

**Creating Composites as Evidence
Based Research into an Approach to
Counselling Therapy (The Experience
of the Propeller Model Approach)**

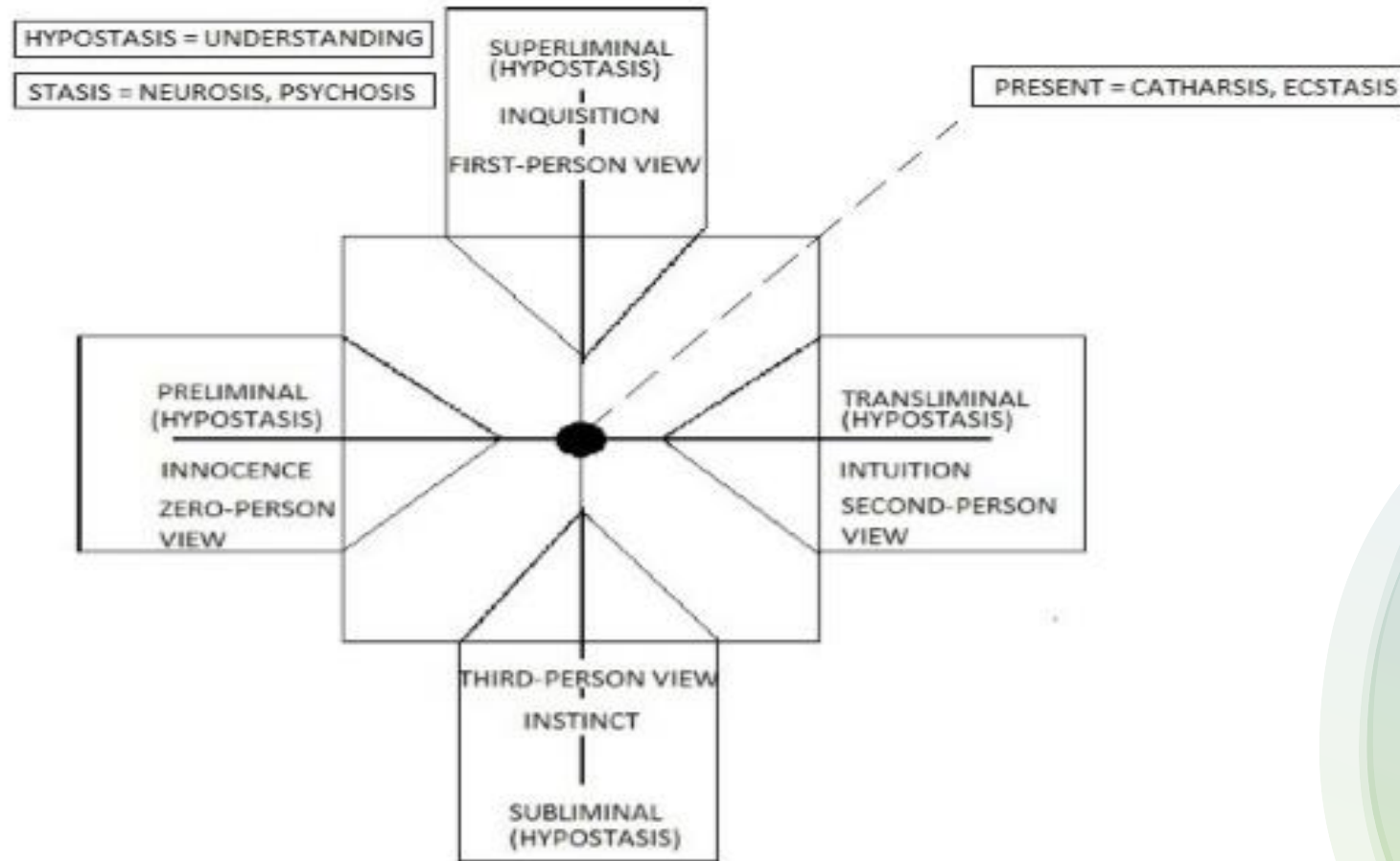
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The Propeller Model Approach



Note: *The Propeller Model Approach* was developed in the presenter's doctoral dissertation with Sofia University BG, conferred 2017 and will also be published in the forthcoming book written by the presenter entitled "Living With(in) Your Ends" ISBN: 9781398461772 Austin Macauley Press.

Research Participants

- The 5 research participants were based in the United Kingdom and were between the ages of 19 and 50 years, receiving counselling on a weekly basis
- 5 participants can be argued to be the minimum for data saturation
- Counselling was provided online via Zoom
- Ethical approval was granted to conduct the research and consent was granted via email
- Semi-structured interview was prepared to understand phenomenological experience of the model
- The participants were provided with the research questions after a session with the Propeller Approach

The Research Questions

- 1) Overall, how did you find your participation with this approach?
- 2) Were there any areas in the diagram where you felt most connected?
- 3) How did you find the terminology in terms of definitions?
- 4) Would you consider using the approach again?
- 5) Would you prefer to use the diagram it in-session or on your own time?
- 6) Would you prefer to use it in a scree-share on Zoom or have a paper sheet?
- 7) How does the approach function for you for intrapersonal relations?
- 8) How does the approach function for you for interpersonal relations?
- 9) How do you find the locations of all the terms in the diagram?
- 10) Does the diagram remind you of any other approaches or literature?

Steps to Thematic Analysis to inform Composite

- Step 1: Become familiar with the data (re-read, know data corpus)
- Step 2: Generate initial codes (meaning and systematic organization) • Different methods of coding (line-by-line OR open coding (no pre-set codes)) ATLAS, NVIVO, EXCEL
- Step 3: Search for themes (significance, collation, one to multi-themes)
- Step 4: Review themes (modify and develop themes from Step 3, gather data)
- Step 5: Define themes (i.d. essence of themes, subtheme relate to main themes, MAP)
- Step 6: Write-up (report as article or dissertation)

Maguire & Delahunt, 2017

- Step (7): Create the composite with the themes provided

After Transcribing and Coding the Search for Themes Began (Step 3)

- The type of Thematic Analysis conducted was Reflexive and Inductive (An inductive approach derives themes from the researcher's data (Varpio et al. 2019).
- A Theme is a pattern that can be considered capturing a significant or interesting thing regarding research questions or data (Braun & Clarke (2006)
- Themes should not be research questions but be distinct and coherent, so important to consider if they make sense, does data support them, too much into a theme, overlap of themes, themes within themes (subthemes), other themes found within the data (Maguire & Delahunt, 2017)
- The importance or centrality of a theme is not necessarily reflective of the frequency of its appearance within the data (Braun and Clarke 2006; Nowell et al. 2017)
- A theme is a more abstract entity that involves a greater degree of interpretation and integration of data (Nowell et al. 2017)

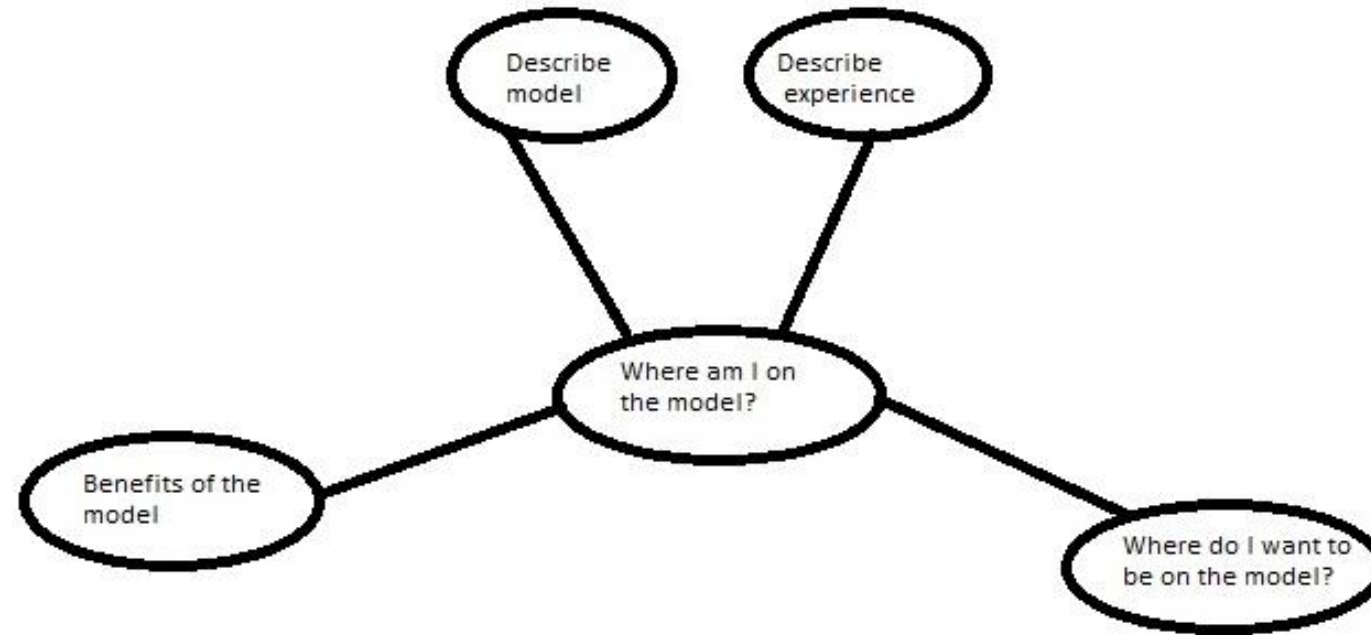
Morphing from Code to Theme


- The coding conducted was an open approach as it was inductive and reflexive
- **The codes identified were as follows:**
- *How the participants describe the model itself (eg: spit, spectrum, spider diagrams, solid vehicle)*
- *How they describe the experience of the model (eg: engaging, split)*
- *Where do they want to be in the model (eg: orientation)*
- *How they can develop strategies to benefit from the approach (eg: challenging)*

Reviewing the Themes (Step 4)

Theme: Description of model as metaphor or abstraction	Sub Theme: Orientation in the model a positive possibility	Theme: Description of experience of the model in physical terms	Theme: Subjective benefits of the model
CODES:	CODES:	CODES:	CODES:
Split	Two areas	Engaging	Noticing
Spider Diagram	One area	Challenging	Realising
Solid Vehicle	Extremities	Framing	Battling
Spectrum	Opposites	Fitting	Framing
Compass	Movements	Pushing and Pulling	Mapping
Useful tool	Regions	Magnifying	Valuing
Square box	Alignment	Shaping	Amplification
	Merge	Moving	Understanding
	Balance	Knit together	Awareness

Mapping the Themes (Step 5: Defining Themes)






A narration on the experience of the approach (Step 5)

-1-


- How the participants experienced the Propeller Model was varied, but showed an overall positive feedback in terms of increasing their awareness of themselves, the essential aim of the approach. In terms of the theme of benefit from engaging with the model, one participant (TS) informed:
- *“I suppose it is just like good reflection to see where you are and have a look at I guess what the opposites of what those things are. So, kind of looking at, for example, if you are more in the inquisition part, having a look at what the opposite of that is, I guess reflective on how you can move towards one end of the spectrum”*



A narration on the experience of the approach (Step 5)

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- The participants had different ways of interpreting their experiences, some with more involvement with orientation than the model itself. The model experience was informed of the ‘user experience and hostilities’ that were apparent throughout this experience. The participants expressed the challenges in using the approach but also the challenges the approach provoked for them to increase awareness of themselves as human beings. This was attuned to the theme of orientation within the model as one participant (BD) informed:
- *“With intuition I guess I think it works well by kind of describing where I kind of derive my values from um in regards to other people I guess I think of it more of that external locus of evaluation but how much um in those sort of interpersonal relationships how much value I am deriving, how much impact that has on me, you know versus that place of innocence um and from that place of innocence and change where you know none of that can affect you coming from the relationship.”*



A narration on the experience of the approach (Step 5)

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- ORIENTATION
- Participant BD
- “I thought the approach was not all too difficult to understand, actually starting to go through it or engage with it, it made a lot of sense, especially the top and bottom parts, you know those other ones that kind of I think I naturally engage with more. I think it made a lot of sense in those two (the top and bottom) especially, they really um clicked with me and I think it was very it was very interesting in the way of kind of framing you know those kinds of parts or those kinds of interactions between those kinds of parts or aspects of myself.”
- Participant TS
- “I never thought about the spectrum between the different view points provided in the model. I would to be more on the other sides of the inquisition and intuition parts, so to be on the instinct and innocence parts.”



A narration on the experience of the approach (Step 5)

-4-

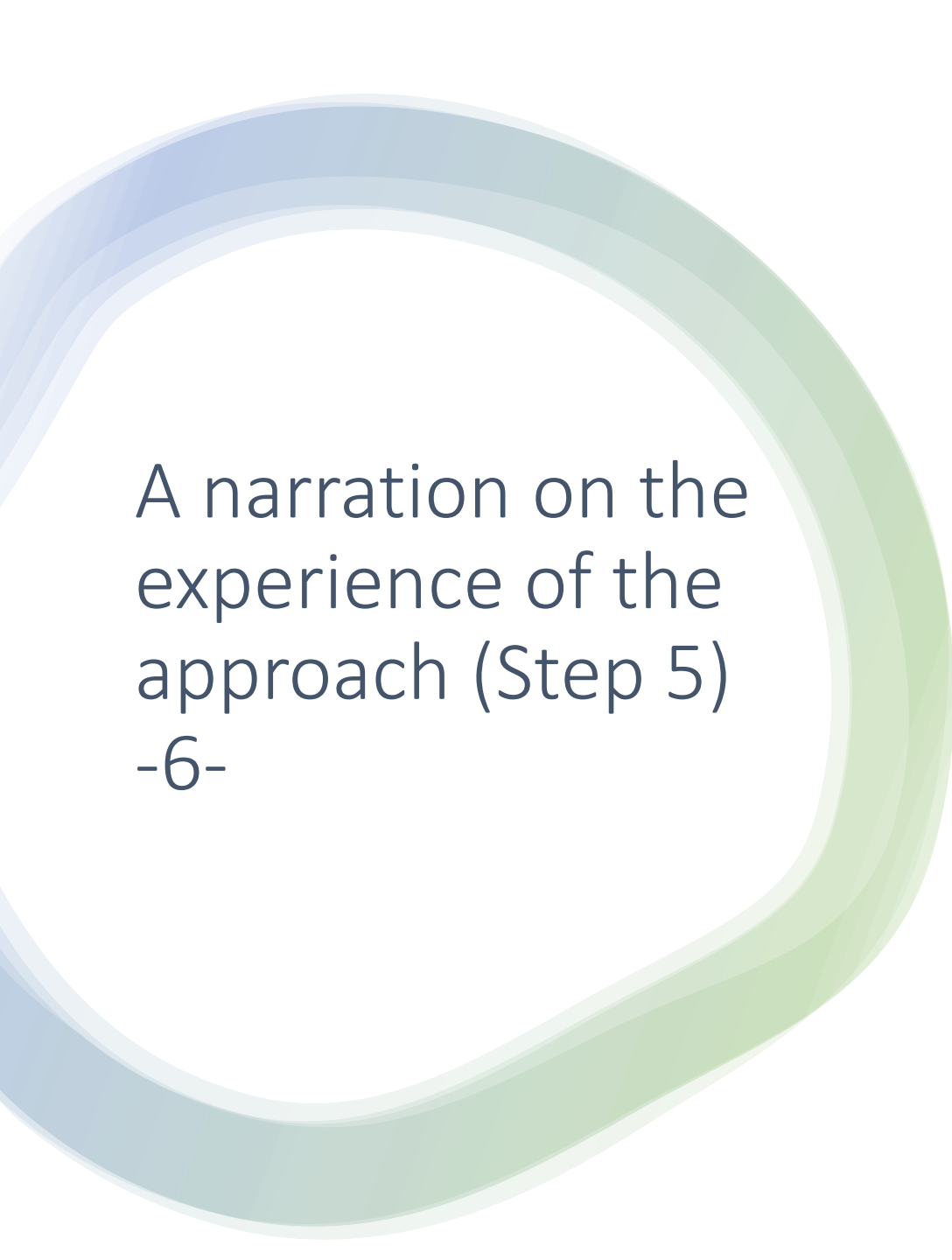
- Benefits (CE)
- “the top one was all about all my intellectual analyzing, procrastinating about it, mind. And the bottom one again, subliminal, learned behaviours.”
- “It brought awareness of these sections and showing me kind of which ones I am using more, in awareness, brought awareness to that. Tell me then trying to align these from what I am viewing as potential to get balance with these equal amounts and then to merge and join them together as an end product.”
- “To observe my part in it in the intrapersonal, and then to take from that and try and use that as in become aware of what one (realm of the four realms) I am in, and then to try and adjust that, you know, in that present time, in the moment, now, and being in awareness. Bring good to others as it would bring to me.”
- “I am liking the organization now that I actually understand because I see it is only just now, is how them four parts of how I was trying to explain, this then has a coming together being in the four being aware of these four elements and as I see in the diagram it shows they knit together to make a square box of a solid, you know, like end...Not a result but a solid vehicle to move forward.”



A narration on the experience of the approach (Step 5)

-5-

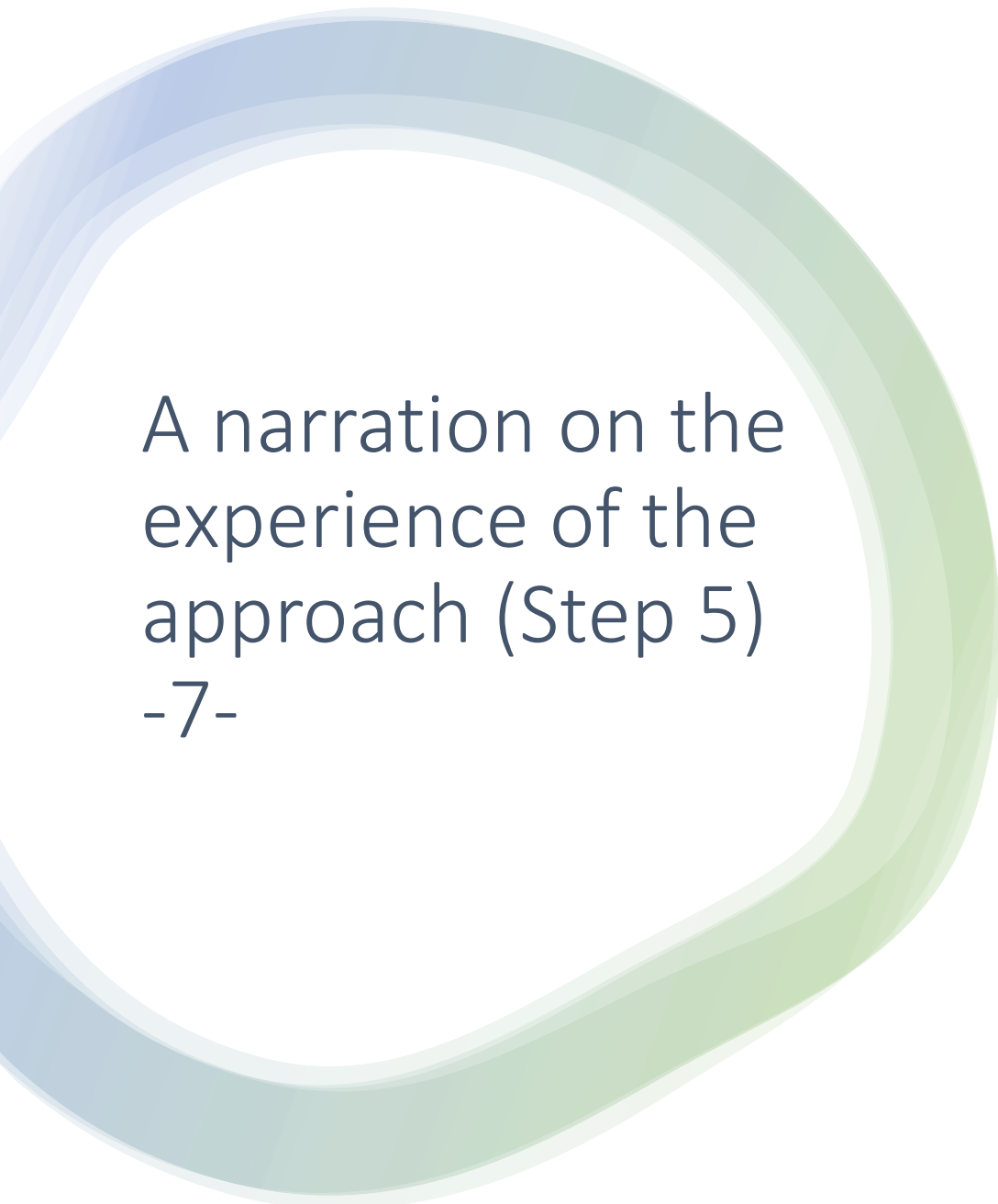
- Orientation (SE)
- “I have heard definitely that the present being a good place to be. I mean I think that is why so many people meditate these days to be in the present, but it was interesting to kind of split. I suppose I have always seen it as you have the present and then you have not the present, past or future, so it is kind of binary, like you are either in the present or you are not. So it is interesting to split ‘not the present’ into four different sections, um kind of see where you are. Ya, it is quite interesting to further divide ‘not the present’ into four different sections.”
- “I think a lot about being in the present and meditating, but never, I sort of always thought of past, present and future, but it is interesting to split it into the 4 different categories and think about which one your kind of in in particular moments, and so ya, I think it is a useful tool.”
- “I definitely um think it would be handy anytime really, to kind of you know, notice when you are not in the present and then think ok then which, you know, am I superliminal or transliminal, I think that it is just good to be able to use any in time.”
- “I think it would be helpful because I have never thought of um. Things in this particular way. Like how it splits the non-present into different sections. Um. I feel like it would help me...kind of understand myself a bit better. I feel like it has already kind of helped me realise I am superliminal a lot and ya, kind of other stuff...I think it would help um...but ya, I feel like I would like to use it a bit more to kind of see....how it...how it made me change how I feel about things if that makes sense.”



A narration on the experience of the approach (Step 5)

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- Benefits (PARTICIPANT: BD)
- “you can kind of um you know go from you know one side to the other or once I said something you kind of pushed me you know to thinking about it from um you know in regards to tuition or instinct and just um kind of um going from one to another and then changing kind of looking at it from different points of view and having you know someone kind of beside myself to not push but was guide me from one to another um I think is really good or like I think that one that came to mind was like a challenge, you know not in an aggressive way but to you know look at it um in respect to this part or this part is really good um but I think it wouldn't be bad like even after session to have a prompt or a reminder or something to kind of um a kind of way to um frame things. I guess that would be good too, but I think especially in session.”
- “I think it's useful in the sense of um kind of um mapping out um which kind of parts, if that makes sense, are interacting with the person where that um stemming from.”



A narration on the experience of the approach (Step 5)

-7-

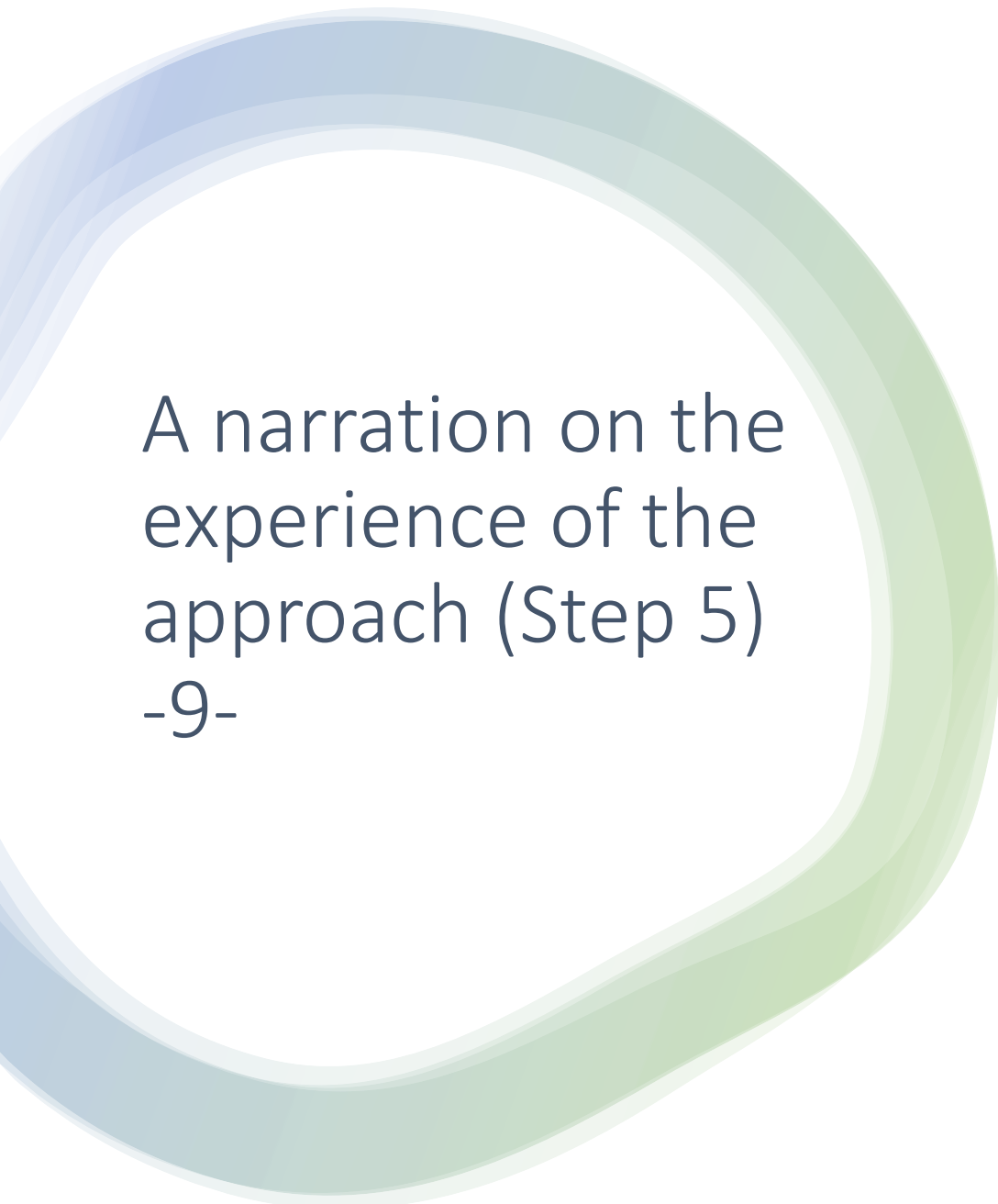
- Orientation benefits
- Participant (IH)
- “it was interesting to see because I usually always focus on 1st person view. Um, maybe a tiny bit of instinct, but the other two intuition and innocence, 0 person, 2nd person, I never really actually considered them. Um. So it gave me like two other layers um. Two other lenses. Two like, uh if I had a kind of magnification glass but ya it gave me two magnification glasses, so I can see things I did not before.”
- “I would like to dissect each one of them, further, um, ya and tackle like each issue, like tackle the bad, with each one of them um, because they, because I think that they will help you a lot as a person if you do.”
- “it gives me two different, two more regions I had never really thought about, um, and which probably shouldn’t have gone neglected, um, so it is almost like being, building a bigger picture of yourself.”



A narration on the experience of the approach (Step 5)

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- Benefits
- (IH)
- “all, key areas, of one’s being, and so tackling each one will, um, ya I think each person has their own regions where they have more issues, um, and so ya, I think, going through those will definitely help um, but you could also discover other regions which you may not have thought about, which were actually causing way more issues.”
- (BD)
- “I think its actually really good especially the sort of...because I kind of it is that sort of um battle or contrast between sort of between you know this 1st person, 3rd person, inquisition, instinct, I think that works and like frame it really well because it does feel um that it does kind of mimic that sort of communication or I would say um battle with those sort of two um you know reciprocals um so I think that’s um really interesting and I think that function also serves really well um in that case.”



A narration on the
experience of the
approach (Step 5)

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- Describe Model
- BD
- “I think specifically the inquisition and the instinct that kind of top down um works really well because they seem to be the kind of main back and forth and then the other two the kind of external, transliminal, and then the sort of innocence they seem to be kind of um at least for me especially the more push or pull within that as opposed to the other two (inquisition and instinct) that I kind of...you know one predominates the other but they are the two sort of dominant ones. So I think that works um really well actually.”

Creating a Composite (Post-Thematic Analysis)

- “In a composite case, the basis for the clinical material is not fictional, but is constructed from multiple cases rather than from a single case...blendings of elements of multiple clinical cases constructed as composites....the theoretical and pedagogical value of using composite cases to illustrate complex technical clinical ideas.” (Duffy, 147-148).
- Guideline 6 – “Add a notation in your text that the case material is composite material. Either before or after the case material, add a clear notation that the case is a composite clinical case. Selecting the individual cases, immersing yourself in their clinical details, and considering all of the individual cases as 'members' of your composite case are conceptually useful ways to more easily construct the composite case. -The use of composite cases when writing about clients obviates much of the risk while at the same time providing a highly viable means of illustrating clinical and theoretical material.” (Duffy, 152)
- **ARGUMENT: when creating a composite, it is not depersonalizing the information, but in order to create the composite and have it flow, it needs to have more of an objectivity to it with less personal experience.**
- With the composite I extracted the more general notions from participants. This therefore involved leaving out some of the more particular experiences and attunement to the specific parts of the propeller model.

The Composite

- “I thought the approach was not all too difficult to understand, actually starting to go through it or engage with it, it made a lot of sense. It is like good reflection to see where you are and have a look at I guess what the opposites of what those things are. I guess I think it works well by kind of describing where I kind of derive my values. I think it was very interesting in the way of kind of framing you know those kinds of parts or those kinds of interactions between those kinds of parts or aspects of myself. I never thought about the spectrum between the different view points provided in the model.”
- “So it is interesting to split ‘not the present’ into four different sections, kind of see where you are. Yes, it is quite interesting to further divide ‘not the present’ into four different sections. Going from one to another and then changing kind of looking at it from different points of view and having you know someone kind of beside myself to not push but was to guide me from one to another I think is really good or like I think that one idea that came to mind was like a challenge.”
- “I would like to dissect each one of them, further, and tackle like each issue, like tackle the bad, with each one of them because I think that they will help you a lot as a person if you do. I think each person has their own regions where they have more issues, and so I think going through those will definitely help, but you could also discover other regions which you may not have thought about, which were actually causing way more issues.”

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