

ABSTRACT

Self-Practice/Self-Reflection (SP/SR) is an emerging training method for CBT therapists through practising CBT skills on themselves and reflecting on the experience. Recognised in several western countries, SP/SR is supported by various studies on its effectiveness in facilitating therapist competencies, reflectiveness and interpersonal skills in particular. Yet, most research adopted self-reported and qualitative measures to investigate the impacts of SP/SR on samples of experienced therapists. Also, cultural differences in SP/SR practice comparing Eastern and Western world are not examined. Therefore, the present research attempted to study a sample of student therapists under the context of Hong Kong, linking supervisory performances in interpersonal aspects to quantified reflectiveness scores demonstrated in the reflective writings of SP/SR. Results had shown some positive correlations between reflectiveness and placement performances; however improvement in reflectiveness was not prominent during the course of SP/SR training. In a word, SP/SR is found adequate to training inexperienced practitioners, and a culturally adaptive approach to train up CBT therapists. Still, more investigation is required to further explore the adaptation of SP/SR in different cultural settings.

Key words: Cognitive-Behavioural Therapy training, self-practice, self-reflection, therapist competence, interpersonal skills development, reflectiveness