Key Strategies for Multitheoretical Counseling & Psychotherapy IV

Psychodynamic-Interpersonal Counseling & Psychotherapy
Video Leader Guide

Jeff E. Brooks-Harris, PhD, ABPP
Counseling & Student Development Center
University of Hawaii at Manoa

Copyright © 2004 Jeff E. Brooks-Harris.
Psychodynamic-Interpersonal Counseling & Psychotherapy Video Leader Guide
**Key Strategies for Multitheoretical Counseling & Psychotherapy IV:**

*Psychodynamic-Interpersonal Counseling & Psychotherapy*

**Video Leader Guide**

**PURPOSE**

The purpose of this Leader Guide is to introduce you to a videotape entitled *Psychodynamic-Interpersonal Counseling & Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2004) and suggest ways that it can be used as a teaching tool. This video represents the fourth in a series entitled, *Key Strategies for Multitheoretical Counseling & Psychotherapy*. This video features Dr. Jeff Brooks-Harris and Dr. Jill Oliveira-Berry demonstrating sixteen skills drawn from psychodynamic and interpersonal approaches to psychotherapy.

The video is designed to help graduate students and mental health professionals acquire new skills and improve existing ones. These skills are introduced with the assumption that they will be used in distinct combinations with different clients based on the unique needs of each individual. It also is assumed that most counselors and psychotherapists will use these psychodynamic-interpersonal skills in combination with strategies from other theoretical traditions. Other videos in the series demonstrate cognitive, behavioral, experiential strategies. For more information on these other videos, please view the Microtraining website: www.emicrotraining.com.

A multitheoretical approach to counseling and psychotherapy can be based on a multidimensional understanding of a particular client and a multitheoretical conceptualization. These ideas are part of a new approach to training and treatment planning called “Multitheoretical Psychotherapy” (MTP; Brooks-Harris, in press). Because of the emphasis on combining distinct strategies from different theoretical traditions, this model was initially called, “Skill-Based Psychotherapy Integration” (Brooks-Harris & Gavetti, 2001). If you would like to learn more about this approach to training and integration, please view the MTP website: www.multitheoretical.com.

**A BRIEF HISTORY OF PSYCHODYNAMIC PSYCHOTHERAPY**

During the first half of the twentieth century, psychotherapy was dominated by the ideas of Sigmund Freud and his followers. Freud’s theory of psychoanalysis emphasized ideas of the unconscious, repression, transference, and resistance (Karon & Widener, 1995). Freud believed that when an idea or instinct is repressed that it becomes part of the unconscious (Freud, 1915). He described transference as the way people repeat old situations and painful emotions in new relationships (Freud, 1920). Freud saw resistance as the way individuals in psychoanalysis might defend against change by repressing certain thoughts or feelings (Freud, 1915).

Many of Freud’s followers developed psychodynamic theories of their own with emphases different than traditional psychoanalysis. For example, Alfred Adler put more emphasis on the
social context of behavior, interpersonal interactions, holistic functioning, cognitive organization of life, and striving for mastery (Adler, 1926; Mosak, 2000). Carl Jung organized his psychological system around the idea of the psyche that combined spirit, soul, and idea. His view of the unconscious included a personal layer and a transpersonal, archetypal layer (Jung, 1957; Douglas, 2000). Henry Stack Sullivan emphasized the interpersonal dimension of psychology and described personality as a collection of strategies people use to manage anxiety in interpersonal relationships (Sullivan, 1953; Teyber, 2000).

In reaction to the early dominance of psychodynamic theories, the second half of the Twentieth Century was a time when several new systems of psychotherapy sought to correct the rigid emphases of Freudian theory. New theories criticized psychoanalysis as being too abstract and philosophical, excessively dark and pessimistic, overly reliant on unconscious processes, too individualistic, male-dominated, or Euro-centric, and intellectually divorced from human biology. By the end of end of the century, new forms of psychodynamic psychotherapy had updated Freud and modified earlier emphases in response to criticism from other theories. Many of these contemporary psychodynamic approaches emphasized a relational approach rather than focusing on unconscious drives and structures (Luborsky, 1984; Strupp & Binder, 1984; Book, 1998). Some integrationists have concluded that it is easier to integrate ideas and strategies from relational psychodynamic models with other psychotherapy theories, compared to drive / structural models (e.g., Wachtel & McKinney, 1992).

**TRANSLATING THEORY INTO PRACTICE**

This video demonstrates psychodynamic strategies that focus on understanding and modifying interpersonal patterns have been demonstrated. There is relatively little overt emphasis on the unconscious but transference and working with resistance are both described as useful strategies within a general interpersonal framework. From a multitheoretical perspective, interpersonal patterns are seen as a crucial context that shapes people’s thoughts, actions, and feelings. Interpersonal patterns are also assumed to interact with biology as well as social systems and cultural contexts. Therefore, psychodynamic strategies can be used in combination with strategies from other approaches that focus on other dimensions.

Many of these strategies are designed to work with clients using a psychodynamic conceptualization method called the *Core Confictual Relationship Theme* (CCRT; Luborsky, 1984, Book, 1998). This method of conceptualization involves looking at relational themes that clients repeat in different interpersonal interactions. To formulate a CCRT, an interviewer can listen to a specific relationship episode and identify an interpersonal wish (W), the response of others (RO), and the response of self (RS). After several relationship episodes have been explored, the interviewer can share a summary of the theme that then becomes the focus for exploration, insight, and change. The use of a CCRT formulation is particularly clear in the video demonstrations of Strategy 1, Listening to Narratives, and Strategy 3, Identifying Relationship Themes. These types of interpersonal patterns are expected to appear in past relationships, current relationships outside of therapy, and in the therapeutic relationship with the psychotherapist.
VIDEO DEMONSTRATIONS

This videotape features two interviewer-client dyads working together to demonstrate the use of a psychodynamic approach to counseling and psychotherapy that focuses on interpersonal patterns. Dyad One, with “Mia” as the client, presents the first psychodynamic skill and all the subsequent odd-numbered skills. Dyad Two, with “Suzy” as the client, presents the second psychodynamic skill and all the subsequent even-numbered skills. By alternating dyads through the sixteen demonstrations, viewers get to see a coherent storyline while being able to see two clients with distinct issues working with different interviewers. The first interviewer-client dyad features Dr. Jeff Brooks-Harris demonstrating psychodynamic strategies with a female Japanese-American client named Mia who is in an abusive heterosexual relationship. Mia is trying to alter a pattern of wanting to be recognized and blaming herself when criticized. The second dyad features Dr. Jill Oliveira-Berry demonstrating an interpersonal focus with a female African-American client named Suzy who has recently broken up with her boyfriend. Suzy is trying to learn not to cling to men the way she tried to cling to her father as a child.

It should be noted that the purpose of these tapes is to demonstrate discrete skills rather than to replicate the pace and flow of an actual psychotherapy session. In any given session, an interviewer will probably use many different strategies and interventions based on the unique needs of a client. Because the emphasis of the videotape is demonstrating distinct skills, there may be things left out that you think are important. In an integrative form of counseling or psychotherapy there is often balanced attention to different dimensions of a client’s life. For the purpose of this video, interpersonal patterns are the overt focus of these demonstrations. So, if you see something missing from these video demonstrations, it may not be because it is not important but because it does not fit within the parameters of demonstrating these sixteen psychodynamic-interpersonal strategies.

PSY1. Listening to Narratives
In the first video demonstration, Jeff (the interviewer) listens to Mia (the client) talk about a relationship episode with her boyfriend, Brian. As Jeff listens to Mia’s story, he is attuned to interpersonal themes that may represent patterns that Mia learned earlier in life that are being repeated in current relationships.

PSY2. Encouraging Free Association
The demonstration of the second strategy shows Jill (the interviewer) encouraging Suzy (the client) to talk about whatever comes into her mind. Encouraging free association may help uncover subconscious thoughts or feelings that might not emerge in a structured conversation. As a result, Suzy becomes more aware of feelings of loneliness since her recent break-up and her desire to start a new relationship.

PSY3. Identifying Relationships Themes
Now that Jeff has listened to Mia describe relationship episodes with different individuals, he summarizes a pattern that has begun to emerge. By identifying this theme, he wants to create a picture of what may be occurring. Once a pattern has been identified, it will be important for Mia and Jeff to watch for its recurrence and to find ways to modify it and to help Mia create
more functional interpersonal relationships.

**PSY4. Making Interpersonal Interpretations**
As Suzy describes feelings of anxiety and emptiness when she is alone, Jill explores the possible origin of these feelings. By making an interpersonal interpretation, Jill suggests a connection between the present and the past, allowing Suzy to see how her current anxiety may be related to the empty feelings she felt as a child when her father would leave on long trips.

**PSY5. Honoring Resistance**
When Mia is unable to make initial changes in her style of relating, Jeff honors her resistance by explaining how interpersonal patterns sometimes represent attempts to adapt to earlier relationships. Mia is able to begin to identify the origin of her need to please in her family of origin. By looking at the way a relational pattern may have been useful in the past, Jeff prepares Mia for change in the present.

**PSY6. Exploring Childhood Experiences**
In this demonstration, Jill encourages Suzy to describe a childhood experience in order to explore its relationship to her current feelings of anxiety. Suzy talks about the way she would cling to her father, trying to prevent him from leaving her. Jill uses this exploration as a way to understand Suzy’s desire to cling to romantic relationships in the present.

**PSY7. Working Through Past Conflicts**
Jeff asks Mia to look more closely at an experience from her childhood in which she can recall trying to please her parents when they were fighting. Jeff helps Mia explore thoughts and feelings that Mia may not have been aware. By uncovering feelings of resentment that the client was unable to experience as a child, Jeff helps Mia work through a difficult conflict that may be related to current relational patterns.

**PSY8. Identifying Attachment Styles**
Jill works with Suzy to explore her attachment style in past and present relationships. A pattern of insecure attachments is uncovered that may have been learned earlier in life but may be recurring in adult romantic relationships. By understanding the origin of an insecure attachment style, Jill hopes to help Suzy change her way of relating to men in order to begin to create different types of relationships that may result in more secure attachments.

**PSY9. Observing the Therapeutic Relationship**
When Mia admits that she is afraid that Jeff may be disappointed in her, this provides an opportunity to explore how relational patterns may be enacted in the therapeutic relationship. Jeff explores the way that Mia’s thoughts and feelings in therapy may represent an example of transference from past relationships or current relationships outside therapy.

**PSY10. Attending to Subjective Responses**
Jill shares some of her own interpersonal responses to Suzy’s dependent behavior in an attempt to explore the way others may react to Suzy’s style of relating. By exploring counter-transference, Jill is trying to encourage Suzy to gain insight into the way her relational
interactions may impact others. By fostering awareness of interpersonal dynamics within the therapeutic relationship, Jill is preparing Suzy for making changes in current relationships based on awareness of ongoing, interactive patterns.

**PSY11. Resolving Conflicts in the Therapeutic Relationship**
When transference occurs in the therapeutic relationship, it provides an opportunity to make changes in the present within the context of a safe therapeutic relationship. Jeff encourages Mia to become aware of a repetitive pattern but to choose not to repeat the old way of relating. Jeff encourages Mia to express her disappointment in him rather than blaming herself. Resolving conflicts in the therapeutic relationship helps prepare for new ways of interacting with people in current relationships outside of therapy.

**PSY12. Modifying Relational Interactions**
After discussing ways for Suzy not to cling to Jill within the therapeutic relationship, they discuss ways to generalize this change to other current relationships. With an awareness of interpersonal patterns, clients can begin to make active choices that modify interpersonal patterns and create new ways of relating. Within this context, Suzy can identify active strategies that represent an attempt not to cling to her former boyfriend.

**PSY13. Interpreting Dreams**
When Mia describes a dream she had about leaving home for college, Jeff helps her realize that it may represent the way she is preparing to leave the relationship with her abusive boyfriend. Jeff also helps her understand that different characters in the dream may represent parts of herself that may be responding in different ways to the changes in her relationship. Mia’s sister’s attempt to keep her from leaving in the dream may represent her own fears about leaving the relationship with her boyfriend.

**PSY14. Adapting to Interpersonal Losses or Disputes**
Now that Suzy is not clinging as tightly to her former boyfriend, new feelings of sadness and grief are emerging. Jill encourages Suzy to become aware of these sad feelings and to grieve her loss. Working through grief represents an important part of resolving anxiety or depression that may result from interpersonal losses.

**PSY15. Encouraging New Relationships**
Now that Mia has decided to break-up with her boyfriend, Jeff encourages her to look at the way she will need to build new relationships in order to find social support and create healthier interpersonal patterns. By making active plans for strengthening her friendship with Karen, Mia is less likely to respond to interpersonal changes with depression or anxiety.

**PSY16. Learning from Termination**
Jill encourages Suzy to reflect on the termination of their professional relationship in order to experience a healthy interpersonal ending. By actively processing thoughts and feelings about separation, Jill wants to help Suzy realize that significant relationships can change and end without unbearable anxiety or a need to continue to cling. By enacting a healthy separation with her psychotherapist, Suzy is preparing for healthy separations in other current relationships.
Transcripts of all sixteen video demonstrations are provided on pages 12-27.

HANDOUTS DESCRIBING PSYCHODYNAMIC-INTERPERSONAL STRATEGIES

This leader guide includes a set of handouts for students describing each of the sixteen psychodynamic-interpersonal strategies demonstrated on the videotape. These handouts are provided on pages 28-43 and provide helpful background for students viewing the videotapes. These handouts provide quotes from the literature, strategy markers, suggestions for use, and expected consequences.

- **Strategy Markers** are descriptions of the circumstances and goals that suggest the use of a particular strategy. Practice indicators address the question, “When would it be appropriate for me to use this skill in practice?”

- **Suggestions for Use** are helpful hints for translating this theoretical idea into actual practice. These suggestions are particularly helpful for counselors who have not used this type of intervention before. Suggestions answer the question, “If this strategy is called for, how can it be implemented?”

- **Expected Consequences** represent the predicted outcomes for each of the specific skills. These anticipated results are the types of behaviors that clients frequently display in response to a particular strategy. Expected consequences answer the question, “What is likely to occur if I use this strategy with a client?”

Learning about strategy markers that point to the use of particular skills and the expected consequences of different strategies will help students learn to use psychodynamic skills with greater intentionality. “Intentionality means that you are able to flex with changing situations, develop creative new responses, and constantly increase your repertoire of skills and strategies” (Ivey, Pederson, & Ivey, 2001). Intentionality means acting with a balance of both forethought and flexibility. Intentional counseling and psychotherapy falls somewhere between informal intuition on one end of a continuum and technical precision on the other.

GROUP LEARNING ACTIVITIES

A. Reflecting on Personal Experience

One of the assumptions of an interpersonal approach to counseling and psychotherapy is that all humans develop interpersonal patterns that they repeat in different relationships. A useful way to introduce the psychodynamic skills in this video is to have students reflect upon their own interpersonal patterns. It might be helpful to ask students to think about a recent situation in which they experienced an interpersonal conflict and to have
them identify the following elements of a Core Confictual Relationship Theme (CCRT; Luborsky, 1984, Book, 1998):

- **WISH (W):** In this situation, what was your interpersonal wish? What did you desire from the other person? What did you feel like you needed from this interaction?

- **RESPONSE OF OTHER (RO):** From your perspective, how did the other person respond to your interpersonal wish? How did you perceive the interaction?

- **RESPONSE OF SELF (RS):** How did you respond to the other person’s interpersonal response? How did you feel about the interaction? How did you act? Did you turn toward, turn away, or turn against the other person?

After looking at a single relationship episode, it may be useful to explore whether the interpersonal elements in this situation (W, RO, RS) represent an ongoing pattern or not. It may be helpful for students to compare this situation to an interpersonal pattern with one of their parents. As a child, what was the interpersonal wish, the typical response of others, and the response of self? Students may be surprised to realize that current conflicts are often very similar in theme to long-term patterns that began in the family of origin.

**B. Discussion Questions for Each Video Skill Demonstration**

Here are some questions that may help your students reflect on the video demonstrations. These questions are designed to help students identify the way that each of these psychodynamic-interpersonal strategies is comprised of a sequence of basic microskills like attending behaviors, open and closed questions, encouraging, paraphrasing, summarizing, and reflecting. These questions are also designed to help students note the importance of active listening in psychodynamic counseling and psychotherapy.

- What microskills or verbal leads did the interviewer use to enact this interpersonal strategy? For example, did the interviewer use open questions, paraphrasing, or reflection? In what sequence were these microskills used? What is the role of active listening in psychodynamic counseling and psychotherapy?

- Questions and other leads by the interviewer clearly seek to help the client move in a specific direction. What do you notice about the language used and the sequence of microskills? How did the interviewers’ interventions correspond with the strategy markers, suggestions for use, and expected consequences described in the handouts?

- Psychodynamic counseling and psychotherapy frequently focuses on interpersonal patterns and other relational experiences. What did you think about this interpersonal focus?
C. **Psychodynamic-Interpersonal Strategies Rating Worksheet**

The worksheet on page 44 allows students to rate their own use of psychodynamic-interpersonal strategies after watching each of the video demonstrations. This worksheet encourages students to actively reflect on their own skills as they watch the video demonstrations.

D. **Written Practice**

After students have viewed the video and read the descriptions from the handouts on pages 28-43, you may want to ask your students to write a specific example for each of the psychodynamic-interpersonal strategies. The written examples should begin with something a client might say representing a strategy marker for this particular skill and then something that an interviewer could say in response demonstrating an application of this specific strategy. Here is an example of what a student’s written practice might look like for Psychodynamic-Interpersonal Strategy 3: Identifying Relationships Themes.

Client: “I had another argument with my father this week.”

Interviewer: “Tell me what happened.”

Client: “I told him I needed to borrow some money to pay my car insurance and he said I needed to learn how to pay my own bills.”

Interviewer: “In this situation, what did you want from your father? What did the loan represent for you in terms of your relationship?”

Client: “I guess I wanted him to support me. I wanted him to know that even though I’m working now, I still need a little help now and then.”

Interviewer: “If he gave you this kind of support, what would it mean to you?”

Client: “It would mean that he has faith in me, that he trusts me.”

Interviewer: “And how did he respond to your wish for support and faith?”

Client: “It seemed like he didn’t care. It seemed like he was just gonna let me sink when I wanted him to give me a hand.”

Interviewer: “In response to your need for support and faith, it seemed like he let you down. How did you respond to his decision not to loan you the money?”

Client: “I just left. I felt pretty disappointed but I didn’t want him to see how upset I was. I just left and tried to avoid him for a few days.”
Interviewer: “Let me see if I understand the situation. You were hoping for support and trust from your father but, instead, he let you down. In response, you felt bummered out and avoided him for a few days. Is that right?”

Client: “Yes, that’s what happened.”

Interviewer: “I think it will be important for us to look at other interpersonal situations and see if they follow the same pattern. Once we find a consistent pattern, it will be easier to understand what is going on and try to make changes.”

E. Identifying Strengths and Areas for Growth

After viewing the video demonstrations and reading the handouts, it may be helpful for students to identify strengths and areas for growth. A worksheet for this purpose is provided on page 45 and focuses on two questions. First, are there two or three psychodynamic strategies you have used successfully in the past that you consider strengths? Second, are there two or three interpersonal skills you would like to refine and improve, use more frequently, or add to your repertoire?

F. Role Play Practice

It may be particularly helpful for students to get a chance to role-play at least some of these psychodynamic-interpersonal strategies. Students may benefit most by choosing some of the skills they identified as areas for growth and practicing them with a classmate or colleague. Usually, a single strategy is not used in isolation so don't be surprised if several psychodynamic skills are utilized in a single role-play. Since there is often overlap between different approaches to counseling and psychotherapy, you may see skills from other approaches used as interpersonal skills are practiced. If you or another student observes the role-play, the observer can provide valuable feedback about the strategies used and their impact.

G. Treatment Planning

If your students are currently working with clients, the best way for them to make the transition from theory to practice is to identify ways they can apply these skills with actual clients. The Treatment Planning Worksheet on page 46 encourages students to identify current clients with whom they could practice specific psychodynamic-interpersonal strategies.

H. Reflecting on a Single Session

If your students are working with clients, it may be helpful to reflect on a recent session in which they used an interpersonal approach and to identify the specific psychodynamic strategies they used. A worksheet for this purpose is provided on page 47.
ABOUT THE INTERVIEWERS

Jeff E. Brooks-Harris received his Ph.D. in Counseling Psychology from The Ohio State University in 1990. He has two decades of experience working in university counseling centers and currently serves as the Coordinator of Training at the Counseling and Student Development Center at the University of Hawaii at Manoa. Jeff considers himself an integrationist, combining skills from many different counseling and psychotherapy traditions. For information about his upcoming book on Multitheoretical Psychotherapy, please view the website: www.multitheoretical.com.

Jill M. Oliveira-Berry received her Ph.D. in Clinical Psychology from the University of Hawaii at Manoa in 2001 and later completed a postdoctoral fellowship in Health Psychology at Tripler Army Medical Center. She currently works at Na Pu’uwai Native Hawaiian Health System on the island of Molokai and at Tripler Army Medical Center in Honolulu. Her graduate training emphasized cognitive and behavioral psychotherapy but Jill began to expand her repertoire of skills to embrace other approaches during her practicum and internship experiences.
Psychodynamic-Interpersonal Strategies
Jeff E. Brooks-Harris, PhD, ABPP

PSY1. **Listening to Narratives.** Listening with a receptive attitude and enabling clients to relate their life narratives in a way that illuminates conflicts and patterns.

PSY2. **Encouraging Free Association.** Encouraging clients to say whatever comes to mind in order to discover subconscious thoughts and feelings that might not emerge in a structured conversation.

PSY3. **Identifying Relationships Themes.** Examining current relationships and identifying interpersonal themes that may represent long-term patterns.

PSY4. **Making Interpersonal Interpretations.** Interpreting subtle thoughts, actions, and feelings in order to bring them into awareness and illuminate their relationship to interpersonal patterns.

PSY5. **Honoring Resistance.** Honoring resistance and fostering awareness of the way clients resist change and maintain the status quo in order to protect themselves from fearful changes.

PSY6. **Exploring Childhood Experiences.** Exploring childhood experiences in order to understand the origin of interpersonal patterns and how early relationships may shape or distort current interpersonal perceptions.

PSY7. **Working Through Past Conflicts.** Expressing and working through thoughts and feelings related to painful experiences and conflicts from the past.

PSY8. **Identifying Attachment Styles.** Examining early and ongoing attachment experiences and identifying attachment styles in order to encourage more secure attachments.

PSY9. **Observing the Therapeutic Relationship.** Observing the way clients relate to the psychotherapist in order to understand the way interpersonal patterns are enacted and repeated within the therapeutic relationship.

PSY10. **Attending to Subjective Responses.** Attending to the psychotherapist’s own subjective responses as a basis for understanding clients’ interpersonal experiences and how they may be perceived by others.

PSY11. **Resolving Conflicts in the Therapeutic Relationship.** Working through interpersonal problems in the therapeutic relationship in order to resolve conflicts and change patterns that were learned earlier in life.

PSY12. **Modifying Relational Interactions.** Identifying ways that current relationships outside therapy can be modified to change interaction patterns and to generalize lessons that have been learned in psychotherapy.

PSY13. **Interpreting Dreams.** Exploring dreams and helping clients discover interpretive meaning that illuminates thoughts or feelings outside of awareness.

PSY14. **Adapting to Interpersonal Losses or Disputes.** Helping clients adapt to significant changes in interpersonal relationships by grieving losses or resolving disputes.

PSY15. **Encouraging New Relationships.** Encouraging clients to form new relationships and reduce social isolation as a result of role transitions or interpersonal deficits.

PSY16. **Learning from Termination.** Using the end of the therapeutic relationship to enact a healthy separation, consolidate self-awareness, and support interpersonal changes.
**PSY1. Listening to Narratives**

*Transcript of Psychodynamic-Interpersonal Strategy 1 Demonstration*

*Jeff:* Mia, I was wondering if you could tell me more about the conflict that you had with Brian this week.

*Mia:* Okay, well, you know—just the same fight we always have…

*Jeff:* The same old thing.

*Mia:* Pretty much. I mean—started off I wanted to do something really nice for him, right? So, I decide—okay, I’m gonna leave work early, and go down to the gourmet store and buy like all these ingredients to make a nice dinner for him.

*Jeff:* Okay, so you wanted to do something special and you went, took extra effort to do it?

*Mia:* Yeah, you know—I, um, cooked this dinner and took a lot of time and effort to do it, thinking that he would be so appreciative when he got home.

*Jeff:* So you were hoping it would have a positive impact. And how did it go?

*Mia:* The first thing out of his mouth when he got home is “How long is this going to take? I’m hungry.” You know—“Why didn’t you start earlier?”

*Jeff:* Okay, so he started out by focusing on the negative.

*Mia:* Yeah.

*Jeff:* And did things get better after that, or did they stay tense?

*Mia:* It stayed tense because, like I just—I felt awful, when he criticized me.

*Jeff:* So as soon as he criticized you, you felt bad and then it stayed there.

*Mia:* Yeah. I mean, I felt like—what’s the point? Why did I go through all that trouble? I should’ve known that I wasn’t going to be able to do it right.

*Jeff:* So you started out feeling hopeful and then you ended up saying “I should have known better”…

*Mia:* Yeah.

*Jeff:* …“I shouldn’t have been hopeful.”

*Mia:* Yeah, essentially. I mean, I just felt like nothing I did is ever good enough. And then I just ended up feeling really sad afterwards.

*Jeff:* Okay. So in this situation, you wanted to have a special occasion, you wanted to have a special connection with Brian. You went to a lot of effort, and then, when he said something critical, instead of appreciating your efforts, he said something critical, you ended up feeling disappointed and blaming yourself a little bit.

*Mia:* Yep.

*Jeff:* Well, I think it’s going to be important to look at this pattern and to see if this happens in other relationships as well.

*Mia:* Okay.
**PSY2. Encouraging Free Association**

*Transcript of Psychodynamic-Interpersonal Strategy 2 Demonstration*

*Jill:* Hi Suzy.

*Suzy:* Hi.

*Jill:* What is it you’d like to talk about today?

*Suzy:* I don’t know. I can’t think of anything to say… I don’t know where to begin.

*Jill:* That’s really common. It’s hard for folks to think of things right from the very beginning. Why don’t you just say whatever comes to mind, as if you were describing a movie that might be going on in your head right now.

*Suzy:* Hmm… I like movies, mmm… I just had a breakup… and I’m having a hard time with it, I think. Um, when I’m by myself at home, especially at night, I start to get really jittery. I’m having a hard time sleeping, and I feel really lonely, like the walls keep, you know, everything is just so quiet. So, I don’t know, I uh, I don’t like being alone, so, um, I kind of want to have a boyfriend really fast—let’s get this over with. So, yeah.

*Jill:* Okay, well that’s interesting. In the beginning, it was almost like you didn’t really know where to start, didn’t have anything to say, but after a little time, you came up with some, some pretty, you know, difficult things that you’re struggling with, along with feelings of loneliness, feeling a little vulnerable, feeling maybe a little unsafe or insecure.

*Suzy:* Yeah, I guess so.
PSY3. Identifying Relationship Themes
Transcript of Psychodynamic-Interpersonal Strategy 3 Demonstration

Jeff: So Mia, you said that you had a conflict with one of your friends?

Mia: Yep.

Jeff: Do you want to tell me what happened with your friend?

Mia: Okay. I guess a mutual friend of ours, right, was having a birthday, and my friend and I decided we would buy—go in together and buy her a gift. And I volunteered to be the one to go pick up the gift, and wrap it and everything. So, I thought really long and hard about what she would want and went through a lot of trouble to get it.

Jeff: Because you wanted it to be special.

Mia: Yeah, yeah. That’s one of the things that I see as one of my strengths, is gift-giving, because I really pay a lot of attention to what people want.

Jeff: Okay.

Mia: But, I guess I didn’t pick a very good gift, because my girlfriend didn’t like it and it was already too late to return it.

Jeff: So, when your friend didn’t like it, how did you end up feeling?

Mia: I just felt really bad, again. Like, that I somehow messed up again.

Jeff: So you messed up. So you ended up blaming yourself.

Mia: Yeah. I should have never volunteered to do it.

Jeff: You know, Mia, I’ve listened to you describe several different interactions with people and I think I hear a similar theme across different situations.

Mia: So it seems like the same pattern—it’s not just happening with Brian, but...

Jeff: Maybe. Let me describe the pattern that I’m seeing and you can tell me if this is accurate.

Mia: Okay.

Jeff: It seems like, with many of the people in your life, you want to do special things; that you want to take special effort and make things special. Whether it’s cooking a nice dinner or buying just the right present. But then, often, after you make these efforts to make things special, you end up feeling criticized.

Mia: Yeah.

Jeff: And when you feel criticized, you end up blaming yourself. You end up, you know, even criticizing yourself. And I think that that’s where some of this depression is coming from—from this pattern of blaming yourself for not doing the right things. Does that sound like the pattern that we’re seeing in these different relationships?

Mia: Yeah, that really does sound like what’s happening.

Jeff: Okay. And is there any way you want to describe that pattern differently from the way I’m describing it?

Mia: No, pretty much, that sounds right. I mean, I do feel hopeful at first, and like I’m gonna do something really special, and then I almost always end up feeling bad, and really, really sad after.

Jeff: Well, I think it’s important for us to look at this pattern and see if there’s a way that we can change it so you don’t always end up with the same result of feeling depressed.

Mia: Okay
PSY4. Making Interpersonal Interpretations
Transcript of Psychodynamic-Interpersonal Strategy 4 Demonstration

Jill: Suzy, why do you think this relationship has been so hard—this breakup, has been so hard?

Suzy: Well, I guess they’re all hard. I don’t know, I’m not good at breaking up. I guess I just feel fuller when I’m in a relationship. Like, you know, there’s always someone else there. But when I’m by myself then I just get so lonely and it feels so empty.

Jill: So you’ve noticed it’s a pattern, across relationships you’ve had?

Suzy: Yeah.

Jill: Where do think that pattern began?

Suzy: God, I don’t know. I mean, it’s always been there. In fact, I always go in to a relationship dreading this part, knowing that it’ll come. Like, even when I was little, like, when my dad would have to go away on business trips…and sometimes he wouldn’t come back when he said he was gonna come back. And, I would wait by the window and, you know, and just—and I would get really restless, and I have a hard time sleeping—kind of the same now, I guess. So, it’s just really hard. I don’t like being alone. I feel like, huh, I feel like a piece of me just kind of dies, or something. You know what I mean?

Jill: Yeah. So you’re drawing a lot of connections between now and experiences you had earlier in life.

Suzy: I guess so. It feels like it’s always been there.

Jill: Mmm-hmm. So I wonder if your relationships with men now have been influenced by your experiences with your father that you’ve described.

Suzy: I don’t know. Maybe, possibly. Yeah, it’s just always, it’s always been that way. So, since my Dad was there first, you know, maybe there was something there.

Jill: Mmm-hmm.

Suzy: Of course, then they’re never there.

Jill: Is that something you’d be willing to explore further?

Suzy: Maybe. Yeah.
PSY5. Honoring Resistance
Transcript of Psychodynamic-Interpersonal Strategy 5 Demonstration

Jeff: Mia, this week you were going to try to not work as hard trying to please others. You were going to try to focus a bit more energy on yourself. I’m wondering how that went?

Mia: Not very well.

Jeff: Not very well?

Mia: Mmm-mmm.

Jeff: Do you want to tell me a little bit more about that?

Mia: Uh, well, I guess it’s just going to be really hard for me to change this, because—I actually caught myself in the act of trying harder to please people.

Jeff: Okay. So you have a little bit more awareness. So, at least you’re noticing when you’re doing it.

Mia: I guess that’s true, yeah.

Jeff: But, it’s still hard to change. Tell me why it’s hard.

Mia: I don’t know. I guess I’ve just been doing it for so long. Like I feel like, that’s who I am.

Jeff: Which part is who you are?

Mia: The pleasing other people.

Jeff: You know, Mia, sometimes when something is particularly hard to change, it’s because that action, that pattern has served a really important purpose. It may have been helpful in another setting earlier in life. I’m wondering if you can think of times growing up when you learned to please other people.

Mia: You mean when I was little? I mean, now that I think about it, I think I must have learned it, you know, from growing up and being around my parents. ‘Cause, you know, they used to fight all the time, and—so it must have something to do with that.

Jeff: So, when your parents were fighting when you were growing up, how do you think you used this pattern of pleasing others to protect yourself?

Mia: Well, I don’t know if it was so much to protect myself, but I know that, um, I actually would think about, I would think to myself—like if I just was perfect, all the time—like maybe they wouldn’t fight as much.

Jeff: So, even at an early age, you thought that if you were perfect, they wouldn’t fight as much?

Mia: Yeah.

Jeff: So, if you were perfect, things would be peaceful.

Mia: Yeah.

Jeff: If you were perfect, things would be better for them, things would be better for you.

Mia: Yeah.

Jeff: So, as we’re trying to change this pattern now, I think that we need to honor the fact that this pattern of pleasing others has been something that you’ve been doing for a very long time and that you did, and may have been helpful to you in the past. So we don’t want to change something without realizing that you’re going to have to find new ways of protecting yourself, or new ways of making things better.

Mia: I’d really like to find new ways.

Jeff: And I think we can, particularly if we realize the important purpose that this had, and not trying to change things too quickly to disrupt them.

Mia: I’d appreciate that.
**PSY6. Exploring Childhood Experiences**

_Transcript of Psychodynamic-Interpersonal Strategy 6 Demonstration_

**Jill:** Suzy, can you describe what your relationship with your father was like?

**Suzy:** Well, I’d like to think we had a really close one. When he was home, I would get dressed up, and I would dance for him, and I would do all these performances. And he seemed to like them. But then he would have to go away on business trips. And sometimes I wouldn’t see him regularly. I became really lonely. There was only my Mom and me at home. My mom was always really busy with other things and... 

**Jill:** So, your mom was busy, your dad was away. You were alone...

**Suzy:** Yeah.

**Jill:** So how else did you respond to that?

**Suzy:** I’m not quite sure. I think…I mean I remember—I remember staring out the window a lot. You know, asking my mom, how often—well, I would ask a lot, you know, when Dad was coming back, and I think she got kind of annoyed after a while. Then I would stop asking and…I seemed to be more bothered by it than she was—his absences. Maybe she was just used to it, but...

**Jill:** So, you really didn’t have anybody to turn to either, or feel supported by, during those times.

**Suzy:** Mmm-mmm. And then he’d come back, and then, you know, I’d kind of do all, you know, like we would…you know, he would be there for that time. And, I think part of me felt if I could make it as nice as possible when he was home then maybe he wouldn’t have to go off so far away, I think, for so long.

**Jill:** So, you tried really hard when he was there, hoping that he wouldn’t leave again.

**Suzy:** Yeah. But then he always left, and it never got easier. It just...hmmm...

**Jill:** So, you’ve had a lot of experiences in your childhood similar to the ones you’re experiencing today, where you’re feeling lonely and unsupported and having that pattern kind of repeat itself over time.

**Suzy:** Yeah. Yeah, I think, hmmm…I think I have a tendency to, um, latch on because I’m afraid, when it goes, that I, just, that it’ll feel…I won’t feel as safe. I feel—yeah. Just yeah.

**Jill:** That makes a lot of sense. It makes a lot of sense that you would be experiencing that now, based on what you went through as a little girl.

**Suzy:** Yeah? Okay, well, that’s good. Well, not really, but yeah.
**PSY7. Working Through Past Conflicts**  
_Transcript of Psychodynamic-Interpersonal Strategy 7 Demonstration_

**Jeff:** Mia, we’ve begun to talk a little bit about the way you tried to please other people in your family growing up. I’m wondering if you can think of a specific situation—a specific scene—and tell me a little bit about it.

**Mia:** Well, I think there’s a lot of examples. Like, when I was really little, I remember when my parents started fighting—which would happen a lot—I would take my little brother and my little sister outside and play with them so that they wouldn’t have to hear some of the terrible things that my parents were saying to each other.

**Jeff:** So, you wanted to protect them…from the fights.

**Mia:** Oh, yeah. There’s no reason why they should have heard that.

**Jeff:** Okay—so you wanted to make sure that they weren’t hurt…even though you were, you were aware of what was going on.

**Mia:** Yeah. And, you know, now that we’re older I’m sure they, they were aware of it, but I just tried my best to protect them from that.

**Jeff:** And, as an adult, as you reflect back on this experience that you had as a child, trying to make everything okay, how does it feel thinking back to that?

**Mia:** Well, I guess at the time, it made sense. You know, like, I felt like I was doing something at least to make it better…

**Jeff:** Yeah. You were doing the best you could at the time.

**Mia:** Yeah. You know, I even remember times when I would, like when I was a teenager, you know, I would cook dinner, because my mom would be tired coming home from work and sometimes my dad would come home and he’d be like, “Oh, why isn’t dinner on the table?” So, as a teenager I would, like, try to cook dinner and get it ready so that it would prevent a fight. So that’s another example of when, sometimes it would help.

**Jeff:** So, but now, looking back, how do you feel about that now?

**Mia:** I have to say, I feel kind of resentful about it.

**Jeff:** Resentful?

**Mia:** Yeah. I mean, it wasn’t my fault that they were fighting all the time. You know, why should I have to be the one to smooth things out?

**Jeff:** Okay. And were you aware of feeling this resentment at the time?

**Mia:** No.

**Jeff:** So, I think that as we look back at this experience through a different lens, when you’re looking back as an adult looking back to a childhood experience, you may have some different feelings. So, I’m not surprised that they’re new feelings. And a feeling of resentment makes more sense now.

**Mia:** Yeah, I guess so.

**Jeff:** And my hope is that, as we talk about some of these experiences you had in the past, and work through some of those feelings, that that may relieve some of the pressure now. That, if you can understand some of the feelings from the past and feeling—have different emotional experiences now—that might result in less depression.

**Mia:** So, am I angry, or am I sad?

**Jeff:** I think you’re both, and I think that we’re going to work through—but it may be helpful to work through those at different times. But there are some people who believe that depression is anger turned inward, so if we can help you become more aware of resentment and anger now, that may relieve some of the depression.

**Mia:** Okay.
PSY8. Identifying Attachment Styles

Transcript of Psychodynamic-Interpersonal Strategy 8 Demonstration

**Jill:** So, Suzy, it seems as though you always felt a little shaky with your father.

**Suzy:** Yeah, I think so. Yeah. When he would come home, I’d have a hard time letting him out of my sight. Like I felt like I needed to be around him. And so—I hesitate to say that I was clingy but, maybe I was. And I remember my mom, she would—she would get really like, sort of, you know, hmmm, exasperated I guess—that I would want so much of my father’s attention.

**Jill:** And how would your father respond?

**Suzy:** At first—at first he seemed really nice and well, like in the sense of—not nice, that’s not the word, but like he would, he would be responding to it. Like, he would spend a lot more time with me and he would play with me, and...but then, after a while, you know, I would be grabbing on to his hand and he would say that, you know, he had to go again, but not, not on a business trip, but just like, go into another room or something like that. And so, even when he was around, you know, I felt like he wasn’t—he was always leaving.

**Jill:** Right. So even if he was in the other room, it would still feel as if he was far away.

**Suzy:** Yeah.

**Jill:** It’s like you needed to be right there, next to him.

**Suzy:** Yeah. I think so. Umm, yeah. I guess I kind of feel that way in general.

**Jill:** Well, hopefully by identifying how you felt with your father back then we can help to kind of change that and feel more secure in your current relationships.

**Suzy:** Okay.
**PSY9. Observing the Therapeutic Relationship**

*Transcript of Psychodynamic-Interpersonal Strategy 9 Demonstration*

**Jeff:** So Mia, what would you like to talk about today?

**Mia:** Well, I guess I wanted to start by thanking you for trying to help me deal with this problem I’m having. I really appreciate it.

**Jeff:** I’m glad to help.

**Mia:** Thank you. I’m sorry that I haven’t been able to implement the changes that we’ve talked about yet. I guess you must be feeling disappointed in me and frustrated.

**Jeff:** What makes you think that I might be disappointed or frustrated?

**Mia:** I don’t know. I mean, last week it seemed like you were pointing out that I keep repeating the same pattern over and over again...

**Jeff:** Okay.

**Mia:** …and, I guess thinking about it, it seems like maybe you think that I’m not going to be able to change.

**Jeff:** So, when I’ve been highlighting this pattern, it made you feel like I didn’t think you’d be able to change.

**Mia:** Well, kind of. Like—I’m worried that you think I’m hopeless.

**Jeff:** Hopeless. Mia, I’m wondering—did it feel like I was being critical?

**Mia:** No—you’re fine. I mean, you’re just doing your job.

**Jeff:** But it may have felt like I was being critical.

**Mia:** Maybe a little.

**Jeff:** A little bit. Okay. You know Mia, I’m wondering if the pattern that we’ve been identifying may be recurring here. That you’re trying to do a good job, you’re trying to make this special, you know. But then, if I say something that doesn’t recognize that—recognize you as much—it may feel a little critical to you and then you may end up feeling down again.

**Mia:** You know, now that I think about it, you’re probably right.

**Jeff:** And that’s not surprising. It’s not surprising that the pattern that you’re used to enacting, you know, is going to come up here. And that I probably did say something that sounded a little critical that kind of triggered that same reaction. So, I’m sorry that you felt critical—I’m sorry that you felt criticized—but one of the things that—this provides an opportunity, because if the same pattern that you experience with other people is occurring here, we have the advantage of kind of slowing it down and talking about what’s happening. In real life, it’s hard to say “I think I’m enacting a long-term pattern,” you know. But here, that’s the kind of thing we can talk about. So, we can slow down and identify the elements that made you feel criticized and kind of replay them and maybe modify the pattern in our relationship.

**Mia:** So, you’re not disappointed then?

**Jeff:** I’m not disappointed.

**Mia:** Oh, what a relief.

**Jeff:** And I didn’t mean to criticize you. But it makes me sad that you felt that way, and I want to see if we can change the way we relate so that we enact a different pattern. So that you don’t feel criticized, and you don’t feel disappointed or depressed.

**Mia:** Okay. That sounds good.
**PSY10. Attending to Subjective Responses**  
*Transcript of Psychodynamic-Interpersonal Strategy 10 Demonstration*

**Jill:** Suzy, how do you think others react to you when you behave in a clingy fashion?

**Suzy:** Mmm—that word again. Um, but yeah—I, mmm—I don’t know, I like to think of it as closeness. [laughter]

**Jill:** Closeness?

**Suzy:** Yeah. I—sometimes I think, sometimes I think it brings—it makes the relationship closer because I’m always there, and they know they can rely on me. But yeah, there are times when I feel like I need them to be there for me as often as I might be there for them and they’re just not and…um—yeah so, I don’t know—sometimes maybe I call a bit too often, and—yeah. And sometimes I’ve heard back about that: “Suzy, you, you know, we need a break.” You know—“You don’t have to call so often.” And—yeah. But—yeah. But, like, I—I think it’s like expressing my feelings, I think. Because, you know, there are times when I have to call you, and—or at least, I don’t know, it seems like it, like when I get really nervous and I just know that you’re going to be there and so—and, yeah, so then I end up calling. I guess quite a bit, maybe.

**Jill:** So you’ve noticed how that pattern is also playing out in our relationship?

**Suzy:** Yeah, I think so. Um—so, I think of it as closeness. Is it clingy? Like, is it—does it come across as clingy?

**Jill:** Well, I guess I have to say I have, well, you know, two reactions to that. On the one hand, I understand that I’m important to you, and the work that we’re doing is very important. On the other hand, I do want to be careful that, you know, you don’t cling too tight.

**Suzy:** Hmm. So, not close. Clingy? [laughter] That’s not very good.

**Jill:** Well, what we can explore is perhaps how to use our relationship to modify that, change it a bit, so it doesn’t feel clingy. And then you can explore that in other relationships too.

**Suzy:** Hmm…okay.
**PSY11. Resolving Conflicts in the Therapeutic Relationship**

*Transcript of Psychodynamic-Interpersonal Strategy 11 Demonstration*

**Jeff:** So, Mia, we’ve begun to realize that we’re enacting a pattern that’s parallel to some of the other situations that you’ve experienced. I’m wondering what we could do to try and change the pattern in the way we interact.

**Mia:** I don’t know. I mean, I’d really like to be able to change this pattern, but I don’t really have any idea how to go about doing that. Can we prevent it from happening in the first place?

**Jeff:** We may not be able to prevent the pattern from occurring, but we may be able to alter it a little bit, once it starts. So, what happened was that I said something that hurt your feelings, that you perceived as critical, and then you ended up blaming yourself. It’s probably unrealistic for me to never make mistakes, but I’m wondering if you could—another option would be for you to explore other feelings, other than blaming yourself.

**Mia:** Like what?

**Jeff:** Well, instead of assuming that you made a mistake and blaming yourself, what would it be like to assume that I made a mistake and blame me?

**Mia:** What do you mean? Like, be angry at you?

**Jeff:** If I said something hurtful, you would have—it would be okay with me if you were mad at me.

**Mia:** I—I usually try really hard not to get mad at anyone.

**Jeff:** And that’s—and that may be part of the problem. You end up feeling guilty and depressed instead of feeling angry. So feeling angry might be a good option to add to your choices.

**Mia:** It’s hard for me to imagine.

**Jeff:** Okay. Well, let’s try just a little bit of that. Let’s say I said, you know, “Mia, I don’t think you’re trying hard enough.” I want you to say—to see if you can get mad at me.

**Mia:** I wouldn’t even know how to start.

**Jeff:** Give it a try. Mia, you’re not trying very hard.

**Mia:** I think I am trying. I’m trying really hard. I think it may not be so easy to see the ways that I’m trying, but I really am trying and I want you to recognize that.

**Jeff:** So, how did it feel when I did it?

**Mia:** Um, I guess I felt disappointed in you for not recognizing that.

**Jeff:** I think that’s an important shift. Instead of feeling disappointed in you for not changing, you felt disappointed in me. And we’ll have some more chances, I’ll make some more mistakes, and that’ll give us a chance to continue to try and change the pattern in here in a way that will hopefully prepare you to change the pattern in other relationships.

**Mia:** Okay. I think I understand what you’re trying to do, and I appreciate that.

**Jeff:** Okay. And it’ll take us some time to work through that.

**Mia:** Okay.
**PSY12. Modifying Relational Interactions**  
*Transcript of Psychodynamic-Interpersonal Strategy 12 Demonstration*

**Jill:** Suzy, now that we’ve discussed respectful boundaries within our own professional relationship, and we were talking about when it’s appropriate to call, when it’s appropriate not to call—how do you think you could also begin to make that kind of change in other relationships, or your relationships with men?

**Suzy:** Hmm. I guess I could, I guess I can think a little bit in advance of how what I’m doing might impact other people. Yeah, sometimes I just get so nervous that I just, I need someone to help me calm down and so I don’t think of necessarily finding ways to calm down myself. One of the biggest things that my ex-boyfriend and I fight about now is when I call him we end up sort of rehashing the breakup. And that’s not how it starts off. When I first call, I just kind of want to see how he’s doing, and let him know how things are going for me and then it just kind of—whoosh!—warp’s into, like, yeah.

**Jill:** So how would you begin to change that? How would you translate the desire to be less clingy into your relationship?

**Suzy:** Hmm. I suppose when I have this urge to call him, it’s when I’m—I’m feeling lonely. And, so, huh. So, of course, when I’m on the phone with him, like I don’t feel as lonely. And when the phone conversation is about to wind down, that’s when I start to get clingy, I guess.

**Jill:** What do you do at that point?

**Suzy:** I think that’s when I start bringing up the whole breakup thing. So, maybe—maybe it’s just not a good idea that I call him if I’m feeling lonely. Because it always ends up being the same conversation, and—yeah.

**Jill:** So, resisting that urge to call when you’re feeling lonely would be doing it differently, trying to do it differently.

**Suzy:** Possibly, yeah. No—definitely. It would be doing it differently. I don’t know, maybe I could—I don’t know, do something else in the meantime.

**Jill:** Like what?

**Suzy:** Huh. I need to get out and exercise more, I think. Maybe I could do that.

**Jill:** Okay. Those sound like great ideas. Maybe you could implement them within the next week and realize, though, that these are long-term patterns that you’ve been experiencing so it’s going to take a little while for you to feel comfortable with your new approaches to try to implement change in your relationship.

**Suzy:** Okay. That sounds good.
PSY13. Interpreting Dreams

Transcript of Psychodynamic-Interpersonal Strategy 13 Demonstration

Jeff: So, Mia, what would you like to talk about today?

Mia: Actually, you know, the other night I had this really weird dream that I wanted to talk to you about.

Jeff: Okay.

Mia: Okay. So, in my dream, I was at my parents’ house and I was actually packing up my stuff as if I was going to move. And it kind of felt like I was maybe going away to move or something, and my little sister was trying really hard to get me to stay.

Jeff: Okay. So, in the dream you were moving out to go to college, and your sister was trying to keep you from going. What do you think that dream means?

Mia: I don’t know. It’s weird, ‘cause I haven’t lived at my parents’ home in years.

Jeff: Okay. And usually dreams don’t mean quite what they mean, but they’re different. So, do you think that the idea of moving out and moving on—is that a theme? That seems to be a theme that you’re wrestling with now.

Mia: Mmm, yeah. I know we’ve been talking a lot about me actually deciding to break up with Brian, and now that I think about it, maybe that’s what the dream was really all about.

Jeff: So, the dream may not be about moving out of your parents’ house, but it may be about leaving the relationship with Brian.

Mia: Maybe, except for it doesn’t really make sense that my sister was trying to stop me from leaving, ‘cause my sister hates Brian. She wouldn’t even think to stop me, she’d be encouraging me.

Jeff: Okay—so that part doesn’t make sense?

Mia: Nuh-uh.

Jeff: Sometimes, in a dream, different characters in the dream represent different parts of you. So, what would the dream mean if your sister wasn’t your sister, but your sister was part of you?

Mia: Part of me? I don’t know. Let me think about that.

Jeff: So, is there a part of you that wants to move out, go off, like the “you” in the dream, and then I wonder if there’s a part of you that doesn’t want to leave?

Mia: Well, yeah. I mean, there’s definitely a part of me that’s scared to leave and be on my own.

Jeff: Okay. So, perhaps that part of you that’s scared to leave the relationship and be on your own is represented in the dream by your little sister asking you not to go.

Mia: That makes sense.

Jeff: Okay. So, what does it mean if we think about this dream as not going to college, but moving out on your own now, and leaving the relationship? And, that we realize that there’s a part of you that’s ready to pack up and move on, and a part of you that doesn’t want to go. What does the dream mean in that context?

Mia: It means that this isn’t going to be easy for me to do, and I’m going to even struggle within myself to accomplish this.

Jeff: I’m wondering in the dream what you said to your sister?

Mia: Well, I don’t remember all the details, but I do remember, like, trying to reassure her that I was going to be okay.

Jeff: So, part of the process of getting ready to leave may be reassuring the scared part that it’ll be okay.

Mia: Yeah, I guess so.

Jeff: So, as we’re preparing for this change, I think it’s important for us to pay attention to the part that’s ready, and to pay attention to the part that’s scared, and take care of both of those parts.

Mia: Yeah.

Jeff: Okay. We’ll make sure that we need to look at both of them.
Mia: Okay.

**PSY14. Adapting to Interpersonal Losses or Disputes**

*Transcript of Psychodynamic-Interpersonal Strategy 14 Demonstration*

Jill: Suzy, I’m really glad that you have been able to interrupt the pattern of calling your boyfriend so often. What’s that been like for you?

Suzy: Oh—you know, I’m glad too. That’s—but God, oh my—it’s—God, it’s so hard. I wasn’t expecting it to be this hard, and it’s peculiar, too. Like so—okay, so now I don’t feel all tense and, like, jittery, like before. But now I’m just so sad, and I cry and cry and cry and cry. And he wasn’t that good of a boyfriend. You know, like, it’s like be—it feels like it’s beyond—I feel like I’m crying for everything. Like, I’m crying for, like, the little kids on the streets, just—I don’t understand. So, yeah, so that part feels really peculiar to me. And, huh—yeah, and if I just kind of lay back and just—yeah, eventually I’ll cry myself out. But, God, it lasts for so long.

Jill: So, you’ve recognized that perhaps underneath the anxiety about being alone, there’s all this sadness over loss. And perhaps not only this relationship loss, but others in the past.

Suzy: Yeah, that’s a point, yeah. It feels like it’s—it feels just like it’s long overdue or something. Yeah.

Jill: So, you’re recognizing maybe the importance of allowing yourself to grieve the loss now, instead of hang on to the relationship.

Suzy: Yeah, maybe that was what was making me jittery. Yeah. Now I’m just too tired to be jittery. Just tired, and sad. Yeah, I guess that’s improvement.

Jill: It’s a change. It might take a while for it to feel less distressing or uncomfortable, but, over time, I think that grieving process will be easier to manage and eventually work its way through.

Suzy: Okay. Hmm.
**PSY15. Encouraging New Relationships**  
*Transcript of Psychodynamic-Interpersonal Strategy 15 Demonstration*

*Jeff:* Mia, now that you’ve decided that you want to leave the relationship and break up with Brian, I’m wondering if there’s any barriers that we need to talk about. Anythings that are going to make this hard to enact.

*Mia:* Well, one of the things I think I’m most afraid of is feeling kind of alone in the process. Because, pretty much since the past few years that I’ve been with him, he’s been my only, like, social support.

*Jeff:* You’ve mentioned some friends.

*Mia:* Yeah.

*Jeff:* Do you see other friends regularly?

*Mia:* Well, the last time I went out with my friends was for that birthday I told you about. Usually I only get together with them for, like, special occasions.

*Jeff:* Okay. So, you see friends sometimes, but not regularly, and not just because you need some support.

*Mia:* Well, it was hard, because Brian didn’t really like me going anywhere.

*Jeff:* Yeah—that was a source of conflict in your relationship.

*Mia:* Yeah.

*Jeff:* But now that things are changing—going to be changing in the relationship, that is something you may need to address. That you may—as you’re changing your relationship with Brian, you’re probably going to need to make some changes in your other relationships. In terms of your existing friends—these friends that you don’t see as often as you’d like—are there people that you would like to see more regularly who might be open to more regular contact?

*Mia:* Yeah. I mean—like, that girl—the birthday that I was telling you about. Even though the other girl didn’t really like the gift that I got, the birthday girl was very appreciative.

*Jeff:* And what’s the birthday girl’s name?

*Mia:* Karen.

*Jeff:* Karen. Okay. So, is Karen someone that you’d like to see more often or who might be receptive to having a more supportive friendship?

*Mia:* Yeah. I mean, she has made efforts to contact me.

*Jeff:* Okay.

*Mia:* I think she would be receptive.

*Jeff:* Okay. And if you were going to do something to start building a closer connection with Karen, what would you do this week?

*Mia:* I guess I would call her up.

*Jeff:* Okay. And what would you ask her to do?

*Mia:* Maybe we could go shopping or something.

*Jeff:* So, is that something you would like to do this week?

*Mia:* Yeah, I think so.

*Jeff:* And this is going to be an ongoing process. That as you are leaving the relationship with Brian, you’re going to need to get more support from Karen and maybe from other friends. But I want us to talk about that as a part of the process—that we can’t just take something away without putting something else in its place. So, I want us to talk about—I want to encourage you to develop new relationships and strengthen some other bonds as a part of the process of moving past the relationship with Brian.

*Mia:* It feels a little less scary to think about it that way.

*Jeff:* So you’re not just leaving something, but you’re also moving toward something different.

*Mia:* Yeah—I like that.

*Jeff:* Okay.
**PSY16. Learning from Termination**

*Transcript of Psychodynamic-Interpersonal Strategy 16 Demonstration*

**Jill:** Suzy, we spent some time discussing how your romantic relationships have ended, and now that our relationship is coming to an end, I’m wondering if there are similar feelings?

**Suzy:** Oh, boy. Yeah, I—huh. It’s interesting, ‘cause you’re in the room, so it’s—to talk with you directly about it. Yeah—I think it’s, it’s weird, it’s gonna—I think it’s gonna be a little hard, I think. Because we’ve been—I don’t know, I just—I think I’ve learned a lot of how to deal with endings. Though, when I have to think about it, I’m not quite sure about what I did learn. Like, so I guess I’m confused. I—yeah—I think I feel ambivalent about it. I’m not sure if I’m going to be able to not call you. Umm...yeah. I’m having a hard—I’m having a hard time breathing right now. I think that’s the answer to that question.

**Jill:** Okay. Well, you said something a little while back about lessons learned and having difficulty seeing that. Do you want to focus on that a little bit and see if there have been any positive lessons that we can learn from the end of our relationship?

**Suzy:** Okay. Hmm. Well, I guess I don’t have to call as often. I don’t call my ex-boyfriends and I’m not calling my present boyfriend as often, so that’s—that’s a good sign. And I used to be more jittery and...yeah, I don’t know. And I used to be sad, but now I don’t even feel as sad anymore. I don’t cry as often, so...

**Jill:** So you’ve noticed some definite changes...

**Suzy:** Yeah.

**Jill:** ...in how you’ve been dealing with separations, and relationship ending. And, for our relationship, I’d like to acknowledge that it’s been an important relationship and we’ve become very close. But, again, looking at things changing, the relationship does, you know, come to an end.

**Suzy:** Yeah, yeah. Yeah, I can understand that. So, hmm. It feels good to be able to talk about it, while it’s actually happening.

**Jill:** Yeah—kind of odd at first, like you said, but definitely good. You know, it’s my hope that if we can talk about it further and separate, or end our relationship in a healthy way, that that will continue to have positive impacts on other areas of your life.

**Suzy:** Yeah—I hope that too.
**PSY1. Listening to Narratives**

Listening with a receptive attitude and enabling clients to relate their life narratives in a way that illuminates conflicts and patterns.

**Theoretical Context**

“For much of the time that the therapist is engaged with the patient in session, attention should be primarily upon the basic task: to listen to what the patient is communicating (listening); to evaluate it (understanding); and then to decide how to communicate that understanding (responding).” (Luborsky, 1984, p. 91)

“The central model of psychological activity, structure and organization, for psychotherapeutic purposes, is the story…. In a story, experiences and actions become sequentially organized into more or less predictable patterns of situational feeling, perceiving, wishing, anticipating, construing, and acting. These patterns, when they lead to problems in living, become the subject matter of psychotherapy.” (Strupp & Binder, 1984, p. 69)

“The therapist is trying to find the subjective meaning that each successive vignette holds for the client and grasp what is most significant to the client from the client’s point of view.” (Teyber, 2000, p. 39)

“While following the client’s lead, the therapist participates in shaping the course of treatment and providing a focus by listening for (1) the relational patterns, (2) pathogenic beliefs about self and faulty expectations of others, and (3) affective themes that recur throughout the material the client presents.” (Teyber, 2000, p. 244)

**Strategy Marker**

The foundation for all psychodynamic interventions is listening, understanding, and responding to clients. When clients share their life experiences, it is important for the psychotherapist to listen in a receptive way that encourages open exploration. As clients’ stories unfold, the counselor should be listening closely for thoughts, feelings, interpersonal patterns, and the subjective meaning that clients assign to their life experiences.

**Suggestions for Use**

There is an internal and external process involved in listening to narratives. The internal part of listening involves taking what is said by the client and organizing it in a way that promotes understanding. This understanding will prepare you to respond to the client in an effective way. The external part of listening involves communicating your desire to understand and help through verbal and nonverbal communication. Initially, it is best to use open questions and listen to the way clients choose to present their story. After a client has had a chance to share in this way, it may be helpful to ask more specific questions to fill in the details or to structure the information shared.

**Expected Consequences**

As a result of listening to clients stories, clients are likely to feel the psychotherapist is invested in understanding and helping. Internally, the psychotherapist is expected to gain an understanding of clients and know how to respond in a helpful way. This understanding will take the form of recognizing conflicts and patterns that may need to be resolved in psychotherapy.
**PSY2. Encouraging Free Association**

Encouraging clients to say whatever comes to mind in order to discover subconscious thoughts and feelings that might not emerge in a structured conversation.

Theoretical Context

“Taking advantage of his new operational concepts of the dynamic unconscious and the principle of strict psychic determinism, Freud reduced the element of suggestion to a minimum by a new technical procedure in which he asked his patients to report freely and without criticism whatever came into their minds. Thus, the technique of free association evolved.” (Arlow, 2000, p. 33)

“The technique of free association consists of asking the patient to verbalize everything that comes into his or her mind, as nearly as possible. The patient is told that ‘Nothing is bad, nothing is trivial, nothing is irrelevant.’ The therapist should not interrupt the patient’s thought processes unless it will help the process of discovery. This technique allows the patient and the analyst to discover important issues that neither of them knew existed.” (Karon & Widener, 1995)

Strategy Marker

If clients do not know where to focus or have trouble identifying things to talk about, it may be helpful to encourage free association. If clients seem to be thinking a lot about what to say and what not to say, this may interfere with the natural process of discovery that should occur in psychotherapy. If clients appear to be editing or screening what they are sharing, the psychotherapist can encourage a more open process in which clients do not need to censor their thoughts or feelings from verbal expression.

Suggestions for Use

Most people experience an ongoing stream of thoughts. Free association merely encourages individuals to express these thoughts verbally. It may be helpful to ask clients to provide a commentary on the “movie” running through their minds. It may take clients some time to get used to this type of unstructured and unedited communication. Permission giving and encouragement may facilitate the process of free association.

Expected Consequences

If clients are encouraged to say whatever comes to mind, the intended result is greater access to subconscious thoughts and feelings. When clients stop editing their verbal expressions, they may reveal important material that can lead to insight and change in psychotherapy. The uncovering of interpersonal themes outside of awareness can then be used to understand thoughts, actions, feelings, and relationships.
PSY3. Identifying Relationships Themes
Examining current relationships and identifying interpersonal themes that may represent long-term patterns.

Theoretical Context
“A focal narrative describes: human actions, embedded in a context of interpersonal transactions, organized in a cyclical psychodynamic pattern, that have been a recurrent source of problems in living and are also currently a source of difficulty.” (Strupp & Binder, 1984, p. 70)

“The Core Conflictual Relationship Theme is expressed in a standard form as a sentence containing two main components: a statement of the patient’s wish, need, or intentions; for example, ‘I wish something from (a person)’ and a statement of the consequence of trying to get one’s wish from that person; for example, ‘but I get upset’ (a consequence from the self) or ‘but I will be rejected’ (a consequence form the ‘person’). The CCRT can be thought of in Freud’s terms as the patient’s perception of certain types of danger situations evoked in relationship to people (Freud [1926] 1959).” (Luborsky, 1986, p. 109-110)

“The patient’s Core Conflictual Relationship Theme is generated from the patient’s relationship episodes (REs). An RE is a vignette or a story that the patient tells the therapist about his or her interaction with another person…. The task is…to learn to hear, capture, and reformulate this information. In closely attending to REs, therapists are able to generate the CCRT, and the CCRT then becomes the focus of treatment.” (Book, 1998, p. 22)

Strategy Marker
When a psychotherapist begins to understand clients’ relationship difficulties as part of an ongoing pattern, it may be helpful to describe the pattern to the client. Initially, when clients describe specific interactions, a counselor should listen closely to the story to identify common elements that might represent parts of a pattern. Eventually, when a therapist begins to see a clear theme, it can be described to the client to provide an interpersonal focus for psychotherapy.

Suggestions for Use
The Core Conflictual Relationship Theme (CCRT) method provides a structured method for listening to relationship episodes and identifying interpersonal patterns. For each relationship episode that a client shares, the interpersonal wish (W), response of other (RO), and response of self (RS) can be identified. After several relationship episodes have been explored, the CCRT can be summarized and shared with the client for clarification and exploration. It is important for the counselor to understand the pattern clearly before presenting it to the client. Once a relationship theme has been identified, clients’ responses can be used to refine this interpersonal formulation.

Expected Consequences
Once a relationship theme has been identified collaboratively, then current relationships can be seen as part of an ongoing pattern. A relationship theme allows clients to recognize continuity and to prepare for change by understanding the link between past and present thoughts, actions, and feelings. Identifying an interpersonal theme brings repetitive patterns into conscious awareness where change is most likely to occur. Relationship themes can be used to look at the way formative relationships impact current interpersonal interactions both inside and outside the therapeutic relationship.
**PSY4. Making Interpersonal Interpretations**

*Interpreting subtle thoughts, actions, and feelings in order to bring them into awareness and illuminate their relationship to interpersonal patterns*

**Theoretical Context**

“Interpretation is an intervention that enlarges the patient’s awareness of his or her current psychological state by a communication that facilitates understanding of a current interpersonal experience and the factors complicating it…it’s purpose is to restructure and reorganize the meanings of current experience to the end of making it more congruent with present day reality.” (Strupp & Binder, 1984, p. 165)

“The therapist’s response should deal effectively with a facet of the main relationship problem and at times relate that to one of the symptoms…. Each response should be about one strand of the main relationship pattern or the essence of the problem.” (Luborsky, 1984, p. 120-121)

“Change is presumed to occur as a result of insight into the connection between current patterns of maladaptive behavior and their origin in childhood conflicts. Thus, the primary technical strategy is to make interpretations that link current transference enactments to their childhood precursors.” (Strupp & Binder, 1984, p. 22)

**Strategy Marker**

If clients act in ways that enact part of a long-term pattern, then it is helpful for the psychotherapist to make interpretive comments that identify the current behavior as part of the pattern. When a counselor observes something outside of clients’ awareness that is related to their goals, interpretation brings these subtle cues out on the table where they can be examined and understood.

**Suggestions for Use**

When making interpretive comments, it is helpful to do so in a tentative, exploratory manner so that the client can accept the insight or modify it in a collaborative manner. For example an interpretation may be offered in the following manner, “I wonder if your reaction today may be related to the pattern we’ve been talking about for the past couple weeks?” Many interpretations are designed to increase awareness of how current behavior is shaped by past relationships. These interpersonal interpretations may take two forms. First, interpretations can be used to point out a link between past relationship and the therapeutic relationship. Second, a therapist may use interpretation to highlight a link between a formative relationship and a current relationship outside of psychotherapy.

**Expected Consequences**

If a psychotherapist interprets current behaviors in the context of long-standing relational patterns, then the client is likely to increase awareness and gain insight into the link between past and present. This insight is intended to help the client deal with reality in a more effective way with less interference from the past. Once a pattern is brought into here-and-now awareness through interpretation, it can be experienced and changed.
**PSY5. Honoring Resistance**

*Honoring resistance and fostering awareness of the way clients resist change and maintain the status quo in order to protect themselves from fearful changes*

**Theoretical Context**

“First, both the therapist and the client must honor the client’s resistance, because it originally served a self-preservative and adaptive function. The therapist can help the client appreciate the fact that this coping strategy was the best possible response to an unsolvable conflict that the client had available at an earlier time in his development. Second, the therapist then helps the client to realize that he no longer needs this coping strategy, at least in the present relationship, but can develop more flexible response styles.” (Teyber, 2000, p. 63)

“According to the traditional psychoanalytic view, resistances serve three major psychodynamic functions: (1) they impede the uncovering of an unconscious conflict; (2) once a conflict is reactivated in therapy, they interfere with the renunciation of unconscious wishes and fantasies associated with the conflict; and (3) they reflect the patient’s general reluctance to experiment with new and more adaptive behavior…” (Strupp & Binder, 1984, p. 179)

“The concept of resistance is implicitly integrated into this presentation of the theory of technique. The patient’s resistances are interpersonal behaviors through which the patient opposes the therapeutic efforts. Resistances therefore show themselves through transference, so that interpreting the transference is interpreting the resistance…” (Luborsky, 1984, p. 23)

**Strategy Marker**

If a client is reluctant to make changes in therapy, it is important for the psychotherapist to recognize and address this resistance. When clients are not ready for change it is important to explore and understand any barriers. Rather than viewing resistance as a mere impediment to progress, resistance can be seen as a valuable area for exploration that will reveal ways that clients have dealt with stress and conflicts in the past.

**Suggestions for Use**

It is often helpful to examine the thoughts, actions, and feelings that represent resistance and to identify the adaptive purpose that these behaviors may have played earlier in life. When resistance is viewed as an outdated coping strategy, it is easier to recognize the need for new, more effective ways to cope that may need to be developed before clients give up their old strategies. When looking at resistance, it will be beneficial to approach resistance in an exploratory rather than judgmental manner.

**Expected Consequence**

If a counselor explores and understands resistance, then more effective coping strategies can be identified. When outdated coping behaviors are understood, then it is more likely that adaptive thoughts, feelings, and actions can be chosen. These new strategies will represent more contemporary and effective methods of dealing with stress and conflicts. When new ways of managing anxiety and other feelings are adopted, the client will be more comfortable living in the here-and-now.
**PSY6. Exploring Childhood Experiences**

*Exploring childhood experiences in order to understand the origin of interpersonal patterns and how early relationships may shape or distort current interpersonal perceptions.*

**Theoretical Context**

“Social learning in the family of origin is the most significant source of long-standing personality strengths and problems….There are two reasons why familial experience has such a powerful, long-term impact on the individual. The first is the sheer repetition of family transactional patterns. The same type of affect-laden interchanges are reenacted thousands of times in daily family life….Second, the impact of these repetitive transactions is magnified because of the intensity of the affect involved.” (Teyber, 2000, p. 14-15)

“To achieve a rounded picture of the main theme, it is valuable to attend to its appearance in three spheres: (1) current relationship of the patient and therapist in the treatment; (2) current relationships outside of the treatment, with family, friends, co-workers, et al.; and (3) past relationships, especially with the parent figures.” (Luborsky, 1984, p. 110)

“It can be liberating for clients to explore the familial interactions and developmental experiences that shaped their current conflicts. As they gain understanding of their childhood dilemmas, they become more accepting of the choices, compromises, and adaptations they had to fashion in their lives….A mutual exploration of familial and developmental experiences can teach therapists a great deal about the corrective experiences that clients need in treatment, and help therapists to begin generating working hypotheses.” (Teyber, 2000, p. 288)

**Strategy Marker**

If interpersonal conflicts are reported in current relationships or if struggles emerge in the therapeutic alliance, it may be helpful to explore how these patterns have been learned earlier in life. When clients begin to recognize interpersonal patterns, they may feel some natural curiosity about the origin of these repetitive interactions. A psychotherapist can support this desire for insight by helping clients understand the impact of the past on the present.

**Suggestions for Use**

It is best to follow the client’s lead in exploring the past and making sure that the past is not isolated from the present. Family-of-origin work is most helpful when clients spontaneously make a link to the past after a corrective experience occurs in the therapeutic relationship. Therefore, it may be best to wait for clients to make links to the past before exploring these origins in depth. Because interpersonal patterns are embedded in broader family and social systems, exploring the source of interpersonal patterns will involve the use of systemic strategies that complement psychodynamic-interpersonal skills. For example, in order to understand a client’s background, it may be important to describe the structure of the family, identify family roles, and clarify family belief systems.

**Expected Consequence**

Insight is often a precursor for change. If clients understand the origin of interpersonal patterns, they may be more likely to feel empathy for themselves by recognizing the context of their past and current struggles. Once the childhood origin is brought into conscious awareness, then the pattern is more likely to be changed.
PSY7. Working Through Past Conflicts
Expressing and working through thoughts and feelings related to painful interpersonal conflicts from the past

Theoretical Context
“For most patients, the major thrust of treatment occurs during this middle phase when the childhood roots of the transference driven response from other are worked through….The focus of therapy during this second phase is on interpreting how the patient’s expectations of others’ responses in the present are intensely colored by attitudes, feelings, and behaviors aimed at caretakers from the past. Much of this interpretation involves explaining how the patient is unconsciously and inappropriately reliving those past attitudes and behaviors with people in the present.” (Book, 1998, p. 67-68)

Strategy Marker
When clients begin to explore early experiences that may have shaped current interpersonal relationships, it may be necessary to work through painful memories and emotions. When clients look at the damaging ways that others have responded to them in the past, it may be necessary to explore unexpressed feelings or reprocess inaccurate thoughts.

Suggestions for Use
When working through past conflicts, it is important not to dwell on the past without attending to the here-and-now. It is assumed that change occurs in the present and that past conflicts will repeat themselves. Therefore, there should be a dynamic interplay between this focus of working through past conflicts and working through conflicts in the therapeutic relationship (Strategy PSY11). Working through past conflicts often involves the emergence of painful feelings or distorted thoughts. When working through painful feelings, different layers of emotions may be uncovered (e.g., an outer layer of anger covering a deeper layer of sadness or loss). As a counselor, your role is to help clients explore painful feelings, to discover adaptive emotions, and to find appropriate ways to express their feelings. When working through past conflicts, hidden thoughts may emerge that distort current perceptions (e.g., “I deserve to be punished”). When these distortions are uncovered in psychotherapy, they should be explored. These cognitions may have served an adaptive purpose earlier in life (e.g., viewing self as bad allows a child to maintain ties to an abusive parent). However, it is often necessary to help clients realize that these thoughts no longer serve an adaptive purpose. After this realization has been made, more adaptive thoughts can be identified, tested, and reinforced.

Expected Consequences
If clients work through past conflicts, the intended result is less distorted thoughts, feelings, and actions in the present. Once a client has resolved painful thoughts or feelings about childhood experiences, then the past is more likely to stay in the past. As a result of working through early conflicts, there will be a greater capacity to make changes in the therapeutic relationship and other current relationships.

____________________________________________________________________________________

Copyright © 2004 Jeff E. Brooks-Harris.
Psychodynamic-Interpersonal Counseling & Psychotherapy Video Leader Guide
**PSY8. Identifying Attachment Styles**

Examining early and ongoing attachment experiences and identifying attachment styles in order to encourage more secure attachments.

**Theoretical Context**

“The securely attached child is able to experience his feelings of separation and reunion and is not overwhelmed by them; they enhance the strength of the attachment bond, contributing to his resilience.….The insecure, resistant child, who cannot let go relationally and cannot modulate his own affects, cries at separation from the mother but fails to be soothed by reunion with her….The insecure, avoidant child sacrifices his affective life in order to function. Throughout, his play uninterrupted, he exhibits neither distress at separation not joy at reunion, as if he were indifferent to the caretaker’s goings and comings.” (Fosha, 2000, p. 42-43)

“Highly authoritarian parents may threaten their children, break off emotional contact with them, and—in words and, especially, through tone—may communicate contempt or disgust for them. Children from such families typically struggle with anxiety and depression throughout their adult lives, and often report feeling guilt, loneliness, and low self esteem when they enter treatment but without understanding why. These clients have also developed elaborate interpersonal strategies to cope with this trauma, such as being good, taking care of the parent, or being quiet and ‘going away inside’…The therapist needs to highlight these interpersonal coping strategies and focus on them with clients, or else they are likely to be reenacted in the therapeutic relationship along the process dimension.” (Teyber, 2000, p. 172)

**Strategy Marker**

When clients are describing problems in current or past relationships, it may be helpful to look at how they have attached or failed to attach to significant others in life. When clients are exhibiting a pattern of insecure or avoidant attachment, it may be helpful to understand this as a developmental problem that may have its roots in early childhood.

**Suggestions for Use**

It may be helpful to think about clients in terms of three different attachment styles described by Bowlby (1969): secure attachment, insecure attachment, or avoidant attachment. Individuals who experienced secure attachment to caregivers are likely to be able to manage interpersonal conflicts without excessive anxiety. People who experienced insecure attachment as children are likely to respond to interpersonal conflicts with greater anxiety. Individuals who responded to childhood by developing a pattern of avoidance are likely to continue to detach themselves from others, particularly in the face of interpersonal conflict.

**Expected Consequences**

When a psychotherapist helps clients examine attachment experiences and identify attachment styles, the intended result is a clearer understanding of the origin of interpersonal struggles. If clients understand the origin of insecurity or avoidance, they will be better prepared to make relational changes that may result in more secure attachments in current and future relationships.

---

Copyright © 2004 Jeff E. Brooks-Harris.
Psychodynamic-Interpersonal Counseling & Psychotherapy Video Leader Guide
**PSY9. Observing the Therapeutic Relationship**

*Observing the way clients relate to the psychotherapist in order to understand the way interpersonal patterns are enacted and repeated within the therapeutic relationship.*

**Theoretical Context**

“A good therapeutic relationship provides an ideal medium for experiencing one’s maladaptive interpersonal predispositions, while at the same time facilitating their correction…. Transference…refers to the patient’s proclivity for enacting emotional conflicts through the relationship to the therapist. This conception was introduced by Freud when he postulated that therapeutic progress occurs solely and uniquely through the patient’s relationship to the therapist.” (Strupp & Binder, 1984, p. 143)

“Clients do not just talk with therapists about their problems in an abstract manner. Rather, they actually recreate in their relationship with the therapist the same conflicts that have led them to seek treatment. This recapitulation of the client’s problem is a regular and predictable phenomenon that will occur in most therapeutic relationships….The therapeutic process has metaphorically repeated the conflicted interaction that clients have not been able to resolve in other current relationships, and that they have often experienced in early formative relationships.” (Teyber, 2000, p. 16-17)

**Strategy Marker**

If clients repeat problematic interpersonal patterns within the therapeutic relationship, then it will be useful for the psychotherapist to pay close attention to this reenactment. The transference relationship between the client and therapist provides an opportunity to look at and understand maladaptive behaviors that clients may have learned earlier in life and may be replicating in current relationships.

**Suggestions for Use**

It is important for a counselor to closely observe transference and to begin to understand it before sharing overt observations. However, once a preliminary transference hypothesis has been formulated, you can explore interpersonal behaviors in a collaborative manner using process comments. Teyber (2000) suggested the following example of a process comment: “I think that something important might be going on right now. Can we talk together about what just happened between us? I know people don’t usually talk together this way, but I think it could help us understand what’s been going wrong with your wife and others as well” (p. 51). Process comments focus on the interaction between therapist and client, allowing here-and-now exploration of transference reactions that may illuminate long-standing patterns.

**Expected Consequences**

If a psychotherapist attends to transference in the therapeutic relationship, then there is an opportunity to observe interpersonal patterns “up-close” in a present and personal manner. Transference in the therapeutic relationship represents an interpersonal laboratory in which naturally occurring patterns can be isolated and examined in a controlled environment in order to better understand the ongoing relationship problems faced by clients. This type of understanding prepares clients to resolve conflicts in the therapy relationship (Strategy PSY11) as well as modifying interactions in current relationships outside of psychotherapy (Strategy PSY12).
**PSY10. Attending to Subjective Responses**

*Attending to the psychotherapist’s own subjective responses as a basis for understanding clients’ interpersonal experiences and how they may be perceived by others.*

**Theoretical Context**

“The psychiatrist has an inescapable, inextricable involvement in all that goes on in the interview; and to the extent that he is unconscious or unwitting of his participation in the interview, to that extent he does not know what is happening.” (Sullivan, 1954, p. 19)

“The basic task of the interpersonal communication therapist is to disrupt the rigid transactional pattern which the client imposes on the therapy sessions. The therapist does this by continually giving intervention priority to the client’s relational messages—by identifying the client’s distinctive interpersonal style through the therapist’s labeling of his own impact engagements, by disengaging from these pulls or constrictions, by terminating the complementary response, and by various other maneuvers designed to offer...the ‘asocial’ response.” (Kiesler, 1982, p. 277)

“Whenever the therapist is referentially but implicitly included in a client’s statement, the therapist’s priority is to explore explicitly with the client the implications of that statement….In feeding back impact messages to the client, it is essential for the therapist to communicate both the positive and negative polarity of his affective engagements.” (Kiesler, 1982, p. 286)

**Strategy Marker**

When interacting with clients, a psychotherapist may experience feelings, thoughts, or be pulled toward certain actions in a way that represents a complementary response to a particular client’s interpersonal style. When a counselor perceives that he or she is engaged or “hooked” by a client’s relational dance, the therapist should attend closely to this subjective response. The therapist’s reaction to clients provides a valuable source of information about how clients interact with others and how other people may perceive and react to them.

**Suggestions for Use**

When you notice a subjective response to a particular client, it is important that you try to disengage or get “unhooked” from the interpersonal transaction so that you can provide a response that is different from what clients normally experiences in their day-to-day lives. One option is to engage in metacommunication—to communicate with clients about the way that they are communicating with you. Metacommunication allows the client to receive interpersonal feedback that is not usually available in social interactions. When providing feedback on clients’ interpersonal impact on the therapist, you should communicate about both positive and negative aspects of your subjective response (Kiesler, 1982).

**Expected Consequences**

If a psychotherapist provides feedback about subjective responses or interpersonal reactions, the likely outcome is that clients will have greater awareness of their relational impact on others. Once a social or complementary response on the part of the counselor is detected, interrupted, and discussed, then the counselor and client are more likely to make changes in their relationship that may represent the resolution of long-standing interpersonal patterns (Strategy PSY11).
**PSY11. Resolving Conflicts in the Therapeutic Relationship**

*Working through interpersonal problems in the therapeutic relationship in order to resolve conflicts that were learned earlier in life.*

**Theoretical Context**

“They then work together to identify and change the maladaptive relationship patterns that are occurring with others and in the therapeutic relationship, as well as the conflicted emotions and pathogenic beliefs that accompany them. As this work proceeds, the therapist must not comply with the client’s strong pull to reenact these relational themes in the therapeutic relationship. Instead, the therapist’s goal is to provide a different type of relationship that resolves, rather than reenacts, the client’s recurrent relational themes.” (Teyber, 2000, p. 243)

“Freud…explain[ed] the necessity for working through the central relationship problems in the transference. The working through is identified by Freud…as a process which facilitates the patient’s change in the course of therapy by offering opportunities to reexperience the relationship problems as they appear in the three spheres, and particularly in the one with the therapist, that is, in the transference.” (Luborsky, 1984, p. 123-124)

**Strategy Marker**

When clients repeat interpersonal patterns in the therapeutic relationship, it is important for the psychotherapist and client to work together to change the interaction so that the problematic pattern is not reinforced. When conflicts occur between the client and counselor, an attempt should be made to explore how the problem may be related to repetitive relational patterns in clients’ lives. It is important for the therapist to act in a way that does not repeat the pattern but provides a new interpersonal experience for the client.

**Suggestions for Use**

One of the best ways to resolve conflicts in the therapeutic relationship is to talk directly about the repetition of interpersonal patterns using process comments. To intervene within the therapeutic relationship, it is helpful to make an overt link between the client’s issues and what is occurring between the therapist and client. In order to resolve relationship conflicts in psychotherapy, it is best to formulate a clear interpersonal conceptualization that predicts how a client’s core concerns may be repeated. When these issues do arise, the therapist should be prepared to discuss them nondefensively, explore the clients’ perceptions, differentiate the therapist from others, and offer to make changes in the therapeutic relationship (Teyber, 2000, p. 263).

**Expected Consequences**

If clients have corrective emotional experiences in psychotherapy—rather than repeating problematic patterns—they are more likely to feel interpersonal safety and to be able to explore and adopt new thoughts, feelings, and actions. Working through problems in the therapeutic relationship demonstrates to clients that they can have new relationships that do not conform to old patterns. Resolving conflicts in therapy represents a powerful form of experiential learning, preparing clients for making changes in other relationships (Strategy PSY11).
PSY12. Modifying Relational Interactions

Identifying ways that current relationships outside therapy can be modified to change interaction patterns and to generalize lessons that have been learned in psychotherapy.

Theoretical Context

“The therapist aids the patient in actualizing his or her wish by helping the patient view and work through the response from others as either a transference distortion or repetition compulsion. For some patients, the way they expect or fear that others will respond is a transference phenomenon: their fear that others may respond in a particular manner is founded on and colored by early childhood experiences with parental figures….Some patients, on the other hand, actually choose or provoke others to respond and treat them as they experienced their caretakers as treating them in the past. With these patients, the RO is a repetition compulsion. For both groups of patients, the therapist increases their ability to actualize the wish by helping them work through the transference distortion or the repetition compulsion that makes up their RO. As the patient understands and works through the RO, the W is actualized and the RS is no longer required.” (Book, 1998, p. 55)

“As clients continue to have a corrective emotional experience with the therapist, the task is to generalize this experience of change beyond the therapy setting. The conflicts that are being resolved in the therapeutic relationship must now be worked through in other relationships as well. The working-through phase of treatment is an exciting period of growth and change as clients try out with others the emotional relearning that has occurred with the therapist.” (Teyber, 2000, p. 275)

Strategy Marker

When clients are able to articulate the ways they are repeating long-standing patterns in current relationships, the psychotherapist should help them look at specific changes that can be made to alter and improve current relationships. If clients have been able to successfully change interpersonal patterns within the therapeutic relationship, it is important to explore ways that these changes can be actualized in other relationships.

Suggestions for Use

In order to modify relational interactions, it is helpful to articulate how current relationships are being distorted by past experience. For example, Book (1998) suggested that interpersonal perceptions can be distorted in one of two ways: (a) transference distortions in which clients inaccurately expect current relationships to repeat unwanted patterns, or (b) repetition compulsions in which clients inadvertently act in ways that increase the likelihood that negative patterns will actually occur again. In order to generalize interpersonal changes, it will be helpful to distinguish between these two responses to help clients actualize their interpersonal wishes.

Expected Consequences

When changes made in current relationships are based on insight about the past, the likely outcome is deeper and more enduring change. If clients are able to generalize interpersonal changes from psychotherapy to other current relationships, the result is that clients will be more effective in getting their relationship needs met.
PSY13. Interpreting Dreams
Exploring dreams and helping clients discover interpretive meaning that illuminates thoughts or feelings outside of awareness.

Theoretical Context
“The idea that dreams could be understood occurred to Freud when he observed how regularly they appeared in the associations of his neurotic patients. Dreams and symptoms, he came to realize, had a similar structure. Both were end products of a compromise between two sets of conflicting forces in the mind—between unconscious childhood sexual wishes seeking discharge and the repressive activity of the rest of the mind….The central principle of this theory is that mental life represents an unrelenting conflict between the conscious and the unconscious parts of the mind.” (Arlow, 2000, p. 22-23)

“Dreams may represent wishes and fears; they often express impulses the dreamer either represses or finds impossible to voice; they can also point to solutions to both exterior and interior problems….An analytical psychotherapist looks for the role a dream may play in relation to the patient’s conscious attitude. The therapist often explores the dream first on the objective level, considering in what ways it accurately portrays an actual person or situation. A dream is then probed for what it reveals about the patient’s own behavior and character.” (Douglas, 2000, p. 116-117)

Strategy Marker
When clients describe dreams in psychotherapy, it will be helpful to explore the way the dreams may be related to current interpersonal struggles. If clients describe dreams that they do not understand or that they think are related to other areas of life, then a counselor can provide a safe and structured environment for exploration that may lead to insight and change.

Suggestions for Use
Here are two simple guidelines that may be useful in interpreting dreams. First, it may be helpful to assist clients in distinguishing between the manifest and latent content and explore underlying themes. After looking at the “plot” of the dream, it may be helpful to explore how events or objects in the dream may represent different events or objects in clients’ lives. Second, it may be helpful to assume that people in dreams often represent different parts of the dreamer. In this way, a conflict between two characters in a dream may illustrate an internal conflict between two parts of the client. For example, dream characters may represent a struggle between the mature, responsible side of the dreamer (super ego) and the impulsive, rebellious side (id).

Expected Consequences
Dream interpretation represents one way to make the unconscious conscious. If psychotherapists help clients explore the interpretive meaning of dreams, then they may discover thoughts, feelings, or interpersonal patterns that have been hidden outside of awareness. When clients understand their own unconscious conflicts and the impact on interpersonal relationships, then they will be better able to make changes in current relationships. Dreams offer a path to understanding that can be used to complement exploration of current functioning and interpersonal relationships.
**PSY14. Adapting to Interpersonal Losses or Disputes**

*Helping clients adapt to significant changes in interpersonal relationships by grieving losses or resolving disputes.*

**Theoretical Context**

“The therapist then offers an interpersonal formulation linking the depressive syndrome to the patient’s interpersonal situation within the framework of one of four interpersonal problem areas: (1) grief; (2) interpersonal role disputes; (3) role transitions; or (4) interpersonal deficits.”

(Weissman, Markowitz & Klerman, 2000, p. 20)

**Grief:** “Depressed patients suffering from complicated bereavement tend to have low self-esteem while often idealizing the lost other or their lost relationship….An aim of treatment is then to help the patient develop a clearer, more complex, and more realistic picture of the totality of his or her relationship with the lost person….The two goals of the treatment for depression that center on grief are: (1) to facilitate the delayed mourning process, and (2) to help the patient reestablish interests and relationships that can substitute for what has been lost.”

(Weissman, Markowitz & Klerman, 2000, p. 62-64)

**Disputes:** “Typical features that perpetuate role disputes are the patient’s demoralized sense that nothing can be done (that the dispute has reached an *impasse*), poor habits of communication, or truly irreconcilable differences….The general goals for treatment of interpersonal role disputes are to help the patient first identify the dispute, then make choices about a plan of action, and finally modify maladaptive communication patterns or reassess expectations, or both, for a satisfactory resolution of the interpersonal disputes.”

(Weissman, Markowitz & Klerman, 2000, p. 75-76)

**Strategy Marker**

If clients are facing significant changes in their interpersonal relationships, then it may be useful for a psychotherapist to help them move through the process of adaptation. Psychological distress is often associated with interpersonal losses or disputes. If clients experience grief, a counselor can facilitate the mourning process. In the case of disputes, psychotherapy can focus on negotiation or dissolution.

**Suggestions for Use**

In order to facilitate adaptation to interpersonal changes, it may be helpful to clearly identify the change that is occurring and to normalize the process of adaptation. By linking a psychological symptom, like depression, to a specific alteration in the relational environment, clients may be able to understand their symptoms and prepare for transition. By outlining a predictable process of change, a psychotherapist can help clients achieve gradual improvement resulting in a decrease of negative psychological symptoms.

**Expected Consequences**

If a counselor facilitates interpersonal adaptation, the predicted outcome is more balanced thinking, decreased negative feelings, and more effective interpersonal actions. When psychotherapy focuses on relational changes, there should be a decrease in depression and other symptoms associated with grief or interpersonal conflict.

---

Copyright © 2004 Jeff E. Brooks-Harris.
Psychodynamic-Interpersonal Counseling & Psychotherapy Video Leader Guide
PSY15. Encouraging New Relationships

Encouraging clients to form new relationships and reduce social isolation as a result of role transitions or interpersonal deficits.

Theoretical Context

“The therapist then offers an interpersonal formulation linking the depressive syndrome to the patient’s interpersonal situation within the framework of one of four interpersonal problem areas: (1) grief; (2) interpersonal role disputes; (3) role transitions; or (4) interpersonal deficits.” (Weissman, Markowitz & Klerman, 2000, p. 20)

Role Transitions: “Depression associated with role transitions occurs when a person has difficulty coping with life changes….In general, difficulties in coping with role transitions are associated with the following issues: (1) loss of familiar social supports and attachments; (2) management of accompanying emotions, such as anger or fear; (3) demands for a new repertoire of social skills; and (4) diminished self-esteem.” (Weissman, Markowitz & Klerman, 2000, p. 89-90)

Interpersonal Deficits: “The goal of treatment of interpersonal deficits is to reduce the patient’s social isolation. Because there are no current meaningful relationships, the focus of treatment is on past relationships, the relationship with the therapist, and beginning to form new relationships.” (Weissman, Markowitz & Klerman, 2000, p. 89)

Strategy Marker

If clients are socially isolated or have experienced a decrease in social support, then it is usually helpful for a psychotherapist to encourage new relationships. For some clients, social isolation is a long-term problem arising from interpersonal deficits. In these cases, psychotherapy may involve the acquisition of new social skills. For other clients, social isolation may be the result of role transitions such as moving to a new location, starting a new job, or having a friend or loved one move away or die. In these cases, encouraging new relationships may involve identifying and activating social skills that the client has used successfully in the past.

Suggestions for Use

In order to help clients form new relationships, it may be necessary to explicitly identify the social skills necessary to adapt to the social environment. Because these skills are not explicitly taught in our culture, it may seem strange to discuss these behaviors in an overt manner. Once skills have been identified, the therapist may want to help the client make a realistic assessment of strengths and limitations. Rehearsal through imagery and role playing may help prepare clients for real-life practice (Weissman, Markowitz & Klerman, 2000).

Expected Consequences

If a psychotherapist encourages new relationships, the predicted outcome is more effective efforts to initiate social contact and a reduction in social isolation. If new social skills are taught, the expectation is the formation of relationships based on the use of new skills. If new relationships are needed because of a role transition, the result may be the effective activation of skills that have been used in the past in order to transfer and generalize learning to a new situation or environment.
**PSY16. Learning from Termination**

*Using the end of the therapeutic relationship to enact a healthy separation, consolidate self-awareness, and support interpersonal changes.*

**Theoretical Context**

“A central purpose of psychodynamic psychotherapy is to help the patient come to terms with previous separations and object losses, whether these be emotional or actual….The patient learns to internalize the generally positive image of the therapist, thereby freeing himself or herself from the neurotic attachment….This process never succeeds perfectly. Nevertheless, the process of replacing early (maladaptive) identifications with new (more adaptive) ones is psychotherapy’s unique achievement.” (Strupp & Binder, 1984, p. 261-262)

“Patients tend to come to a point where they feel a reasonable achievement of the goals has been made, although all the goals have not been realized. The symptoms are more likely to have been changed than the relationship problems.” (Luborsky, 1984, 9. 151)

“The termination phase provides these clients with an important opportunity to further resolve the separateness-relatedness dialectic and can be a potent corrective emotional experience.” (Teyber, 2000, p. 297)

**Strategy Marker**

As the end of the therapeutic relationship approaches, termination can be used as an opportunity to help clients understand and adapt to separations and losses that are an inevitable part of life. Separating from a psychotherapist is likely to stir up old feelings associated with the loss of earlier relationships. Termination may be more difficult if clients have not learned to separate from meaningful relationships in a healthy way. If this is an area of difficulty, termination provides an opportunity to deal with interpersonal transitions in a more adaptive manner.

**Suggestions for Use**

During the termination phase of treatment, it is important to affirm both positive and negative feelings about the ending of the therapeutic relationship: “One of the therapist’s primary goals in these natural endings is to affirm both sides of client’s feelings about ending: to take pleasure in client’s independence and actively support their movement out on their own; but also to let clients know that the therapist will accept their need for help or contact in the future” (Teyber, 2000, p. 296). This balanced view of separation can provide a corrective emotional experience that may prepare clients for future interpersonal transitions. Psychotherapists should help clients understand that, although progress has been made, all problems have not been completely eliminated.

**Expected Consequences**

If termination is explored in a balanced manner, then clients are more likely to internalize positive lessons they have learned from psychotherapy. When a psychotherapist uses termination as an opportunity to understand the process of separation, clients may be better prepared for future separations without having to devalue relationships or resort to other negative feelings.
**Psychodynamic-Interpersonal Strategies Rating Worksheet**

As you watch each of these psychodynamic-interpersonal strategies demonstrated on the video, please rate your abilities for each strategy. The purpose of the evaluation is to identify areas of current strength as well as other areas that need more practice and refinement. Please use the following scales:

**Understanding** – Based on what you have learned so far, how well do you understand the theoretical basis for this strategy and its usefulness in psychotherapy?
- 1 – I don’t understand this strategy very well at all.
- 5 – I have a clear understanding of this strategy.

**Confidence** – Based on what you have learned in class, how confident are you about using these strategies in psychotherapy?
- 1 – I don’t think I’m ready to use this strategy in psychotherapy.
- 5 – I feel confident about using this strategy and predict positive results.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Understanding</th>
<th>Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY1. Listening to Narratives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY2. Encouraging Free Association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY3. Identifying Relationships Themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY4. Making Interpersonal Interpretations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY5. Honoring Resistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY6. Exploring Childhood Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY7. Working Through Past Conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY8. Identifying Attachment Styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY9. Observing the Therapeutic Relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY10. Attending to Subjective Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY12. Modifying Relational Interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY13. Interpreting Dreams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY14. Adapting to Losses or Disputes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY15. Encouraging New Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY16. Learning from Termination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identifying Strengths and Areas for Growth

1. **Strengths.** After reviewing the description of psychodynamic-interpersonal strategies and viewing the video demonstrations, please identify two or three of these strategies you have used successfully and that you consider strengths.

   a. 

   b. 

   c. 

2. **Areas for Growth.** Please identify two or three psychodynamic-interpersonal strategies that you would like to refine and improve, use more frequently, or add to your repertoire.

   a. 

   b. 

   c. 

3. **Client Targets.** Are there any current clients with whom you would like to use the psychodynamic-interpersonal strategies that you have identified as areas for growth? If so, please indicate their initials and the benefits they would derive from your use of these strategies.

   a. 

   b. 

   c.
**Treatment Planning Worksheet**

Please use this worksheet to identify the psychodynamic-interpersonal strategies you plan to utilize when working with a particular client.

Counselor: _____________________  Client's initials: _______  Date: ________

**Client's Primary Goals.** What have you agreed to work on with this client?

**Rationale for an Interpersonal Approach.** Why have you chosen to focus on interpersonal patterns with this client? How does a psychodynamic approach fit with this client’s goals for counseling?

**Specific Psychodynamic Skills.** Please review the catalog of skills and identify specific psychodynamic-interpersonal strategies that you would like to implement with this client.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Code (e.g., PSY1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________________________</td>
<td>(_______)</td>
</tr>
<tr>
<td>2. __________________________________________</td>
<td>(_______)</td>
</tr>
<tr>
<td>3. __________________________________________</td>
<td>(_______)</td>
</tr>
<tr>
<td>4. __________________________________________</td>
<td>(_______)</td>
</tr>
<tr>
<td>5. __________________________________________</td>
<td>(_______)</td>
</tr>
</tbody>
</table>
Reflecting on a Single Session

Please use this worksheet to identify the psychodynamic-interpersonal strategies you used with a particular client during a specific session.

Counselor: ____________________    Client's initials: ________    Date: _______

Primary Focus of the Session. What content did you and your client discuss during this session?

Rationale for Interpersonal Approach. Why did you use an interpersonal approach with this client? How did it fit the client's goals or the session content?

Specific Skills. Please review the catalog of psychodynamic-interpersonal strategies and identify specific skills used during this session.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Code (e.g., PSY1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
**References**


