

P02-341 - TEACHING OF PROBLEM SOLVING AS A COMPONENT OF FAIRY-TALE COGNITIVE BEHAVIORAL THERAPY (FCBT)

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1. Teaching of problem solving constitutes a structural component of my Fairy-tale Cognitive Behavioral Therapy (FCBT) model. I believe that fairy-tales have tremendous potentialities to learn how to solve our problems.

2. In my model of problem analysis of fairy-tale the following aspects are accentuated:

1) in reading a fairy-tale you should draw your attention to problems and ways of their solving presented in the fairy-tale;

2) you should reflect upon what other ways of problem solving may be used in the case;

3) what mistakes have been made and what successful means of problem solving the characters of the fairy-tale used;

4) what has led to the origin of the problem and how it could be avoided;

5) what factors influence the problem solving positively or negatively;

6) what is needed to solve the problem;

7) what resources are needed for the characters of the fairy-tale to solve the problem; do they have these resources and do they use them rightly and effectively;

8) peculiarities of the thinking of the characters;

9) to what systemic consequences may these or those ways of problem solving have led;

10) what strategies of problem solving are used in the fairy-tale and perhaps it is better to use other ones;

11) what the fairy-tale teaches us;

12) drawing a parallel between situations in the fairy-tale and life situations of the patients; etc.

3. A fragment of my group psychotherapy session at which the problem analysis was conducted will be presented at the Congress.