

**Self-Practice/Self-Reflection (SP/SR): A Bibliography**  
**August 2015**  
**Compiled by James Bennett-Levy**

Bennett-Levy, J. (2003). Navel gazing or valuable training strategy? Self-practice of therapy techniques, self-reflection, and the development of therapist expertise. In J. Henry (Ed.), *Proceedings of the first European Positive Psychology conference*. Leicester: EPS/BPS Books.

Bennett-Levy, J. (2003). Mechanisms of change in cognitive therapy: The case of automatic thought records and behavioural experiments. *Behavioural and Cognitive Psychotherapy*, 31, 261-277.

Bennett-Levy, J. (2003). Reflection: A blind spot in psychology? *Clinical Psychology*, July, 16-19.

Bennett-Levy, J. (2005). What role does the 'person of the therapist' play in therapist skill development? Empirical and theoretical perspectives. In M. Jackson & G. Murphy (Eds.), *Theory and practice in contemporary Australian cognitive and behaviour therapy: Proceedings of the 28th National AACBT Conference* (pp. 32-37). Melbourne: Australian Association for Cognitive and Behaviour Therapy.

Bennett-Levy, J. (2006). Therapist skills: A cognitive model of their acquisition and refinement. *Behavioural and Cognitive Psychotherapy*, 34, 57-78.

Bennett-Levy, J., & Lee, N. (2014). Self-practice and self-reflection in cognitive behaviour therapy training: What factors influence trainees' engagement and experience of benefit? *Behavioural and Cognitive Psychotherapy*, 42, 48-64.

Bennett-Levy, J., Lee, N., Travers, K., Pohlman, S., & Hamernik, E. (2003). Cognitive therapy from the inside: Enhancing therapist skills through practising what we preach. *Behavioural and Cognitive Psychotherapy*, 31, 145-163.

Bennett-Levy, J., McManus, F., Westling, B., & Fennell, M. J. V. (2009). Acquiring and refining CBT skills and competencies: Which training methods are perceived to be most effective? *Behavioural and Cognitive Psychotherapy*, 37, 571-583.

Bennett-Levy, J., & Padesky, C. A. (2014). Use it or lose it: Post-workshop reflection enhances learning and utilization of CBT skills. *Cognitive and Behavioral Practice*, 21, 12-19.

Bennett-Levy, J., & Thwaites, R. (2007). Self and self-reflection in the therapeutic relationship: A conceptual map and practical strategies for the training, supervision and self-supervision of interpersonal skills. In P. Gilbert & R. Leahy (Eds.), *The therapeutic relationship in the cognitive behavioural psychotherapies* (pp. 255-281). London: Routledge.

Bennett-Levy, J., Thwaites, R., Chaddock, A., & Davis, M. (2009). Reflective practice in cognitive behavioural therapy. In J. Stedmon & R. Dallos (Eds.), *Reflective practice in psychotherapy and counselling* (pp. 115-135). Maidenhead: Open University Press.

Bennett-Levy, J., Thwaites, R., Haarhoff, B., & Perry, H. (2015). *Experiencing CBT from the inside out: A self-practice/self-reflection workbook for therapists*. New York: Guilford.

Bennett-Levy, J., Turner, F., Beaty, T., Smith, M., Paterson, B., & Farmer, S. (2001). The value of self-practice of cognitive therapy techniques and self-reflection in the training of cognitive therapists. *Behavioural and Cognitive Psychotherapy*, 29, 203-220.

Bennett-Levy, J., Wilson, S., Nelson, J., Rotumah, D., Ryan, K., Budden, W., Beale, D., & Stirling, J. (2015). Spontaneous self-practice of CBT by Aboriginal counsellors during and following CBT training: A retrospective analysis of facilitating conditions and impact. *Australian Psychologist*.

Boellinghaus, I., Jones, F. W., & Hutton, J. (2013). Cultivating self-care and compassion in psychological therapists in training: the experience of practicing loving-kindness meditation. *Training and Education in Professional Psychology*, 7(4), 267-277.

Čepukienė, V., & Pakrosnis, R. (2011). Outcome of solution-focused self-reflection for personal growth. *International Journal of Psychology: A Biopsychosocial Approach*, 9.

Chaddock, A., Thwaites, R., Bennett-Levy, J., & Freeston, M. (2014). Understanding individual differences in response to Self-Practice and Self-Reflection (SP/SR) during CBT training. *The Cognitive Behaviour Therapist*, 7, e14.

Chellingsworth, M., & Farrand, P. (2013). Is level of reflective ability in SP/SR a predictor of clinical competency? Paper presented at the British Association of Behavioural and Cognitive Psychotherapy Conference, London.

Chigwedere, C., Fitzmaurice, B., & Donohue, G. (2013). Can SP/SR be a credible equivalent for personal therapy? a preliminary qualitative analysis Paper presented at the European Association of Behavioural and Cognitive Therapies, Marrakesh, Morocco.

Davis, M. L., Thwaites, R., Freeston, M. H., & Bennett-Levy, J. (2015). A measurable impact of a self-practice/self-reflection programme on the therapeutic skills of experienced cognitive-behavioural therapists. *Clinical Psychology and Psychotherapy*, 22, 176-184.

Farrand, P., Perry, J., & Linsley, S. (2010). Enhancing Self-Practice/Self-Reflection (SP/SR) approach to cognitive behaviour training through the use of reflective blogs. *Behavioural and Cognitive Psychotherapy*, 38, 473-477.

Fraser, N., & Wilson, J. (2010). Self-case study as a catalyst for personal development in cognitive therapy training. *The Cognitive Behaviour Therapist*, 3, 107-116.

Fraser, N., & Wilson, J. (2011). Students' stories of challenges and gains in learning cognitive therapy. *New Zealand Journal of Counselling*, 31, 79-95.

Gale, C., & Schröder, T. (2014). Experiences of self-practice/self-reflection in cognitive behavioural therapy: A meta-synthesis of qualitative studies. *Psychology and Psychotherapy: Theory, Research and Practice*, 87, 373-392.

Haarhoff, B., & Farrand, P. (2012). Reflective and self-evaluative practice in CBT. In W. Dryden & R. Branch (Eds.), *The CBT Handbook* (pp. 475-492). London: Sage.

Haarhoff, B., Gibson, K., & Flett, R. (2011). Improving the quality of cognitive behaviour therapy case conceptualization: The role of self-practice/self-reflection. *Behavioural and Cognitive Psychotherapy*, 39, 323-339.

Haarhoff, B., & Kazantzis, N. (2007). How to supervise the use of homework in cognitive behavior therapy: The role of trainee therapist beliefs. *Cognitive and Behavioral Practice*, 14, 325-332.

Haarhoff, B., & Thwaites, R. (2016). *Reflective practice in CBT*. London: Sage.

Haarhoff, B., Thwaites, R., & Bennett-Levy, J. (2015). Engagement with self-practice/self-reflection as professional development: The role of therapist beliefs. *Australian Psychologist*, in press.

Laireiter, A.-R., & Willutzki, U. (2003). Self-reflection and self-practice in training of cognitive behaviour therapy: An overview. *Clinical Psychology and Psychotherapy*, 10, 19-30.

Laireiter, A.-R., & Willutzki, U. (2005). Personal therapy in cognitive-behavioural therapy: Tradition and current practice. In J. D. Geller, J. C. Norcross, & D. E. Orlinsky (Eds.), *The psychotherapist's own psychotherapy: Patient and clinician perspectives* (pp. 41-51). Oxford: Oxford University Press.

McGinn, L. (2015). Enhancing CBT skill acquisition through experiential and reflective learning: A commentary on studies examining the impact of self-practice/self-reflection (SP/SR) in cognitive behavior therapy. *Australian Psychologist*, in press.

Milne, D. L., Leck, C., & Choudhri, N. Z. (2009). Collusion in clinical supervision: literature review and case study in self-reflection. *The Cognitive Behaviour Therapist*, 2, 106-114.

Niemi, P., & Tiuraniemi, J. (2010). Cognitive therapy trainees' self-reflections on their professional learning. *Behavioural and Cognitive Psychotherapy*, 38, 255-274.

Sanders, D., & Bennett-Levy, J. (2010). When therapists have problems: What can CBT do for us? In M. Mueller, H. Kennerley, F. McManus, & D. Westbrook (Eds.), *The Oxford guide to surviving as a CBT therapist* (pp. 457-480). Oxford: Oxford University Press.

Schneider, K., & Rees, C. (2012). Evaluation of a combined cognitive behavioural therapy and interpersonal process group in the psychotherapy training of clinical psychologists. *Australian Psychologist*, 47, 137-146.

Spafford, S., & Haarhoff, B. (2015). What are the conditions needed to facilitate online self-reflection for CBT trainees? *Australian Psychologist*, 50, 232-240.

Sutton, L., Townend, M., & Wright, J. (2007). The experiences of reflective learning journals by cognitive behavioural psychotherapy students. *Reflective Practice*, 8, 387-404.

Thwaites, R., Bennett-Levy, J., Davis, M., & Chaddock, A. (2014). Using self-practice and self-reflection (SP/SR) to enhance CBT competence and meta-competence. In A. Whittington & N. Grey (Eds.), *How to become a more effective CBT therapist: Mastering metacompetence in clinical practice* (pp. 241-254). Chichester: Wiley-Blackwell.

Thwaites, R., Cairns, L., Bennett-Levy, J., Johnston, L., Lowrie, R., Robinson, A., . . . Perry, H. (2015). Developing metacompetence in low intensity CBT interventions: Evaluating a Self-Practice/ Self-Reflection program for experienced low intensity CBT practitioners. *Australian Psychologist*, in press.