PROFESSIONAL EXTERIORIZE BEHAVIORAL CHANGE AMONG CLINICAL PSYCHOLOGY TRAINEES

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Abstract

A group of 22 clinical psychology trainees were assessed in a pre-test post-test longitudinal design to assess the effects of training on their outlook towards matters related with routine life. The trainees’ behaviors were assessed within sub-categories of Neutrality & Objectivity (NO) Professional Influence (PI) Creativity & Ingenuity (CI) Diagnostic & Prognostic Concern (DPC) Etiological Considerations (EC) with depth interviews portrayed as entry interviews but were meant to evaluate the earlier effect of psychological trainings’ influences on trainees’ behaviors. These interviews assessed the influences of earlier training as EC, (Exceptionally High) or (H) High or (N) Neutral or with (DMI) Defense Mechanism Intervention or (Id) Id complexes? After these entry interviews the trainees underwent a training of 12 months in clinical psychology teaching department. After completion of successful training all trainees were appreciated for their performance during training and as a reward instead of an assignment they were assigned to watch a movie of their own choice at their own and to prepare a detailed report about their choice and preference for the move selection. Later the researcher watched himself the movies and evaluated reports and contents as thematic apperception behavioral contents reported by the trainees and placed these in sub-categories (NO) (PI) (CI) (DPC) and (EC) to assess the state as an influence of advance psychological training as EC or (H) or (N) or (DMI) or (ID). Later the pre-test and post-test responses of the trainees in similar categories were compared and assessed for the influence of training on trainees post-training behaviors, the comparison of pre and post responses revealed a significant influence of training on the personalities of trainees.

Introduction

Sigmund Freud (6 May 1856 – 23 September 1939) (Freud, 1976) is a gateway for the understanding of the depths of human being. Some of his works are still unresolved and need collective human wisdom to analyze these by visualizing these with Freud’s great mind set. Perhaps that is the reason that till today it is difficult for psychologist community to escape from the orbit of Sigmund Freud however the tradition of dynamic analysis because of various reasons is declining day by day (Fonagy 2003). The present study therefore was an attempt to re-visit analytic techniques to assess the growth of budding clinical psychologists. Identification process among trainees is the process through which trainees identify themselves with the clinical training environment, with their teachers and their profession. Because identity process continues throughout the life in novel circumstances ( Yoshida, 1993), even in normal circumstances it continue to develop (Fadjukoff, 2007) Identification is directly related with personality grooming and development, it is expressed transitorily or reflexively. It is the act by which some individual becomes identical to another and in Freidan standard psychoanalysis this concept is of prime importance. Known Oedipus complex is its structural consequence Freud further narrated that in certain cases identification process does not influence as a whole and may influence some single ‘trait’. The prototypes of identification are known as incorporation introjection and internalization (Freud 1976a). How do the identification ‘manifests’ as a result of student teacher interaction, classroom interaction and clinical training environment during the course of training and education was the main focus of present study.
Holloway (1987) in “development prospective” about clinical psychology training models narrated important factors there are other approaches as well (Fleming & Steen, 2012; Sapyta, Riemer & Bickman, 2005) but still less information in the context of dynamic training is available because of various complexities related with depth process (Berman, 2013; Berman, 2013a; Kernberg, 2000; Palombo, Bendiscen & Koch, 2009). Further transfer of training is multifold due to variety of possible human reactions to it because various mechanisms are responsible for transfer of training in direct or indirect manner (Nikandrou, Brinia & Bereri, 2009). It is because of the reason that in the same time, the classroom interaction of trainees with teachers, mates as well as class environment could be of multidirectional nature (Urdan & Schoenfelder, 2006) that contributes towards the selves of the trainees, it could be in positive way but otherwise as well (Day, Hudson, Dobies & Waris, 2011) that is why classroom interaction although affect differently but in certain cases affects various personality factors also (Seevers, Johnson & Darnold, 2015).

It was therefore assumed that the during the clinical training personal, social and other influences related with student teacher interaction, training environment as internal and external influences bring in change in normative social behaviors of the trainees in the form of compliance or through internalization and identification processes those may contribute towards trainees’ selves to make them behave differently after training. And such difference is comparable with the trainees’ pre-training behavior. The teacher’s role as informational social influence contributes in the process of training?

The objectivity in the study was achieved by reporting quantitatively the behaviors of the trainees under the sub-categories of Neutrality & Objectivity (NO) that was the ability of trainees to assess everything without pre-supposed views, impartiality, even mindedness, justice, absence of bias and justness reporting, Professional Influence (PI) that was the professional orientation and moral obligations of the trainees related with their profession, Creativity & Ingenuity (CI) was the inventiveness encompassing one’s professional concerns and one’s ability and mastery to implement and invest creativity in all the matters in hand, Diagnostic & Prognostic Concern (DPC) category was the ability of the trainee to materialize and to practice professional reason to foresee the logic of relationship with reference to cause and its possible outcome in given situations, Etiological Considerations (EC) encompassed the trainee’s ability to assign and to locate reasonable causality for the explanation of a given behavior.

**Method and Procedure**

A group of 22 post graduate female clinical psychology trainees admitted in a Master of Philosophy in clinical psychology course in a University were studied in the present study for 1 year before and after the commencement of the course. This course was consisting of two semesters in which the entire course was undergone clinical psychology course work in first and second semester. Each semester was consisted of almost 6 months. A pre and post-test longitudinal design was implied to assess the effect of training on the self of the subjects. Before the start of the training each trainee was interviewed using depth interview technique to assessed pre-defined (NO) (PI) (CI) (DPC) and (EC). During the interview all precautionary measures were taken so that the interviewee must consider the interview as an intake interview for the training course. Such was necessary because the interview because of its nature could hinder the nature of investigation because of the interviewees ‘expressions’ (Reith, 2015). After recording each trainee interview details, each interviewee who was already selected was permitted to join the course. After the completion of ‘theoretical training of the trainee at the end of study period without informing them about the study trainees were assigned a task that all of them were convinced was a favor from their trainer to them to ‘share’ their burden of hectic study schedules. All the trainees were informed to select each one’s favorite commercial or art movie in any language and to watch it as an enjoyment and prepare a report that may depict about the most liked characters and the most disliked characters, the theme, the most impressive part of the movie and reasons for the liking and selection of movie and submit the same to their trainer instead of laborious job of making a typical assignment. After the receipt of all the reports all the reports were assessed relaying upon Morgan & Murray (1935) tests and theory about inhibited personality contents those could be retrieved thorough various human expressions (Morgan & Murray, 1935). Later all the objective observations received before and after training were assessed on pre-defined five categories (Appendix A) in
five categories those include, exceptionally high (EH), High (H), Neutral (N) Defense mechanism intervention (DMI) and Id complexes (IC) each further divided into 0 to 4, 0 for none, 1 for somewhat, 2 for a bit, 3 for visible and 4 for clearly visible. Besides direct analysis for all the given categories the inhibited personality contents, available in various human expressions were also measured and assessed with the help of famous defense mechanism and Id complexes for the final results.

Results

The results of the analysis reveal a noticeable influence of training on the overall behavior and selves of entire trainees (Figure-1A) in neutrality & objectivity, 4 respondents response on natural, 14 respondents on high and 4 respondents response on exceptionally high. While, the mean score of neutrality & objectivity was (M=7.00 ±1.85). In professional influence, 6 respondent on neutral, 11 respondent on high and 5 response on exceptionally high. While, the mean score of professional influence was (M=6.86 + 2.17). In Creativity & Ingenuity, 5 respondent response natural, 10 respondents on high and 7 respondents on exceptionally high. While, the mean score of Creativity & Ingenuity was (M=7.27 + 2.25). In diagnostic & prognostic concern, 2 respondent on defense intervention, 2 respondents natural, 14 respondents is high and 4 response exceptionally high. While, the mean score of diagnostic & prognostic concern was (M=6.73 + 2.43). In etiological considerations, 1 respondent response on id complexes, 5 respondents response on natural, 15 respondents response is high and 1 respondent response on exceptionally high. While, the mean score of etiological considerations was (M=6.14 + 2.03).

Conclusion

It is safely therefore concluded that the impact of clinical training on the self of clinical psychology trainees is visible thus training schedules and trainers as well as clinical training establishments could be in one way or the other considered as contributing into the present day psychotherapeutic outcomes.

Figure-1A numerical overview of the frequencies in both cases

Figure-1A 22 analysands participated, the number of their all responses in each case was 110, total number of responses in one category was 22 the total number of categories in the study were 5 the maximum number of each response scores were 10 whereas the minimum number of scores was 0

References


**Appendixes:** Assessment scale to measure and for comparison

<table>
<thead>
<tr>
<th>Exceptionally High</th>
<th>High (7)</th>
<th>Neutral (4)</th>
<th>Defense Intervention (1)</th>
<th>Id Complexes (0)</th>
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<td>(10)</td>
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1-FIVE POINT ASSESSMENT SCALE FOR THE STUDY OF ANALYSANDS RESPONSES

2- FIVE POINTS ASSESSMENT/ANALYSIS CRITERION FOR THE STUDY OF ANALYSANDS RESPONSES

<table>
<thead>
<tr>
<th>Neutrality &amp; Objectivity (PI)</th>
<th>Professional Influence (CI)</th>
<th>Creativity &amp; Ingenuity (DPC)</th>
<th>Diagnostic &amp; Prognostic Concern (EPC)</th>
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