

NORTH CAROLINA PSYCHIATRIC ASSOCIATION  
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## **CBASP WORKSHOP**

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Psychological modifications **[through CBASP Therapy]** may occur in later adult life in the interpersonal arena through (1) the influence of a 'new' attachment figure **[Goal I: Disciplined Personal Involvement]** combined with (2) the development of formal operational (abstractive) thought **[Goal II: Situational Analysis Exercises]**.

Katherine L. Schaefer-Berg (2004)  
Chicago, Illinois

## Situational Analysis (SA): *Handouts IA & IB*

### Rationale & Procedure:

1. SA teaches patients to recognize the consequences of their behavior [Actual Outcomes or AOs in SA]; this skill is labeled “**perceived functionality.**” It means realizing that *what I do makes a difference!* **Goal II of CBASP**
2. SA teaches patients to focus on situational events - where problems can be solved (and ceasing to think globally)
3. SA teaches patients to focus on situational goals: Desired Outcomes (DOs) and recognize the *thinking* and *behavioral strategies* required to achieve the goals.
4. ***Review Handouts IA & IB***

## Disciplined Personal Involvement (DPI): *Handout II*

### Goal: (proactive counter-transference role)

1. Discrimination goals for the patient are the following:
  - a. Recognize Significant Others' responses to patient
  - b. Recognize Significant Others' emotive-behavioral-cognitive effects on patient
  - c. Recognize Therapist's responses to patient and the Therapist's emotional-behavioral-cognitive effects on patient
  - d. Learning to discriminate the Therapist's behavior from that of one's Significant Others; then, generalize the learning
2. Shaping in “dyadic-interpersonal Felt Safety
3. Review *Handout II*

## Disciplined Personal Involvement Techniques

1. Significant Other History (SOH): **Handout III**
  - a. Interpersonal-Emotional History designed to make the specific interpersonal effects of Significant Others on the patient *explicit knowledge*.
  - b. These effects have never been previously and overtly organized in this manner, hence have remained *tacit knowledge* for the patient.
  - c. Review Procedure for SOH: **Handout III**

**2.Domains in Transference Hypothesis (TH) Construction:**

***Handout III***

- a. dyadic relationship domain***
- b. disclosing personal information domain***
- c. making mistakes domain***
- d. expressing/feeling negative affect toward therapist domain***

**3. Review Procedure for Transference Hypothesis Construction:**

***Handout III***

**4. Interpersonal Discrimination Exercise: *Handout IV***

**IDE Exercise designed to enable patients to interpersonally discriminate their Therapist from their maltreating Significant Others. This is CBASP Goal I which is *Felt Dyadic Safety*.**

- a. Procedure for Administering the Interpersonal Discrimination Exercise (IDE): *Review Handout IV*

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**CHECK OUT!**

**CBASP Website**

**[www.cbasp.org](http://www.cbasp.org)**



## *CBASP Workshop Training*

### Brief review of “What I have learned ”

- ❑ Structuring the CBASP Sessions
- ❑ Definition of Discipline Personal Involvement (DPI)
- ❑ Two Sources Used to Define the CBASP Therapist Role:
  - (1) Significant Other History [SOH]: Transference Hypothesis;
  - (2) Kiesler Impact Message Inventory [IMI]
- ❑ Major CBASP Techniques: (1) Situational Analysis [SA]; (2) Interpersonal Discrimination Exercise [IDE] **Handout V**
- ❑ CBASP Treatment Goals: (1) Dyadic Safety; (2) Perceived Functionality (connecting the patient perceptually to the social environment)