UNIVERSITY
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# Person Centered Practices: Building a Therapeutic Alliance

MNCAMH Webinar
Second Friday Webinar
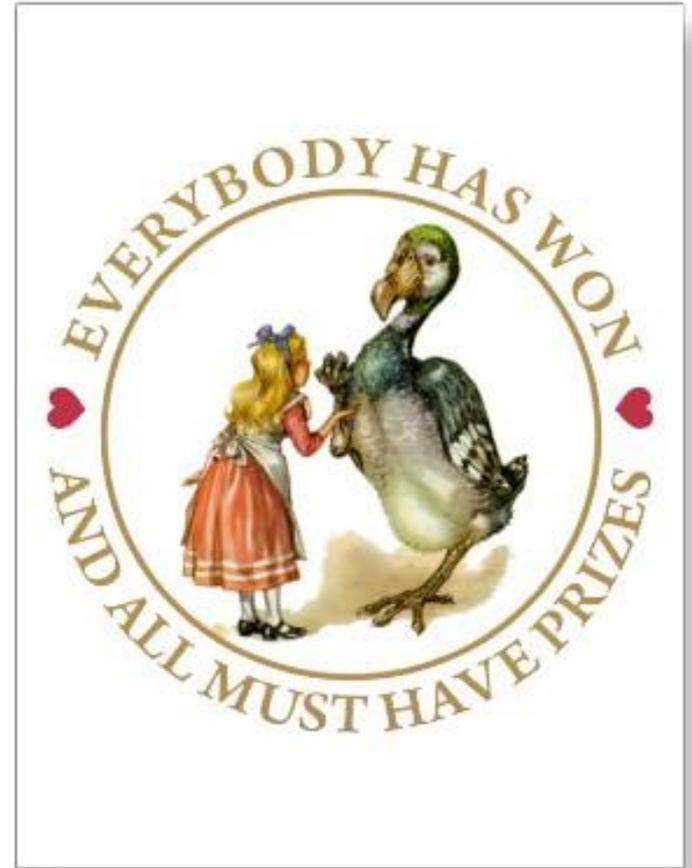August 10, 2018
Erin Flicker MSW, LICSW

# About Us

# Agenda for the day

- The Therapeutic Alliance
- BRIEF History of Person Centered Practices
- Assessment- Good Day/Bad Day Tool
- Bond – Language choice
- Goals – Valuing Important TO and Important FOR
- Task – the 4+1
- Questions??

# Why is engagement important?

# There isn't only one effective model
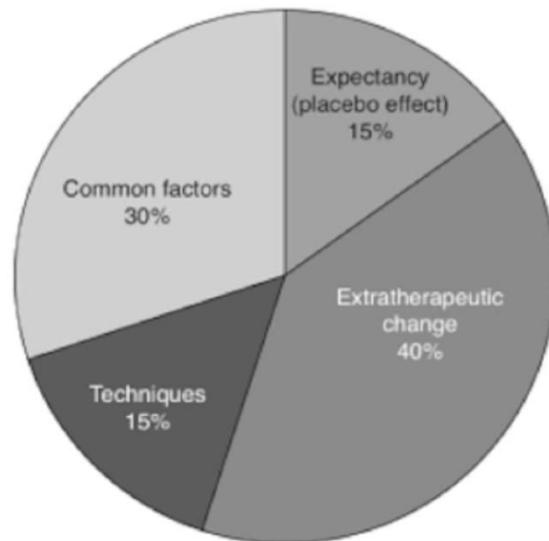
# Relationship factors are important



Fig. 1.1 % of Improvement in Psychotherapy Patients as a Function of Therapeutic Factors.
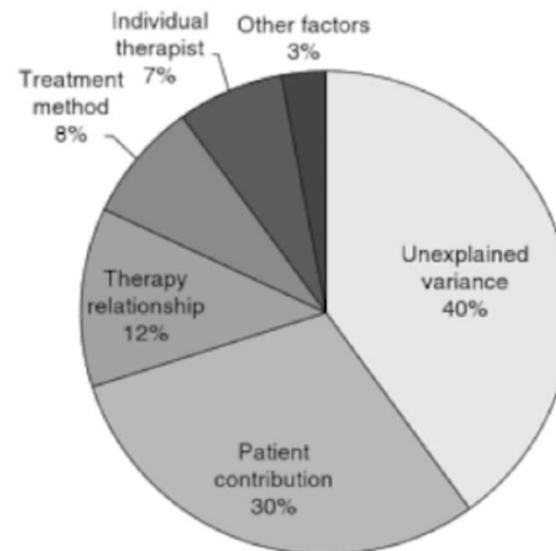
Fig. 1.2 % of Total Psychotherapy Outcome Variance Attributable to Therapeutic Factors.

Norcross 2011, Psychotherapy relationships that work

# Therapists value engagement

Table 3. Most common categories of research findings (with examples and approximate percentage of total)[a]

| Research on the therapeutic alliance and ruptures in the therapeutic alliance (24%) | Research on the effectiveness of behavioral and cognitive behavioral interventions (17%) |
| --- | --- |
| Early alliance predicts outcome and retention<br>Recognizing and addressing alliance ruptures<br>Alliance repair methods can work and improve outcome | Cognitive therapy for relapse prevention in depression<br>Efficacy of exposure-based treatments for anxiety<br>Dialectical behavior therapy for borderlines |
| Psychodynamically oriented research (15%) | Research on psychotherapy process and/or mechanisms of change (12%) |
| Addressing defenses and its relation to outcome<br>The potential dangers of transference interpretations<br>Research on accuracy of interpretations | Impact of negative therapeutic process<br>Various types of task analysis research<br>Findings on client deference |
| Therapist or treatment intervention by patient type (7%) | Research demonstrating therapeutic equivalence (8%) |
| Family intervention and schizophrenia<br>Client–therapist racial matching<br>Treatment for impoverished, depressed women | The "Dodo bird" effect<br>Lay therapists equally effective as trained therapists<br>IPT and CBT equally effective for moderate depression |
| Attachment and developmental research (4%) | Emotion (3%) |
| Attachment research<br>Research on reflective functioning/mentalization<br>Mother–infant attunement research | Emotion precedes cognition<br>Affect regulation research<br>Experiencing level in specific contexts |
| Psychotherapy and medication (3%) | Neuroscience research (3%) |
| CBT has lower relapse rates for depression than antidepressants<br>Severe depression responds best to therapy plus medication<br>CBT performs as well as medication in various studies | Neurobiological impact of psychotherapy<br>Brain research on amygdala and trauma<br>Brain research on how memory functions |

Safran et al. 2011, Clinical Psychology: Science and Practice

# Freud



- Transference and Counter Transference = Therapeutic Alliance

# Carl Rogers - 1951
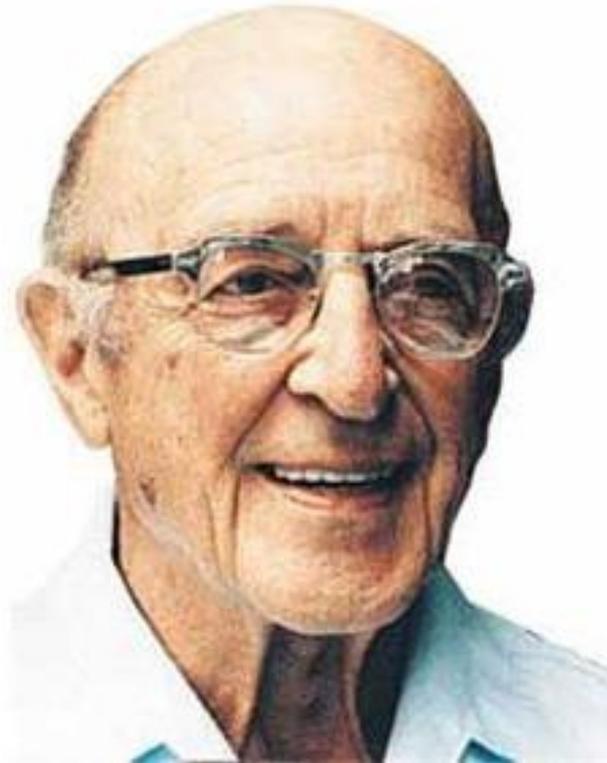
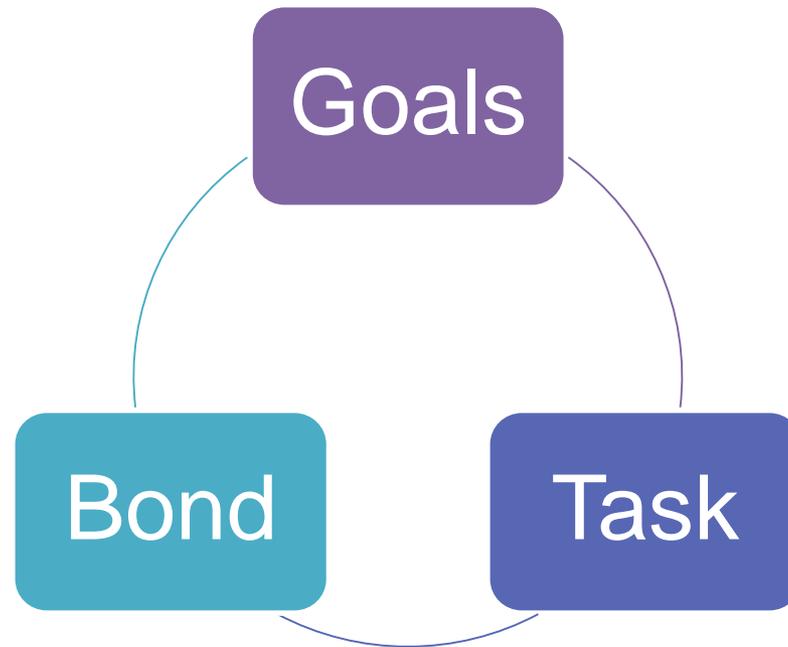# Strong's Interpersonal Influence

Trustworthy

Expert

Attractive

**=**

Likelihood of a

successful outcome

Focus is on **client's perception** vs.

counselor's ability to offer conditions

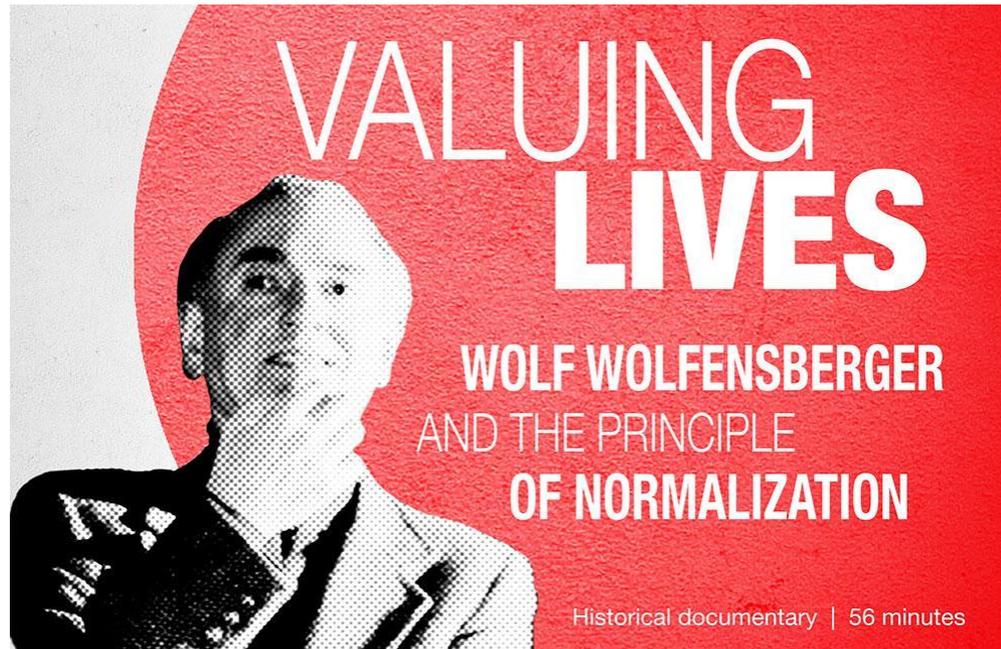# Bordin's Theory of the Working Alliance - 1979

# Across treatments

| Personal Attributes | Technique |
| --- | --- |
| Flexible | Exploration |
| Experienced | Depth |
| Honest | Reflection |
| Respectful | Supportive |
| Trustworthy | Notes part therapy successes |
| Confident | Accurate interpretation |
| Interested | Facilitates expression of affect |
| Alert | Active |
| Friendly | Affirming |
| Warm | Understanding |
| Open | Attend to patients experience |

Ackerman and Hilsenroth 2003, *Clinical Psychology Review*

Bordin was working on the Therapeutic Alliance….

# Normalization and Social Role Valorization….



VALUING LIVES
WOLF WOLFENSBERGER
AND THE PRINCIPLE
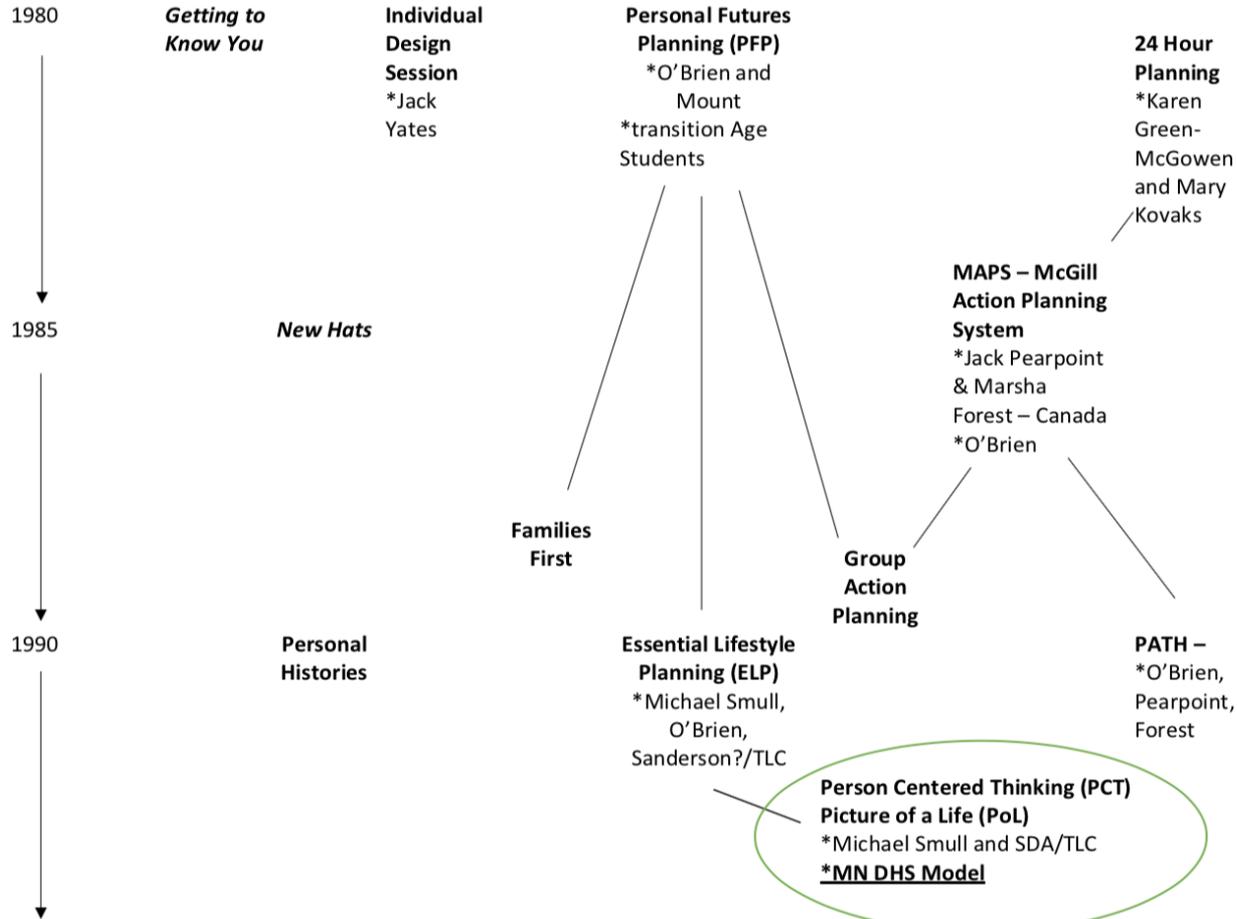OF NORMALIZATION

Historical documentary | 56 minutes

"the insight that the creation of valued social roles for people at risk of social devaluation was the epitome of Normalization"

(Wolfensberger, 1983, p. 237)

https://www.youtube.com/watch?v=ug_Q10llwws

1980

*Getting to Know You*

**Individual Design Session**
*Jack Yates

**Personal Futures Planning (PFP)**
*O'Brien and Mount
*transition Age Students

**24 Hour Planning**
*Karen Green-McGowen and Mary Kovaks

**MAPS – McGill Action Planning System**
*Jack Pearpoint & Marsha Forest – Canada
*O'Brien

1985

*New Hats*

**Families First**

**Group Action Planning**

1990

**Personal Histories**

**Essential Lifestyle Planning (ELP)**
*Michael Smull, O'Brien, Sanderson?/TLC

**PATH –**
*O'Brien, Pearpoint, Forest

**Person Centered Thinking (PCT) Picture of a Life (PoL)**
*Michael Smull and SDA/TLC
***MN DHS Model**

- See people first rather than diagnostic labels
- use ordinary language and images
- actively search for a persons gifts and capacities in the context of community life
- strengthen the voice of the person and those who know them person best
- evaluating present conditions in terms of valued experience
- and defining desirable change for their lives



Beth Mount 1992

# Core Concept of Person Centered Practices

## Important "TO"…

Those things that help us to be content, happy, comforted & fulfilled.

- People to be with
- Things to do
- Places to go
- Rituals
- Status
- Independence
- Things to have
- *What matters most to a person—their own definition of 'quality of life.'*

## Important "FOR"…

Those things that keep a person safe, healthy, prevent illness & promote wellness.
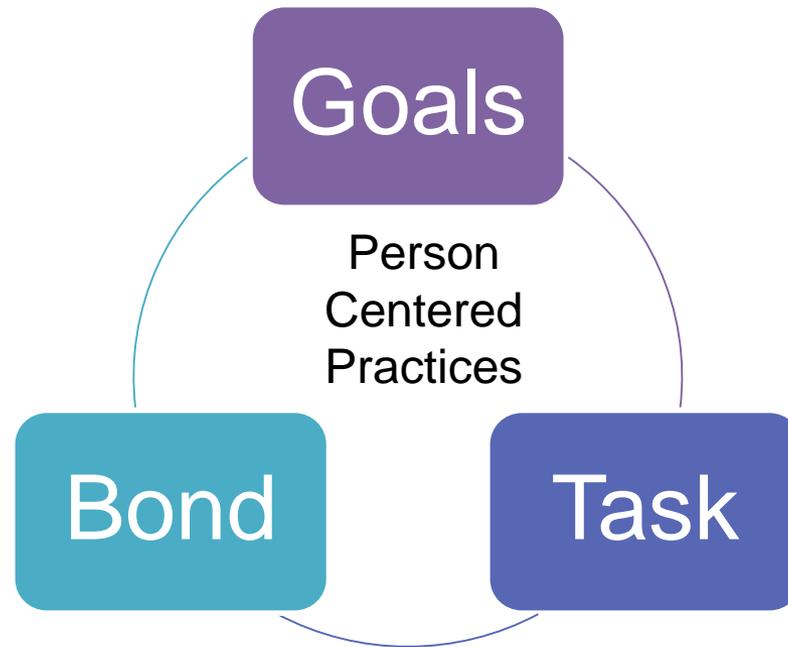
- Diet, exercise
- Safe housing
- Free from fear
- Substance-free
- Treatment /prevention of illness
- Symptom stability
- To be valued
- To be contributing members of society

*Can be what others want or see as most important for a person*
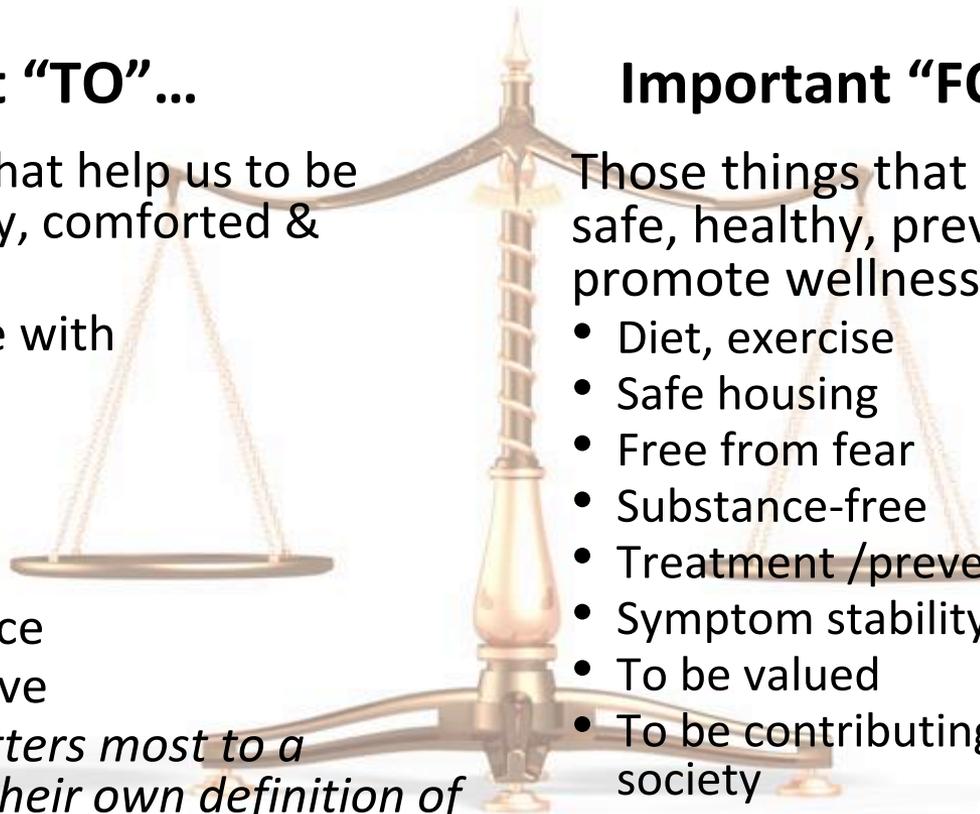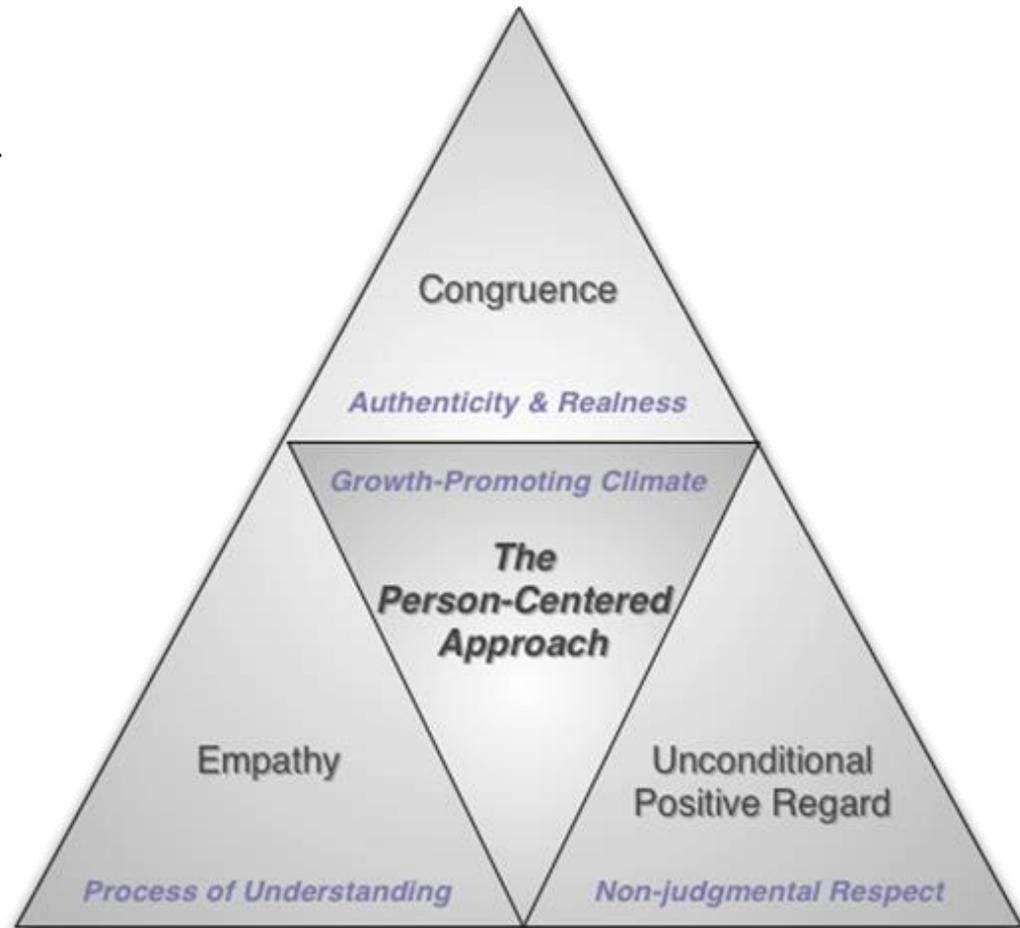
# Bordin's Theory of the Working Alliance - 1979

# So how do they work together?!

# It starts at the beginning… Assessment

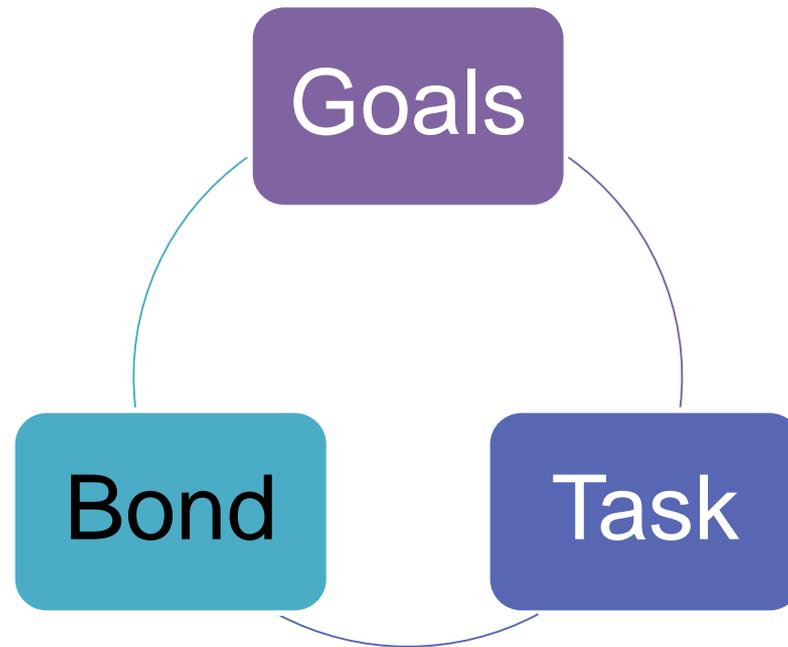You have 100ms to make a good first impression!

But after that…..

# Good Day/Bad Day

| Time Of Day | Typical | Better | Worse |
|---|---|---|---|
| Morning at home | | | |
| Commute | | | |
| Morning at work | | | |
| Lunch | | | |

Activity Sheet #7

| Time of Day | Typical | Better | Worse |
|---|---|---|---|
| Afternoon at work | | | |
| Commute | | | |
| Evening | | | |
| Overnight | | | |

Activity Sheet #8

# Bordin's Theory of the Working Alliance - 1979
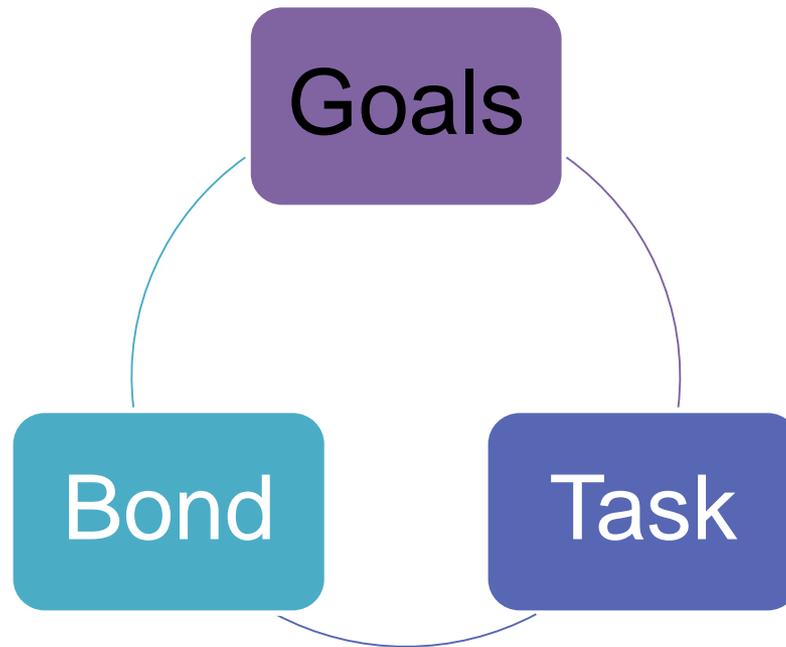
# POWER OVER

vs

*Power With*

# Words matter.

### Focus on the person, not the condition.

- The basic concept is that the mental health condition (or physical or other condition) is only one aspect of a person's life, not the defining characteristic.

  - *Preferred: She is a person with schizophrenia.*
  - *Not preferred: She is schizophrenic.*

- Be specific. Mental illness is a general condition. Specific disorders are types of mental illness and should be used whenever possible.

  - *Preferred: He was diagnosed with bipolar disorder*
  - *Not preferred: He was mentally ill*

- Avoid derogatory language. Terms such as psycho, crazy and junkie should not be used. In addition, avoid words like "suffering" or "victim" when discussing those who have mental health challenges.

  - *Preferred: She has a mental health illness. She has a substance use disorder.*
  - *Not preferred: She suffers from mental illness. She's a drug abuser.*

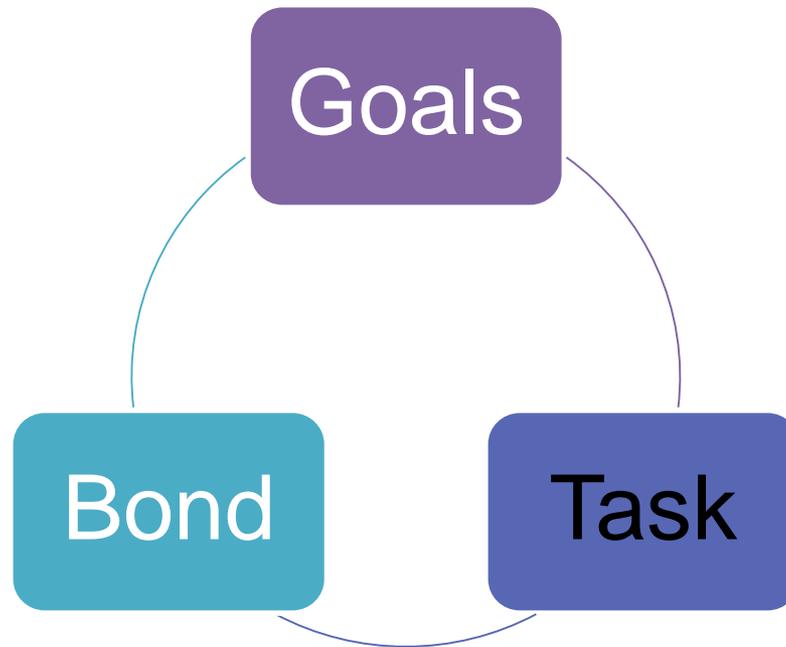# Bordin's Theory of the Working Alliance - 1979

Buy In!

**TO**
Going to concerts with friends- being included

**FOR**
Sobriety
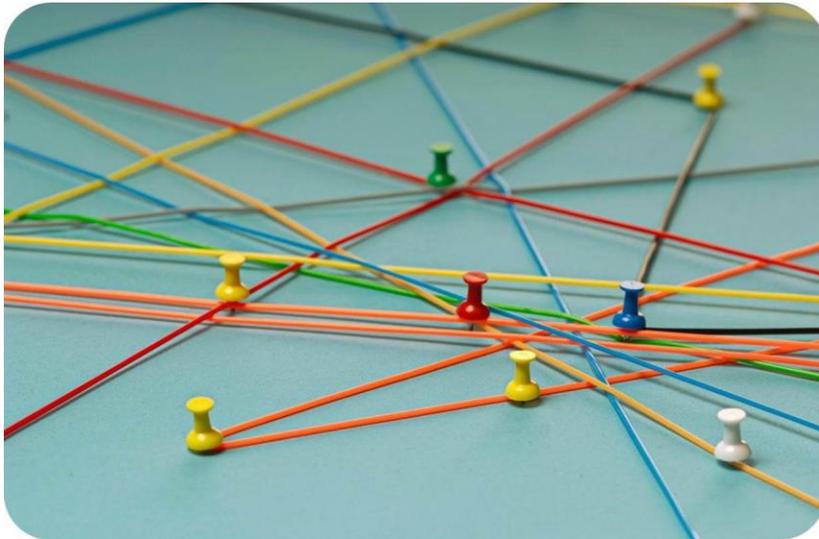
https://youtu.be/SSKatciX3hA

# Bordin's Theory of the Working Alliance - 1979

# PCT Tool -4+1



- Feedback about the change process
- Regular check-in's about the alliance
- NOT the therapist's perspective that matters!

Pose the question that needs to be answered

| What did you try? | What did you learn? | What are you pleased about? | What are you concerned about? |
|---|---|---|---|
| ▪ What did you do?<br>▪ When did you do it?<br>▪ Who else was there? | ▪ What did you learn from your efforts? | ▪ What did you like about what you tried?<br>▪ What went well?<br>▪ What worked well for you? | ▪ What challenges did you encounter?<br>▪ What didn't you like about what you tried?<br>▪ What didn't work for you? |
| +1: Given your learning, what will you do next? | | | |

# Person Centered Practices Survey



Help us understand what's working and what's not working with person centered practices!

# Questions?

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Thank You!