

## Adding a Recovery Orientation to Cognitive Behavior Therapy

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## Goals and Agenda

1. Introduction
2. Case Example: The Maladaptive versus Adaptive Mode
3. Case Example: Problem-Based Conceptualization and Strength-Based Conceptualization
4. Principles of Treatment and Variations for CT-R
5. Identifying Strength-Based Data, Values, Aspirations, and Resilience

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## Goals of Traditional CBT

- Decrease symptoms
- Achieve remission
- Prevent relapse

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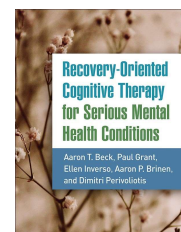
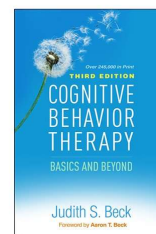
## Additional Goals for Recovery-Oriented Cognitive Therapy

- Assist clients to live the life they want, in alignment with their values and aspirations.
- Strengthen clients' sense of connection, hope, purpose/meaning, empowerment, safety, well-being, competence, control.

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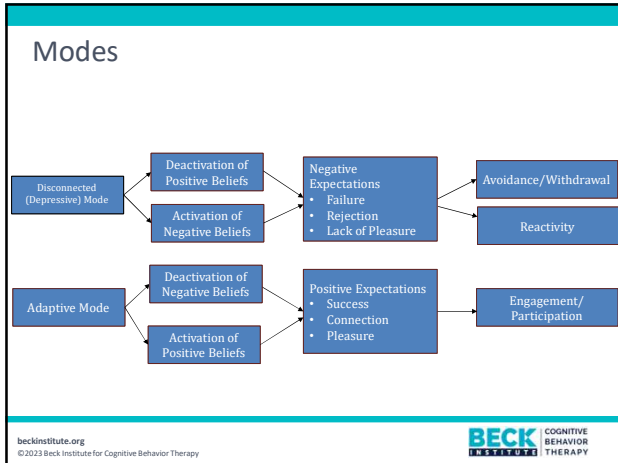
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### Case Example: Katie

- 37-year old female, married for 15 years
- Fired from job 2 years before treatment
- 2<sup>nd</sup> episode of severe major depression began soon after

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### Katie (cont.)

- Spends most of day sitting on couch; neglects household chores, basic self-care
- Avoids going out, isolates
- Poor relationship with mother
- Deeply hopeless
- Intermittently suicidal but no attempts

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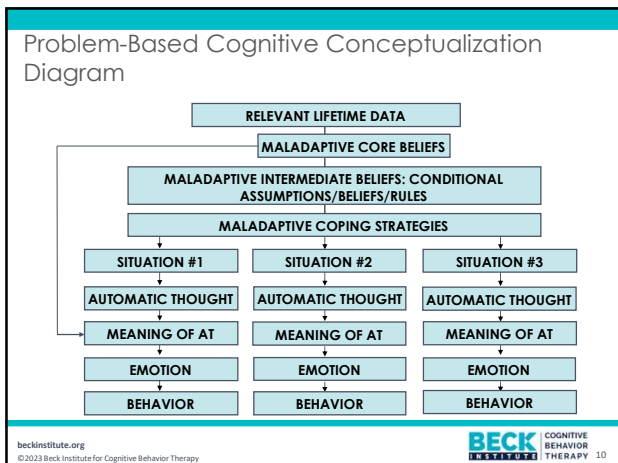
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## PROBLEM-BASED COGNITIVE CONCEPTUALIZATION DIAGRAMS

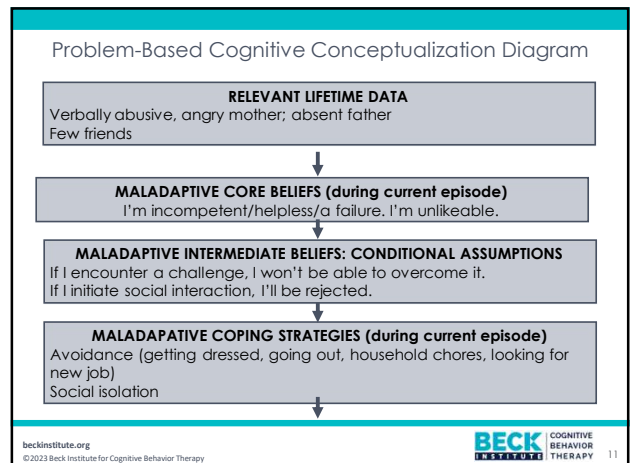
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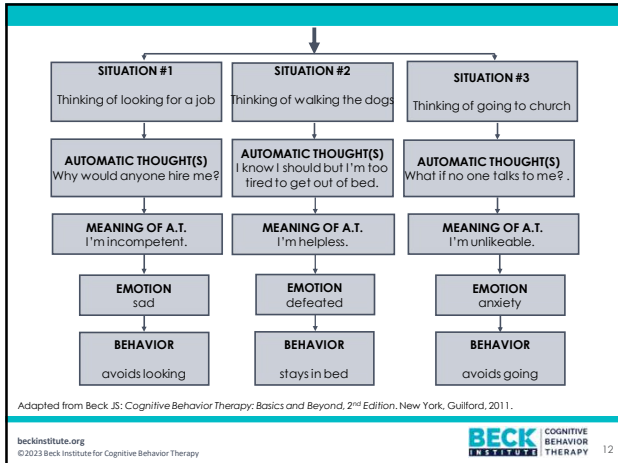
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## Katie's Values, Strengths, Positive Qualities, Resources

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### Katie (cont.)

#### Strengths, positive qualities (in best period)

- Very caring, helpful to others
- Close relationships with friends, sister, and husband's family
- Good work ethic
- Reliable and productive
- Pursued hobbies and recreational activities

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### Katie (cont.)

#### Resources (in best period)

- Good problem solver
- High motivation
- Strong clerical skills
- Husband and one friend were good sources of support
- Financially stable

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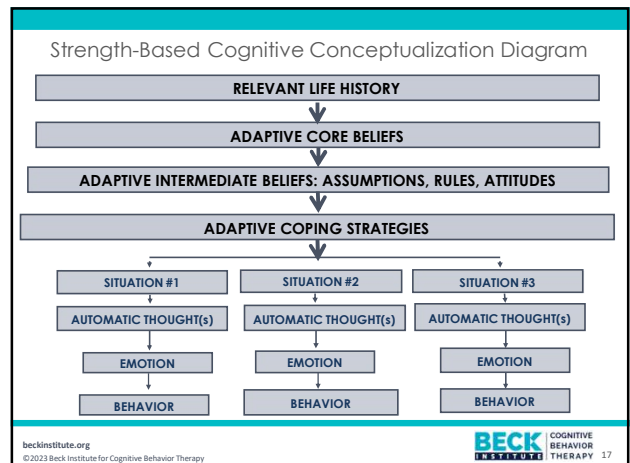
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## STRENGTH-BASED COGNITIVE CONCEPTUALIZATION DIAGRAMS

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### Strength-Based CCD

**RELEVANT LIFE HISTORY (including accomplishments, strengths, personal qualities and resources)**  
 Always tried to be a “good girl.” Obedient, reliable, tried hard to please others, tried to protect sister.  
 Worked hard at school. Got good grades. Finished high school. Had one good friend throughout school. Church and spirituality were very important, as was helping others.  
 Best period in life, age 18-22. Worked as clerical assistant at church, was very productive and thorough; attended bible study, made new friends, took pride in her home. Married at age 23. Very loyal and supportive of husband and friends. Shared interests. Generally a good problem-solver, motivated to do well, strong clerical skills. Husband was supportive; financially stable.

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### Strength-Based Cognitive Conceptualization Diagram

**RELEVANT LIFE HISTORY (including accomplishments, strengths, personal qualities and resources prior to current difficulties)**

↓

**ADAPTIVE CORE BELIEFS (prior to onset of current difficulties)**  
 I am reasonably capable, reasonably likeable, reasonably worthwhile.

↓

**ADAPTIVE INTERMEDIATE BELIEFS: ASSUMPTIONS, RULES, ATTITUDES (prior to onset of current difficulties and as client recovers)**  
 If I face a challenge, I should work hard and try to solve it but if I can't, I should ask for help.  
 If I meet someone new, they will probably like me or be neutral.

↓

**ADAPTIVE PATTERNS OF BEHAVIOR (prior to onset of current difficulties)**  
 Work hard, be a good, moral person, try to solve problems, (sometimes) initiate social interaction

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<b>SITUATION #1</b> At work	<b>SITUATION #2</b> Talking to an appliance repairman	<b>SITUATION #3</b> Perceives that new person in bible study group is very smart
<b>AUTOMATIC THOUGHT(s)</b> This is hard but I should just keep trying.	<b>AUTOMATIC THOUGHT(s)</b> I don't understand him. I'll ask him to show me again.	<b>AUTOMATIC THOUGHT(s)</b> I wish I could comment like she does. Oh, well.
<b>EMOTION</b> Slightly anxious	<b>EMOTION</b> Neutral	<b>EMOTION</b> Slightly sad
<b>BEHAVIOR</b> Keep working until task is finished	<b>BEHAVIOR</b> Asks repairman for more help	<b>BEHAVIOR</b> Continues to contribute to group

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WHAT HAPPENED TO KATIE?

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Moved across the country  
 Lost church, church community, job, friends, neighborhood  
 Only virtual contact with husband's family  
 Within a year, experienced first episode of severe depression

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Eight years later, lost job, experienced second episode of severe depression

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PRINCIPLES OF TREATMENT

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## 12 Principles of CBT Treatment

1. Treatment is based on the client's diagnosis and an ongoing individualized cognitive conceptualization.
2. Treatment requires a highly collaborative, sound therapeutic relationship.
3. Client progress is continually monitored.
4. Treatment is culturally adapted and tailored to the individual.

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5. Treatment is goal-oriented and stresses active participation.
6. Initial treatment emphasizes the present.
7. Treatment is educative and oriented toward relapse prevention.
8. Treatment is time-sensitive and sessions are structured (though can sound conversational).

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9. Cognitive restructuring involves guided discovery, behavioral experiments, and other techniques--not challenging of cognitions.
10. Action Plans (homework) are collaboratively set at each session and then reviewed toward the beginning of the next session.
11. Feedback is elicited throughout and at the end of each session.

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12. A variety of techniques for any evidence-based treatment can be adapted within the context of the cognitive model and integrated into treatment.

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## Summary of Major Differences

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## Evaluation

**Traditional CBT:** During evaluation, focus on difficulties and symptoms, current and past.

**CT-R:** During evaluation, add focus on best period in client's life. Try to evoke positive emotion during this session and every session.

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## Setting Goals

**Traditional CBT:** Identify goals for treatment at beginning of therapy, review/refine goals periodically.

**CT-R:** Add identification of values and aspirations as early as possible in therapy; continually refer to them to motivate clients.

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## Mood Check

**Traditional CBT:** Use symptom checklists or scales (0-10; 0-100) to do mood check.

**CT-R:** Add sense of well-being (0-10)

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## Setting an Agenda

**Traditional CBT:** To set the agenda, ask: What problems do you want my help in solving today?

**CT-R:** To set the agenda, ask: What are your goals for today's session?

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## Update

**Traditional CBT:** Identify difficulties from past week.

**CT-R:** Identify positive experiences from past week:

- When did you feel even a little better?
- What did you do that you deserve credit for? [Or, that I would say you deserve credit for?]
- What positive interactions did you have with other people?
- What did you do in line with your aspirations and goals?

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## Reviewing the Action Plan (Homework)

**Traditional CBT:** What did you learn from doing the Action Plan?

**CT-R:** Add relevant question(s):

What does it say about you that you [had this positive experience]?

What does this imply about other people?

What does this say about your future?

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## Addressing Agenda Items

**Traditional CBT:**

- collect data about a problem on agenda (e.g., feeling isolated)
- conceptualize according to cognitive model
- collaboratively decide where to start working
- do problem-solving/use CBT and other techniques/do skills training
- collaboratively set Action Plan
- address challenges that could interfere

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## Addressing Agenda Items

### CT-R:

- collect data about goal on agenda (e.g., connecting with others); link to aspirations/goals
- identify step(s) client wants to take this week
- identify challenges, conceptualize challenges according to cognitive model, collaboratively decide where to start working
- do problem-solving/CBT and other techniques/skills training

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## ELICITING STRENGTH-BASED DATA

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## Eliciting Strength-Based Data (summary)

1. Ask about clients' best period in life
2. Ask about clients' best experiences in past week
3. Help clients draw adaptive (positive) conclusions about their past and current experiences
4. Help clients recognize when they showed adaptive behavior in the face of a challenge and what that says about them (to build resilience)

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## Questions about Client's Best Period

- When was the best period in your life?
- What was good about that time? Can you tell me about it in detail?
- What strengths did you have?
- What positive qualities and talents did you have?
- What resources did you have?
- What gave you a sense of meaning and purpose?

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## Questions about Client's Best Period

- What positive relationships did you have?
- How did other (benign) people view you?
- How did you view yourself?
- How did you positively impact other people?
- What was relatively predictable and good about your environment and your world?
- What positive predictions did you make about your future?

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## VALUES, ASPIRATIONS, AND RESILIENCE

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## Usual Questions to Set Goals

- What is a typical day like for you?
- How would you like to be different as a result of treatment?
- How would you like your life to be different?

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## Eliciting Values and Aspirations

Values are long-standing beliefs about what is most important in life, what really matters to you. Your values influence your decisions and your behavior.

Aspirations are large, important desires for yourself and your life.

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## Identifying Values

In a conversational tone, ask:

- What is most important to you in life? What really matters?
- Why is this value important to you? What does it represent or mean to you?

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## Identifying Values

When clients have difficulty, you can ask them to consider some of the following areas:

- Relationships (including family, friends, intimate partners, co-workers, community members)
- Productivity (at work, school, home)
- Material assets
- Health (including healthy habits such as exercise, eating, sleep, intake of alcohol or other substances)

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- Safety
- Self-Improvement (education, skills, culture, appearance, self-control, independence)
- Community (locally or more broadly; social justice)
- Spirituality
- Creativity
- Nature
- Hobbies, interests, leisure time, fun, relaxation

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## Identifying Aspirations

In a conversational tone, ask:

What do you want for your life? What are your hopes for the future? What do you want your future to look like?

If these questions are difficult to answer, you can ask:  
When you were growing up, what did you want to be?  
What did you want your life to look like?  
What did you hope for?

Creating an image of the aspiration

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## Elicit Meaning of Aspirations

If your aspiration came true,

- What would be especially good about that? How would you feel about yourself? What would it say about you?
- How might other people view you or how might they treat you differently?
- What would it suggest about your future?
- How would you feel if all this came true? Can you get that feeling right now?
- What can you do today or this week to get that feeling?

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## Building Resilience

Draw conclusions when clients overcome challenges.

- How did this experience reflect your good qualities (e.g., strengths, talents)?
- How were you able to push through and get yourself to do what you needed to do?
- What does this experience show you about your ability to manage challenges?

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