

Research Academy

Metanoia Institute, London 21st - 22nd March, 2018



Metanoia Institute invites you to its Research Academy to develop your skills and explore the principles of practitioner research in a practical, hands-on, way. How can research develop and expand our professional knowledge? How does the way we generate knowledge in therapeutic practice overlap and differ from the way we 'research'?

The Research Academy offers workshops with different approaches to research, ranging from qualitative to quantitative research with a focus on the improvement of practice. Our speakers include **Professor Carla Willig, Professor Mick Cooper, Professor Bill Stiles, Dr Marie Adams, Dr Alan Priest, Dr Christine Stevens** and **Helena Kallner**. Each speaker introduces core concepts and research strategies, with opportunities for you to develop your own research projects and ideas. There will be a reception and dinner on the evening of the 21st March with excellent opportunities to network.

Our Research Academy is aimed at practitioners and academics in the fields of mental health, emotional wellbeing and psychological therapies. It is suitable for both novice and experienced researchers. It explores creative, relational means of approaching a research 'life cycle' with an emphasis on the following stages:

- Problems in clinical practice
- Formulation of research problems
- Reflexivity

- Literature review
- Methodology and method
- Participants
- Information gathering, focus group, interview, survey, etc.
- Data analysis
- Write up/Impact

Time and place

On Wednesday 21st March and Thursday 22nd March from 10.00 (coffee) to 16.00 each day. The seminars will run from our North Common Road campus at Metanoia Institute: 13 North Common Road, Ealing, London W5 2QB.

Fees

£120 One day. £200 Both days.

£ 80 Reduced day pass fee for Metanoia members. £150 both days.

£ 30 Reduced day pass fee for Metanoia students and staff. £50 both days.

Networking

Our aim is to facilitate networking during and between the seminars. A drinks reception will be held at 13 North Common Road after the close of the afternoon's sessions followed by dinner at the Doubletree by Hilton, Ealing. To book dinner, please contact Shea Holland (shea.holland@metanoia.ac.uk).

Booking

To book your day pass, please go to shea.holland@metanoia.ac.uk or use a form on our website: <http://www.metanoia.ac.uk/research/research-academy>. For general enquiries about the event, please email sofie.bager-charleson@metanoia.ac.uk.

Programme Overview

Day 1 – Keynotes and Seminars on the 21st March:

Dr Sofie Bager-Charleson, Keynote speaker:
Therapists and Research. An Ambivalent Relationship?

Professor Carla Willig
Interpretation in Qualitative Research: How to Choose between Approaches to Data Analysis

Professor Mick Cooper
Outcome research in counselling and psychotherapy: Are the facts friendly?

Dr Alan Priest
Best of both worlds? Using mixed-method research

Dr Christine Stevens and Helena Kallner
Embodied Knowledge: Using the Arts and Aesthetics in Research

Day 2 – Keynotes and Seminars on Thursday the 22nd March:

Dr Biljana Van Rijn, Keynote speaker:
Introduction. Keynote Lecture for All: 'Developing use of creative media in psychotherapy: Case Study Research into Avatar-Based therapy – 'Richard'

Professor Bill Stiles
Theory Building Case Study Research

Dr Marie Adams:
Reflexivity. Using Self in Research

Detailed Programme

Day 1 – Keynotes and Seminars on the 21st March

10.00 – 10.30

Arrival, coffee

10.30 -11.15

Dr Sofie Bager-Charleson, Keynote speaker: *Therapists and Research. An Ambivalent Relationship?*

Research frequently addresses a gap between practice and research in the field of psychotherapy. Castonguay et al (2010) suggest that the therapeutic practice rarely or nonsubstantially is influenced by research. Boisvert and Faust (2005) suggest that concerns 'have echoed through the decades' about psychotherapists' failings to integrate research and practice. Sofie will refer to two recent studies* (one UK based and one across four countries) into therapists' reasoning about their engagement with 'research'. The studies are based on dissertations, research journals, interviews and surveys, highlighting epistemological discrepancies, real or imagined, between practice and research. The findings also suggest gender issues, cultural concerns and commonly held constructs about what constitutes a 'counsellor' versus 'researcher' which are believed to influence therapists' presence in research. As one participant said: *"Therapists have a lot to add to the field of research, but many don't make it there"*.

*Bager-Charleson, S., McBeath, A., du Plock, S. (2018 in Press) The Relationship Between Psychotherapy Practice and Research: A Mixed-Method Exploration of Practitioners' Views, *CPR Counselling and Psychotherapy Research Journal*, Winter issue 2018

*Bager-Charleson, S., du Plock, S., McBeath, A (2018 in press) "Therapists have a lot to add to the field of research, but many don't make it there". A narrative thematic inquiry into counsellors' and psychotherapists' embodied engagement with research. *Journal for Language and Psychoanalysis*, spring issue 2018

11.15 – 12.00

Discussion groups, 3 options:

1. *Using clinical observation and clinical skills in research*, with Professor Bill Stiles
2. *Researching your own practice - trial and tribulations*, with doctoral candidate Leslie Lund
3. *'Doing' a Phd into a Positive Future for Black Men in Psychotherapy*, with Mary Atito awarded the BACP PhD bursary.

12.00 – 13.00

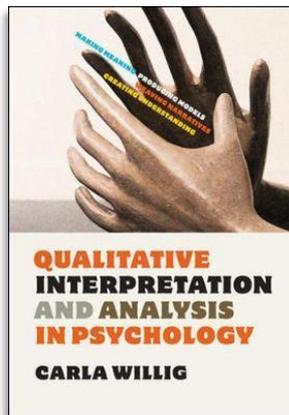
Lunch break (own lunch arrangement)

13.00 – 16.00

Seminars, 4 options:

Option 1. Professor Carla Willig

Interpretation in Qualitative Research: How to Choose between Approaches to Data Analysis

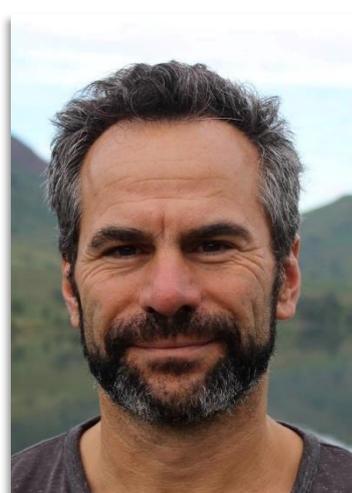
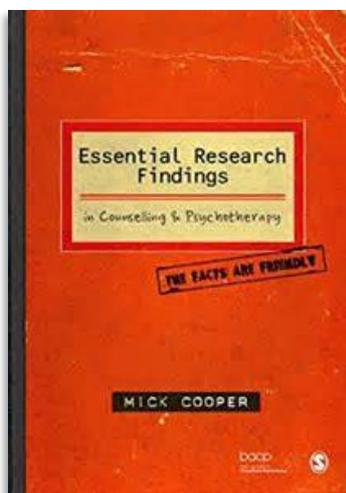


Carla Willig is Professor of Psychology at City, University of London. She has a long-standing interest in qualitative research methods and their use in psychology. She has used a variety of qualitative research methods in her own research, including grounded theory methodology (for her doctoral research in the 1980s), discourse analysis (throughout the 1990s), phenomenological methods (2000 onwards), and qualitative metasynthesis (from 2016). Carla has published widely in the field of qualitative methodology including the best-selling textbook *Introducing Qualitative Research in Psychology* (McGraw Hill/Open University Press, 3rd edition, 2013), the *SAGE Handbook of Qualitative Research in Psychology* (with Wendy Stainton Rogers, Sage Publications, 2nd edition, 2017) and *Qualitative Interpretation and Analysis in Psychology* (McGraw Hill/Open University Press, 2012).

Carla is also a practicing counselling psychologist with an interest in existential phenomenological approaches to psychotherapy and counselling. Her seminar titled "Interpretation in Qualitative Research: How to Choose between Approaches to Data Analysis" revolves around epistemological questions, the designation of the status of the text, and the difference between the kinds of insights and types of knowledge that different analytic approaches generate.

Option 2. Professor Mick Cooper

Outcome research in counselling and psychotherapy: Are the facts friendly?



Mick Cooper is Professor of Counselling Psychology at the University of Roehampton, where he is Director of the Centre for Research in Social and psychological Transformation (CREST). Mick is a chartered psychologist, a UKCP-registered psychotherapist, and a Fellow of the British Association for Counselling and Psychotherapy (BACP). Mick is author of *Essential Research Findings in Counselling and Psychotherapy* (Sage, 2008), has published quantitative and qualitative research in a range of leading international psychotherapy research journals, and is Chief Investigator of the ETHOS RCT of School-Based Humanistic Counselling. Mick is also author and editor of several texts on person-centred, existential, and relational approaches to therapy; including *Working at Relational Depth in Counselling and Psychotherapy* (Sage, 2018, 2nd ed., with Dave Mearns), *Pluralistic Counselling and Psychotherapy* (Sage, 2011, with John McLeod), and *Existential Therapies* (2nd ed., Sage, 2017). Mick is the father of four children and lives in Brighton on the south coast of England.

The workshop will explore the different quantitative methods that can be used to develop evidence which can inform policy and practice. Which is the most effective therapeutic approach? Does supervision lead to better client outcomes? Which clients seem to get the most out of therapy? These are some of the questions for the workshop. Participants will have an opportunity to explore the latest outcome, and process-outcome, findings in the counselling and psychotherapy field. It will focus on five areas: The overall outcomes of counselling and psychotherapy, Comparative effectiveness of different therapies; Therapist factors and outcomes, Relationship factors and outcomes, and Client factors and outcomes.

The workshop will have a substantial taught component, but there will also be opportunity for discussion, exercises, and asking questions.

Option 3. Dr Alan Priest

Best of both worlds? Using mixed-method research



Alan Priest is a BACP and UKCP registered integrative psychotherapist and a lecturer in Counselling & Psychotherapy at the University of Salford, Manchester. He has over 20 years' experience working in both the NHS and private practice in Greater Manchester and West Yorkshire. In 1986 he founded social and market research organisation Quaestor, based in Leeds, running it until 1993 before resigning to focus full-time on psychotherapy training and research. Throughout life, he has been fascinated by the nature and meaning of dialogue with self and our capacity to talk about "me, myself, I" as a separate component of our awareness. His research focuses on conceptions of self, in particular, the way that clients relate to self in the language they use in therapy and the impact of this on process and outcome. Drawing upon his doctoral research and subsequent studies concerning self-reflection, this workshop aims to illuminate the benefits of adopting multiple perspectives on the same research problem, whilst also providing a practical guide into the potential difficulties and "watch outs", especially when researching one's own clients.

Working with Mixed-methods

It is rare to encounter straightforward, so-called “unidimensional”, relationships between variables in psychotherapy research. How can one, for instance, define “relationship” in the context of the similarly complex notion of “outcome?”. This seminar suggests an approach which draws upon qualitative and quantitative frameworks, utilising different data collection methods such as interviews and questionnaires (Tashakkori and Teddlie, 2010). The researcher is able to use one method to contextualise or illuminate findings arising from another (Onwuegbuzie & Teddlie, 2003, Creswell, Plano Clark, Gutmann, Hanson, 2003).

Mixed method studies can be classified as having one or more of these five purposes:

1. triangulation (i.e. seeking convergence and corroboration of findings from different methods that study the same phenomenon);
2. complementarity (i.e. seeking elaboration, illustration, enhancement; clarification of the findings from one method utilising data from the other method);
3. development (i.e. using findings from one method to develop another method);
4. initiation (i.e. discovering paradoxes and contradictions that lead to a re-framing of the research question);
5. expansion (i.e. seeking to expand the breadth and range of inquiry (Greene, Caracelli & Graham, 1989)).

Managing multiple data sources and types is often not easy. In mixing methods, the researcher is potentially also mixing methodologies, crossing paradigms and therefore trying to accommodate different perspectives on the nature of “knowing”. For example, when scientific method meets, constructivist or phenomenological perspectives, the result can, according to some, be highly controversial – even untenable (Creswell, 2011 p. 275).

Working with mixed methods, according to Alan, requires a particular type of attention, a free-floating relationship with the data, a mind so open that it can live with the tensions of such analysis, without – in the words of Carl Sagan – “your brains falling out!” These and other qualities such as pragmatism and a focus on the value of the research in a “real world” context will be explored in this practical, fun and “hands on” workshop designed to guide the less confident or experienced researcher through the supposed theoretical and academic perils of a mixed methods approach. There will be an opportunity for participants to engage with real mixed methods data in order to understand the challenges of analysing and interpreting data from qualitative and quantitative methods, particularly in the context of “co-created” versus so-called “objective” measurement.

Option 4. Dr Christine Stevens and Helena Kallner

Embodied Knowledge: Using the Arts and Aesthetics in Research



Dr Christine Stevens is a faculty member of the DPsych Programme at Metanoia and Editor of the British Gestalt Journal. She is a therapist and international trainer. She also has a contemporary art practice and her research interests are cross-disciplinary and include the therapeutic use of the haptic and our relationship with materials.

Helena Kallner is PhD student at Metanoia. She is a gestalt psychotherapist, and teaches internationally. Her special interest is in Kinesthetic Resonance and the embodied dialogue - how we relate and support contact non-verbally and through movement. She is a certified teacher of Developmental Somatic Psychotherapy, and an on-going student of conscious dance- and movement practices.

This is an experimental workshop using clay and movement. A practical and theoretical exploration bringing embodied and tacit knowing into the service of the research process.

- **16.00 Drinks reception** at Metanoia Institute, North Common Road.
- **Dinner** (please contact Shea Holland for details)

Day 2 - Keynotes and Seminars on Thursday the 22nd March: Case-specific Research

10.00 – 10.30

Arrival, coffee

10.30 – 11.15

Dr Biljana Van Rijn, Keynote speaker:

'Developing use of creative media in psychotherapy: Case Study Research into Avatar-Based therapy 'Richard'.

In her keynote Biljana will present a project which demonstrates the current work of the Research Centre and shows how case study research methodology can be used in developing psychotherapy. She will present a case study of 'Richard' (a pseudonym), a project researching the process of change in using avatar –based software in school counselling with an autistic teenager.

11.15 – 12.00

Discussion groups:

- Different examples from Case study research

12.00 – 13.00

Lunch break

13.00 – 16.00

Seminars, 2 options:

Option 1 Professor Bill Stiles

Theory Building Case Study Research



William B. Stiles is Professor Emeritus of Psychology, Miami University, Oxford, Ohio, USA, and Adjunct Professor of Psychology at Appalachian State University, Boone, North Carolina, USA. He also taught at the University of North Carolina at Chapel Hill, and he has held visiting positions at the Universities of Sheffield and Leeds in the United Kingdom, at Massey University in New Zealand, at the University of Joensuu in Finland, and at Maia University Institute in Portugal. He received his Ph.D. from UCLA in 1972. He has been President of Division 29 of the American Psychological Association (Society for the Advancement of Psychotherapy) and of the Society for Psychotherapy Research. He has served as Editor of

Psychotherapy Research and Person-Centered and Experiential Psychotherapies. He has published more than 300 journal articles and book chapters, most dealing with psychotherapy, verbal interaction, and research methods.

Theory-building case study research is a way to use clinical skill and experience along with empathic understanding to contribute to an explanation of how psychotherapy works. Theory-building starts with the best available explanation and works to evaluate and improve it. It is what Thomas Kuhn (1970) called normal science; it is what most scientists do most of the time in most scientific fields.

Qualitative theory-building case study can incorporate the richness and responsiveness of the process of psychotherapy. Bill will describe this research strategy and illustrate it with examples of how investigators have used case studies to build the assimilation model.

Theory-building case studies begin by applying the theory to the case, to understand the case. But they then reverse the process, applying the case observations to the theory, to assess where the theory works and where elaborations or extensions are needed (Stiles, 2007). There are many ways to proceed, but some typical steps include:

- Identifying and understanding the best existing theory;
- Choosing a case, gathering and selecting material;
- Forming a team, finding a research group;
- Working on a case study with a group;
- Familiarization, immersion in the material, applying the theory to the case;
- Choosing a focus;
- Interpreting, applying the case to the theory;
- Writing and publishing.

The assimilation model has been built mostly with qualitative case studies (e.g. Brinegar et al., 2006; Honos-Webb et al., 1998; Leiman & Stiles, 2001; Mendes et al., 2016). It is not a treatment approach, but it can be used to understand the process of change within any treatment approach. It focuses on traces of experiences that were unacceptable, painful, traumatic, or otherwise problematic. It describes a developmental sequence of stages through which the problematic experiences pass in successful treatment.

This seminar will involve network opportunities into further case-study projects. Delegates are encouraged to bring, and develop, their own ideas for future projects.

Brinegar, M. G., Salvi, L. M., Stiles, W. B., & Greenberg, L. S. (2006). Building a meaning bridge: Therapeutic progress from problem formulation to understanding. *Journal of Counseling Psychology, 53*, 165-180.

Honos-Webb, L., Stiles, W. B., Greenberg, L. S., & Goldman, R. (1998). Assimilation analysis of process-experiential psychotherapy: A comparison of two cases. *Psychotherapy Research, 8*, 264-286.

Kuhn, T. S. (1970). *The structure of scientific revolutions*. Chicago, IL: University of Chicago Press.

Leiman, M., & Stiles, W. B. (2001). Dialogical sequence analysis and the zone of proximal development as conceptual enhancements to the assimilation model: The case of Jan revisited. *Psychotherapy Research, 11*, 311-330.

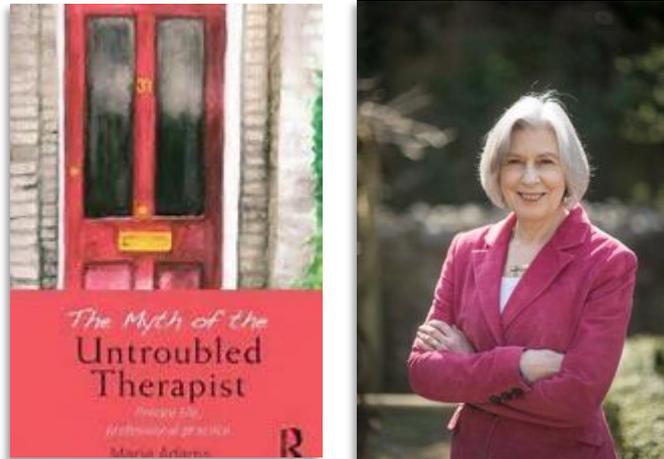
Mendes, I., Rosa, C., Stiles, W. B., Caro Gabalda, I., Gomes, P., Basto, I., & Salgado, J. (2016). Setbacks in the process of assimilation of problematic experiences in two cases of emotion-focused therapy for depression. *Psychotherapy Research, 26*, 638-652. doi: 10.1080/10503307.2015.1136443

Stiles, W. B. (2007). Theory-building case studies of counselling and psychotherapy.

Counselling and Psychotherapy Research, 7, 122–127.
Stiles, W. B. (in press). Theory-building case studies. In D. Murphy (Ed.), *Counselling Psychology*. Chichester, UK: Wiley.

Option 2. Dr Marie Adams

Reflexivity. Using Self in Research



Marie Adams is a writer and psychotherapist with a private practice in Dorset. She is on the DPpsych staff at Metanoia Institute, responsible for two aspects of the programme: Professional Knowledge and the Review of Personal and Professional Learning. Her book, *The Myth of the Untroubled Therapist* (Adams, 2014), is now a standard text on counselling and psychotherapy courses throughout the country. She is also the author of *Telling Time* (Adams, 2015), a novel, and has written extensively on creativity in academic writing. Marie's current research focus is on how therapists self-soothe, an emergent theme from her earlier study.

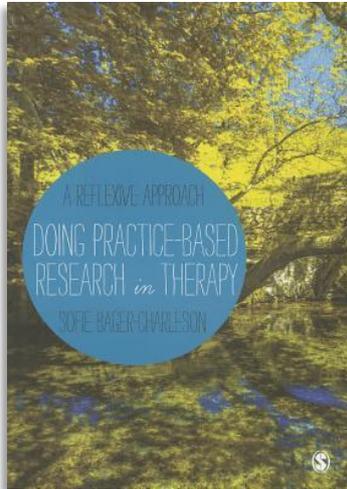
Growing with the research

Marie Adams' research focuses on the personal lives of therapists and the impact this has on their work. While her initial study focused on 40 therapists, they were broken down into groups of ten to consider the difference and similarities between Integrative, psychoanalytic, cognitive and humanistic therapists. The seminar illustrates the dynamic, pluralistic process of reflexive research. Marie shares her starting point in Interpretative Phenomenological Analysis, or IPA, which often is mistaken for the 'easier' option in research and data analysis. Focusing as it does on a small number of participants, it allows for a deep examination of a particular 'phenomena' and 'the detailed examination of lived experience' (Smith, Flowers, & Larkin, 2009, p. 32) amongst a homogeneous group. Semi-structured interviews with participants are transcribed and undergo a rigorous line-by-line examination. The analysis is slow and detailed and, holding to the phenomenological integrity of the process, the feelings and experience of the researcher in relation to the participants is vital in the interpretation of the data. Reading and re-reading, note taking and the recognition of emergent themes are at the heart of IPA analysis and it is only in the writing up that the analysis and interpretation becomes 'fixed' (Smith et al., 2009, p. 81). While IPA does not allow for generalisations, it can provide a moving account of how life can be experienced by a particular group of people, or how their experience can differ regardless of apparent similarities. The intention is not to prove, but rather to understand a particular aspect of life. Marie highlights the value of allowing for other approaches to inform the study, as part of its development. Elements of grounded theory and Moustakas' heuristic approach were also incorporated into the collection and analysis of the data. The computer programme NVivo was used to document the emergent and superordinate themes.

Keynote Themes and Speakers

Day One

Dr Sofie Bager-Charleson, Keynote speaker: *Therapists and Research. An Ambivalent Relationship*



Sofie Bager-Charleson is the Director of Studies on the MPhil/PhD at Metanoia Institute. She also teaches and supervises research students on the Professional Doctorate programme, DPsych and on the TA MSc at Metanoia/Middlesex University. She has published widely in the field of research reflexivity, including the text book *Practice-based Research in Therapy: A Reflexive Approach* (Sage, 2014) and acting as guest editor in the UKCP journal *the Psychotherapist* (2016) about Creative Use of Self in Research. Sofie is interested in overlaps and differences between psychotherapeutic practice and research (Bager-Charleson, Du Plock & McBeath 2018a, 2018b). She is the founder of the Research Academy, and the co-founder of IMPACT, a research network at the Metanoia Institute aimed to encourage the generation and exchange of ideas and knowledge within and beyond the Institute. Sofie is a UKCP and BACP registered psychotherapist and supervisor, with a PhD from Lund University in Sweden, where she specialised in attachment issues within families and reflective practice amongst teachers. Some of her recent publications are:

- Bager-Charleson, S., McBeath, A., du Plock, S. (2018 in Press) The Relationship Between Psychotherapy Practice and Research: A Mixed-Method Exploration of Practitioners' Views, *CPR Counselling and Psychotherapy Research Journal*, Winter issue 2018
- Bager-Charleson, S., du Plock, S., McBeath, A (2018 in press) "Therapists have a lot to add to the field of research, but many don't make it there". A narrative thematic inquiry into counsellors' and psychotherapists' embodied engagement with research. *Journal for Language and Psychoanalysis*, spring issue 2018
- Bager-Charleson & Kasap, Z. (2017a) Embodied Situatedness and Emotional Entanglement in Research. *Counselling and Psychotherapy Research*, Volume 17, Issue 3, pp 190–200, <http://onlinelibrary.wiley.com/doi/10.1002/capr.12122/full>
- Bager-Charleson, S. (2017b) Countertransference in Research: An intersubjective reflexive approach. In *Introduction to Countertransference in Therapeutic Practice: A Myriad of Mirrors* pp. 167-185
- Sofie Bager-Charleson, Ph.D., Jean-Marc Dewaele, Ph.D., Beverley Costa, Ph.D. & Zeynep Kasap A Multilingual Outlook: Can Awareness-Raising about Multilingualism Affect Therapists' Practice? A Mixed-Method Evaluation.

Language and Psychoanalysis, 2017, 6 (2), 56-75 <http://dx.doi.org/10.7565/landp.v6i2.1572>
file:///D:/Bager-Charleson%20Multilingual%20training-Article%20Text-7562-2-10-20171219.pdf

Bager-Charleson, S (ed) (2016) Guest editor for a spring issue of the *Psychotherapist Journal*: Creative and Effective use of self in research. Issue 62:16. UKCP: *The Psychotherapist* https://issuu.com/ukcp-publications/docs/the_psychotherapist_spring_web

Bager-Charleson, S (2015) Monitoring the supervisory relationship from the perspective of a supervisee. BACP: Good Practice in Action 011 at: http://www.bacp.co.uk/ethical_framework/newGPG.php

Bager-Charleson, S. (2015) Reflective Practice, Sage Video <http://sk.sagepub.com/video/reflective-practice>

Bager-Charleson, S, Hollins-Martin, C., Priest, A. (2015) Exploring clients' responses to changing pronoun use from second person (you) to first person (I) during therapy: a constructivist qualitative approach. *Counselling Psychotherapy Research Journal*

Bager-Charleson, S. (2015) Relational reflexivity in therapy-based research', in Goss, S. and Stevens, C. *Making Research Matter*. London: Routledge

Bager-Charleson, S. (2014) *Practice-based research in therapy – a reflexive approach*. London: Sage

Day Two

Dr Biljana Van Rijn, Keynote speaker: *Introduction. Keynote Lecture for All: 'Developing use of creative media in psychotherapy: Case Study Research into Avatar-Based therapy – 'Richard'*



Biljana Van Rijn is the Chair of Metanoia Research Committee and Faculty Head of Research Strategy and Innovation. She is also a psychotherapist, researcher and supervisor. Biljana has established a research clinic at MCPS and developed a Metanoia Institute Research centre offering research seminars with research opportunities for staff and students. For more information go to <http://www.metanoia.ac.uk/research-publications/research/metanoia-institute-researchcentre/research-clinic/> Biljana is interested in multiple research methodologies and epistemological positions and her publications reflect these diverse interests. Her current research interests involve development of case study research at Metanoia, as well as continuing to work on establishing a research evidence base for humanistic and integrative therapeutic approaches.

Some of her most recent publications are:

van Rijn, B., Cooper, M. and Chryssafidou, E. (2017), Avatar-based counselling for young people within school counselling. *Qualitative analysis of client experience*. *Couns. Psychother. Res.*..Wiley, doi:10.1002/capr.12155

- Van Rijn, B. (2017). Assessment. In C. Feltham, T. Hanley & L. A. Winter (Eds.), *The Sage Handbook of Counselling and Psychotherapy* (pp. 72-78). London: Sage Publications Ltd.
- Van Rijn, B. (2016). The role of Routine Outcomes Evaluation in developing reflexivity in clinical practice. *The Psychotherapist*, Spring 2016(62), 34-36.
- Van Rijn, B., & Wild, C. (2016). Development and Evaluation of Adherence Questionnaires for Gestalt Psychotherapy, Relational Transactional Analysis, and Integrative Psychotherapy: A preliminary investigation. *International Journal of Psychotherapy*, 20(1), 7-18.
- Van Rijn, B., & Wild, C. (2016). Comparison of Transactional Analysis Group and Individual Psychotherapy in the Treatment of Depression and Anxiety: Routine Outcomes Evaluation in Community Clinics. *Transactional Analysis Journal*, 46(1), 63-74. doi: 10.1177/0362153715615115
- Van Rijn, B. (2015). *Assessment and Case Formulation in Counselling and Psychotherapy*. Sage.
- van Rijn, B., Cooper, M., Jackson, A., & Wild, C. (2015). Avatar-based therapy within prison settings: pilot evaluation. *British Journal of Guidance and Counselling*. Retrieved