Abstract

This thesis focuses on training in Emotion Focused Therapy (EFT). The aim of this thesis is to map the process of learning EFT and identify supporting events and barriers. The research was conducted using qualitative methodology. Data were collected through semi-structured interviews with 10 participants who had completed EFT training. A generic descriptive-interpretative approach according to Elliot and Timulak (2021) was used for data analysis. The results showed that the theory was understandable to the participants and practice, supervision, and especially the application of EFT in their own practice played a key role in the learning process. The analysis also highlighted the importance of the role of lecturers and safety in the training group. It was also revealed that participants appreciated events that demonstrated the effectiveness of EFT. Barriers were mainly associated with feelings of discomfort during practice and when working with recordings. The work provides insight into the dynamics of advanced psychotherapy training and offers recommendations for making training programs more effective.

Key words: psychotherapeutic training; Emotion-Focused Therapy; supporting events; barriers