

Developmental Conceptualization & Intervention in Psychotherapy

Training in Unified Psychotherapy

TUP Level One / Part Five

October 2023

Jeff E. Harris, Ph.D.



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes
provided this copyright notice remains intact.

Disclosure



No individuals who have the ability to control or influence the content of this webinar have a relevant financial relationship to disclose with ineligible companies, including but not limited to members of the Planning Committee, speakers, presenters, authors, and/or content reviewers.



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

TUP Level One Webinars

Working Interactively with Cognition, Emotion, & Behavior

- ▶ TUP 1-1. **Unified Framework** - June 9, 2023
- ▶ TUP 1-2. **Cognitive Focus** - July 21, 2023
- ▶ TUP 1-3. **Experiential & Emotional Focus** - August 4, 2023
- ▶ TUP 1-4. **Behavioral Focus** - September 8, 2023
- ▶ TUP 1-5. **Developmental Focus** - October 6, 2023
- ▶ TUP 1-6. **Unified Treatment Planning** - November 3, 2023

TUP Level Two will be offered in 2024:

Working Contextually with External & Internal Influences



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

TUP Discussion Groups

There will be a free discussion group after each live webinar.

► TUP 1-5. **Developmental Focus** – 10/20/23, 11am EST

Discussion groups will encourage ***application of skills*** and concepts with clients.

Email Jeff to receive a Zoom invite to these discussion groups:

dr.jeff.e.harris@gmail.com



Training in Unified Psychotherapy

TUP is trying to create an *interactive learning community* of psychotherapists who want to support one another as we learn to put integration into practice.

- ▶ Webinars are offered through **TZK Seminars**.
- ▶ **StratPsych** offers an online learning platform and TUP certification.
- ▶ **TUPdates** is a google group through which information will be shared.
- ▶ Additional learning resources will be available through **DropBox**.



Training in Unified Psychotherapy

If you'd like to become a part of this *interactive learning community*, please send an email to:

dr.jeff.e.harris@gmail.com

and ask to be added to the **TUPdates** google group.

If you'd like to seek **TUP Level One Certification**, please contact Jeff for more details.



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

Developmental Webinar Outline

- ▶ Introduction
- ▶ Life Experiences Impacts Current Functioning
- ▶ Lifespan Development as the Current Focus
 - 3-minute break -
- ▶ Foundational Skills w/ Video Demonstrations
 - 10-minute break -
- ▶ Trauma as a Developmental Disruption
- ▶ Discussion



Developmental Themes in Psychotherapy

- Psychosocial Development
- Normal Developmental Transitions
- Career-Life Development
- Role Transitions
- Lifespan Wellness
- Developmental Disruptions
 - **Adverse Childhood Experiences**
 - **Trauma**
 - **Crises**
 - **Unexpected Losses**



Impact of Life Experiences on Current Functioning

- Where do **maladaptive** cognitions, emotions, and behaviors come from?
- Many dysfunctional patterns are learned through life experiences that impact ongoing development.
- An integrative psychotherapist can **work interactively** between the developmental context and current functioning, encouraging more adaptive thoughts, feelings, and action.

Developmental Context of Current Distress

- ▶ Where do **dysfunctional** cognitions, emotions, and behaviors come from?
- ▶ They are **learned** from developmental experiences that occur throughout the lifespan.
- ▶ Every life event—**positive or negative**—has the potential to shape the way humans think, feel, and act.
- ▶ **Adverse and traumatic experiences** are particularly likely to contribute to **maladaptive patterns** of cognition, emotion, and behavior.

Impact of Life Experiences on Current Functioning

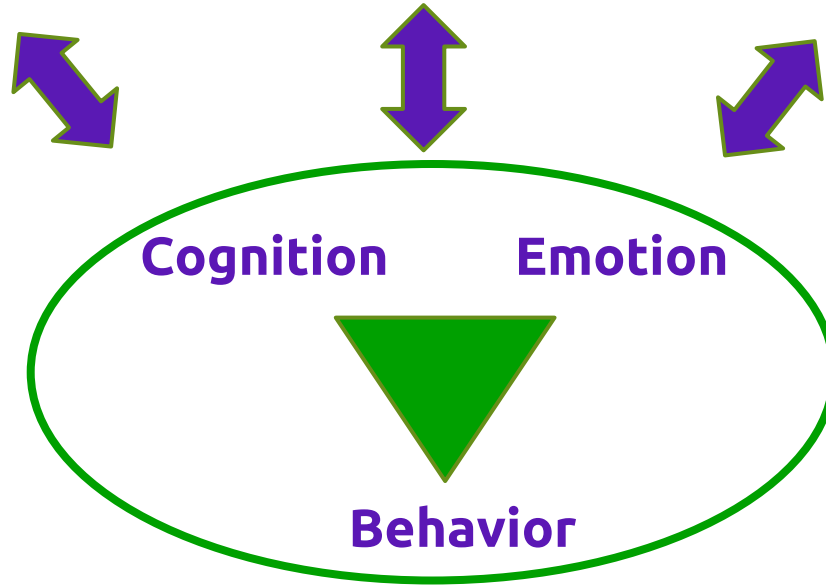
- *Every experience* in life impacts our thoughts, emotions, and actions.
- Conversely, the way we think, feel, and act influences how we move through life and how we react to normal *developmental challenges* and how we adapt to adversity and loss.
- The way we respond to life and internalize all of these experiences represents our *developmental trajectory*.

Development across Life Experiences

Interpersonal
Patterns

Families & Other
Microsystems

Sociocultural
Macrosystems



Intrapsychic Processes,
Conflicts, & Defenses

Biology &
Physical Health

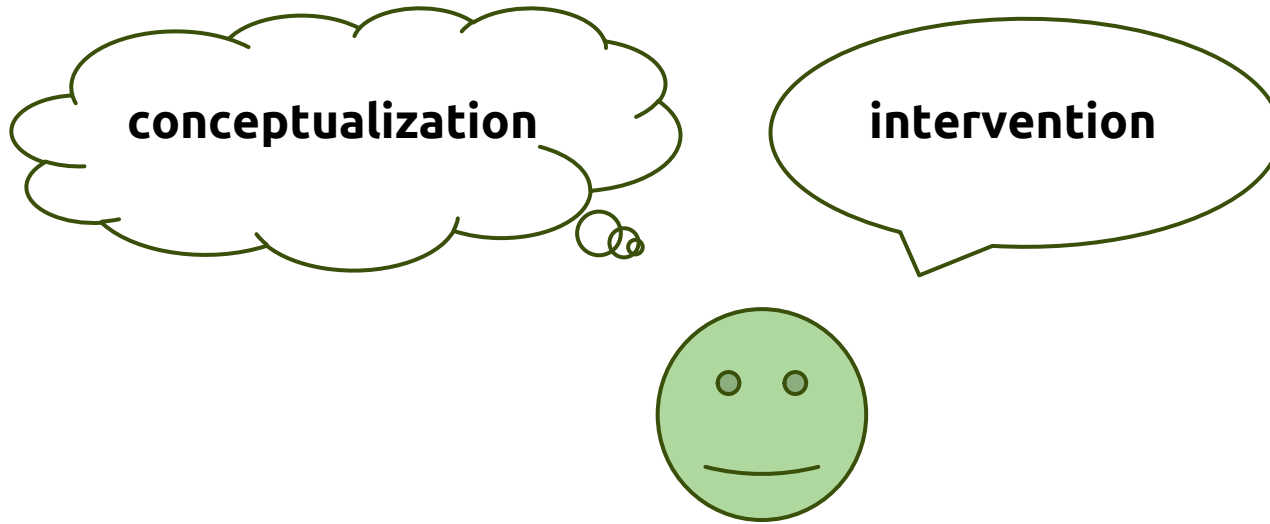
Development Across Life Experiences

- ❖ Development is depicted using an arrow in the multidimensional model to suggest a progressive timeline that moves from the past through the present into the future.
- ❖ By depicting development as an arrow above the other three external contexts (interpersonal, microsystems, and macrosystems), this suggests that the unfolding process of development over time impacts the way external contexts shape current experience.

Working Interactively and Contextually

- ❖ Although this webinar describes the way psychotherapy can focus on *development across life experiences*, TUP encourages therapists to work interactively and to establish *focal dimensions* based on *collaborative dialogue* with clients.
- ❖ With some clients, development will be an overt focus and with others, it will be a context in the background.
- ❖ Development should always be understood as *interacting with other external contexts*: interpersonal, systemic, and cultural.
- ❖ Development also interacts with *internal influences*: intrapsychic and biological.

Conceptualization & Intervention

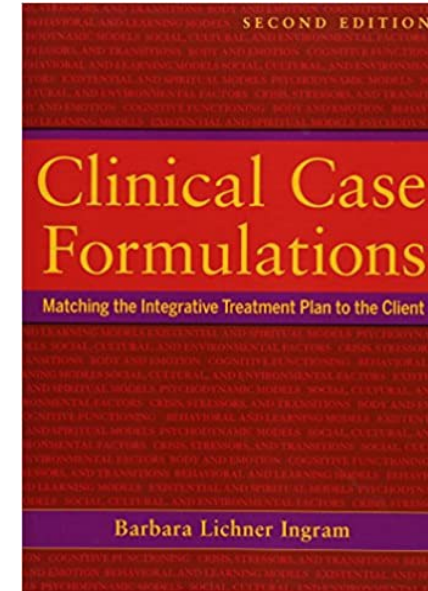


- **Conceptualization** involves using psychological theories to think about clients' problems and how we might help them.
- **Interventions** are things we say and do to help our clients.
- This webinar will move back and forth between these two ideas.

Developmental Case Formulation

Ingram (2012) described six clinical hypotheses related to development across life experiences:

- Emergencies
- Situational Stressors
- Developmental Transitions
- Loss and Bereavement
- Trauma
- Environmental Stressors

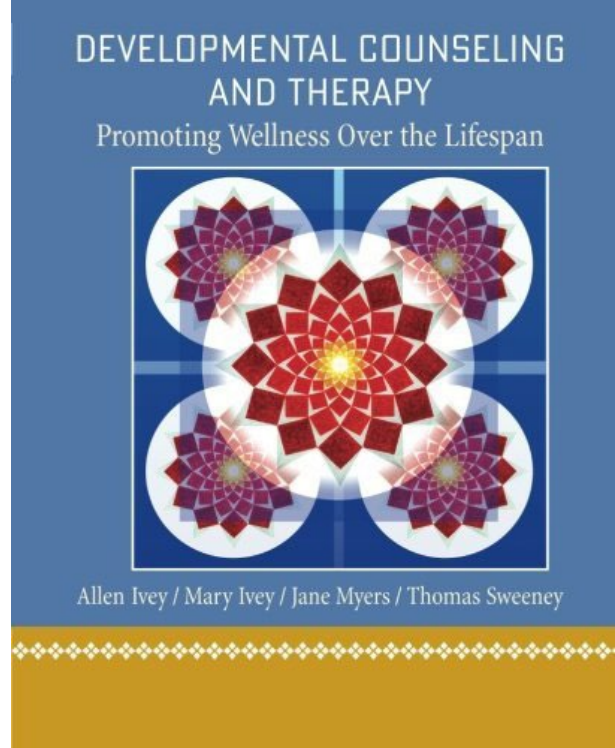


(Ingram, 2012, p. 225)

Developmental Counseling & Therapy

Ivey, Ivey, Myers, & Sweeny (2005)

- ❖ The purpose of counseling, therapy, and all helping interventions is the facilitation of human development over the lifespan. (p. 32)
- ❖ Wellness theory helps us maintain awareness that a focus solely on problems is not only incomplete but also allows us to miss important strengths for resolving our issues and building for the future in a positive way. (p. 33)
- ❖ Lifespan theory enables us to think of the person's history and where he or she is going. Many client issues relate to lifespan developmental task and transitions. (p. 33)



Focusing on Development Across Life Experiences

There are different ways to focus
on development in psychotherapy:



- A. **Life Experiences Impact Current Functioning**
Development as background.
- B. **Lifespan Development as the Current Focus**
Developmental tasks and transitions in the spotlight.
- D. **Developmental Disruptions, Delays, & Asynchronies
– including Trauma**
Developmental disruption in the spotlight.

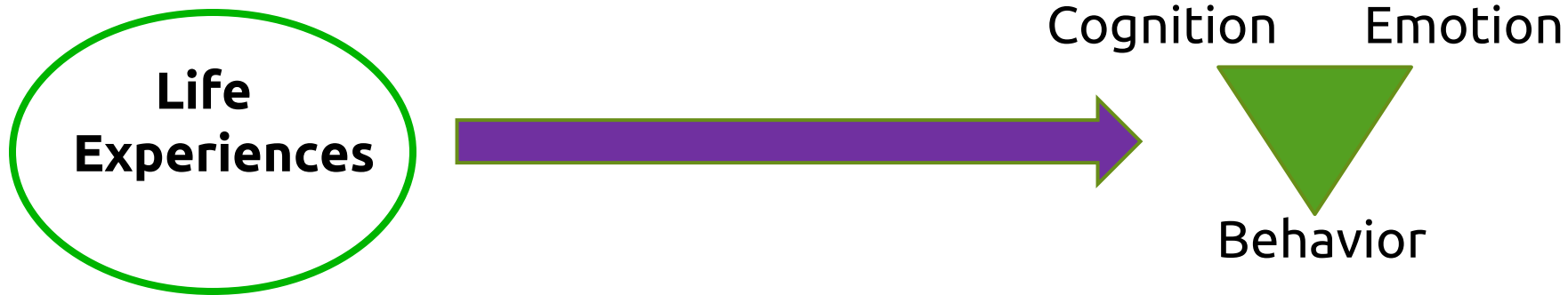
A. Life Experiences Impact Current Functioning



A. Life Experiences Impact Current Functioning

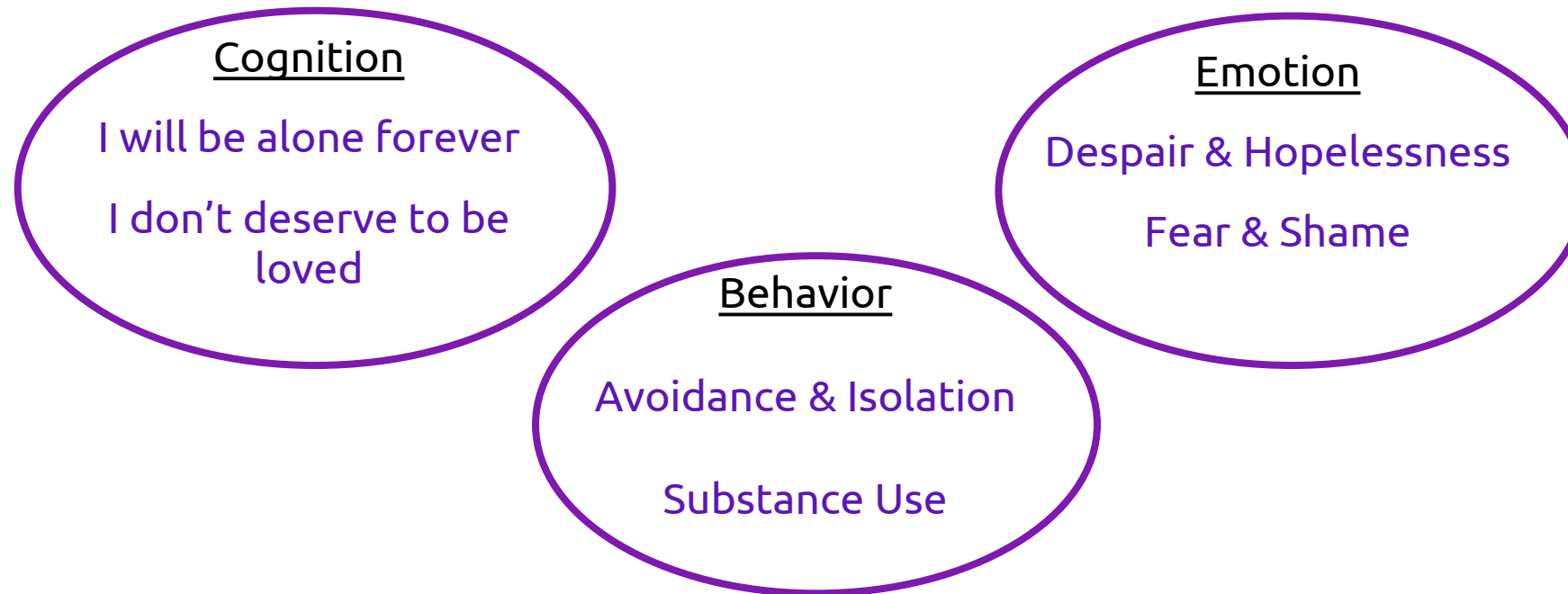
Development as Background

Sometimes psychotherapy focuses on the way life experiences have shaped presenting concerns—like depression or anxiety—and the way they impact current functioning:



Example: Reacting to a Divorce

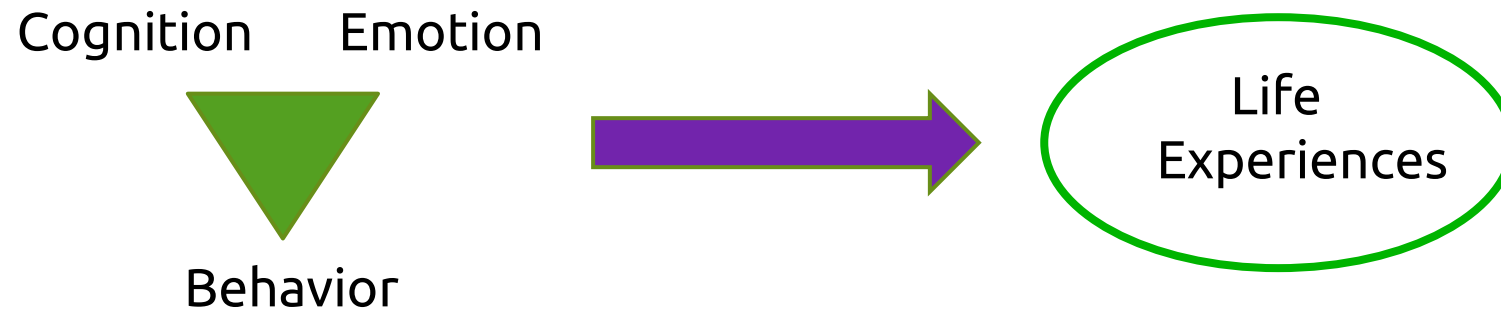
After a divorce, a person may react in maladaptive ways.



Psychotherapy can encourage more adaptive functioning

Adapting to Life Experiences

In other cases, you may be helping clients modify the way they think about, feel, or act toward life experiences that impact development—like transitions, trauma, or losses.



Reflecting on Professional Practice

Based on your professional experience,
what kind of life experiences bring clients
into psychotherapy?



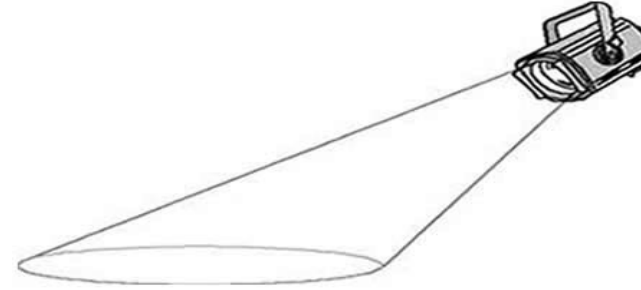
Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes
provided this copyright notice remains intact.

B. Lifespan Development as the Current Focus



B. Lifespan Development as a Focus

Development in the Spotlight



B-1. Stages of Psychosocial Development

People work through different tasks during different stages of life (Erik Erickson, 1968).

B-2. Developmental Transitions

People move from one life stage to another many times throughout life.

Optimal Development involves Adaptive Cognitions, Emotions, and Behaviors

- ▶ Focusing on development in psychotherapy involves encouraging an ***adaptive resolution*** of developmental tasks.
- ▶ Failure to resolve developmental tasks results in maladaptive cognitions, emotions, and behaviors.
- ▶ Psychotherapists can look at these developmental impasses and encourage more ***adaptive ways of thinking, feeling, and acting.***

B-1. Stages of Psychosocial Development

- At different points of development, people learn different lessons that help them move through life successfully.
- Erik Erickson (1968) described eight developmental tasks throughout the lifespan:

Trust
Autonomy
Initiative
Industry

Identity
Intimacy
Generativity
Ego integrity

- Psychotherapy can facilitate development or address developmental deficits.

Stages of Psychosocial Development

- ❖ My colleague, **Dr. James Mandala**, wrote this section of the webinar based on Erickson's stages of development.
- ❖ For each stage of lifespan development, optimal resolution is described in terms of ***adaptive*** cognitions, emotions, and behaviors.
- ❖ When a developmental task is not resolved, this is described in terms of ***maladaptive*** cognitions, emotions, and behaviors.

1. Trust versus Mistrust

	Mistrust	Trust
Cognitions	<ul style="list-style-type: none">• The world is unpredictable and unsafe• The future is bleak	<ul style="list-style-type: none">• The future will be okay• Most people can be trusted• I am loveable
Emotions	<ul style="list-style-type: none">• Hopelessness• Depression	<ul style="list-style-type: none">• Hopefulness• Trust in others and in self• Optimism
Behaviors	<ul style="list-style-type: none">• Withdrawal from people• Addictions	<ul style="list-style-type: none">• Active engagement

2. Autonomy versus Shame & Doubt

	Shame & Doubt	Autonomy
Cognitions	<ul style="list-style-type: none">• There is something wrong with me and people will see it• Extreme self-consciousness	<ul style="list-style-type: none">• I can do things on my own• Self-certainty
Emotions	<ul style="list-style-type: none">• Shame• Self-doubt	<ul style="list-style-type: none">• Healthy self-esteem• Confidence
Behaviors	<ul style="list-style-type: none">• Perfectionism• Stinginess• Inflexibility• Ritualized / obsessive / repetitive behaviors	<ul style="list-style-type: none">• Expressing personal will• Frictionless alternation between loving connection to caretaker and willful pushing away for autonomy

3. Initiative versus Guilt

	Guilt	Initiative
Cognitions	<ul style="list-style-type: none">• I am bad because I have aggressive/jealous feelings• Good things won't happen to me• Harsh, punitive conscious	<ul style="list-style-type: none">• Rich fantasy life• Strong curiosity• Vigorous goal setting
Emotions	<ul style="list-style-type: none">• Jealousy in triangulated relationships• Guilt over any aggressive initiative	<ul style="list-style-type: none">• Pride in being seen• Joy in learning• Pleasure in action
Behaviors	<ul style="list-style-type: none">• Self-restrictions• Obedience to authoritarian leader who sanctions aggressive initiatives	<ul style="list-style-type: none">• Assertiveness• Intrusion into adult spaces via walking, running, speech

4. Industry versus Inferiority

	Inferiority	Industry
Cognitions	<ul style="list-style-type: none">• I am a failure / loser• I can't do anything right• Everyone is better than me• My worth is only measured by my work / grades / athletic achievements	<ul style="list-style-type: none">• I am capable and competent• I am creative• I can compete
Emotions	<ul style="list-style-type: none">• Powerlessness• Shame	<ul style="list-style-type: none">• Potency• Confidence• Pride in doing things well
Behaviors	<ul style="list-style-type: none">• Avoidance• Procrastination• Self-Sabotage• Extreme competitive behaviors• Conspicuous consumption	<ul style="list-style-type: none">• Mastering skills• Trying new things• Academic and athletic achievements

5. Identity versus Role Confusion

	Role Confusion	Identity
Cognitions	<ul style="list-style-type: none">• I can't fit in/belong• I don't like myself• Doubt about one's sexual or ethnic identity	<ul style="list-style-type: none">• I like who I am• Idealism• Sensitivity to hypocrisy• Self-reflection
Emotions	<ul style="list-style-type: none">• Anger• Inaccessible Moodiness• Bitterness• Internalized racism / sexism / heterosexism / ethnocentrism	<ul style="list-style-type: none">• Energy• Sexual awareness• Loyalty toward friends
Behaviors	<ul style="list-style-type: none">• Delinquency• Isolation from peers• Suppressing self for status in their peer group• Clannishness and cruelty to those who are different	<ul style="list-style-type: none">• Identifies with a peer group• Test limits without self-destructiveness• Chooses personal values• Uses peer group to negotiate fluctuating sense of identity

6. Intimacy versus Isolation

	Isolation	Intimacy
Cognitions	<ul style="list-style-type: none">• I am not worthy of love.	<ul style="list-style-type: none">• I am worthy of love.
Emotions	<ul style="list-style-type: none">• Fear• Shame	<ul style="list-style-type: none">• Hope• Attachment
Behaviors	<ul style="list-style-type: none">• Holding Back• Social Isolation• Joyless promiscuity	<ul style="list-style-type: none">• Reaching Out• Taking Risks in Self-Expression• Expressing love sexually

7. Generativity versus Stagnation

	Stagnation	Generativity
Cognitions	<ul style="list-style-type: none">● My work has no purpose / meaning● I am ill-suited for this work● I am a failure as a parent	<ul style="list-style-type: none">● My work is valuable● I am useful/needed● I am skillful/creative● I am a good-enough father or mother
Emotions	<ul style="list-style-type: none">● Fear of being a parent● Emptiness	<ul style="list-style-type: none">● Joy in parenting● Pleasure in one's skill / creativity
Behaviors	<ul style="list-style-type: none">● Failure to “launch”, work paralysis● Drifting through life	<ul style="list-style-type: none">● Care / Parenting● Leadership

8. Ego Integrity versus Despair

	Despair	Ego Integrity
Cognitions	<ul style="list-style-type: none">• My life has been a failure / waste• The world disgusts me• Ruminations on illness	<ul style="list-style-type: none">• I had a good life• Life / the world is beautiful / good
Emotions	<ul style="list-style-type: none">• Fear of death• Resentment / Bitterness• Self-despite	<ul style="list-style-type: none">• Wisdom• Self-forgiveness / compassion• Courage facing death
Behaviors	<ul style="list-style-type: none">• Complaining• Withdrawing / isolating	<ul style="list-style-type: none">• Passing down stories / wisdom• Caring for children• Mentoring

Reflecting on Professional Practice

Based on your professional experience, which lifespan developmental tasks do you most frequently see clients working to resolve?

Trust
Autonomy
Initiative
Industry

Identity
Intimacy
Generativity
Ego integrity



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

B-2. Developmental Transitions

- Lifespan development also involves *transitions* through different environments, roles, and stages including...
 - **Individuation from family of origin**
 - **School → Work → Retirement**
 - **Single → Partnered → Divorced or Widowed**
 - **No Children → Children → Empty Nest**
- In this context, *Career Counseling* can be seen as a *developmental intervention* focusing on the transition from school to work or from one job to another.

Example: Individuation as an Adolescent or Young Adult

Individuation involves adaptive thoughts, feelings, and actions

	Enmeshed with Family	Individuation
Thoughts:	<ul style="list-style-type: none">• I can only trust my immediate family.	<ul style="list-style-type: none">• I want to be my own person.• I want to spread my wings.
Feelings:	<ul style="list-style-type: none">• Attachment within family.• Fear outside the family.	<ul style="list-style-type: none">• Courage and curiosity about new experiences.• Attachment to friends outside the family.
Actions:	<ul style="list-style-type: none">• Spend time at home.• Avoid venturing outside the family.	<ul style="list-style-type: none">• Increased time with peers.• Decreased time with family.• Exploring new activities based on personal interests.

Reflecting on Professional Experience

- What kinds of developmental transitions have you helped clients navigate?
 - Individuation from family of origin
 - School → Work → Retirement
 - Single → Partnered → Divorced or Widowed
 - No Children → Children → Empty Nest
- How has this focus on transitions resulted in more functional cognitions, emotions, and behaviors?

Questions or Comments?

Do you have any questions or comments
about focusing on
Lifespan Development
in Psychotherapy?



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

3-Minute Stretch Break



Foundational Skills for Focusing on Development



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

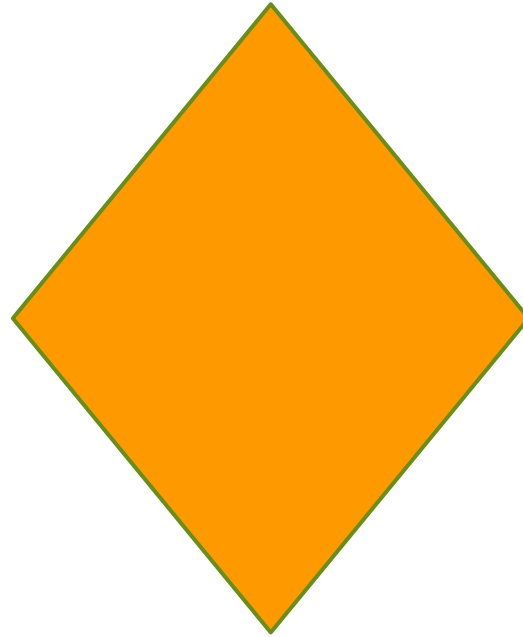
Functional Analysis & Guided Discovery

- ▶ **Functional Analysis** was developed by Behavior Therapists to discern the value and function of specific actions.
- ▶ TUP expands the applicability of functional analysis in a **multidimensional and holistic** manner.
- ▶ Functional analysis can be applied to **developmental context** by....
- ▶ For example, have you successfully navigated normal stages of **psychosocial development**?
- ▶ Alternatively, have **adverse events** interfered with optimal development?



Functional Analysis – Applied to Development

**Explore Current
Functioning**



Support Adaptation

Highlighting adaptive adjustment that is already occurring in response to new experiences and developmental transitions.

Accept Reality and life events that can't be changed
Facing difficult life experiences with an attitude of acceptance that supports adaptation and integration.

Change Maladaptive Patterns

Recognizing dysfunctional thoughts, emotions, and actions in response to life events and modifying these patterns.



Guided Discovery

- ▶ **Guided Discovery** and **Socratic Dialogue** are traditionally parts of Cognitive Therapy used to discover more functional ways of thinking and encouraging the client to reach to these insights on their own.
- ▶ These processes can be used to uncover and encourage more *adaptive emotions* and more *effective actions*, not just cognitions.
- ▶ Embracing a **multidimensional** approach, guided discovery can be used to explore more adaptive interpersonal interactions, social roles, and health practices in an ethical & collaborative manner.



Foundation Skills – Three Levels

- A. Exploration & Functional Analysis of Current Patterns
- B. Guided Discovery to Uncover More Adaptive Functioning
- C. Enacting Adaptation Outside of Psychotherapy



A. Exploration & Functional Analysis of Current Patterns

- DEV-1.** Focusing on life experiences and increasing insight into development.
- DEV-2.** Understanding the impact of life events on development throughout the lifespan.
- DEV-3.** Analyzing successful or unsuccessful negotiation of developmental tasks, transitions, or challenges.
- DEV-4.** Exploring uncompleted developmental tasks and how they impact current psychological distress.
- DEV-5.** Exploring adverse or traumatic life experiences that disrupt normal development.

DEV-1

Focusing on life experiences and increasing insight into development

- ▶ This first developmental skill helps clients see how distress may be a reaction to life events and how current experiences may be viewed from a developmental perspective.
- ▶ **Example:** “Your husband’s stroke has moved you from one stage of life (enjoying the fruits of your labors) to another stage (caring for a sick partner).”



DEV-2

Understanding the impact of life events on development throughout the lifespan

- ▶ Psychotherapy can help clients see how different experiences they encounter can be understood in the context of developmental tasks, stages, or transitions.
- ▶ **Example:** “Your role has shifted in your relationship. Instead of equal partners, you are now playing a caretaker role and your husband is needing a lot of care. This is not what you were expecting...”



DEV-3

Analyzing successful or unsuccessful negotiation of developmental tasks, transitions, or challenges

- ▶ When clients are negotiating developmental tasks, psychotherapy can highlight important lessons that have been learned or developmental tasks that have not yet been completed.
- ▶ **Example:** “As you need to spend more time caring for your partner, it makes sense that you won’t have as much time to excel in your career. This creates tension between two important values.”



DEV-4

Exploring uncompleted developmental tasks and how they impact current psychological distress

- ▶ Clients often come to psychotherapy when they are experiencing *developmental asynchrony*. They may be encountering unexpected developmental tasks sooner or later than peers.
- ▶ *Example:* “Taking care of you spouse may be a role that you anticipated in your 60’s but not in your 40’s”



DEV-5

Exploring adverse or traumatic life experiences that disrupt normal development

- ▶ Difficult life events often interfere with normal development.
- ▶ Psychotherapists can help clients process cognitions and emotions related to these disruptions and learn to negotiate developmental tasks in an adaptive manner.
- ▶ **Example:** “The challenge of taking care of your husband this year may make it harder for you to achieve career goals on the timeline you had hoped for before his stroke.”



Developmental Video Demonstration A: Exploration & Functional Analysis

- ▶ In this demonstration, Jeff will be working with Betsy, a married attorney in her mid-forties.
- ▶ Betsy and her husband Jack are both well-educated professionals and have chosen not to have children.
- ▶ Jack recently had a stroke and is still in a wheelchair needing help with daily activities.



Developmental Video Demonstration A: Exploration & Functional Analysis

Which developmental skills did you see Jeff using in this demonstration?

- DEV-1.** Focusing on life experiences and increasing insight into development
- DEV-2.** Understanding the impact of life events on development
- DEV-3.** Analyzing successful or unsuccessful negotiation of developmental tasks, transitions, or challenges
- DEV-4.** Exploring uncompleted developmental tasks
- DEV-5.** Exploring adverse or traumatic life experiences that disrupt normal development



B. Guided Discovery to Uncover More Adaptive Development

- DEV-6.** Supporting positive adaptations to life experiences that are already occurring.
- DEV-7.** Working through dysfunctional thoughts and emotions associated with adverse or traumatic life experiences.
- DEV-8.** Discovering new responses to life events that represent more optimal development.
- DEV-9.** Accepting the impact of difficult life experiences and revisiting important developmental tasks.



DEV-6

Supporting positive adaptations to life experiences that are already occurring

- ▶ In many cases, clients are already finding adaptive ways to respond to life experiences.
- ▶ It is helpful to highlight these ***solutions*** that are already occurring and to build on these ***successes***.
- ▶ ***Example:*** “What have you already done to cope with the changes in Jack’s health?”



DEV-7

Working through dysfunctional thoughts and emotions associated with adverse or traumatic life experiences.

- ▶ People often respond to adverse events with maladaptive thoughts or feelings such as feeling guilty about things that are outside of their control.
- ▶ Psychotherapists can help clients work through self-blaming thoughts or feelings that may cause distress and interfere with more adaptive coping.
- ▶ **Example:** “I hear you blaming yourself for not being able to be a full-time attorney and a full-time caregiver at the same time.”



DEV-8

Discovering new responses to life events that represent more optimal development

- ▶ Once a psychotherapist has highlighted the developmental context of a client's concerns, it is helpful to begin to search for more effective coping responses.
- ▶ This may involve guided discovery using Socratic questioning or brainstorming to identify possible solutions that represent more effective actions.
- ▶ **Example:** "Can you think of some ways to reduce the overload you're feeling? Let's brainstorm several options..."

Accepting the impact of difficult life experiences and revisiting important developmental tasks.

- ▶ Clients often face adverse events that cannot be changed or easily overcome.
- ▶ Psychotherapists may help clients foster an attitude of acceptance in the face of adversity.
- ▶ Acceptance involves feeling uncomfortable emotions—like grief and sadness—and acknowledging difficult realities.
- ▶ **Example:** “I know there are feelings of grief and sadness that are an inevitable part of facing Jack’s stroke. I will do my best to support you as you face this crisis.”

Developmental Video Demonstration B: Guided Discovery

- ▶ In this demonstration, Jeff will help Betsy describe her ***multidimensional*** response to Jack's stroke by identifying specific thoughts, emotions, and actions.
- ▶ Jeff asks Betsy which part of this pattern she wants to change and she identifies ***thoughts as a focal dimension***.
- ▶ Jeff uses Socratic questioning to modify her thinking to begin to describe a ***more adaptive response*** to an adverse life event.

Developmental Video Demonstration B: Guided Discovery

Which developmental skills did you see Jeff using in this demonstration?

DEV-6. Supporting positive adaptations to life experiences

DEV-7. Working through dysfunctional thoughts and emotions

DEV-8. Discovering new responses to life events

DEV-9. Accepting the impact of difficult life experiences



C. Enacting Adaptation Outside of Psychotherapy

- DEV-10.** Enacting adaptation to developmental challenges and transitions in day-to-day life.
- DEV-11.** Refining developmental adaptation over time in response to new life experiences.
- DEV-12.** Working interactively and contextually to support adaptive lifespan development.

DEV-10

Enacting adaptation to developmental challenges and transitions in day-to-day life

- ▶ After using guided discovery to uncover more functional responses, clients may need help in translating these adaptations into action.
- ▶ Psychotherapists can help clients ***identify more effective actions*** and make specific plans.
- ▶ **Example:** “Now that you have arranged for Jack to receive home health care and now that you feel a little less overwhelmed, are there parts of your old life you would like to reclaim?”



DEV-11

Refining developmental adaptation over time in response to new life experiences

- ▶ Adapting to major life changes is an ongoing process that will need to be evaluated and modified over time.
- ▶ Psychotherapists can help clients identify successes and areas for further modification.
- ▶ **Example:** “Now that you’ve had some help at home for a few weeks are you feeling like you have more capacity to focus at work?”

Working interactively and contextually to support adaptive lifespan development

- ▶ Promoting optimal development involves helping clients embrace functional cognitions, emotions, and behaviors.
- ▶ These more adaptive responses will interact with external influences including interpersonal relationships, social systems, and cultural contexts.
- ▶ Optimal development may also include understanding intrapsychic process and modifying health behaviors that impact biological functioning.
- ▶ **Example:** “I wonder how these changes in Jack’s health have impacted your emotional and physical intimacy.”

Developmental Video Demonstration C: Enacting Adaptation

- ▶ In this demonstration, Jeff will help Betsy make one practical decision about moving from an acute crisis into the next chapter in which she will try to reclaim some parts of her life that were important to her before Jack's stroke.
- ▶ Jeff helps Betsy acknowledge complex feelings that often accompany poignant life changes.

Developmental Video Demonstration C: Enacting Adaptation

Which developmental skills did you see Jeff using in this demonstration?

DEV-10. Enacting adaptation in day-to-day life

DEV-11. Refining developmental adaptation over time

DEV-12. Working interactively and contextually



Questions or Comments?

Do you have any questions or comments about these Developmental Skills related to:

- A. Exploration & Functional Analysis**
- B. Guided Discovery**
- C. Enacting Adaptation**



10-Minute Break



D. Developmental Disruptions, Delays, & Asynchronies – Including Trauma



Developmental Disruptions, Delays, & Asynchronies

- ***Developmental Disruptions*** often occur when people experience adverse life events that are outside of normal experience.
 - Adverse Childhood Experiences
 - Trauma
 - Crises
 - Unexpected Losses
- These traumatic experiences often interrupt normal development and ***result in dysfunctional patterns*** of cognition, emotion, and behavior.

Example: Traumatic Loss

A traumatic loss can result in a maladaptive reaction. Psychotherapy can help encourage recovery from losses.

	Maladaptive Reaction	Adaptation
Thoughts	<ul style="list-style-type: none">• I cannot handle this.• I will not survive.• I can't go on.	<ul style="list-style-type: none">• This is going to be difficult.• My life is different now.
Emotions	<ul style="list-style-type: none">• Hopelessness• Paralyzing Grief	<ul style="list-style-type: none">• Adaptive Sadness• Determination• Hope
Actions	<ul style="list-style-type: none">• Shutting down.• Numbing with substances.	<ul style="list-style-type: none">• Expressing emotions.• Moving forward.• Seeking support.

Unified Psychotherapy



SEPI * May 11, 2023

Treating Trauma with Unified Psychotherapy

Amy Sholler Dreier, Ph.D.
Assistant Professor
Department of Psychiatry
University of Colorado School of
Medicine

74



Manual or Integration?

Training in Unified Psychotherapy

- APA's definition of Evidence Based Practice (EBP)-
 - “integration of best available research with clinical expertise in the context of patient characteristics, culture and preferences.”
- Studies have stressed the importance of adherence to essential elements of manualized therapies while adapting to meet clients' unique needs

“Flexibility with fidelity”

Training in Unified Psychotherapy

- Following the basic guidelines, or “map,” of a manualized therapy without rigid adherence/ability to choose interventions based on the patient’s unique history and presentation (Cook et al, 2017).
- Deliberate integration incorporates evidence but is not prescriptive-
 - Similar to the ACT hexaflex and EFT markers
 - “A new therapy for every patient.”

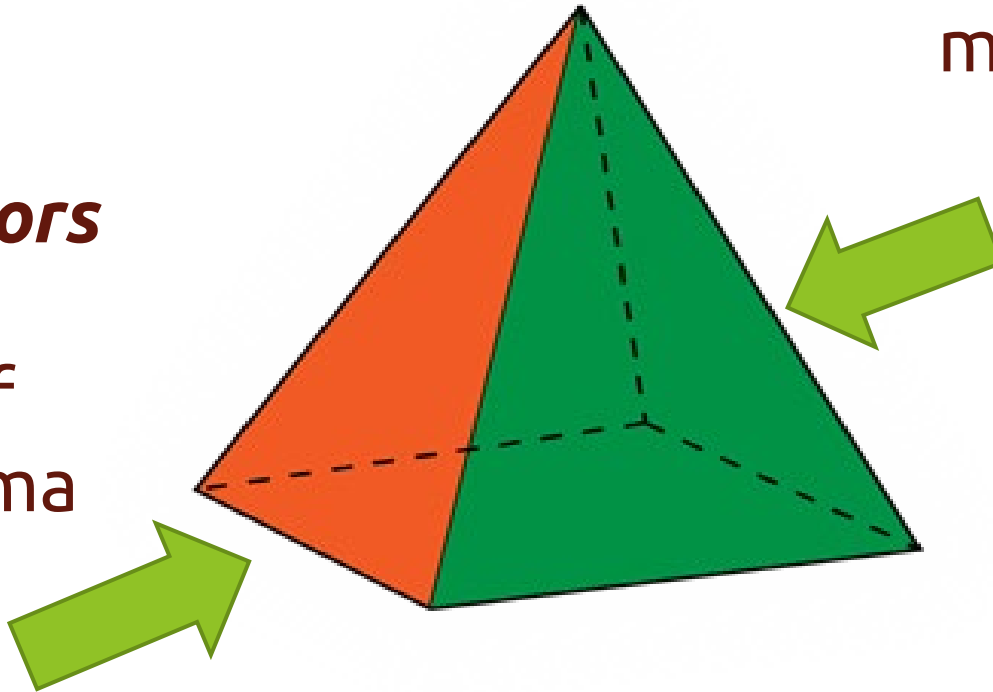
Why may Integration be uniquely important in trauma treatment

Training in Unified Psychotherapy

- **Interpersonal nature of many traumas**
 - Emphasizes importance of relationship, holding environment, safety
- **Loss of control in trauma**
 - Emphasizes importance of shared decision making, adapting treatment



Common Factors
make up the
foundations of
effective trauma
therapy.



4 “***active ingredients***” of
most trauma therapies:

- Exposure
- Cognitive Restructuring
- Emotional Processing
- Biological Interventions

Mapping Active Ingredients onto UP Focal Dimensions

Training in Unified Psychotherapy

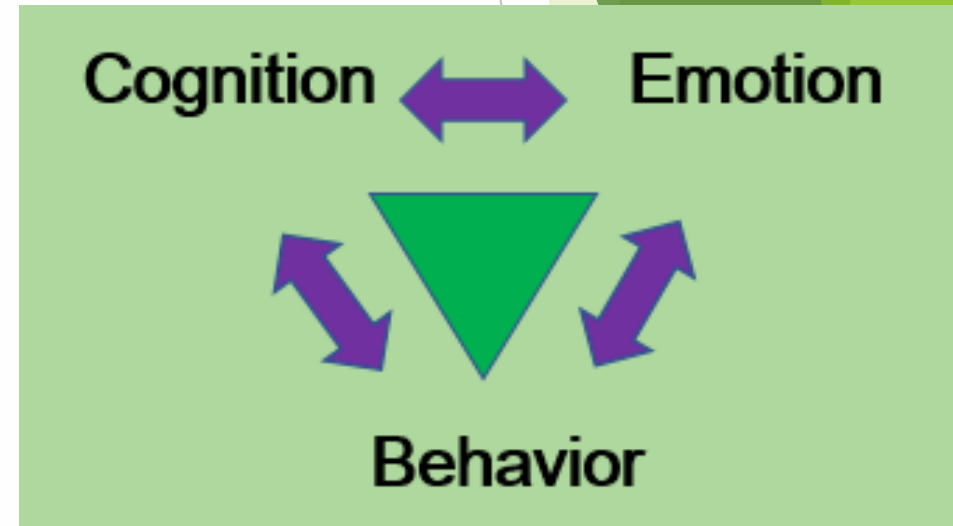
Behavioral → Exposure

Cognitive → Cognitive Restructuring

Emotional → Emotional Processing

Biology → Biological/Health Interventions

NOTE- overlap/multi-effect of a strategy



- Psychoeducation
- Therapeutic Relationship
- Treatment Adaptation/Responsiveness



https://en.wikipedia.org/wiki/Egyptian_pyramids

Training in Unified Psychotherapy

- **Plays an important role in** instilling hope, increasing understanding, increasing motivation (**Schnyder et al, 2015**)
- **Resources/strategies to consider:**
 - Paivio & Pascual-Leone's (2023) definition of basic trauma theory
 - "Common Reactions to Trauma" from PE
 - The "functional model" of PTSD from CPT

The research argues for a balance of both interpersonal and instrumental strategies to enhance clinical care and ultimately help traumatized patients heal.

(Norcross & Wampold, 2019, p 394).

May be particularly important for healing trauma

Holding, containing, safety, trust

Treatment Adaptation/Responsiveness

Training in Unified Psychotherapy

- Includes consideration of patient preferences, culture, coping style, stage of change, etc.
- UP provides a framework re: how to adapt deliberately and cooperatively.

Adapting therapy to the entire person improves success and decreases dropouts; the power of responsiveness exceeds that associated with Treatment Method A for Disorder Z; this represents not clinical lore but established fact.

Norcross & Wampold, 2019, p 396

- Exposure
- Cognitive Restructuring
- Emotional Processing
- Biological/Health Interventions

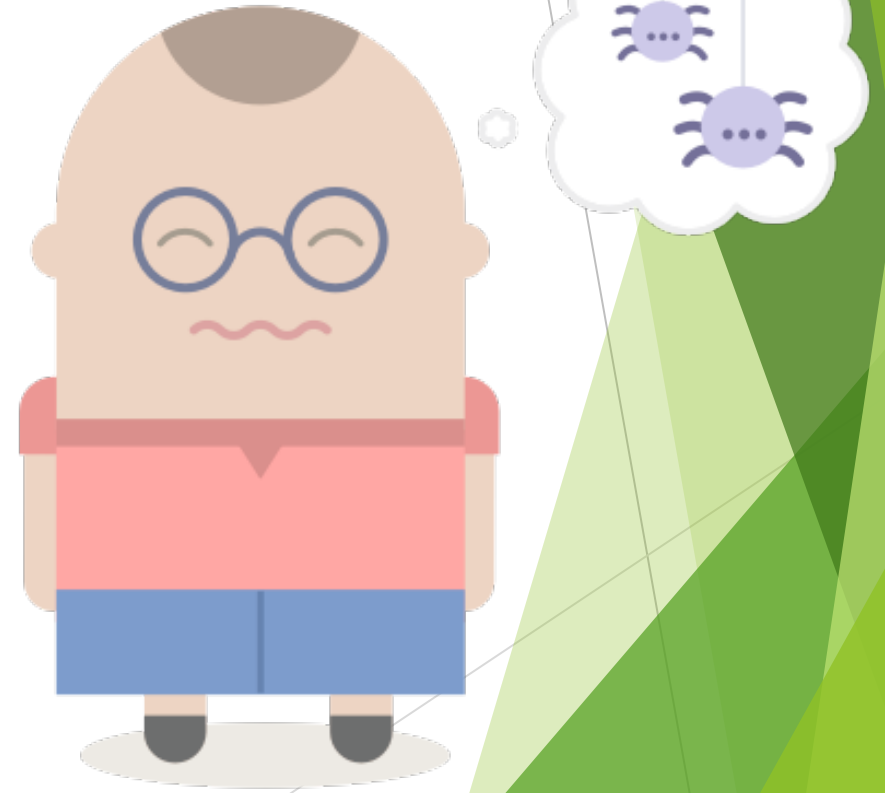


<https://www.bakingbusiness.com/topics/826-ingredients-and-formulating>

Training in Unified Psychotherapy

- In general, exposure to a trauma-related stimuli (memories and reminders) repeatedly to produce desensitization and habituation.
- **Manualized therapies that explicitly leverage exposure:**
 - Prolonged Exposure (PE)
 - Written Exposure Therapy (WET)
 - Narrative Exposure therapy (NET)
 - Brief Eclectic Psychotherapy for PTSD (BEPP)

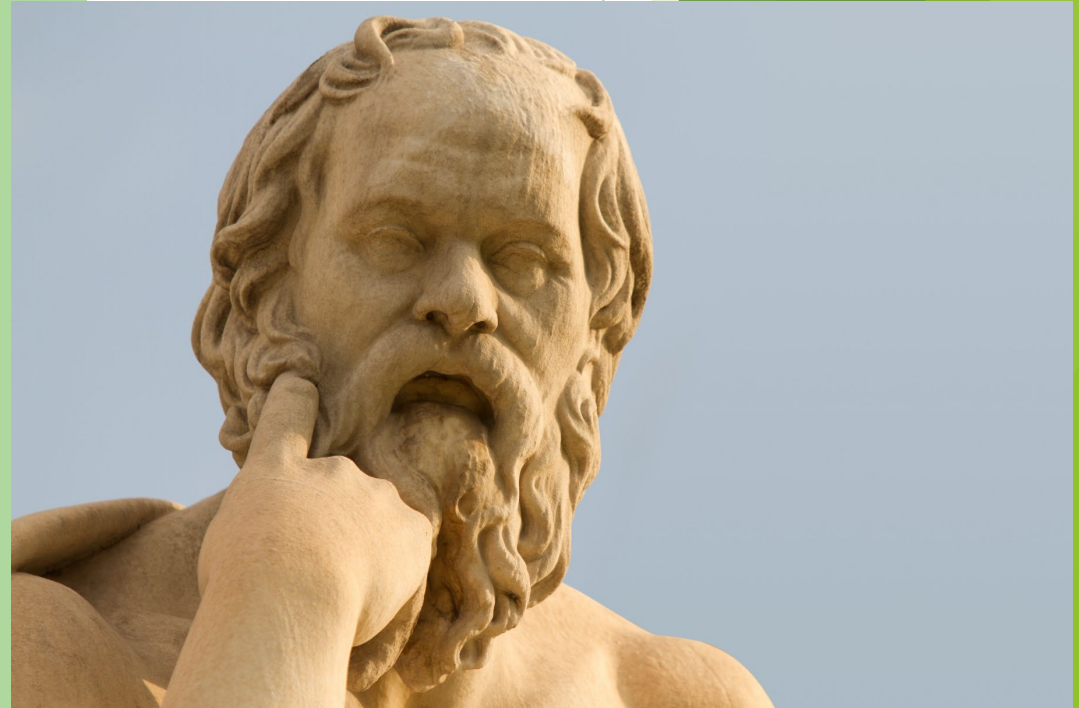
- Imaginal Exposure
- In-vivo Exposure
- Written Exposure



- **In general, identification, evaluation, and modification of trauma-related beliefs that perpetuate trauma-related distress.**
- **Manualized therapies that explicitly leverage cognitive restructuring:**
 - Cognitive Processing Therapy (CPT)
 - Cognitive Behavioral Therapy (CBT)
 - Cognitive Therapy (CT)

Training in Unified Psychotherapy

- **Identification of trauma-related beliefs**
 - stuck points, core beliefs, schemas
- **Socratic dialogue**
 - exploring validity of beliefs
- **Collaborative empiricism**
 - testing beliefs
- **Developing and practicing more balanced beliefs**



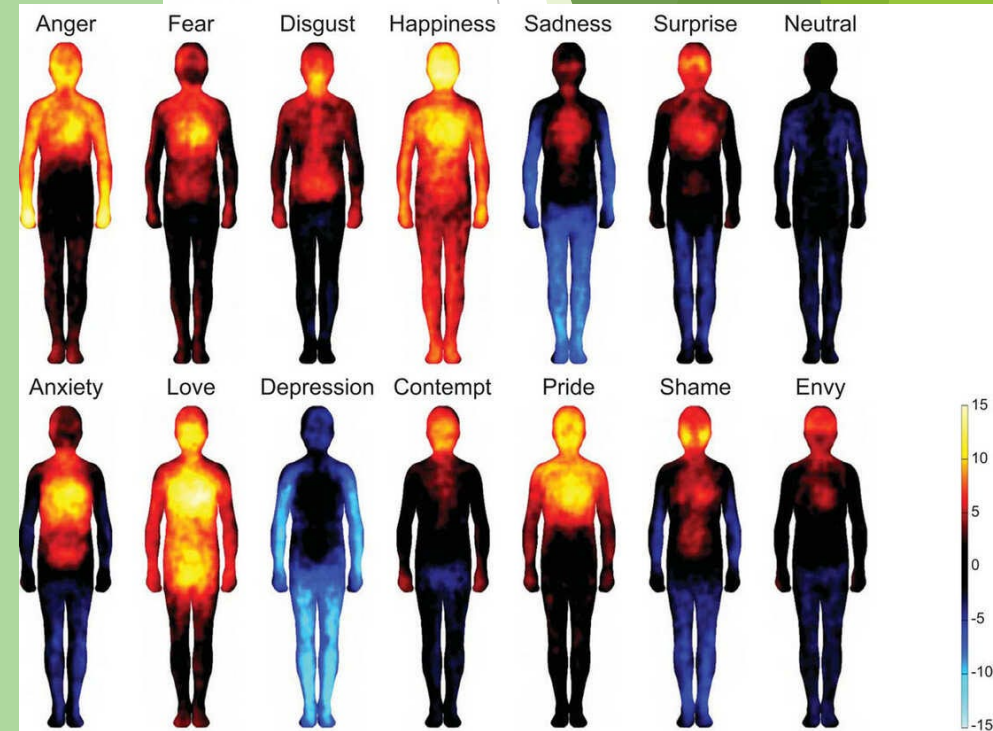
<https://blog.myparea.com/socrates-western-philosophy/>

Training in Unified Psychotherapy

- “... in general, emotional processing refers to the process of change whereby emotion structures or schemes are activated in therapy so that new information can be integrated into the scheme” (Paivio & Pascual-Leone, 2023, pg. 63).
- Therapies that explicitly leverage emotional processing:
 - Emotion Focused Therapy for Trauma (EFTT)
 - Eye Movement Desensitization and Reprocessing (EMDR)

Training in Unified Psychotherapy

- Therapeutic relationship is very important in emotional processing...
 - holding, containing, safety
- Promoting experiencing
- Fostering connection to primary emotion
- Memory work
- Imagery and enactments
- Bilateral stimulation (BLS)



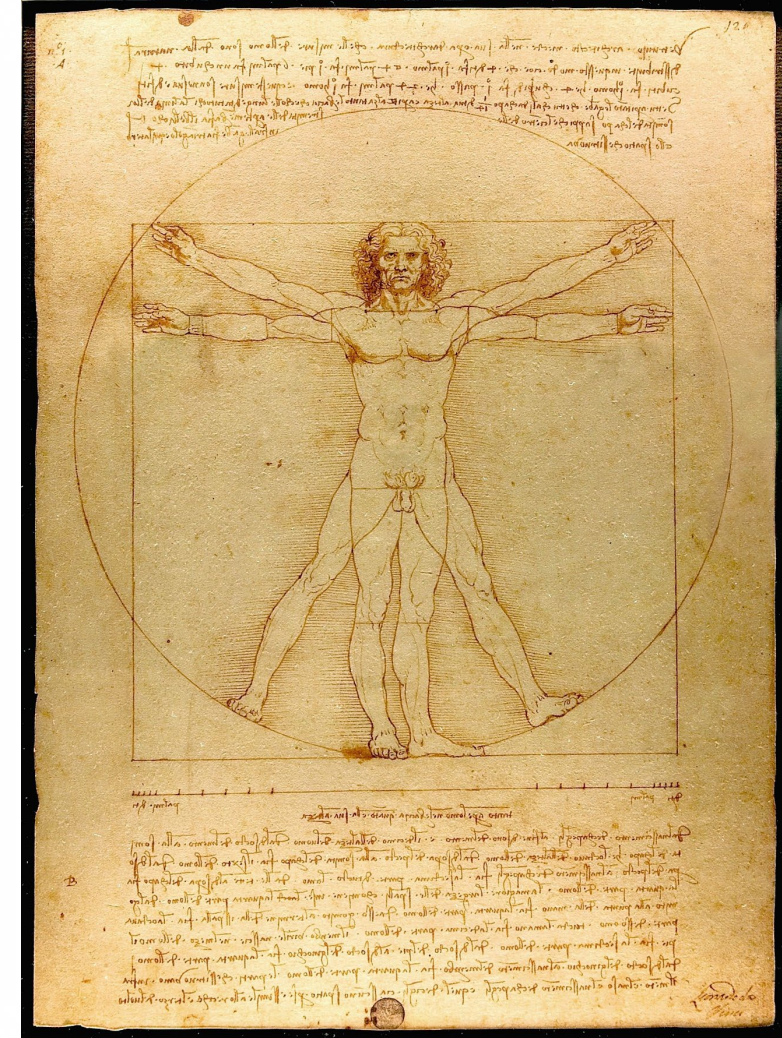
<https://www.npr.org/sections/health-shots/2013/12/30/258313116/mapping-emotions-on-the-body-love-makes-us-warm-all-over>

Training in Unified Psychotherapy

- **Genetics and biological factors influence focal dimensions**
- **Factors like sleep deprivation affect the functioning of the entire system**
- **Medical interventions ensure we are fostering as balanced/normal a system as possible so that psychotherapy can work**

Training in Unified Psychotherapy

- **Medical workup (particularly for sleep disorders & pain)**
- **Medication-**
 - SSRIs/SNRIs
 - Sleep aids
 - Prazosin
 - Sedatives
- **Exercise**
- **Relaxation**



Putting it all together...

Training in Unified Psychotherapy

- **How can you design an evidence-based, unified treatment plan for trauma?**
- **Start with** common factors as the foundation...
 - Psychoeducation and conceptualization
 - Rapport and Safety
 - Adaptation and Responsiveness
- **Other considerations should include:**
 - Cultural considerations & cultural competence
 - Biopsychosocial considerations
 - Therapist training/competence in “active ingredient” strategies

Putting it all together...

Training in Unified Psychotherapy

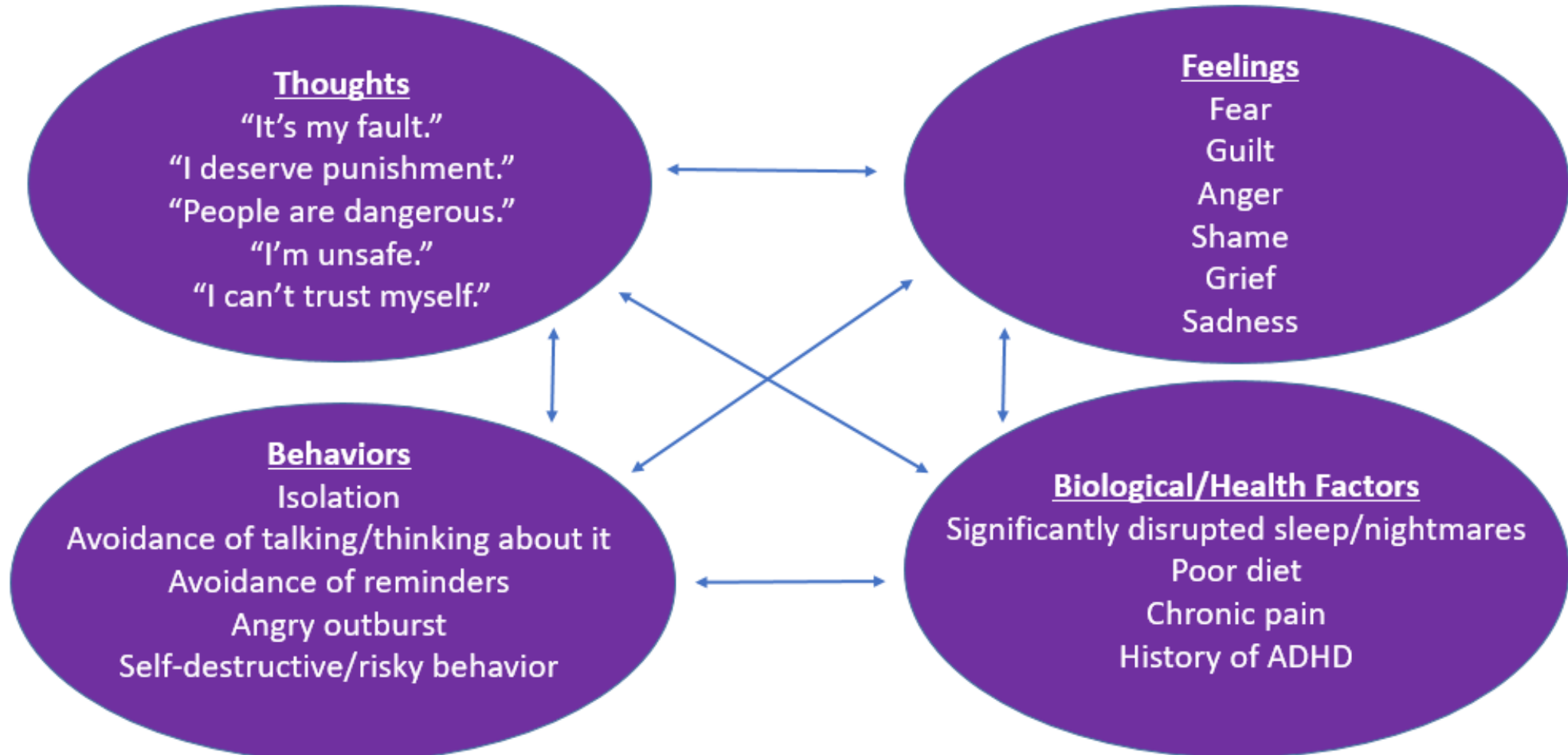
- **Utilize a multidimensional survey to assess:**
 - Client's experiences of trauma effects on focal dimensions
 - Their perception of "firing order"
 - Also consider biological influences and relevant referrals
- **Utilize Collaborative Dialogue to determine with which Focal Dimension to start**

Putting it all together...

Training in Unified Psychotherapy

- **Design a unified treatment plan with active ingredients for that focal dimension**
- **Look for opportunities to integrate other strategies that align with patient preferences/goals.**

Training in Unified Psychotherapy



Training in Unified Psychotherapy

- **Common Factors**
 - Therapeutic Relationship
 - Interpersonal nature of her trauma
 - Psychoeducation
 - Woven throughout, reiterated
 - Treatment Adaptation/Responsiveness
 - Flexibility
 - Adaptation

- **Cognitive focus-**
 - Utilized a CPT framework, including:
 - Impact statement
 - ABC Worksheets
 - Challenging Questions
 - Patterns of Problematic Thinking
 - Challenging Beliefs Worksheets
 - Utilized Socratic Dialogue and Collaborative Empiricism to challenge trauma-related stuck points

- **Behavioral Focus**
 - As client made progress cognitively, she updated goals to include decreased avoidance;
 - Incorporated in-vivo exposure and behavioral activation
 - Incorporated deep breathing/relaxation and mindfulness practice

Training in Unified Psychotherapy

- **Emotional Focus**
 - During periods of intense emotion, utilized emotion-focused strategies to help client reflect on and make meaning of her emotional experience
 - Empathic reflection and validation
 - Emotion deepening
 - Grounding and down-regulation

Training in Unified Psychotherapy

- **Biological Health Focus**

- Encouraged ongoing engagement w/ psychiatry
- Worked closely w/ psychiatry provider
- Encouraged regular engagement w/ medical team
- Assisted w/ relaxation and sleep strategies

Interactive Processing of Traumatic Memories

1. Definition

Interactive processing involves working with clients' cognitions, emotions, and behaviors in a synergistic manner that combines three active ingredients:

- Imaginal Exposure
- Emotional Processing
- Cognitive Restructuring

Interactive Processing

2. Structure

- Sometimes this may occur as a part of a ***structured review*** of traumatic memories using a timeline.
- At other times, a client may ***spontaneously*** begin to tell you a story that represents a traumatic memory.



Interactive Processing

3. Process

- Client describes a memory of a traumatic event
 - “I remember my dad driving drunk through the hills near our home. He was driving really fast and laughing.”
- Psychotherapist helps the client recall the memory and reexperience the traumatic event in order to expose them to a painful memory.
- Therapist helps client recall specific thoughts, feelings, and actions at the time of the traumatic event:
 - Thoughts: “I thought I was going to die.”
 - Feelings: “I was terrified.”
 - Actions: “I didn’t do anything. I was frozen with fear.”



Interactive Processing

Process (continued)

- Therapist summarizes the ***maladaptive pattern*** that the client may have internalized:
 - “You were terrified and thought you were going to die. You were paralyzed and couldn’t do anything to protect yourself.”
- Therapist ***shifts the focus*** from reexperiencing the traumatic event to looking back at the event from a different (more mature) perspective. This represents a shift from the experiencing ego to the observing ego.



Interactive Processing

Process (continued)

- “Looking back at this memory, from the perspective of an adult, is there another way you would like to respond to danger? How do you wish you could have responded even though you may not have been able to respond this way at the time because you were a child?”
- Therapist helps the client ***construct a more adaptive response***, identifying more functional thoughts, feeling, and actions:
 - Thoughts: “My dad was out of control. He was putting our lives at risk.”
 - Feelings: “I’m angry at the my dad for being so reckless.”
 - Actions: “I wish I could have told him to pull over and stop the car.”



Questions or Comments?

Do you have any questions
or comments about
Working with Trauma
in an integrative manner?



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.

Contact Information

Jeff E. Harris, Ph.D.

Las Cruces, NM, USA

dr.jeff.e.harris@gmail.com

TZK Seminars

Live Webinars

- ▶ Cheaper
- ▶ More comfortable
- ▶ No travel
- ▶ Increased access to national experts
- ▶ 30-40 live webinars each month



Recorded Webinars

- ▶ Watch right away, no DVD's mailed to you.
- ▶ Our speakers do their webinars repeatedly. So, all of the webinars in our Live Webinar Schedule have already been recorded.
- ▶ Watch in your own time.



Copyright © 2023 Jeff Harris. Permission granted to copy for educational purposes provided this copyright notice remains intact.



To Get Your CEU Certificate

- ▶ Go to our website: tzkseminars.com
- ▶ Click “My Seminars”
- ▶ Sign in using your email address and password
- ▶ Click the “Completed Live Webinars” tab
- ▶ Complete the validation test and webinar evaluation
- ▶ Download your certificate



Training in Unified Psychotherapy

If you'd like to become a part of this *interactive learning community*, please send an email to:

dr.jeff.e.harris@gmail.com

and ask to be added to the **TUPdates** google group.

If you'd like to seek **TUP Level One Certification**, please contact Jeff for more details.

