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].

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*
CHECK OUT!

CBASP Website

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)