PERSONALITY AND DISCOMFORT IN A THERAPEUTIC SKILLS TRAINING PROGRAM USING EXPERIENTIAL METHODOLOGY

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OBJECTIVE

One of the most useful methodologies for training therapeutic skills in the clinical and health field involves the use of experiential learning in the Role-Playing or Peer-Counselling modalities (Bennet-Levy 2006; Fusté et al., 2016; Ruiz et al., 2018). However, one of the drawbacks that this methodology can entail is the apparent discomfort of having to explain personal experiences. Different studies have suggested that the variations in the levels of distress experienced in the training programs can be associated with both aspects related to the training program, as well as personality factors. That is why the objective of this work is to analyze the relationship between the personality profile and the degree of discomfort manifested by psychologists in training when sharing personal experiences in a training environment.

METHOD

Participants
A total of 313 postgraduate psychologists (79.5% women; mean age 25.1, SD= 4.5) who have taken the subject “Therapeutic Skills” of a Master's degree in Clinical Psychology training program at the University of Barcelona (2012-2017).

RESULTS

Several fixed-effect Analyses of Variance (ANOVA) were carried out taking as dependent variables the dimensions of the NEO-FFI-R and dimensions and traits of the TCI-140. Table 1 and Figures 1 – 4 show the statistically significant differences after having corrected the significance level.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Discomfort (n= 87)</th>
<th>No Discomfort (n=69)</th>
<th>p</th>
<th>g</th>
<th>IC (95%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novelty Seeking (NS)</td>
<td>Mean (SD)</td>
<td>Mean (SD)</td>
<td>.030</td>
<td>-0.31</td>
<td>(.63, 0.01)</td>
</tr>
<tr>
<td>Reward Dependence (RD)</td>
<td>107.94 (13.98)</td>
<td>115.6 (12.49)</td>
<td>.007</td>
<td>-0.26</td>
<td>(.90, .26)</td>
</tr>
<tr>
<td>Shyness (HA3)</td>
<td>22.90 (5.67)</td>
<td>18.98 (3.73)</td>
<td>&lt;.001</td>
<td>0.68</td>
<td>(0.36, 1.01)</td>
</tr>
<tr>
<td>Sociability (RD2)</td>
<td>34.65 (6.22)</td>
<td>39.19 (5.65)</td>
<td>.001</td>
<td>-0.76</td>
<td>(1.09, 0.44)</td>
</tr>
</tbody>
</table>

In the NEO-FFI-R, no significant differences were found between students who anticipated discomfort and those who did not. In the dimensions of the TCI-140, students who anticipated more discomfort presented lower scores in Novelty Seeking and Reward Dependence, with the magnitude of the differences varying between low and moderate. At the level of traits, these students presented higher levels of Shyness (HA3) and lower levels of Sociability (RD2), being moderate the magnitude of the differences.

Regression analysis

Several multiple regression analyses were carried out, taking the degree of discomfort as a criterion variable and the different personality variables as predictor variables. The analysis was carried out using the Stepwise method, the residuals were analyzed, and the Durbin-Watson test was applied to determine their interdependence.

<table>
<thead>
<tr>
<th>L.V.</th>
<th>β</th>
<th>p</th>
<th>R²</th>
<th>AR²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolated (- RD2)</td>
<td>-.218</td>
<td>.034</td>
<td>.195</td>
<td>.195</td>
</tr>
<tr>
<td>Detachment (- RD3)</td>
<td>-.269</td>
<td>.004</td>
<td>.225</td>
<td>.030</td>
</tr>
<tr>
<td>Shyness (HA3)</td>
<td>.208</td>
<td>.010</td>
<td>.252</td>
<td>.027</td>
</tr>
<tr>
<td>Helpfulness (C03)</td>
<td>.163</td>
<td>.026</td>
<td>.272</td>
<td>.020</td>
</tr>
</tbody>
</table>

The best model was achieved with four traits of the TCI-140. The discomfort was explained by Isolation (low scores in RD2), Detachment (low scores in RD3), Shyness (high scores in HA3), and Helpfulness (high scores in C03: obliging).

CONCLUSIONS

- Knowing the personality profile most likely to anticipate discomfort (i.e., shyness, self-control, detachment, eagerness of effort) in the training of therapeutic techniques and skills with experiential methodology can allow better attention to personal and professional development during training, mitigating discomfort and increasing therapeutic learning.
- Discomfort seems to have a motivating effect on women, but not on men. So, it is important to be aware of men who anticipate discomfort to avoid its potential demotivating effect.
Personality and discomfort in a therapeutic skills training program using experiential methodology.

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References:


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