

## **Introduction to psychological therapies for self harm and depression**

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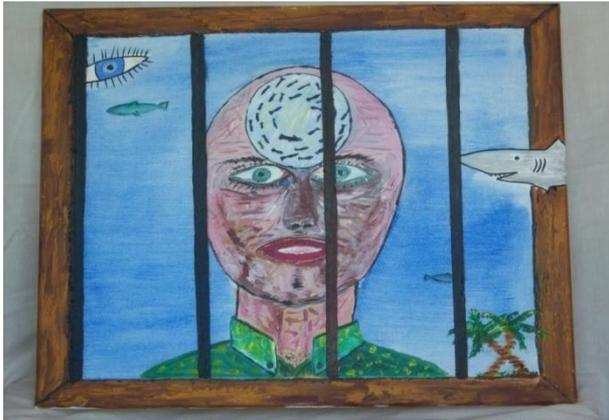
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Northern Ireland CRUSE - Annual Conference - 3rd March 2012  
***Introduction to psychological therapies for self  
harm and depression***



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# **Conference Workshops –** **CRUSE- Belfast 2012 3rd March 1130-1245**

## ***Plenary - Introduction to psychological therapies for self harm and depression***

'This is a gallop across the developing landscape of psychological therapies. From Freud to Ryle I will try to pick out some important key interventions that I have found useful in my 30 year career helping people with depression and self harm'

'I will try to incorporate some key messages form aspects of psychological therapies that you can call upon in your sessions to help manage your encounters with clients'

'For sure some of this will be 'childs play' for you as your training and experience will be extensive so I apologise if some of the material will be 'know' but please bear with me as I believe that the overall 'Gestalt' will be helpful'

'There are many names not represented her who also were influential so apologies for them but you juts have to decide what is in and what is not if you want to try to keep to time!'



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# ***In the beginning...1920 (ish)*** ***Sigmund Freud (1856-1939)***

What did Freud do for us.....

- ID (*das Es*, "the It")...Freud borrowed this term from Georg Groddeck's (1923) [The Book of the I](#)
- EGO (*das Ich*, lit. the "I")
- SUPEREGO (*das überich*, lit. the "over-I")

(or is it spirit...appetite and ..reason...Plato 424/423 BC– 348/347 BC

Conscious/preconscious and unconscious mind

Mental defence mechanisms



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# ***Freud - Mental defence mechanisms***

1. Repression is the withdrawal from consciousness of an unwanted idea, affect, or desire by pushing it down, or repressing it, into the unconscious part of the mind.
2. Reaction formation is the fixation in consciousness of an idea, affect, or desire that is opposite to a feared unconscious impulse. A mother who bears an unwanted child, for example, may react to her feelings of guilt for not wanting the child by becoming extremely solicitous and overprotective to convince both the child and herself that she is a good mother.
3. Projection is a form of defense in which unwanted feelings are displaced onto another person, where they then appear as a threat from the external world. A common form of projection occurs when an individual, threatened by his own angry feelings, accuses another of harbouring hostile thoughts.
4. Regression is a return to earlier stages of development and abandoned forms of gratification belonging to them, prompted by dangers or conflicts arising at one of the later stages. A young wife, for example, might retreat to the security of her parents' home after her first quarrel with her husband.
5. Sublimation is the diversion or deflection of instinctual drives, usually sexual ones, into noninstinctual channels. Psychoanalytic theory holds that the energy invested in sexual impulses can be shifted to the pursuit of more acceptable and even socially valuable achievements, such as artistic or scientific endeavours.
6. Denial is the conscious refusal to perceive that painful facts exist. In denying latent feelings of homosexuality or hostility, or mental defects in one's child, an individual can escape intolerable thoughts, feelings, or events.
7. Rationalization is the substitution of a safe and reasonable explanation for the true (but threatening) cause of behaviour.

<http://www.britannica.com/EBchecked/topic/155704/defense-mechanism>



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## **Object relations theorists (1930's)**

### **Melanie Klein 1882-1960**

Melanie Klein provided a hinge between European school and British School of psychoanalysis.

People live simultaneously in an internal and external world....Klein, along with Sigmund Freud and W.R.D. Fairbairn, contributed ideas to make up what we now know as object relations.

Freud introduced the idea of object choice, which referred to a child's earliest relationships with his caretakers. Such people were objects of his needs and desires. The relationship with them became internalized mental representations.

Melanie Klein coined the term part objects, for example the mother's breast, which played an important role in early development and later in psychic disturbances, such as excessive preoccupation with certain body parts or aspects of a person as opposed to the whole person.

Fairbairn and others developed the so-called object relations theory. According to it, the child who did not receive good enough mothering increasingly retreated into an inner world of fantasy objects with whom he tried to satisfy his need for real objects, that was for relationships (Segal, 1980).

(<http://www.webster.edu/~woolfm/klein.html>)

# **Behaviourism - Classical Conditioning (1920 -40's)**

- Jones (1924) first modified the behaviour of a 3-year-old child to overcome their fears. The principle is that learning may be involved in the development, maintenance and removal of maladaptive behaviours (Price and Archbold 1995). Since Pavlov, (1927) learning theories have been interested in classical conditioning, with initial research and extemporisations coming from his work with dogs. Pavlov studied salivation and noted its association with food. He described:
  - Us (unconditioned stimulus) – works absolutely (meat powder)
  - Ur (unconditioned response)– salivation as a reflex response
  - Cs (conditional stimulus) – response is conditional upon a bell's connection with food
  - Cr (conditioned response)– dog's salivation in response to the bell
  - Reinforcement – each time the bell connected with food
  - Extinguished – the bell rung but no food appeared salivation even stopped.

response (extinguish/extinction)



# **Behaviourism - Operant Conditioning 1940's** **Thorndyke, Tolman, Guffrie (The law of effect) and** **B F Skinner 1904 - 1990**

*A behaviour followed by a reinforcing stimulus results in an increased probability of that behaviour occurring in the future.*

*A behaviour no longer followed by the reinforcing stimulus results in a decreased probability of that behaviour occurring in the future.*

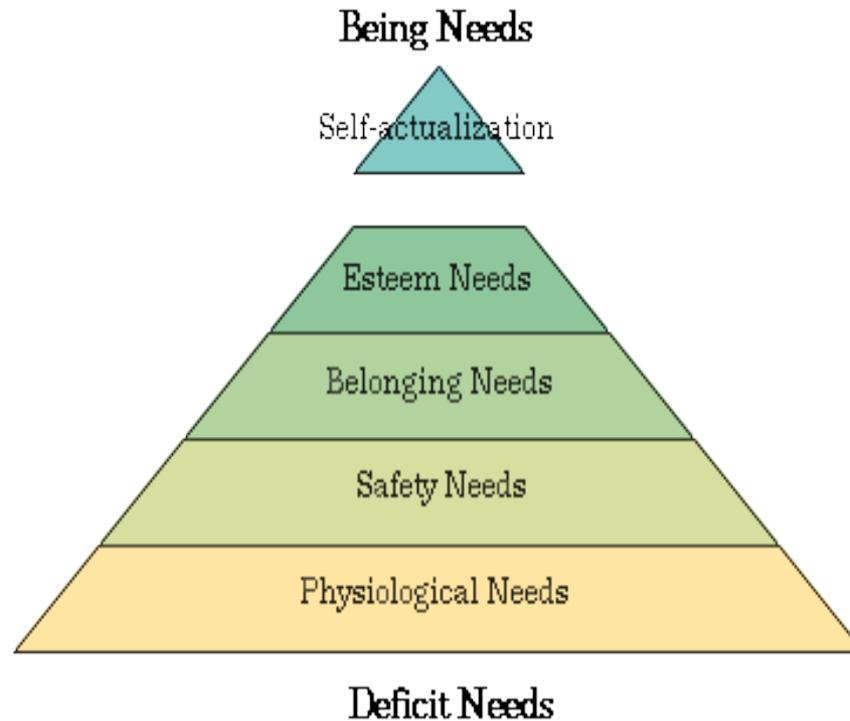
## **Operant conditioning to change human behavior**

- **State Goal** (aims for the study)
- **Monitor Behavior** (log conditions)
- **Reinforce desired behavior**(give reward for proper behavior)
- **Reduce incentives to perform undesirable behavior**

[http://en.wikipedia.org/wiki/Operant\\_conditioning#Reinforcement.2C\\_pur\\_C\\_and\\_extinction](http://en.wikipedia.org/wiki/Operant_conditioning#Reinforcement.2C_pur_C_and_extinction)

# ABRAHAM MASLOW 1908-1970 - Humanistic Psychology beginnings 1940's)

Maslows (cited in: Hildegard, Atkinson et al, 1975) Hierarchy of need



Social learning -  
Alt Bandura (1969 and 1971)

- Bandura described how we acquire much of our behaviour, including emotional responses, by vicarious learning experiences.
- The emphasis is on how socialisation is shapes behaviour.
- Direct positive social reinforcements make infants feel secure and confident, and they learn to act in ways that will bring more social rewards

(Price and Archbold  
1995)

# Humanism 1950's

## Carl Rogers... On being a person (1961)

'In my early professional years I was asking the question: How can I treat, or cure, or change this person? Now I would phrase the question in this way: How can I provide a relationship which this person may use for his own personal growth? '

Foundation stone of all interpersonal interactions ...

- C = Congruence (realness, genuineness. Your body language reflects what you are saying).
- U = Unconditional Positive Regard (respect for the client. You hold the client in high regard at all times).
- E = Empathy (a complete understanding of the client's thoughts and feelings (einführung))



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# Transactional Analysis 1960's

## Eric Berne

‘The values of the term transaction are that you are committed to something; you’re saying that something is exchanged’ (Berne 1970)

### Parent -Adult - Child

- People shift from adult to child for example, inner feelings of loss, abandonment, neglect, criticism get played out in social interactions.
- People often describe experience of 'the little boy' or the 'nurse/adult (or is it parent).
- The parent being the identified part of one with ones parents, a reproduction of their behaviour.



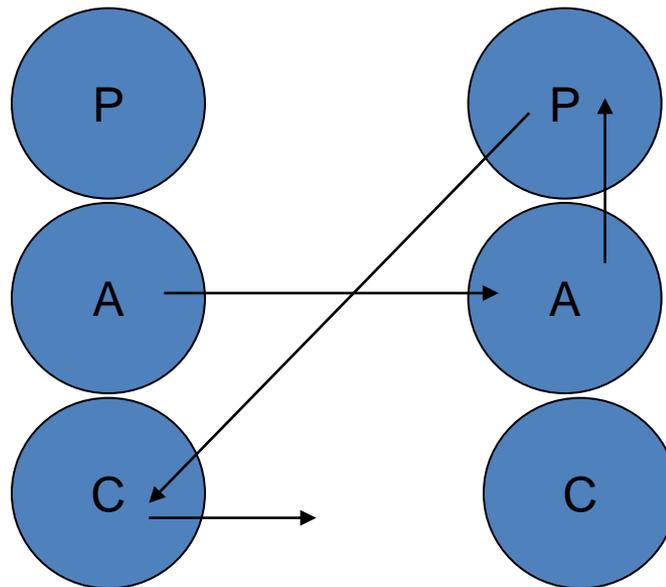
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# Transactional analysis – crossed transactions



Example of a crossed transaction adult to adult response not elicited but a parent one is, initiates child response from adult initiator=silence.

# *The importance of Cognitions*

## *Aaron Beck*

Beck (1976 & 1979) considered the influence of negative thoughts and the assumption that they are formed in childhood and adolescence.

Working with depressed patients, he found that they experienced streams of negative thoughts that seemed to pop up spontaneously.

He termed these cognitions “automatic thoughts,” and discovered that their content fell into three categories: negative ideas about themselves, the world and the future

Now known as the cognitive triad - patient's negative view of self, the world and the future (Weishaar and Beck 1986).



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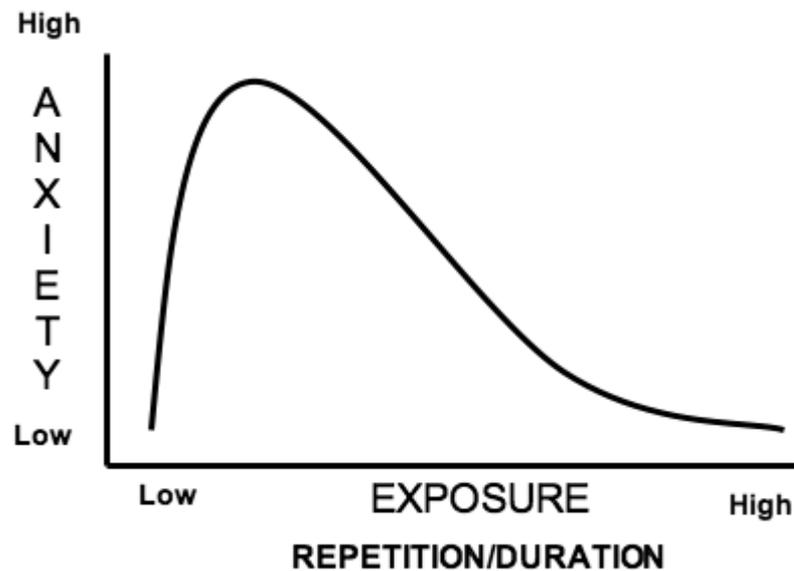
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# Cognitive Behavioural Approaches

- Behaviour changes can be brought about by changing the self instructions that patients give themselves, to more adaptive self talk and reminders to use coping skills (Hawton et al 1989)



# *Five systems*

Environment

Thoughts

Behaviours

Moods

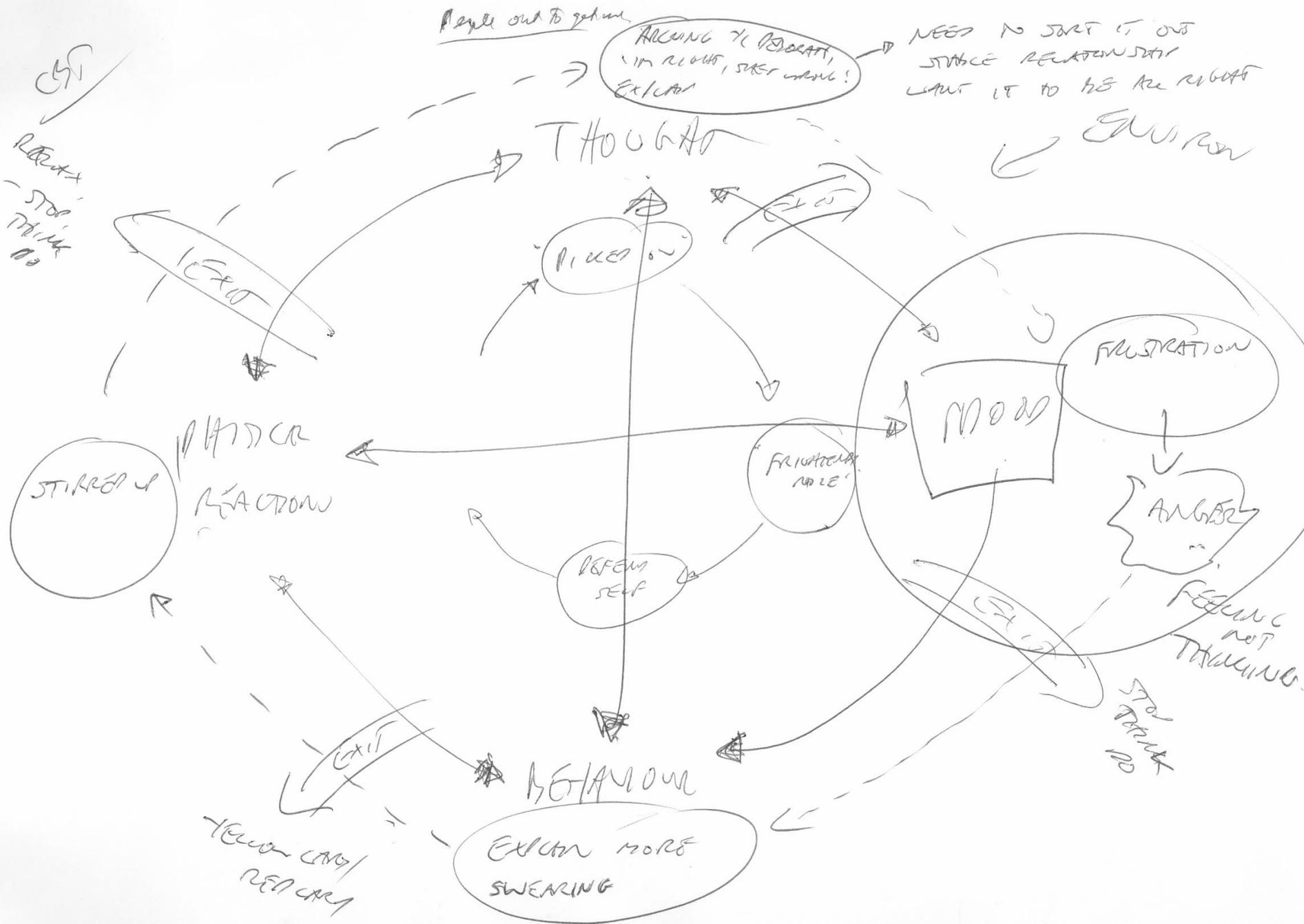
Physical reactions



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People out to get me

According to research, in adults, stress levels!  
~~exit~~

NEED TO START IT OUT STABLE RELATIONSHIP LEAVE IT TO BE THE RIGHT

Environment

THOUGHTS

THOUGHTS

FRUSTRATION

MOOD

FRUSTRATION

ANGER

FEELING NOT THINKING

STOP THINK DO

DEFENSIVE

BEHAVIOUR

EVEN MORE SWEARING

STIRRED UP

REACTION

REACT - STOP THINK DO

REACT - STOP THINK DO

EXIT

YOU CAN NOT REACT

# Thought records (Padesky and Greenberger)

WORKSHEET 7.2: Thought Record

## THOUGHT RECORD

1. Situation	2. Moods	3. Automatic Thoughts (Images)	4. Evidence That Supports the Hot Thought	5. Evidence That Does Not Support the Hot Thought	6. Alternative/ Balanced Thoughts	7. Rate Moods Now
<p>Who were you with? What were you doing? When was it? Where were you?</p>	<p>Describe each mood in one word. Rate intensity of mood (0-100%).</p>	<p>Answer some or all of the following questions:                      What was going through my mind just before I started to feel this way?                      What does this say about me?                      What does this mean about me? my life? my future?                      What am I afraid might happen?                      What is the worst thing that could happen if this is true?                      What does this mean about how the other person(s) feel(s)/think(s) about me?                      What does this mean about the other person(s) or people in general?                      What images or memories do I have in this situation?</p>	<p>Circle hot thought in previous column for which you are looking for evidence.                      Write factual evidence to support this conclusion.                      (Try to avoid mind-reading and interpretation of facts.)</p>	<p>Ask yourself the questions in the Hint Box (p. 70) to help discover evidence which does not support your hot thought.</p>	<p>Ask yourself the questions in the Hint Box (p. 95) to generate alternative or balanced thoughts.                      Write an alternative or balanced thought.                      Rate how much you believe in each alternative or balanced thought (0-100%).</p>	<p>Copy the feelings from Column 2.                      Rerate the intensity of each feeling from 0 to 100% as well as any new records.</p>

## **Attachment - Bowlby and Ainsworth**

- 'No variables have more far-reaching effects on personality development than a child's experiences within the family. Starting during his first months in his relation to both parents, he builds up working models of how attachment figures are likely to behave towards him in any of a variety of situations, and on all those models are based all his expectations, and therefore all his plans, for the rest of his life'.

(Bowlby 1999)



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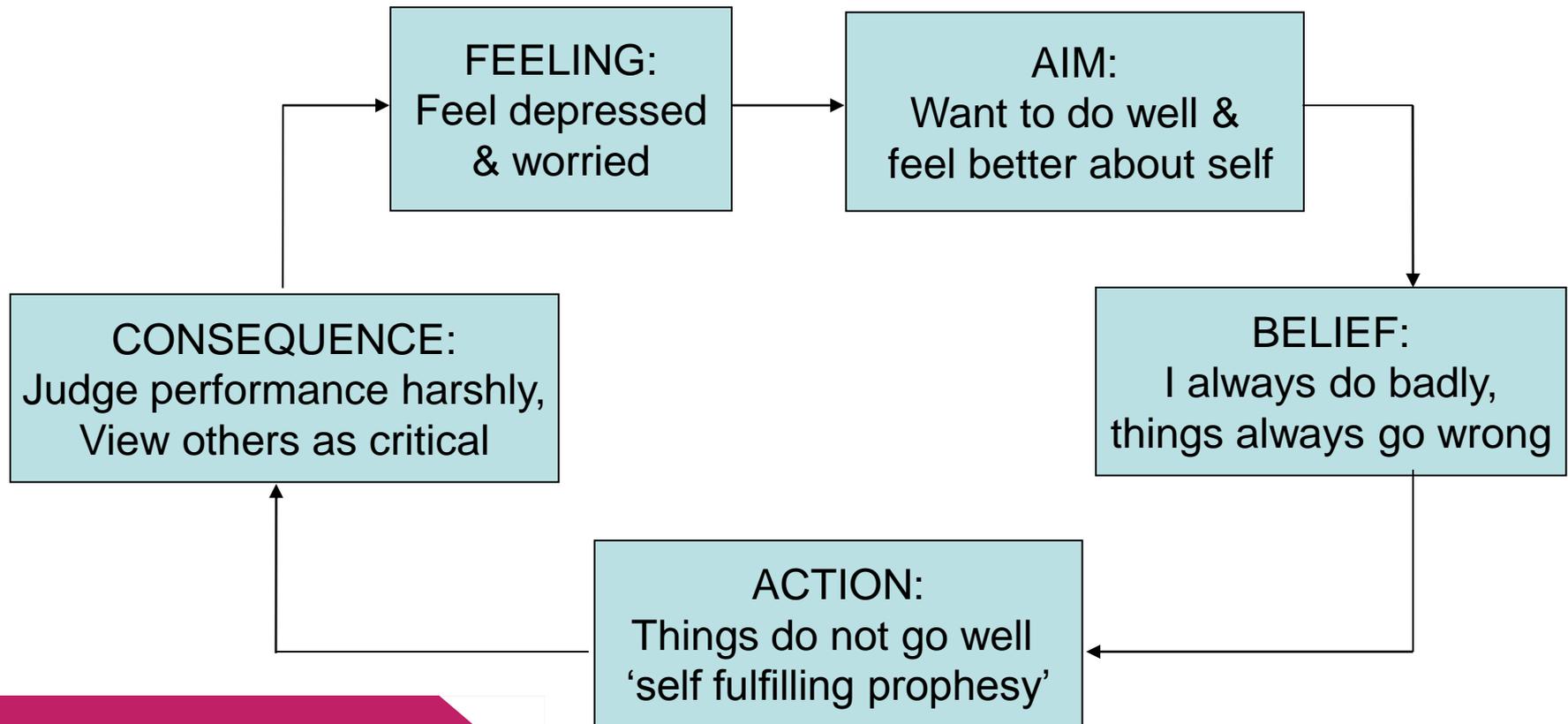
# One Integrated position Anthony Ryle 1990's



## Cognitive Analytic Therapy

- Reciprocal role procedure (RRP) developed from procedural sequence model, combines cognitive ideas with object relations.
- Sets itself within developmental dynamics related to behaviors intended to elicit appropriate reciprocations, Non reciprocate may lead to modification of procedures but often met with effort to force the others to play the expected role. (Leiman 1994)

# 'Depressed Thinking' Trap



# ***Assessment***

**F**requency

**I**ntensity

**N**ature

**D**uration

- Thought
- Mood
- Perception
- Behaviour

## *What to do if a patient expresses suicidal ideation*

- **Form a good relationship, be empathic and reassure regarding confidentiality.**
- **Suicide risk - determine level**
- **Current mental health or physical health difficulties.**
- **Any support networks available to the patient.**



## **Termination - Thank you and Final Thoughts**

- Termination...therapy is often a profound and moving experience for both client and therapist.
- Keeping termination in ones awareness is important as part of therapy and is alluded to throughout sessions. But its reality can still be experienced by patients as a desertion or betrayal.
- Important therefore to have an agreed sessional limit so that issues around ending can be felt, discussed and worked through.
- Thank you for listening



## **A final final thought on relationships**

Kahlil Gibran

*You were born together, and together you shall be forevermore.  
You shall be together when the white wings of death scatter your days.  
Ay, you shall be together even in the silent memory of God.  
But let there be spaces in your togetherness,  
And let the winds of the heavens dance between you.*

*Love one another, but make not a bond of love:  
Let it rather be a moving sea between the shores of your souls.  
Fill each other's cup but drink not from one cup.  
Give one another of your bread but eat not from the same loaf  
Sing and dance together and be joyous, but let each one of you be alone,  
Even as the strings of a lute are alone though they quiver with the same music.*

*Give your hearts, but not into each other's keeping.  
For only the hand of Life can contain your hearts.  
And stand together yet not too near together:  
For the pillars of the temple stand apart,  
And the oak tree and the cypress grow not in each other's shadow.*

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