workshop;
- 7.) Individual therapy in the group (in psychotherapy marathons);
- 8.) Written work (essays) and/or research projects;
- 9.) Therapy presentations.

## Experiential methods

In our trainings experiential learning and exercises are of great importance. The core skills of psychotherapy can only be effectively learned experientially. Such skills include: listening, clarifying, challenging in a supportive way, self-reflection, helping the client to deepen contact with his experience. Experiential learning will include, for example, a demonstration of a specific skill and then practice of the skill in pairs. In this way students can practice the skill and receive and give feedback regarding their exercise. Another form of experiential learning is process group. Such groups are part of each training workshop. In a process group trainees can talk with each other about how the material covered relates to them personally. They can also talk about anything that is connected to a specific workshop (how they feel inside the group, resolve the conflicts arising...).

Other experiential learning may include:

- Therapy in the group (teacher or a group member acting as therapist and a group member being the client)
- Group process in small groups (three or four people), in which trainees interact with each other and practice the role of the therapist
- Experiential learning through supervision.

## Integration of the theory and integration within practitioner

Understanding of the theory is essential to the practice of psychotherapy, but no theory should be seen as the ultimate 'truth'. For this reason, students will be encouraged to study alternative theories and contrast them with the theory they are studying. In the fourth year there will be specific focus on comprehensive understanding of different psychotherapy approaches and developing of a personal style of psychotherapy (integration of the trainee). Here it is important to have in mind the main aspects of the development of a psychotherapist:

- Theory
- Personal therapy and experience
- Supervision
- Working with clients

All these aspects influence each other and are of great importance to the development of therapists. In the integrative training it's important to create a space for trainees to reflect on basic questions which are important to personal integration of the therapists and take into account the following:

- How has clinical experience changed your theoretical orientation?
- How has learning new theory changed your therapeutic methods?
- How does your integration of personal history, theory, supervision, and clinical experience affect the therapy you do today?

## Assessment procedures:

The level of the trainees will be evaluated in two different ways:

- 1.) Trainees will receive feedback on their knowledge and therapy practice continuously in each workshop. This ongoing evaluation provides the trainee with useful information regarding their knowledge of theory and practice. Case and tape presentations, in particular can give important information regarding a trainee's level of ability.

- 2.) Important information regarding the knowledge of the trainees can be gained through written essays. In each year trainees will have to write two essays covering theory and practice. Trainees will receive written feedback to the essays.

Successful completion of the essays and presentation of at least one tape of therapy are requirements for entry into the next year of training. After the four-year study, trainees can enter the fifth year, which is specially designed for exam preparation and professional development. In this group trainees can have supervision regarding the tapes for the exam, have the 'mock' exam or discuss relevant theoretical questions. In this way they will also get support for taking the final exams to qualify for a Certified Integrative Psychotherapist.

In evaluating trainees' readiness to take an exam, it is important that trainees have nearly completed the requirements of the course and that they demonstrate through their work as practitioners the basic competencies of an integrative psychotherapist. Such basic competencies are:

- commitment to the philosophy of Integrative psychotherapy
- developing and maintaining an effective psychotherapeutic relationship
- knowledge of different therapy methods and theories, and development of their own approach to integration and therapy (integration within psychotherapist)
- commitment to ongoing personal and professional development
- a recognition of one's own limitation and strengths.

### **Final Assessment procedures (Diploma in Integrative psychotherapy)**

Prior to taking the final exam, trainees should provide: their CV, training hours log, psychiatric placement report, letters of support from primary supervisor and/or trainer and confirmation from primary therapist regarding completed hours of personal therapy.

The examination has two parts: written and oral examination.

#### Written examination- diploma

The written examination involves the 'diploma' covering case study, theory and professional factors.

The first topic of diploma is: 'My identity as Integrative psychotherapist'. It covers a description of trainee's professional context, learning experiences through training and description of his approach to psychotherapy integration.

The second topic is a comprehensive case study, which involves client history, diagnosis, treatment planning, therapy process and interventions.

The third part of the Diploma is a theoretical essay regarding integrative psychotherapy. It should be congruent with the case study and show a theoretical understanding of the therapy practice covered in the case study.

The diploma must be submitted for evaluation four months prior to the date of oral examination.

### Oral examination

Persons who have successfully completed the written exam ('diploma') can take the oral examination. The oral examination is the final stage of the process. Candidates should bring two different recorded samples of their work with clients of 5-10 minutes in duration per sequence. Then follows a discussion regarding the tapes and psychotherapy process (regarding the clients presented and/or case study), which covers both the understanding of psychotherapy practice and integration with theory.

### Psychotherapists involved in both assessment procedures

Psychotherapists involved in both assessment procedures are both members of the training faculty of the Institute for Integrative psychotherapy and counselling as well as psychotherapists outside of the Institute. The written exam is scored by a therapist who is not the candidate's primary trainer, supervisor or therapist. In the oral exam there are at least three psychotherapists present. At least one of the evaluators comes from outside of the Institute for Integrative Psychotherapy and Counselling. All evaluators are Integrative psychotherapists and members of either European Association for Integrative Psychotherapy and/or International Integrative Psychotherapy Association.

## **TRAINING FACULTY**

### **Richard Erskine (U.S.A.)**

Clinical Psychologist, PhD, Teaching and Supervising Transactional Analyst (ITAA), Integrative Psychotherapist

### **Kenneth Evans (U.K.)**

B.Sc., Dip.Soc.Admin., Dip.Fellow Royal Society of Arts

### **Maria Gilbert (U.K.)**

MA (Clin Psych), BA (hons) (English), Chartered Clinical Psychologist, TSM (GPTI), TSTA (ITAA), UKCP Registered Psychotherapist, BACP Registered Supervisor. U.K.

### **Leonida Kobal (Slovenia)**

Diploma in psychology, MSc in Clinical psychology, Assistant for psychology (University for social work), PhD candidate

### **Rudi Kotnik (Slovenia)**

PhD., MSc (Gestalt therapy), Certified Gestalt therapist (Metanoia Institute, GPTI), UKCP Registered Psychotherapist

### **Ray Little (U.K.)**

Certified Transactional Analyst, UKCP Registered Psychotherapist

### **Steve Roberts (U.S.A.)**

Dipl. Social work, Gestalt Therapist, Integrative Psychotherapist

### **Jose Manuel Martinez Rodriguez – Pepe (Spain)**

MD, Certified Transactional Analyst, Provisional Teaching and Supervising Transactional Analyst

### **Lise Small (France)**

Certified Transactional Analyst, Certified Gestalt Therapist

### **Gudrun Stummer (U.K.)**

MsC, Certified Transactional Analyst (EATA, ITAA), UKCP Registered Psychotherapist

### **Damon Wadsworth (U.S.A)**

PhD, Certified Transactional Analyst, Provisional Teaching and Supervising Transactional Analyst (ITAA), Integrative Psychotherapist

### **Gregor Žvelc (Slovenia)**

Diploma in Psychology, Specialist of Clinical Psychology, Assistant for Clinical Psychology (Department for Psychology, Ljubljana), PhD Candidate, Provisional Teaching and Supervising Transactional Analyst

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