



IDEALING WITH.... FUNCTIONAL ANALYTICAL PSYCHOTHERAPY

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In 1991, a book appeared that, with all possible discretion, initiated a revolution in Behavioral Therapy. It was the first manual of Functional Analytic Psychotherapy (FAP, Kohlenberg, & Tsai, 1991) and it was the revolution that would take the starring role in what would later be known as the "third generation therapies" (Hayes, 2004) or "contextual therapies" (Pérez Álvarez, 1996). FAP was presented as a faithfully behavioral treatment that, addressing the notion of functional class or class of behavior, responded to the problem of outpatients. It also included a completely innovative conception about the development of the self and its potential problems. A therapy was created that, in a way, is not optional: Whatever is done in the clinical-health field, there is no other way to do it than according to the rules and principles of FAP. Twenty-seven years have passed since that first manual (30 since the first text on the therapy) and FAP has been developed over time, generating assessment tools in accordance with its clinical practice, models of therapeutic supervision, deepening the clinical skills necessary for the practice of therapy and, above all, gaining experience in the treatment of complex psychological problems.

The book *TRATANDO CON... PSICOTERAPIA ANALÍTICA FUNCIONAL* [DEALING WITH... FUNCTIONAL ANALYTICAL PSYCHOTHERAPY] is the most complete update that exists in Spanish on Functional Analytic Psychotherapy. The authors present a text with a clear applied inclination, focused on the therapist's personal and clinical skills, on supervision, and with abundant examples of dialogues taken from real cases. The first chapters of the book present the therapy and the fundamentals of FAP. If the reader is not familiar with Functional Analytic Psychotherapy, these first two chapters will give them the context. The approach therein of certain classic problems in cognitive-behavioral therapy such as generalization, or the follow-up of instructions by patients, or the "prevention of relapse", makes the contribution of FAP to Behavior Therapy crystal clear. The next chapter focuses on the therapeutic process and its stages. It would be worth highlighting here the section related to the case conceptualization diagram, later exemplified with a client. The application of FAP requires great attention on the part of the therapist to various aspects (the patient's problems in daily life, in the session, the objectives in daily life, the change in the behaviors that occur in session, etc.) A new therapist, or even an expert, could easily get lost. The case conceptualization diagram is a useful tool that enables the fundamental aspects to be fixed, and allows us to dedicate attention to the most dynamic aspects of the relationship between the therapist and the client. After a fourth chapter in which the most habitual behavior modification techniques in FAP are reviewed, emphasizing the importance of naturalness in their application, one goes on to study the uses of language in therapy. One cannot emphasize enough the importance that must be given to

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naturalness in clinical practice (Quiroga Romero & Porcel Medina, 1998). Luis Valero and Rafael Ferro aptly highlight this fundamental contribution of FAP, both in the application of classical techniques of behavior therapy and in regard to the use of language in the clinic, with many examples. With the same subtlety, the authors point out possible avoidance behaviors by the clients and offer rules of action to deal with them. Chapters 6 and 7 are dedicated, respectively, to the clinical skills and personal characteristics and skills of the therapist in FAP. As regards clinical skills, the terms "awareness," "courage," "love," and "behaviorism" used by the authors may seem strange at first sight, but they include issues that are unavoidable for any therapist: observing the clinically relevant behaviors that appear in session, evoking them when necessary, reinforcing natural improvements, validating, making self-revelations in the appropriate cases, etc. On the other hand, personal skills refer to the values and skills that an FAP therapist, as a human being, must have. In a way the values are characteristics that, as a person, he or she should already possess (generosity, respect, good sense, etc.); interpersonal skills would be interactive styles such as, for example, being warm and affectionate, or having empathy and building trust. It is common for therapy manuals to talk about clinical skills; but it is not so common for them to mention the personal characteristics and abilities of the therapist. But how can the therapist not be treated as a person in a therapy that focuses mainly on the therapeutic relationship? The therapeutic relationship will depend on how the client is and, above all, on how the therapist is. Like it or not, we have come across the human factor. We believe, as do the authors, that it is better to shine light on it than to hide it. The next two chapters address certain therapist assistance procedures (session recording, assessment questionnaires, self-reports, written activities, assessment of sessions by the client and experiential exercises) and the FAP therapist's training and supervision. Lastly, chapter 10 offers some final advice, uniting the possibilities of integration with other approaches and presenting Functional Analytical Rehabilitation (Dykstra, Shontz, Indovina, & Moran, 2010), as an application for people with severe mental disorder.

In short, this is an essential book, which fits perfectly with the collection of the Editorial Pirámide which includes: "Therapeutic resources."

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