*Terug-en vooruitblik*

Drs. W.L. Frumau – van Pinxten

GZ-psycholoog, Psychotherapeut

Mia zal ingaan op de veranderingen in het veld van de psychotherapie met hoogbegaafde cliënten en in haar behandeling met deze cliënten. Daarnaast zal ze haar model en visie op “t” trauma kort toelichten.

*Belevingen & Ervaringen binnen Psychologenpraktijk Frumau*

Fenne Frumau, MSc, MSc res. & GZ-psycholoog

Fenne geeft haar visie op het werk: psychologisch onderzoek en behandelingen met hoogbegaafde cliënten binnen de praktijk. Ze zal eigen ervaringen en expertise delen. Tevens zal ze de belangrijke factoren binnen dit vak uitlichten.

*Zijn hoogbegaafden goede mentaliseerders?*

drs. J.H. (Haiko) Jessurun

klinisch psycholoog/kinder-en jeugdpsychotherapeut.

Haiko zal ingaan op de theorie van mentaliseren en de ontwikkelingslijn van mentaliseren toelichten. Hij zal de betekenis van mentaliseren voor therapie bij hoogbegaafde mensen aangeven.

*Motorische Mentale Integratie Begeleiding*

Hans Spierings vaktherapeut en Roel Spierings maatschappelijk werker zullen hun motorische mentale integratie begeleding met de toehoorders uitvoeren zodat men aan den lijve kan ondervinden wat deze therapie doet met een client.

 *(Auto)Psychotherapy with Gifted Clients*

Sal Mendaglio, PhD, Psychologist

Professor,

Graduate Programs in Education

Werklund School of Education

University of Calgary

In this lecture, I describe the conceptual framework that I developed to guide my work with clients who are gifted.  Developing a framework was necessary—graduate school did not prepare me for working with such clients; there were no resources available on which I could draw to guide my work.  Many years later little has changed.  Psychologists and counsellors in graduate programs rarely encounter the construct of giftedness.  With respect to publications, an increasing number have “counselling the gifted” in the title.  However, there exists little information that we can use to direct the therapeutic process with clients.  Further, there is no agreement on a definition of giftedness and there is a lack of research to suggest which therapeutic approach is likely effective with these clients.  As a result, we psychotherapists need to be creative.  Each one of us implicitly or explicitly develops a conceptual framework, by adopting a definition of giftedness and experimenting with therapeutic practices to determine what works well and what does not.

The framework that I present supplements accepted factors associated with psychotherapeutic effectiveness with the following components: conception of giftedness, cognitive theory of emotions and Dabrowski’s theory of positive disintegration. I have found popular conceptions of giftedness, with their focus on identification, inappropriate for counselling and psychotherapy.  It is difficult to overestimate the importance of emotion.  In my work, I found it necessary to understand what emotions are and how they arise.  I apply Dabrowski’s theory with clients who experience intense inner conflict, which Dabrowski reframed as an indicator of personal growth.  For those clients, the focus is the encouragement of autopsychotherapy according to the theory of positive disintegration.  My framework is a response to the challenges presented by different types of gifted clients I worked with over many years.