

The development and evaluation of a pictorial metaphor technique

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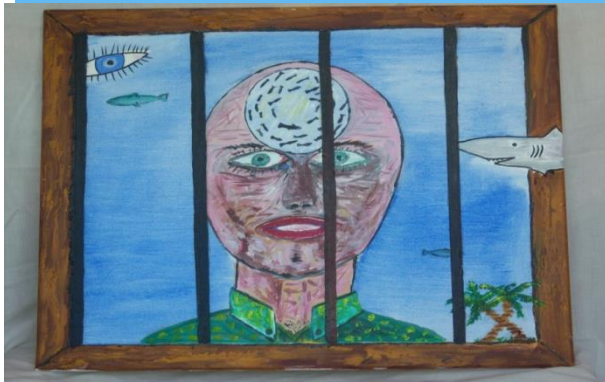
The development and evaluation of a pictorial metaphor technique

CRUSE Bereavement Care, Isel Of Man Tuesday 23rd Feb 2016

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A Research Journey...

Study 1– Prelim work - Workshops as focus groups

Study 2 – Delphi method

Study 3 – Training Programme development,
delivery and evaluation

Study 4– MaP-Self evaluation scale

**Sheffield
Hallam
University**



Aims

This talk aims to...

- * Introduce some literature
- * Introduce some methods
- * Introduce some findings
- * Respond to questions and answers

Background

- * I am interested in the use and role of metaphors, how a client constructs a narrative around this metaphor as both a verbal and pictorial representation.
- * I am encouraged by how, when sketching out their metaphors (in a very inartistic manner!), it is as if they, ‘the metaphors’ take on a life of their own and can become a memorable image to enable change and acceptance.

Personal epistemology... Constructivist and narrative

- * individuals 'construct their own reality or at least interpret it based upon their perceptions of experiences'
- * ...so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events.
- * What someone knows is grounded in perception of the physical and social experiences which are comprehended by the mind.' (Jonasson 1991).



Metaphors and Grief

- * The 'constructivist theory' of Bartlett (1932) (cited Good & Brophy, 1990) and Neimeyer 1999, 1998, Neimeyer and Mahoney 1995, Neimeyer et al 1998) is
- * ...human beings are inveterate meaning makers, weavers of narratives that give thematic significance to the salient plot structure of their lives (Neimeyer and Stewart 1996).

Dialogism and constructivism

- * Communication is essentially dialogic... human beings communicate using signs and language.
- * A sign adopts a mediating position in human activity changes its structure and developmental course (Leiman 1992).
- * Words (narrative) are signs par excellence (Volshinov cited Leiman 1992).

Constructivism in relation to CAT

- * Object Relations are focused on the infants first relationships with others (Dutton 1998), and ‘exist from the beginning of life’ (Klein 1980).
- * Object relations theory has adopted the concept of ‘the internal world’ consisting of internalised objects that carry powerful affective loadings and seem woven to be invested with intentional qualities (Leiman 1993).

Constructivism in relation to CAT

- * These internalised subjects are voices that comment on a person's thoughts and deeds (Leiman 1993) the dialogic position.
- * 'Individuals create or construct their own new understandings or knowledge through the interaction of what they already believe and the ideas, events and activities with which they come into contact' (Ultanir 2012, p195).

Therapeutic relationship

- * ‘those aspects of the therapeutic environment that promote collaboration between the therapist and patient’ (Anderson et al, 2001 p.314)
- * The ‘quality’ of the alliance depends on the extent to which patient and therapist agree on the tasks to achieve these goals and the quality of the bond that develops between them.
- * (Keijser, Schaap and Hoogduin, 2000 p 284)

Therapeutic relationship

The common factors...

- * share a relational and supportive component
 - * based on the therapeutic relationship,
 - * the technical component
 - * new learning experiences and opportunities
- (Lambert, 1992)

Therapeutic relationship

- * ‘You will get further with a patient with a good relationship and lousy techniques, than you will with good techniques and a lousy relationship’

(Meyer, 1984)

What is Metaphor

The theory bit...

Metaphor (μεταφορά – *metaphora*)

"a transfer", in rhetoric "transference of a word to a new sense", is language that directly compares seemingly unrelated subjects.

Some background - Metaphors

- * Metaphors can be used in therapy (both the patient's spontaneous productions or the therapist's choice of words) but the process of psychotherapy can itself be explained metaphorically, in the interests of developing the treatment alliance (Blatner 2006).
- * psychotherapy has been found to use metaphors extensively and when expressed can facilitate insight providing new solutions and to enhance communication and working alliance (Angus 1996 and McMullen 1985 in Levit et al 2000).

Some background - Metaphors

- * Metaphors can ‘begin to extend (and broaden) the boundaries of beliefs about thinking’ (Abbatangelo 2006)
- * Palmer (2006) observes metaphors have a long tradition in psychotherapy and there appears to be a developing literature on their use and importance.
- * Clients in successful therapies develop a core metaphorical theme in relation to the main issues of therapy (Angus 1996); McMullen 1989)

Ontological Metaphors

Arise from basic bodily experience or from comparison with objects or things. Ontological metaphors also refer typically to container-contained experiences.

Usually the comparison between two physical objects or qualities is given by the physical quality or by form. Some authors refer to them as “nominative” because they define or name something about the subject of the sentence.

- * Patient: **“I feel like an empty cistern that must be invisibly refilled.”**
- * Patient: **“As I came here, I turned on automatic.”**
- * Patient: **“I put on the emergency brakes.”**
- * Patient: **“He devours me; he demands too much of me.”**

(Fabregat 2004)



Emotion Metaphors

They express emotions...

- * Patient: **“I am torn up.”**
- * Patient: **“And then comes the biting feeling.”**
- * Therapist: **“One must discover the fire in oneself.”**
- * Patient: **“The matter brings me to incandescence.”**

(Fabregat 2004)



Orientation Metaphors:

They function like vectors that organize time-space dimensions. They give the idea of movement. They point to different directions; on top, over, under, in front, behind, here, there, past, or to come. Some authors refer to them also as “predicative” metaphors because they have a predicate function, in that they are related to verbs or action qualities.

- * Patient: **“I was totally under pressure.”**
- * Patient: **“It is a trapeze-like relationship either I go up or fall down.”**
- * Patient: **“I fell on my nose.”**

(Fabregat 2004)

Creative Metaphors

They compare abstract concepts, like love, freedom, death and can be a mixture of ontological and orientation metaphors.

- * Patient: **My husband is an octopus; he takes my vital space. I need a little room to grow.”**

(Fabregat 2004)

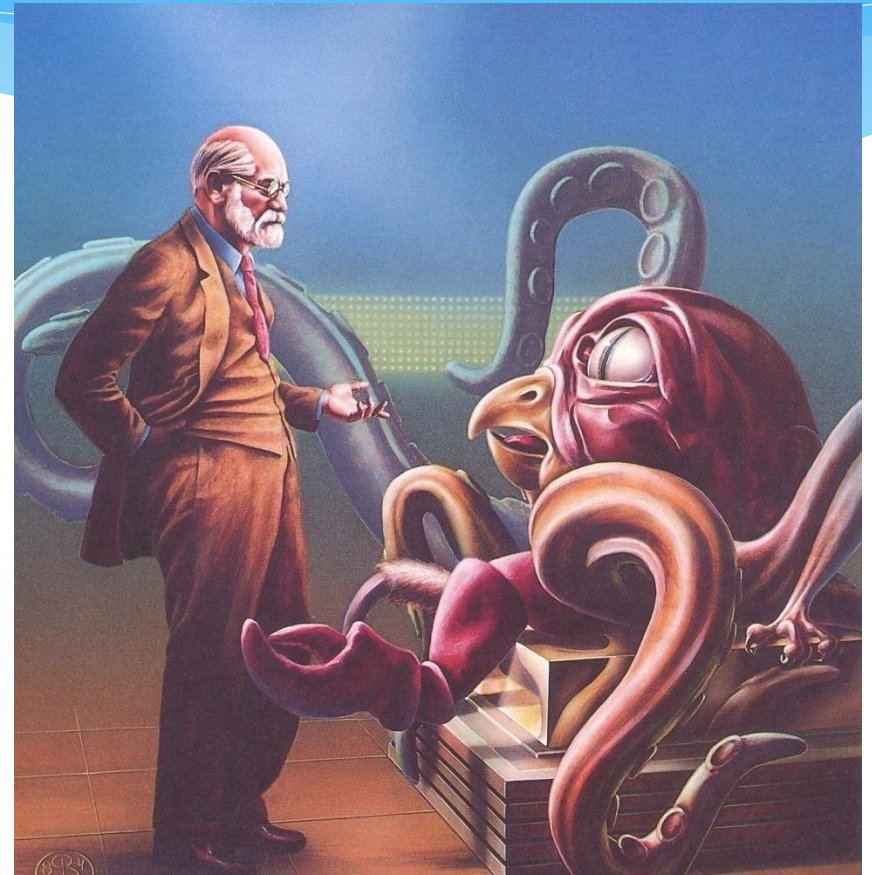


Image laden metaphor

- * Siegleman (1990) outlines the importance of the 'image laden metaphor' that as novel is usually born out of intense feeling 'the need to communicate something never communicated in that way before, to make others see what you have seen, and often to state psychological states that can only be approximated in words' (p6-7).

The Cauldron

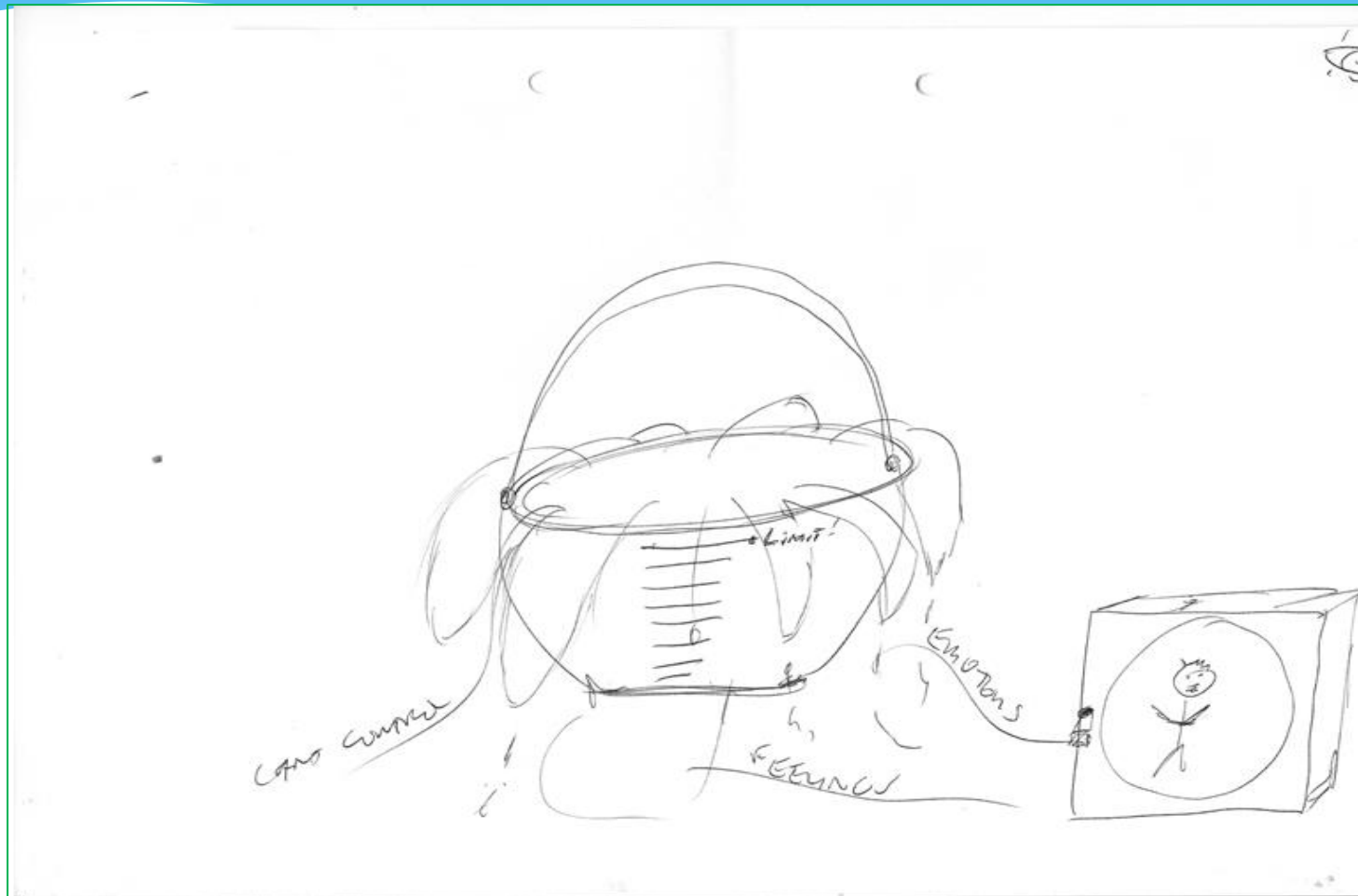


Image laden metaphor

- * Bayne (2000) argues a place for pictures and suggest three responses for the therapist;
 - * explicating what is implicit in a metaphor;
 - * therapeutically extending or modifying
 - * the counsellor creating and delivering a 'therapeutic metaphor'.

The ZPD and Grief

- * Vygotsky's theory (1962), the 'zone of proximal development' (ZPD) is... the difference between the child's capacity to solve problems on his own, and his capacity to solve them with assistance.
- * This is our role in grief therapy to be the person providing a scaffolding process, providing non-intrusive intervention, or another peer who has already mastered that particular function (Kerr 2001).



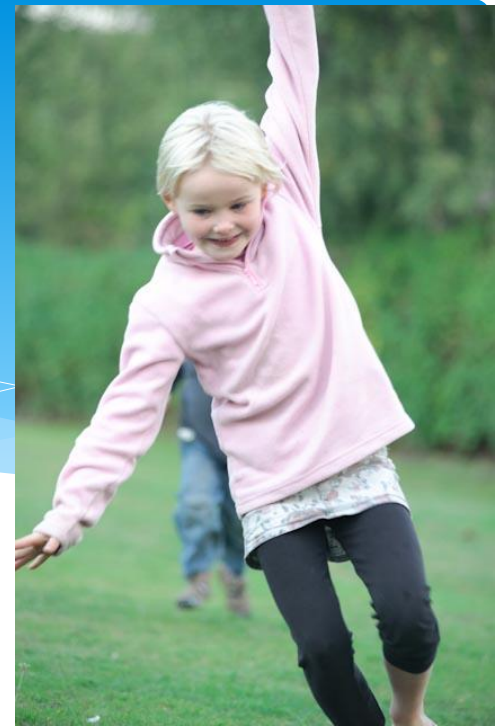
Beth's ZPD example...

..produced a spontaneous metaphor when describing her sudden loss of her 'Nana'...

* 'Dad' she said through her tears...

'its like I have been given a jigsaw but there's a bit missing, as if I have a hole in my heart that will never heal'..

* My own heart ached for her but we discussed how, of course her loss is an absence, but over time her missing piece of jigsaw would remain, but the hole would in fact become smaller. In this way she (we) were making meaning by using a metaphor of her loss.



Metaphors and endings

- * Our dialogue was a 'narrative and constructivist' response... validating her metaphor but also enabling and extending the metaphor to a newer perspective that could generate healing capacity.
- * In using her words and metaphors I was working in her emotional ZPD, as an adult to a nine year old, offering a 'scaffolding of support sequencing, planning, and pacing as well as tools and concepts which are handed over as the child acquires them' (Ryle and Kerr 2002).

Metaphors and endings



Metaphors and endings

- * Whilst this image is resonant and connects to a recent experience, mental images can also represent and make connection with the early life experience.
- * This embodiment of experience within the 'image' can support the individuals current self-healing capacity in recalling and working with the image in verbalisation, as if the 'shift from the visual to the linguistic heralds a new capacity for symbolisation' (Wilkinson 2010, p194).



Metaphor 'A solid stone' in grief therapy

Initially the grief and sense of loss is all encompassing and is all we can see as the grief in the form of a black solid stone fills our world. As time progresses other things start to enter our lives and we get involved in other activities, relationships and experiences.

This can be illustrated by showing the grief stone still the same size but there is now another circle outside it showing that our world has expanded to accommodate other aspects of life. Several people find this helpful as some can think that if they get involved in life's activities again following a death it means they do not care that that person is no longer with them (Wilson, 2014).



Metaphor example in grief therapy

- * Witzum (1988) cites a 'grief stricken' client stuck on a bridge between two mountains one laden with grief the other a brighter future but as stuck because she was holding a heavy stone that stopped her moving forward.
- * Witzum suggested to the client to carry around a stone to represent their grief then to transitionally carry lighter stones.
- * The metaphor and 'object' of the stone seemed to clarify the clients position vis a vis change and the stone a symbol that enabled the metaphoric task.

Metaphor example in grief therapy

- * Wilson (1992) of a 'waterfall' with various responses to death illustrated by a 'whirlpool, sandbanks and rocks' which the client can use to describe their current situation.

Metaphor example in grief therapy

- * Theories by Klass et al (1996), who refer to **continuing bonds** and how the relationship between the bereaved person and the one who died continues after death, and can lessen uncertainty.

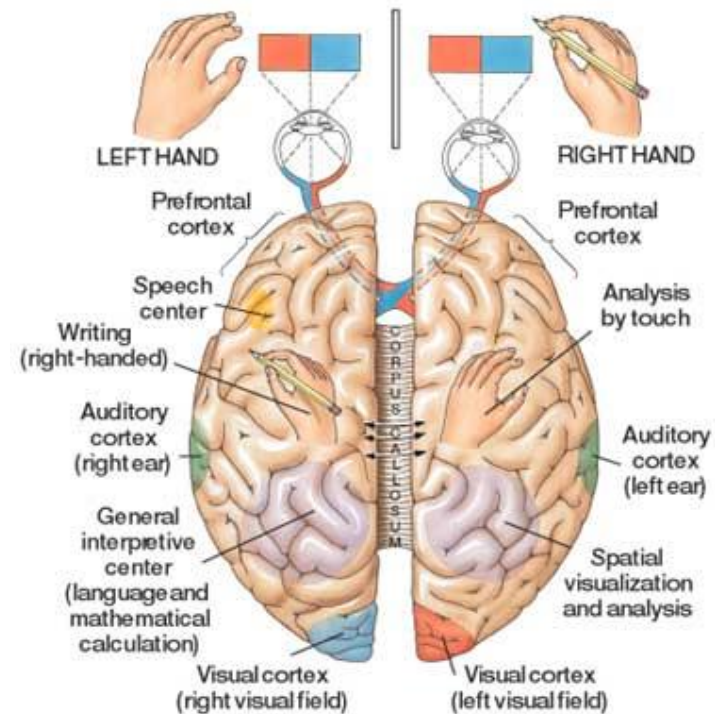
Experience based metaphors

- * Salka (1997) on experience based metaphors...
- * One 'gathers information from a client's telling of his or her direct experience, a specific, individualised story or analogy often emerges...through the clients identification with this metaphor rapport with his or her unconscious mind is deepened' (p23).

A little bit of neuroscience

The right hemisphere

- * More mature at birth, grows quickest. Contains amygdala, so processes earliest experiences of primary caretaker (especially face and emotions)
- * 3 months – anterior cingulate preparing infant for socialisation
- * 10 months – prefrontal cortex matures enabling the baby to experience a more mature kind of relating, leading to self regulation, to deal with experiences and shame.
- * Right hemisphere is ‘deep and negativistic’, stores emotions and appraises associations of thoughts and ideas, has self reflective capacity
- * Right hemisphere dominant for awareness of the physical and emotional self and for primordial sense of self
- * Rh plays a key role in recognising self from others, ‘self awareness, empathy, identification with others, and more generally subjective processes, are largely dependent on right hemisphere resources, which are first to develop’ (20)



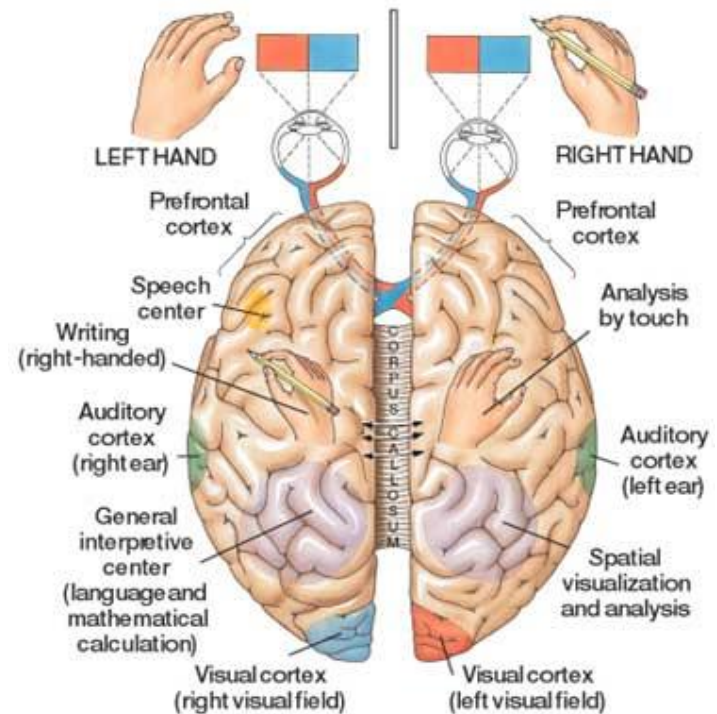
A little bit of neuroscience

The Left hemisphere

- * Late maturing
- * Child by 2-3 has increased linguistic and analytic ability, functions that are left hemisphere. Enables experience of agency, relating and of separateness.
- * Development of the hippocampus enables explicit or declarative memory.

Assisted by ...

- * Dorsolateral prefrontal cortex – considered thought and feelings, working memory if you like assembles current and past experiences for working in the immediate moment.
- * Anterior cingulate and hippocampus – tag time and place to memory and assist in storage and retrieval, thus developing role of social self
- * Nb cannot do this without support from RH
- * Each brain develops in response to its interaction with that which is felt inwardly in the body and that which affects the person from outside



The Master and his Emissary

- * Right brain **only** has capacity to deal with metaphor, left brain can't work them out as too complex (McGilcrest 2010)
- * Thought before language, pictures before language, hence thinking in pictures!
- * A metaphor can be a 'conduit to material that has been buried alive' (Bayne and Thompson 2000)

Research journey

- * Am engaged in an action research journey (Hope 1996)
- * ‘testing’ pictorial metaphor,
- * gathering new knowledge of individuals practice,
- * thus seeking a ‘social-phenomenological position to examine the semiotic or textual structure of every day practical activity’ (Packer 1985 p1086).

Metaphors as pictures

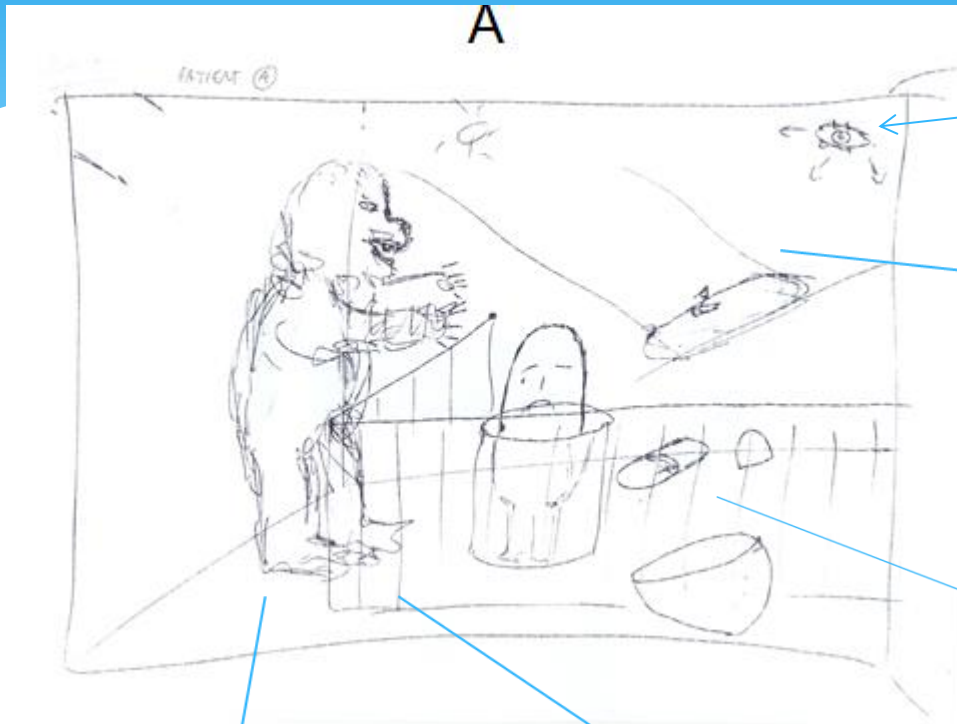


‘I identified some images that described my overcoming of this initial ‘swimming through’ and... these and positioned at the ‘other end of the vortex’.

‘The image of the fish, for example, came from the idea of a fish that is able to keep on swimming, regardless of difficulties it encounters.’

‘The image of an explorer emerged towards the end of the sessions...in this case I perceived myself as being ready to venture into the potentially exciting realm of the unknown, complete with a ‘toolkit’ that I could use in order to examine and help any psychological problems that I found flaring up in myself.’

Pictures as metaphors



Observing
'I'

A safe place

Subpersonalities,
loss and
abandonment

The bear... violence
..self self and self
other

work

The railings
represent anxiety

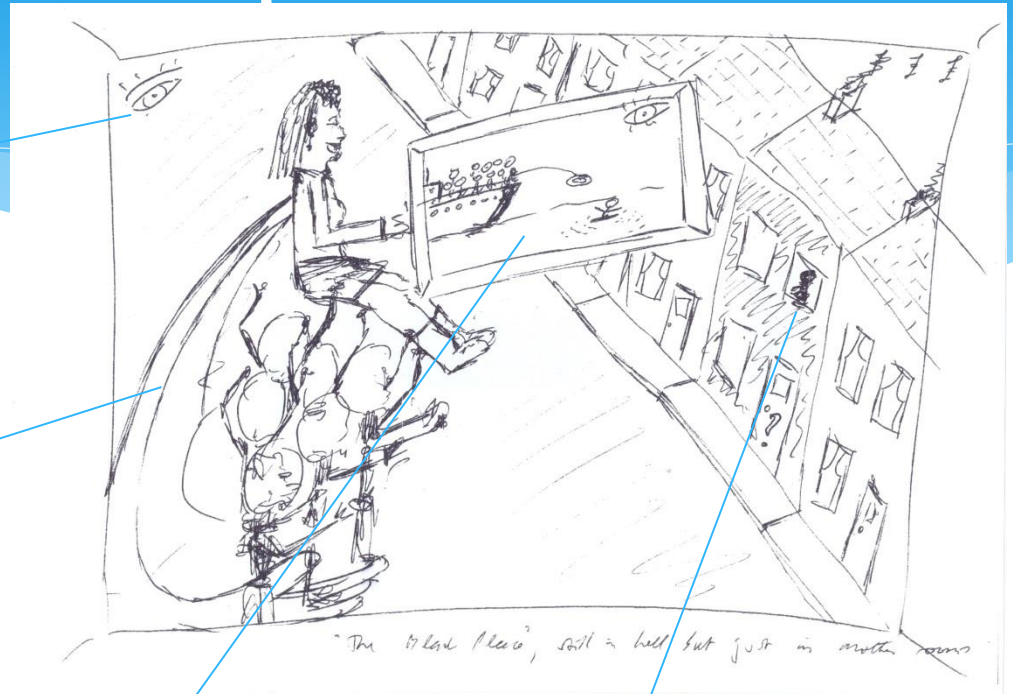
Metaphors as pictures

The observing
eye

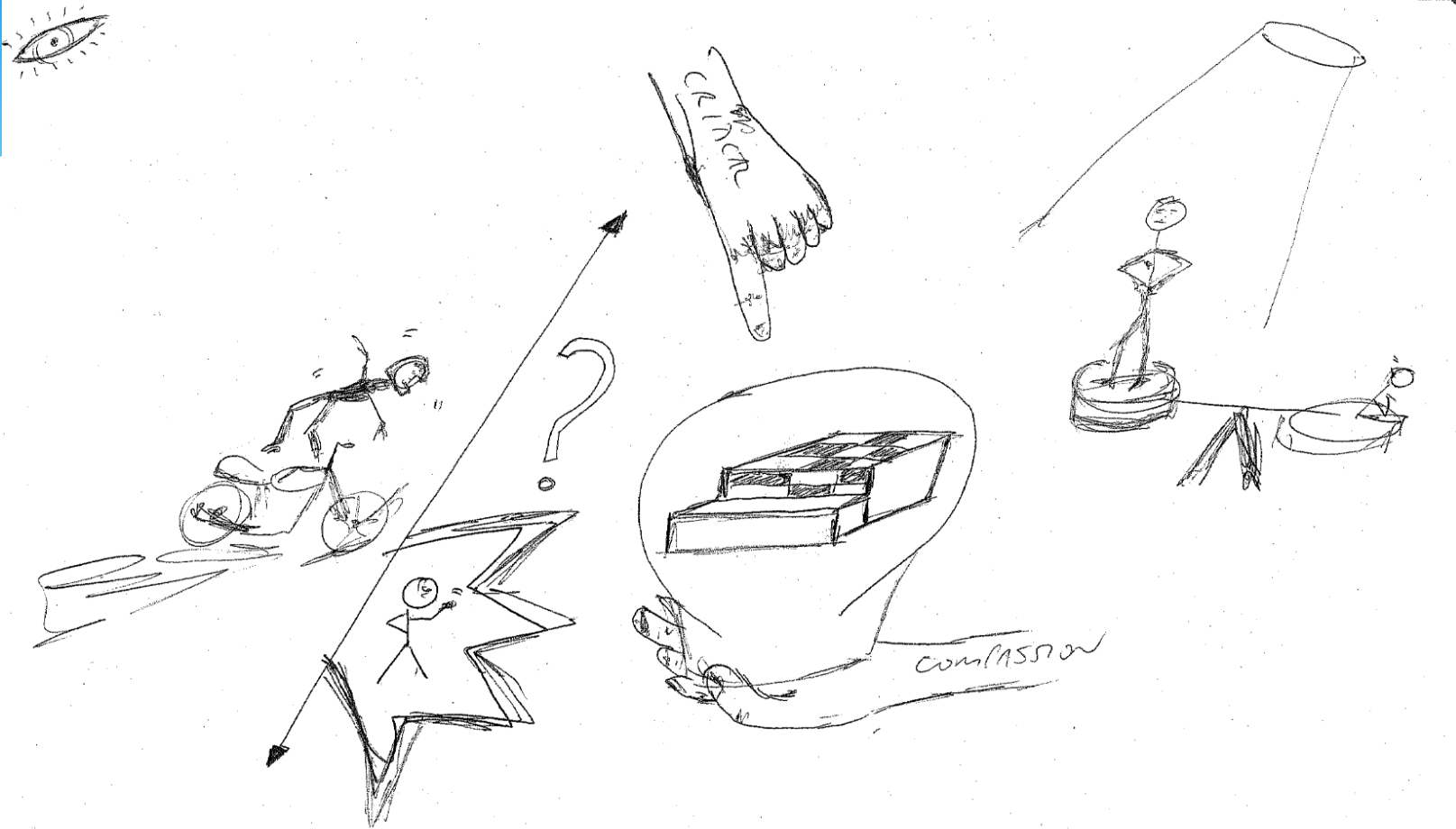
6 brothers
but who's
holding up
who?

Rescue...six
brothers and
a therapist
throw out a
lifeline

Home... 'The
black place still
in hell but just
in another
room'



Pictures as metaphor



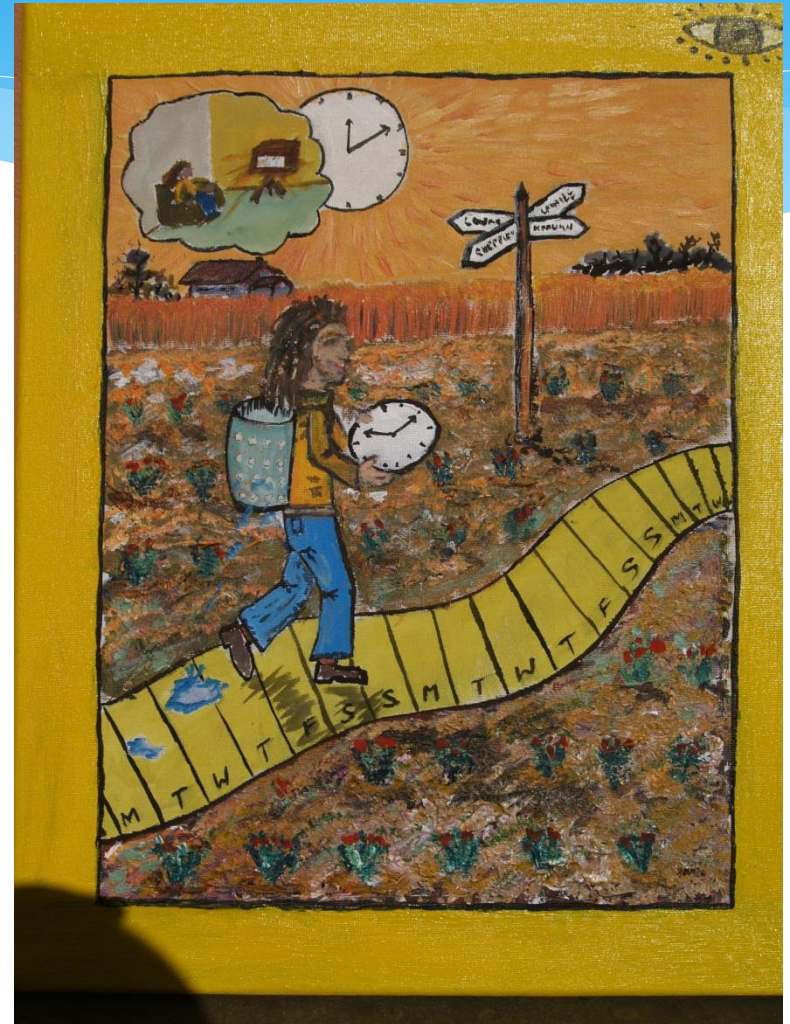
'A glance at the picture reminds me of all the major points and the relevant thought behind them. It summarises the important findings that I need to keep fresh, clear and forward in my mind. The picture gives me a precise, practical view of the therapy, why it was required and the outcomes it produced.'

Ethical principles

- * Established and approved at onset, many masters...
- * Sheffield Hallam University
- * Association of Cognitive Analytic Therapy
- * NHS Trusts
- * CRUSE
- * Biomedical ethical principles

Method - Action Research

- * Quantitative research and action research are familiar in changing practice and have a developing portfolio in Nursing (Whitehead and McNiff 2006).
- * Dilemmas with action research... there may be limited time for an action researcher to complete a project, or to allow for the continuity of staff development over time (Hart and Bond 1995).
- * 7 Years!



Study 1: Initial impressions

- Gets under the story and going beyond safety
- Dreams
- Saying the unsayable
- Poetry, use of myth and fairy stories
- Drawings
- Resonates
- Innate wisdom
- Felt sense
- Can come from collective source
- Can be very healing
- Stepping off place and stepping into place

- Unique emotionally shared language
- Part of a dance
- It's only the beginning
- It has organic life
- It is a meeting point with a client as emotional resonance
- Can transform, is freeing
- Don't interpret but shared understanding
- Dialogic
- Exploring
- Sitting with

Study 1 - What has been your experience of metaphor?

- * 86% of participants noticed metaphors in their work with 72% often or always noticing/working with them. Qualitative comments were recorded as:
 - * *'I do not use metaphor unless it comes from the client then I might adopt what they suggest'*
 - * *'I like metaphors and find them very useful but at the same time I am sometimes concerned that my lack of expertise means that I am likely to impose them rather than develop them collaboratively'*
 - * *'It feels like a fundamental part of finding a shared language~'*



Study 1- How useful is metaphor?

- * Mio and Katz (1996, p76) 'therapists in good outcome studies develop and carry forward metaphor phrases initially generated by their clients'.
- * 77% of the participants often or always worked with metaphor in practice finding them useful in the consulting room.
- * *'I feel metaphors can give us new ways to describe things/patterns'*
- * *'Their creative use can lead to expansion of understanding'*
- * *'useful in facilitating 'ah ha' moment'*

summary

- * Initial issues arose as to whether the picture was to be *‘therapist led or client led drawing of picture?’* and a *‘Therapist led drawing might lead to an enactment of client wanting to please therapist’*
- * *‘I feel metaphors can give us new ways to describe things/patterns’* and their *‘Creative use can lead to expansion of understanding’*.
- * Not all tools work for all problems, therefore what is important is that one has a range of tools



Study 2 – Delphi Method

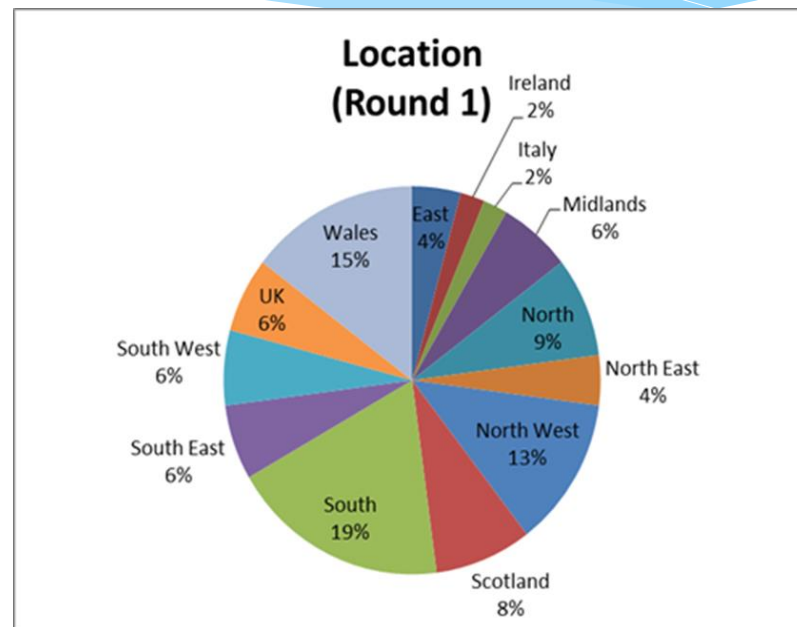
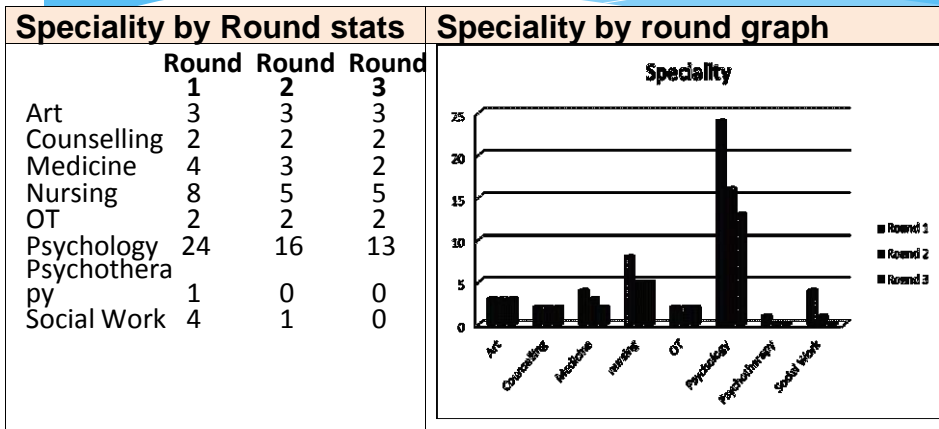
- * Delphi selected for its ‘utility for building consensus among a group of individuals who have expertise in a given topic area’ (Merris and Haverkamp 2010).
- * Delphi employs a series of iterative questionnaires (rounds) in order to poll and organise opinions of a sample of expert individuals (panellists) enabling a decision making process to occur among a sample (Delbecq 1975).
- * The Delphi method involves a proven method of investigation and has produced some genuine results (Dallos and Vetere 2005, Baker et al 2006, Murphy et al 1998, Mir et al 2012).

Study 2 – Delphi limitations

- * One might be misled... In the Greek myth of Oedipus for example, whose question to the oracle at Delphi led him to marry his mother and kill his father... should alert us to the possibility of being misled (Mead and Moseley 2001)
- * The Delphi is based on the assumption that there is 'safety in numbers' (Hasson et al 2000)
- * Kennedy (2004) shares these concerns whilst recognising a paucity of research involving follow on studies to investigate data developed from a Delphi



Study 2 – Responders (n=48)



Delphi Sorting and categorising

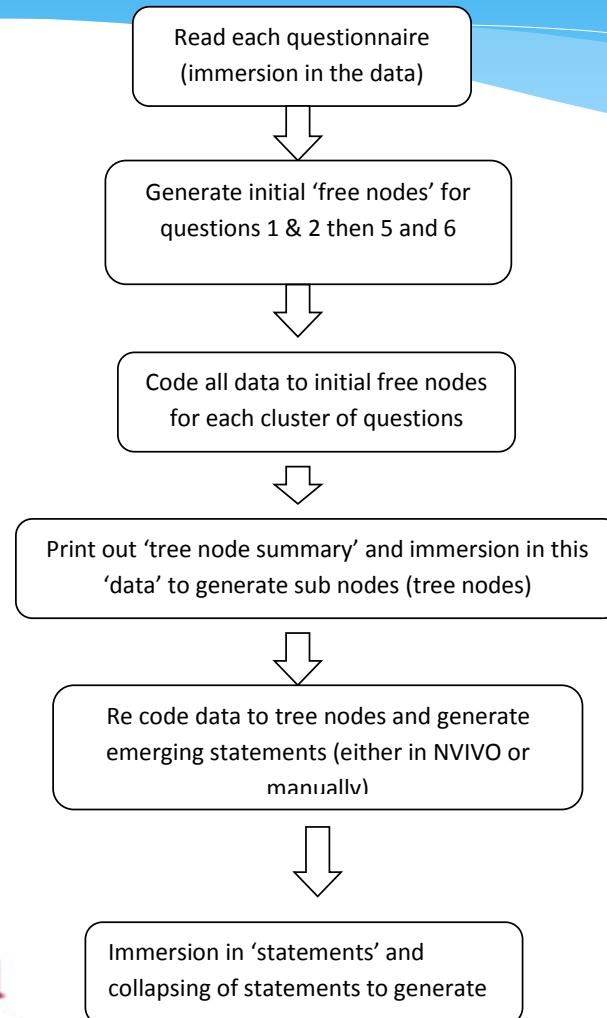
* Methodological steps could be undertaken...

- ‘Sorting and categorizing the data
- Analysing the data for meanings
- Identifying criterion and standards of judgements
- Generating evidence

(Whitehead and Mc Niff, 2006, p80)

Delphi Round 1 - NVIVO

1 the researchers process notes (dated 2/10/11) analysis proceeded
WS



The administration process for managing data generally incorporates three steps..

- initially 'brainstorming'
 - then 'narrowing down'
 - and finally 'consensus'
- (Okoli and Pawlowski 2004).

Delphi Round 1 First step nodes occurrences

Round 1 First step nodes

All statements derived directly from Round 1 questionnaire (Questions 1, 2, 5 and 6 - the what, how when and why of using metaphor and pictorial metaphor) with themes generated from the data and then respondents comments currently coded as 'items' to emerging

- Theme 1 - Training programme (47 sources 55 references)
- Theme 2 - Associated models metaphor (18 sources 37 references)
- Theme 3 - Barriers (48 sources 75 references)
- Theme 4 - Case examples (31 sources 43 references)
- Theme 5 - CAT and metaphor (40 sources 105 references)
- Theme 6 - Helpfulness of Metaphor (30 sources 76 references)
- Theme 7 - Left right brain comments (3 sources 4 references)
- Theme 8 - Pictorial metaphor (48 sources 102 references)
- Theme 9 - Principles relationship and metaphor (44 sources 117 references)
- Theme 10- Process (48 sources 181 references)
- Theme 11- Supervision (15 sources 22 references)
- Theme 12- What is metaphor (14 sources 23 references)

Theme: Training Programme

7 factors emerged from the Delphi 'training' nodes...

- * Could be part of core training
- * A range of timings from half a day, to one or a maximum of two days were noted.
- * Discuss in supervision
- * Link to reformulation
- * Use lots of case examples
- * Practice role play, playfulness and fun
- * Incorporate literature regarding pros and cons that inform practice

Theme: Art Experience

- * A practical principle was having materials available (B6)
- * Using art 'changed roles within the therapy relationship', pushed the ZPD.
- * not 'comfortable with writing and drawing' and 'feeling that they are not much of an artist' (B9).
- * the therapist picking up on the clients 'discomfort in using art' ...
- * 'self-consciousness' and/or 'reluctance or inability' to use metaphor'



Theme: Art Experience

- * B10: Important not to make prior assumptions and jump to conclusions when working with a clients metaphor
- * B3: Therapists 'closeness of mind' or self-conscious anxiety would limit the approach

Theme: Case examples verbal metaphor

In recent work one patient used metaphors extensively for much of her therapy, as her familiar and preferred way of expressing and describing things. We actively engaged with them during the sessions, until she got to the point of recognising her over-reliance on them and how she might be hiding behind them to avoid getting on with breaking unhelpful patterns. This signalled us moving on to the Revision stage of the work.

Headlines Theme

Theme: Case examples pictures

I have used very simple pictures – at the level of black holes and dark clouds – to help on maps with people who are less comfortable with words or struggle with reading. I guess I would think the same principles again apply – I wouldn't see a differential between metaphor, pictorial metaphor or other ways of communicating including more general dialogue, letters, maps or other creative / dramatic techniques.

The sketches I used were the images that came to my mind for various parts of her diagram, for example, her abandoning RRP was a sketch of a bed – because she used to go to bed and hide from the world when she felt low. Another area on her map was a sketch of a vat with her just managing to keep her head above the water level to represent her sense of drowning in her emotions.

Theme: practice considerations

- * art 'it is led by the client or jointly put together'
- * the use of pictorial metaphor 'captured my journey through therapy'.
- * 'Metaphors contribute to the development of more accessible diagrams, diagrams that the patient can revisit and constantly alter while keeping a consistent language'.
- * 'if the therapist is careful to stay within the client's ZPD and is attuned to their response to the use of imagery and metaphors, I think they could be very helpful'.

M1 Metaphors can provide a link to a client's reciprocal roles

Theme: Usefulness of metaphor

- * The most coded data (H4) spoke of the ability of metaphor to ‘combine and express complex and often contradictory issues’
- * ‘capturing complexity and enrich description’
- * ‘providing a bridge between ‘thought and feeling’
- * ‘allowing difficult pictures and images to come to exist is also important if they allow the patient to express pain or people in the past who have hurt them’

H4: Their power lies in their ability to combine and express complex and often contradictory issues within an easily accessible image, where using words you could get bogged down in detailed descriptions

Theme: Neuroscience

- * ‘the identification of procedures and language’ may be a ‘left brain’ activity and the introduction of metaphor could evoke the ‘right brain’ allowing increased access to feeling’
- * ‘ metaphors ‘tap into the right brain and therefore get beneath the intellectual barriers’

Theme 7 Left right brain comments	occurrence
N2 Utilising metaphors in CAT enables different emotion connectedness to the client's problems (left to right brain thinking)	4

Theme: Pictorial metaphor

- * The most frequent nodes related to 'Co-constructing' a metaphor (27 references:PM7) and pictures 'opening a dialogue' (13 references:PM4).
- * Need to explore what clients associate with the metaphor, getting them to do the work
- * facilitate exploration of the meaning of the metaphor, understand the part the metaphor plays in therapy and what different parts mean to him/her

PM4: Using a picture may open a dialogue and extend awareness, particularly with client who struggle to verbalise inner thoughts.

PM7: Co-constructing a picture mirrors the collaborative nature of CAT and can lead to shared understanding

Theme: Principles

- * Metaphors can, and have to have, a shared understanding and shared language between them to 'deepen joint understanding' (PR3).
- * The use of metaphor should be checked for understanding to make sense and be 'mutually agreed'.
- * As well as understanding of metaphor the therapist's 'empathy and understanding' for each patient was noted'.

PR3 Metaphors can deepen the therapeutic alliance

Theme: Process

- * It seems that in there is an acceptance of their being a therapist derived 'giving' of a metaphor , using examples like 'what I am thinking about' but with a caution that it should be 'checked out' with the client for fit (PP1).
- * Metaphors as a summary arose from the data 'helping to summarise the clients experience in a way that can feel more accessible' (PP20).
- * A metaphor or image once it has been understood acts as a 'shorthand' is an 'encapsulation of that rich and important detail' and can 'form the basis of the whole therapy or a transitory illustration during a session' (PR4).

PP1 The therapist may offer their own metaphor as a means of creating a 'sign' in which old meanings may become decontextualized and new meanings found

PP20 I think pictorial metaphors are most effective when developed collaboratively

Theme: supervision

- * Metaphors should be discussed in supervision as they can help explore counter transference
- * Metaphors help bring a client to mind, help reflection
- * Understanding concepts better and widening my metaphor repertoire

S1: Bringing client's metaphors to supervision and enabling a supervisor to see what is happening in the room can often give you a chance to see that you may be colluding with a patient's RRP.

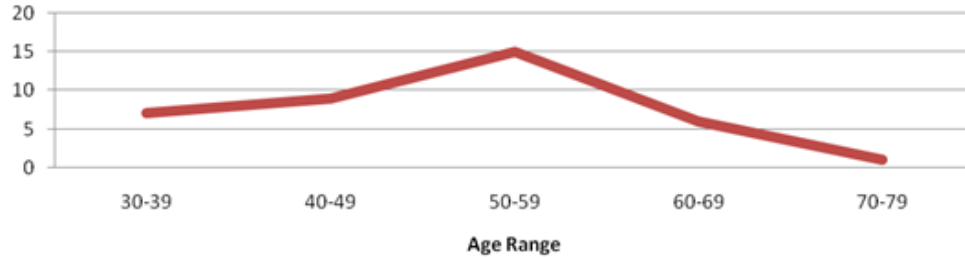
Theme: What are metaphors

- * Metaphor being a 'sign' that could be offered by the therapist to form new meanings
- * Provide a 'rich opportunity to gain a deeper understanding' of the clients emotions.
- * 'I couldn't work the way I do without access to metaphors, using the clients own words'

W1: I would say that metaphors used would best be drawn from the client's own expressions and utterances

Round 2 - Demographics

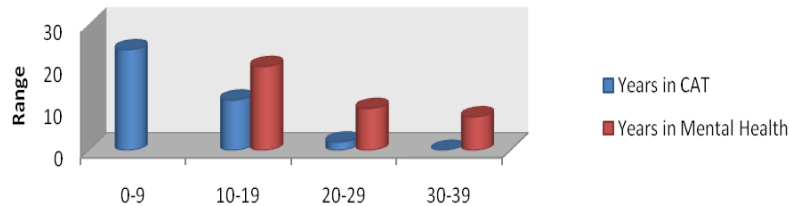
Age of Reponders



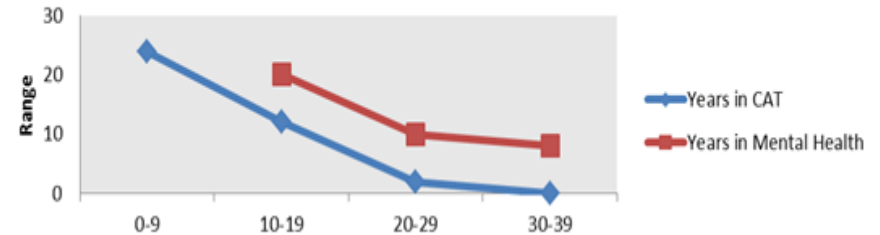
Professional Level



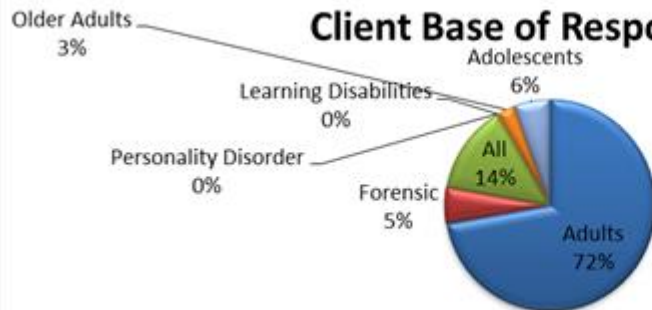
Years in Practice



Years in Practice



Client Base of Respondants



Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	27	71.1	71.1	71.1
Male	11	28.9	28.9	100.0
Total	38	100.0	100.0	

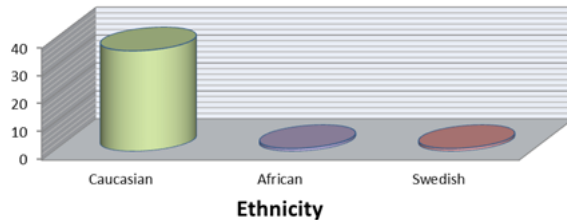
Round 2 - Demographics

Psychotherapy
3%

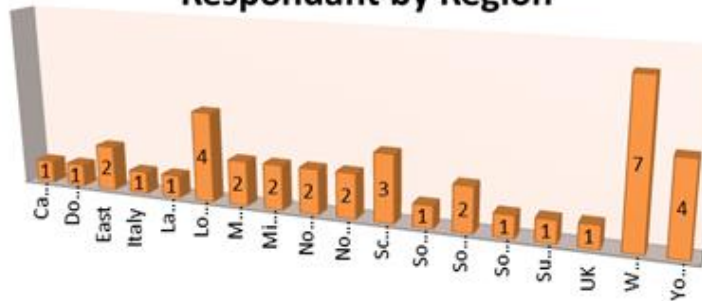
Responders by Specialism



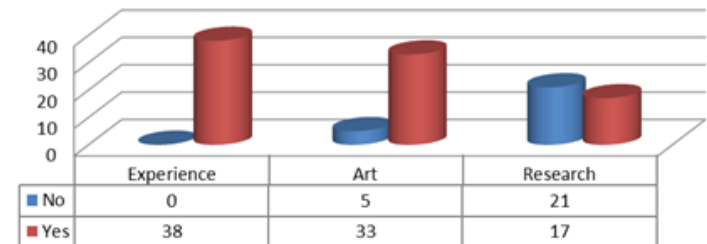
Nationality



Respondant by Region



Metaphor Areas in Practice



Round 2 - Scale

- * Likert type scales were the method of choice in this study for consensus testing. Whilst Likert scales generate ‘statistical’ evidence they have some common problems such as faking good, deviation, the hello-goodbye effect, yea saying, end aversion, positive skew, halo effects and the framing effect (Mead and Moseley 2001b).

Recommend ‘7 point scale’ which allows for more subtler analysis. For example:

- * 1 literally under no circumstances
- * 2 never
- * 3 sometimes
- * 4 neither do or don’t/varies/neither do or don’t/unsure
- * 5 agree
- * 6 strongly agree
- * 7 in all cases



Round 2 – Example analysis

Working with metaphor is enhanced by an understanding of the research literature

Q2 Literature Round 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In all cases	1	3.1	3.2	3.2
	Strongly agree	6	18.8	19.4	22.6
	Agree	12	37.5	38.7	61.3
	Undecided	6	18.8	19.4	80.6
	Disagree	6	18.8	19.4	100.0
	Total	31	96.9	100.0	
Missing	0	1	3.1		
Total		32	100.0		

Delphi Round 3 - methods

Re-rating decisions making for 23 statements

Why not all 76

- * a. Increase in workload for responders
- * b. Agreement over time
- * c. Danger of contaminating results
- * d. Objectives do I want consensus over time before and now?

Delphi Round 3 – Example return

Q2 Literature Round 2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In all cases	1	3.1	3.2
	Strongly agree	6	18.8	22.6
	Agree	12	37.5	61.3
	Undecided	6	18.8	80.6
	Disagree	6	18.8	100.0
	Total	31	96.9	100.0
Missing	0	1	3.1	
Total	32	100.0		

Q2 Literature Round 3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	22.2	22.2
	Agree	13	48.1	70.4
	Undecided	6	22.2	92.6
	Disagree	2	7.4	100.0
	Total	27	100.0	

‘I think there is a difference between knowing the literature and having training and encouragement to use metaphor... staff search out whatever works; often ending up with jointly arrived at signs and metaphors; but most of the staff know almost nothing about the literature’ (11646).

Metaphor: Delphi findings – 100% agreement all rounds

1	Willingness to work with metaphor is an important factor
11	Using a client's language shows they are being heard and understood
15	It is important to check out with the particular client if the metaphor is making sense to them
16	It is important that metaphors are relevant to the client
17	It is important to ensure materials are kept confidential
22	The client could create a metaphor which is not understood by the therapist so important to allow space to explore this
28	Metaphors can become a shorthand to access problems and understandings
29	Metaphors are memorable and available for recognition helping to summarise the client's experience in an accessible way
43	Metaphors can help in establishing a collaborative working relationship with the client
44	Metaphors can develop and extend our therapeutic understanding
45	Metaphors can capture a central theme in the client's dialogue
72	It is important not to make prior assumptions and jump to conclusions when working with a client's metaphor

Pictorial Metaphor: Delphi findings - Top ten all rounds

46	It is important that the process of developing the pictorial metaphor is not judgemental
53	It is important to link the 'picture' to the SDR and reformulation to ensure integration
50	It's important to pay attention to the representative aspect of a pictorial metaphor as well as the context it arose
52	It is important to reassure the client that they only have to be ' good enough ' drawings
57	Pictures may open a dialogue and extend awareness , particularly with client's struggling to verbalise inner thoughts
47	It's important to pay attention to the representative aspect of a pictorial metaphor as well as the colours used
48	It's important to pay attention to the representative aspect of a pictorial metaphor as well as the way it comes to mind
51	It is important to use words and images that the client has brought to the session
63	Using pictures/images can be useful when working with children and client's having difficulty expressing their thoughts

61	Pictorial metaphors are most effective when developed collaboratively
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Delphi findings – Pictorial Metaphor

Bottoms up...

6	Lack of training in metaphor working limits the use of metaphor in practice
59	In developing a pictorial metaphor it is useful to work with 'images' that come from the verbal metaphor and sketch out
64	Metaphor working might be hindered if there is no clear rationale for using this approach
58	Some client's may find pictorial ways of working a more acceptable medium
67	There is a potential risk of using a metaphor to avoid or unname difficult things
69	CAT therapists must avoid offering interpretation of a client's metaphors but seek to deepen the client's description
66	Metaphors can often engender powerful emotions and once acquired they may be hard to contain
36	It is as if we (client and therapist) can both pretend that the story (metaphor) is just a story

Applications in wider 'therapeutic encounter'

- * A General therapeutic 'tool' and transferability
- * Support from multiple sources (CAT, CRUSE, Counsellors)
- * General principles distilled from data
- * Central theme

In Summary

- * ‘Metaphors can be a powerful bridge between thought and emotions, can enhance the therapeutic encounter for a wide range of mental health problems and often become a central theme that can both contain and extend emotional awareness’

Thank you for listening...



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