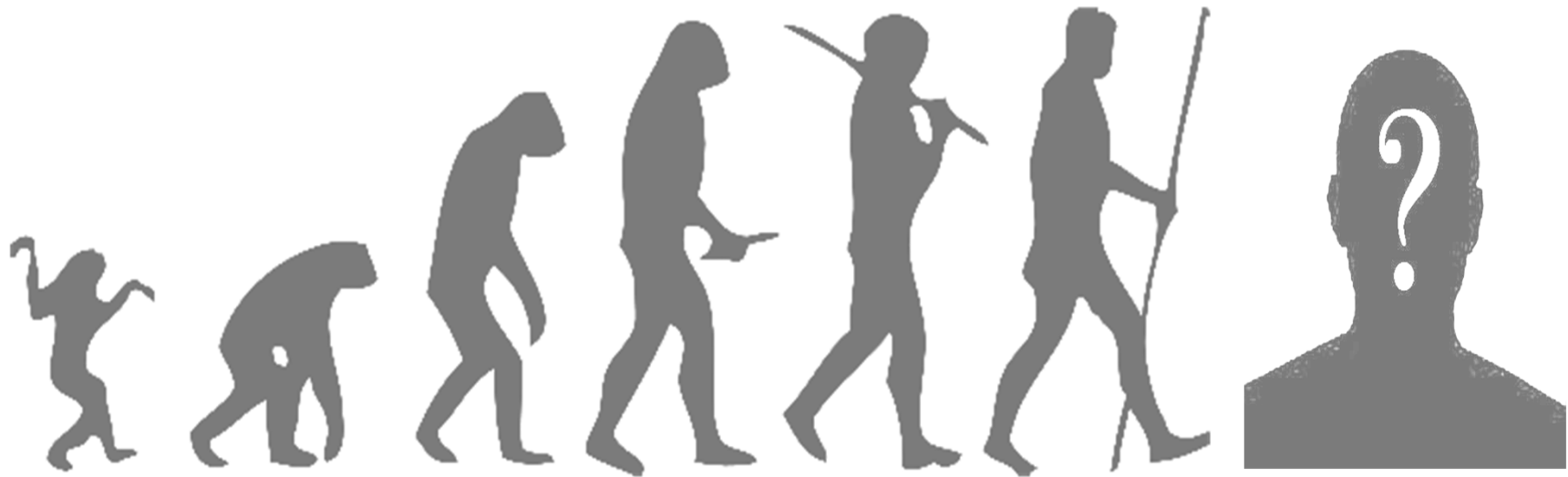


The Evolution of Psychotherapy: Training



Scott D. Miller, Ph.D.
International Center for Clinical Excellence



The Evolution of Psychotherapy

ANACHEM
1979/1979 - 1979/1979

The Evolution of Psychotherapy: Training

Time:

- *M.S., MSW, 2-3 years;*
- *Psy.D. or Ph.D., 5-7 years.*

Money:

- *Public, \$10,500/year;*
- *Private \$24,000/year*

Debt:

- *Range \$100-160,000.*



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Study.com (2017). How much does a doctorate degree cost?

http://study.com/articles/How_Much_Does_a_Doctorate_Degree_Cost.html. Retrieved October 6, 2017.

College Values Online. What is the average cost of a master's degree.

<http://www.collegevaluesonline.com/faq/what-is-the-average-cost-of-a-masters-degree/>. Retrieved October 6, 2017.

The Evolution of Psychotherapy: Training

Profession	Starting Salary	Median (2017)
Psychologist	40-60K	77,000
Social Worker	36-60K	66,000
MFT	30-50K	47,000
Mental Health Coun	30-50K	46,000



Bureau of Labor Statistics. <https://www.bls.gov>. Retrieved October 6, 2017.

Payscale Human Capital. <https://www.payscale.com/>. Retrieved October 6, 2017.



The Evolution of Psychotherapy

ANAHEIM
12/13/17 - 12/17/17

The Evolution of Psychotherapy: Training

• Studies to date show little or no evidence:

• *Traditional professional training leads to better outcomes:*

• No difference between professionals, students and paraprofessionals.

• *Supervision enhances effectiveness;*

• *Experience leads to better outcomes (may actually worsen);*

• *Participation in continuing education improves effectiveness.*



Atkins, D.C., & Christensen, A. (2001). Is professional training worth the bother? A review of the impact of psychotherapy training on client outcome. *Australian Psychologist*, 36, 122-130.

Malouff, J. (2012). The need for empirically supported psychology training standards. *Psychotherapy in Australia*, 18(3), 28-32.

Miller, S.D., & Hubble, M.A. (2011). The road to mastery. *The Psychotherapy Networker*, 35(2), 22-31, 60.

Neimeyer, G. et al. (2010). Continuing education in psychology. *Professional Psychology: Research and Practice*, 41(5), 435-441.

Rousmaniere, T., Goodyear, R., Miller, S.D., & Wampold, B.E. (2017). *The Cycle of Excellence*. Hoboken, N.J.: Wiley Blackwell.

The Evolution of Psychotherapy:

From Training to Professional Development

- Some therapists achieve consistently better results than others;
- Differences between therapists consistently accounts for 5-9% of variability in treatment outcome;
- Differences persist when therapist competence is held constant and treatments are manualized;
- Difference is unrelated to age, gender, caseload, theoretical orientation, social skills, professional degree, years of experience, and time spent conducting therapy.



Chow, D., Miller, S. D., Kane, R., & Thornton, J. (2015). The role of deliberate practice in the development of highly effective psychotherapists. *Psychotherapy, 52*(3), 337-345.

Rousmaniere, T., Goodyear, R., Miller, S. & Wampold, B. (2017). *The Cycle of Excellence: Training, Supervision, and Deliberate Practice.* London: Wiley Publishers.



The Evolution of Psychotherapy

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The Evolution of Expertise:

How Top Therapists Improve?

De·lib·er·ate

di'libərit/

Adjective

Done consciously and intentionally

Prac·tice

'praktəs/

Noun

To carry out a particular activity regularly

Hours per week
spent alone seriously
engaging in activities
related to improving
therapy skills

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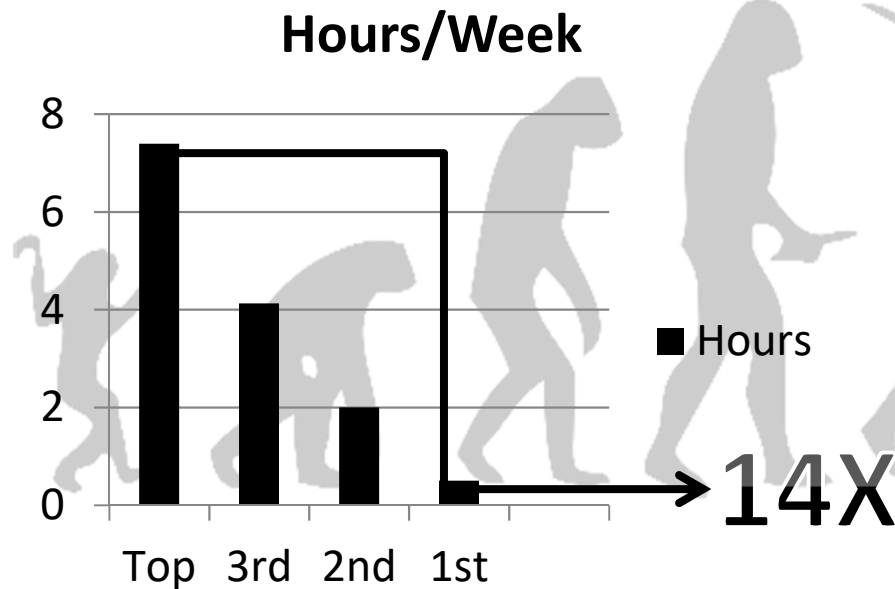
International Centre for Clinical Excellence

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The Evolution of Expertise:

How Top Therapists Improve?



Hours per week spent alone seriously engaging in activities related to improving therapy skills

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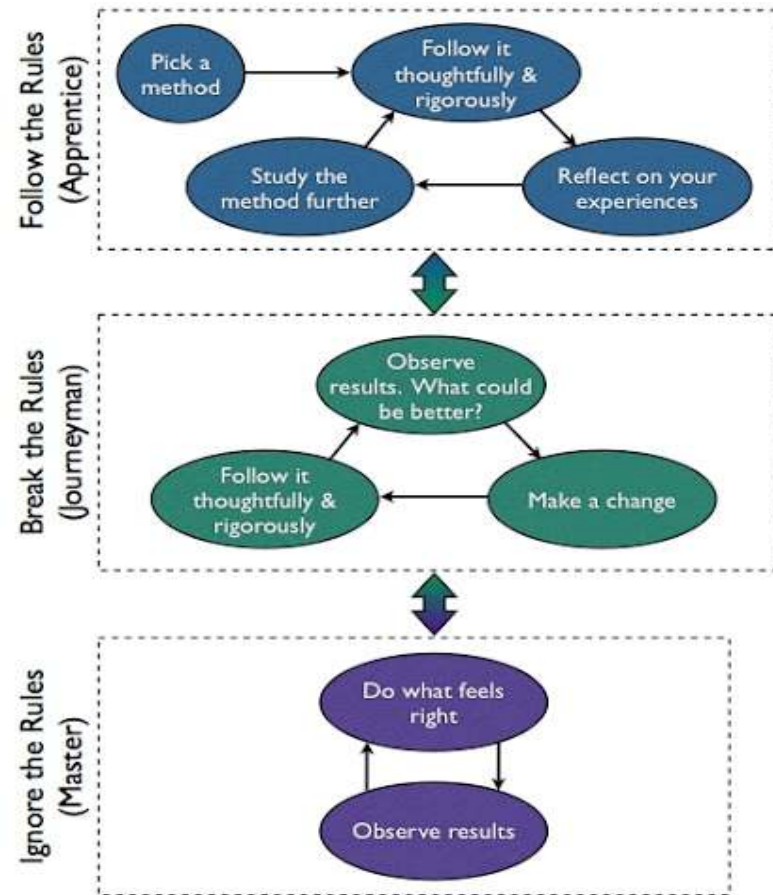
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The Evolution of Expertise:

How Top Therapists Improve?

- Thinking, planning, executing, reflecting;
- Practicing at the “edge” of the “realm of reliable performance.”



The Evolution of Psychotherapy:

From Training to Professional Development



• Adopting an “apprenticeship” model with structures and practices that support continuous development:

- *Ongoing measurement;*
- *Identification of practitioner specific errors and learning objectives;*
- *Time for practice outside of practice;*
- *Access to coaching and practitioner-specific training;*
- *Connection with learning community.*

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