

# **The Creative Meditation Technique as a Psychological Tool in Acquiring Defensive Driving Skills**

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## **Abstract**

**Introduction:** *The Unifying Creative Meditation, used as an emotions carrier, becomes an access gate towards the cognitive area of the brain and it helps establishing some pieces of knowledge meant to keep the participants in such a programme safe on public roads. The combination between the technical field, meaning the computerised simulation, and the profoundly humanistic field of the human psyche turn this training into an interdisciplinary product that sends deep roots in the social area, and it is constructed in such way to impact each beneficiary in a specific way. Purpose: Outlining a new approach model, of the experientialist type, starting from the informational and operational resources in the field, by reviewing similar research projects and studies.*

**Methods:** *literature review.*

**Results:** *Setting a landmark for our activity so far and presenting a starting point for the development of new humanistic training programmes for driving vehicles. Setting out the humanistic psychologists' preoccupation with the cultural particularities of traffic in Romania, wishing to help reduce the number of accidents on the roads in a profoundly humanistic manner, which can be then applied worldwide, with some small adjustments, in order to save human lives through prevention and awareness.*

**Conclusions:** *The training based on Unifying Creative Meditation focused on developing the abilities to drive vehicles improves the individual's life quality through emotional development, learning procedures, knowing, mindfulness, and awareness, with the purpose to increase safety on public roads and to save lives.*

**Keywords:** *creative meditation, defensive driving, awareness, personal development*

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# An Introduction to Transactional Analysis Psychotherapy

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## **Abstract**

**Introduction:** This paper presents a range of concepts from transactional analysis, an approach which shares many of the values of experiential psychotherapy. A short glossary is included at the end of the paper - terms are explained and referenced as they are described, and they are illustrated with practical examples.

**Objectives:** The article is provided to share useful TA concepts with those engaged in experiential psychotherapy, in a way that can be applied to consideration of therapeutic style, client diagnosis, contracting with clients, dealing with self, diversity, planning and making interventions, and dealing with ruptures to the relationship.

**Methods:** Hermeneutic, phenomenological reflections based on the professional experiences and theoretical learning of the author.

**Results:** Consideration of the application of a number of transactional analysis concepts within elements of case studies.

**Conclusions:** The paper demonstrates potential applications of various transactional analysis concepts in ways that align with the values of experiential psychotherapy; the author aims to stimulate further interest and possible application. Comprehensive referencing is included for those who wish to explore further.

**Keywords:** transactional analysis, psychotherapy, TA glossary, philosophical assumptions, therapeutic processes

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## **NLP and Psychological Research: Rapport, Reframing and Eye Accessing Cues**

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### **Abstract**

**Introduction:** *Neuro-linguistic programming (NLP) is a highly controversial topic with reviews ranging from uncritical appraisal to rejection. Scientific psychology mostly rejects it. But are some NLP concepts that much distant from psychological concepts?*

**Objectives:** *The objective of this article is to review whether additional empirical evidence for NLP can be found elsewhere than literature explicitly studying NLP, which still is rather rare.*

**Methods:** *The method is a scan of rather recent psychotherapeutical and neuroscientific literature that do not explicitly study or even mention NLP, using three NLP formats as examples: rapport, reframing and eye accessing cues.*

**Results:** *This review shows that: a) psychotherapeutical research on rapport supports NLP concepts of pacing and leading, b) a new concept in trauma therapy, redirect, has close links with reframing, and c) the highly controversial NLP format, eye accessing cues, shares analogues with modern neuroscience.*

**Conclusions:** *This study adds empirical evidence to NLP by linking studies otherwise not considered in the context of NLP to NLP. In addition, it shows that there are more links between NLP and parts of state-of-the-art psychology than one might be tempted or forced to think.*

**Keywords:** *Neuro-Linguistic Programming, Psychotherapy, Neuroscience, Empirical Evidence*

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# **Mental Space meets Psychology – a new Paradigm and Approach to Psychotherapy**

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## **Abstract**

**Introduction:** *This paper outlines the basic concepts of mental space representations, its primary concepts and the connection to psychology and psychotherapy. Also included are the descriptions of three mental space based psychotherapies and their applications. A comprehensive list of references containing case-studies and researches is also provided for the three mental space based psychotherapies, for further study and research.*

**Objectives:** *This paper aims at revealing the connection between the well-researched concepts of mental space and visual-spatial representations and their use and applicability in the psychotherapy and overall psychology field.*

**Methods:** *Literature review.*

**Results:** *The consideration of the importance of mental representations and their influence on the clients' social world, and emotional problems and the further encouragement of developing tools and approaches that can work directly with this abstract constructs.*

**Conclusions:** *This paper anticipates a new paradigm to emerge and to further develop, that of Mental Space Psychology and the authors also aim at stimulating interest from other specialists in the field of experiential psychotherapy for this new approach and its vast possibilities.*

**Keywords:** *Mental Spaces, Mental Representations, Psychotherapy, Spatial Cognition, Social Panorama*

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## **Risk Factors Involved in the Development and Maintenance of Dysfunctional Eating Behaviors: a Theoretical Review**

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### **Abstract:**

**Introduction:** *Dysfunctional eating behaviors usually involve unhealthy eating patterns like: restrictive eating, uncontrolled/binge eating or emotional eating. The increasing prevalence of eating pathology, its high negative impact on the physical and mental health of the individual and the relatively low efficiency of the preventing and treatment programs indicate the need of a better understanding of this issue.*

**Objective:** *This article aims at outlining an overall configuration of predisposing, triggering and maintaining factors of dysfunctional eating attitudes and behaviors.*

**Methods:** *The method employed in elaborating this paper was a theoretical review of the available scientific literature presenting risk factors involved in the development and maintenance of dysfunctional eating behaviors. The paper focuses on and describes the most impacting factors.*

**Results:** *The risk factors are presented taking into account the intrapersonal, interpersonal and socio-cultural areas of influence. The findings indicate that numerous and various factors play different roles in the onset and maintenance of eating pathology.*

**Conclusions:** *Although many of the factors have not been tested through longitudinal design studies, the data offers a broad perspective on risk conditions of dysfunctional eating behaviors. The information provided in this paper does not only contribute to a better understanding of eating pathology, but it can also be used as a starting point in developing prevention programs for eating disorders.*

**Keywords:** *eating disorders, dysfunctional eating, risk factors*

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# **Anger Management Difficulties of Children with Oppositional Defiant Disorder: Clinical Evaluation Protocol and Experiential Psychotherapy Guidelines**

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## **Abstract**

**Introduction:** *Oppositional defiant disorder is one of the most frequent behavioral problems of children that are referred to psychological evaluation and treatment. These children present a large number of behavioral issues, like arguing, disobeying, or talking back to their parents, teachers, or other adults, but also important emotional issues, like depressive thoughts, low self-esteem and anxiety.*

**Objectives:** *The first part of the paper presents a model of clinical assessment protocol for the oppositional defiant disorder, with application in three case studies of children with important anger management issues. The second part of the paper presents an experiential psychotherapy model for the intervention with these children and their families, with application in a case study.*

**Methods:** *The evaluation protocol included a semi-structured interview with parents, unstructured interview with the child, projective techniques (Draw a person/ tree/ family), Children's Depression Inventory (CDI) (Parent, Teacher and Self-Report forms), Multidimensional Anxiety Scale for Children (MASC), CONNERS - Third Edition, (Parent, Teacher and Self-Report forms) and Raven's Standard Progressive Matrices/ Wechsler Intelligence Scale for Children (WISC).*

*The therapeutic protocol is considered from the process-experiential perspective, starting with the clinical evaluation, followed by the case conceptualization.*

**Results:** *The evaluation process revealed that all three children had a very high level of aggression and manifested oppositionist behaviors, associated with emotional difficulties. The oppositionist behaviors appear prior to the onset of the affective symptoms.*

**Conclusion:** *The treatment for the child's oppositional defiant disorder (ODD) should follow the pattern for emotional disorders treatment, using a child and family model of psychotherapy.*

**Keywords:** *oppositional defiant disorder, anger management, child psychological evaluation, child psychotherapy*

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