



## **Workshop 5**

### **The practitioner's self: Developing personal competencies for effective practice**

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The psychotherapist Irvin Yalom (2017) once stated that a psychotherapist's own personality is one of the most important tools for effective therapy. In order to achieve literacy in using that tool, he or she must at first acquire detailed knowledge about the tool. This is one of the reasons why, for example, in licensed education programs for psychotherapists in Germany at least 150 hours are devoted to psychotherapists' self-experience (Mäder, 2017). In contrast, in the field of sport psychology, so far, most efforts in scholarly work focused on specific interventions rather than the person delivering the intervention. Recently, there have been increasing advances in focusing on the person of practitioners themselves (e.g., Quartiroli et al., 2022; Tod et al., 2017) which, at least on a qualitative level of research, have highlighted the importance of practitioners' personal qualities for effective practice (Chandler et al., 2014; Fortin-Guichard et al., 2018). In order to promote the formation of such personal qualities, several pathways seem to be promising such as experiential learning and reflective practice through interactions (e.g. supervision, intervision and professional experiences with clients), as well as reading and writing (McEwan et al., 2019; Tod et al., 2020). However, education programs face several challenges in incorporating such learning processes, and the complexity as well as individuality of relevant influential factors may – to a certain extent - make the individual ownership of such learning processes necessary. Therefore, in our workshop, we want to approach these learning processes together. As learning objectives, participants will 1) gain awareness about the inevitable importance of their personal qualities for their professional practice. Furthermore, they will 2) understand the mechanisms behind the relation between their personal competencies and their professional practice. To 3) develop clarity about their next steps for their professional development, they will 4) evaluate their own current and ideal professional philosophy. To reach those learning objectives, we will focus on experiential learning, reflective practice, and group discussions. Ideally, every participant takes home something different from the workshop that supports their individual learning process, which may range from curiosity, passion, inspiration to confusion and resistance.