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Treating Severely Depressed Adolescents With Integrated, Relational, Cognitive Therapy

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Treating Severely Depressed Adolescents

With Integrated, Relational, Cognitive Therapy

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Characteristics of Chronic Depression

- Long-standing history of Dysthymic Disorder with multiple, superimposed Major Depressive Episodes
- Multiple Major Depressive episodes, each lasting several years
 - Some never fully recover and remain in partial remission
- Many have comorbid disorders, including anxiety disorder, addictions, and personality disorders

Typical Treatment History

- Long periods of untreated depression before seeking first treatment
- Previously misdiagnosed
- Antidepressant only at inadequate doses and/or length of treat
- Those receiving therapy derived little to no benefit
- Few will have received combined medication and psychotherapy

Characteristics of Chronic Depression

- Highly treatment resistant to nearly all treatment modes:
 - Medication
 - Psychotherapy
 - CBT
 - IPT
 - STDP
 - Biblical Counseling

Psychosocial Profile

- History of early—sometimes complex— *psychological insults*, relationship trauma//attachment trauma
- Neurocognitive deficits → Pre-operational thinking → a pre-causal view of world-not informed by new information about self, world others
- Longstanding interpersonal/relational avoidance
- Stuck in *Interpersonal Sameness*
- Chronic mood dysregulation → does not respond to information/disputation/insight/cognitive restructuring
- Ineffective, self-defeating patterns of social behavior
- Submissive/hostile IP Style—pulls therapist into dominant/hostile role- → recapitulates previous relationships → helplessness

Profile

- Neurocognitive deficits → Pre-operational thinking → a pre-causal view of world-not informed by new information about self, world others
 - ToM—theory of mind
 - Mentalization
 - Within the context of an interpersonal interaction:
 - The ability to accurately infer another persons beliefs, feeling states and intentions
 - Understand how one's current behavior is affecting another person
 - To stand out self and view self in a “non-egocentric social context.”

Neurocognitive Deficits

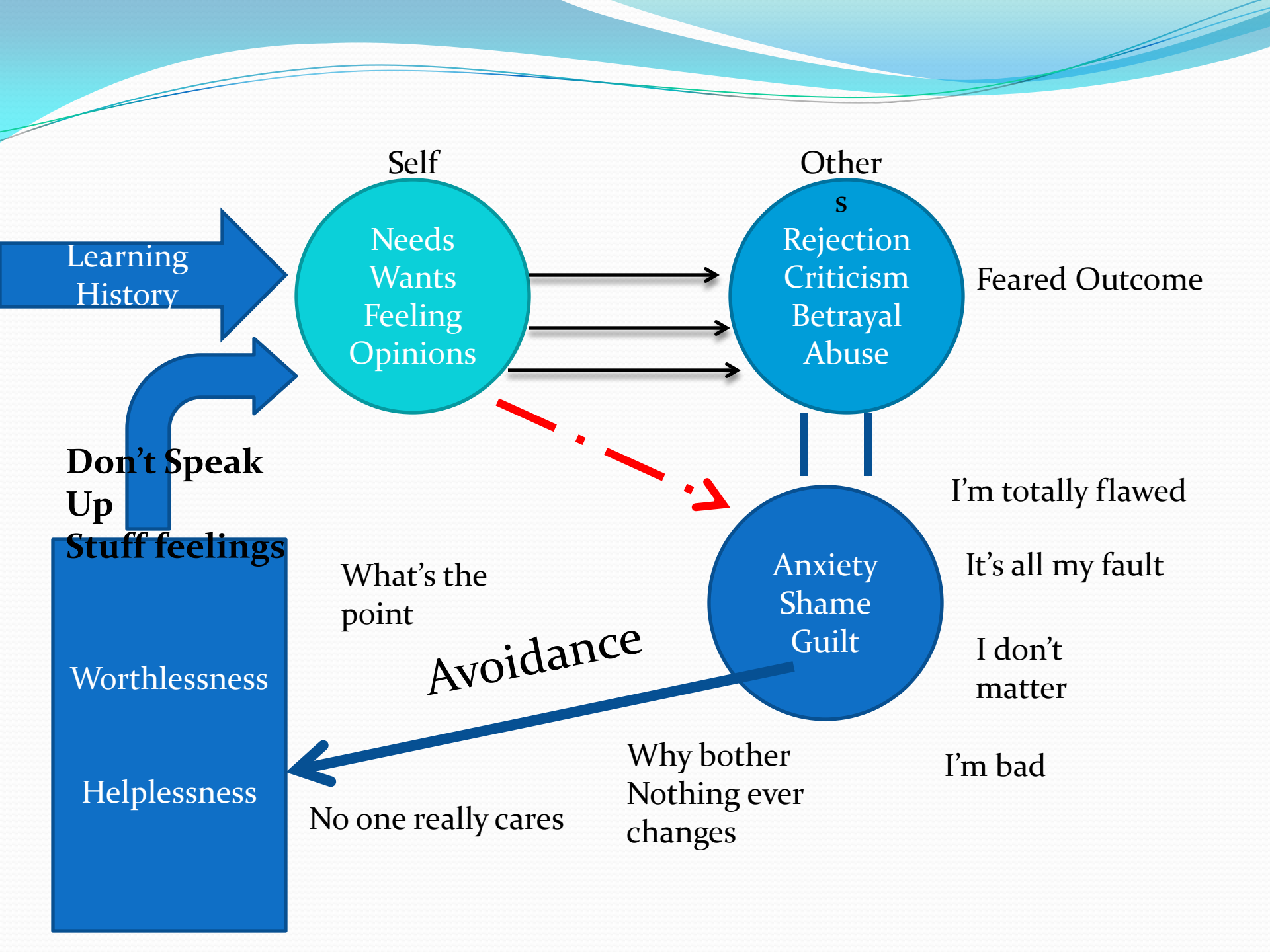
- Chronic dysregulation of limbic system
- Elevated cortisol levels
- Neuro degeneration of integrative neurocircuits linking prefrontal cortex with limbic system—
- Degeneration of middle frontal areas of the brain and hippocampus → responsible for attending to and contextualizing relationship events
 - Consequently, person relates in mindless fashion, repeating same old patterns of relationship experiences—
 - Confirms feelings of hopelessness and helplessness

Psychological and relational characteristic

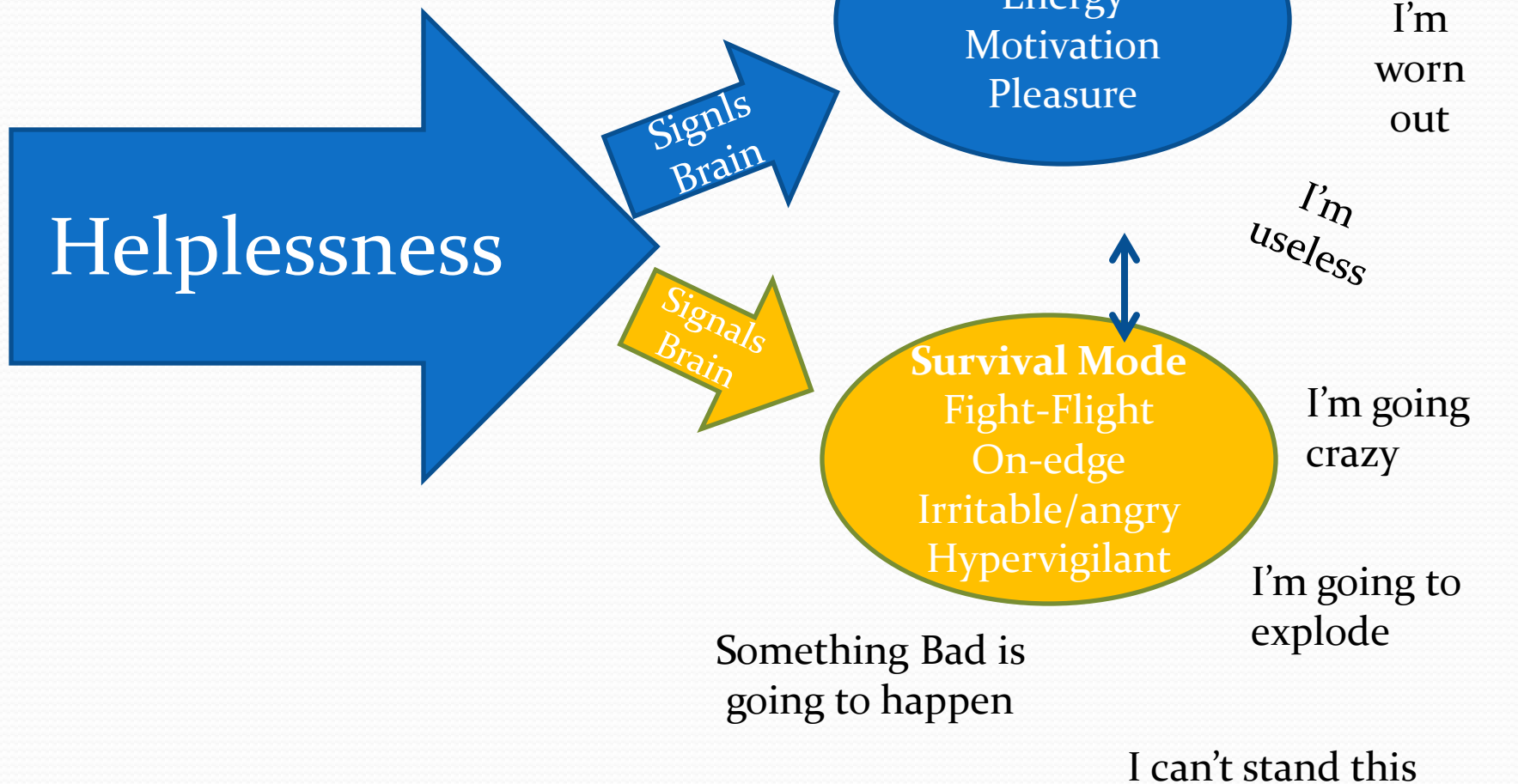
- Poor emotion regulation skills
- Impaired social functioning
- Low internal locus of control//negative attributional style
 - Helplessness— “I have very little control over what happens to me”//

Characteristics of Chronic Depression

- Usually combined with history of early onset dysthymia
- Each MDE last longer, with lower likelihood of returning to normal mood
- Usually combined with:
 - Heightened social impairment
 - More occupational impairment
- High rates of comorbidity



Learned Helpless



Emotion Dysregulation

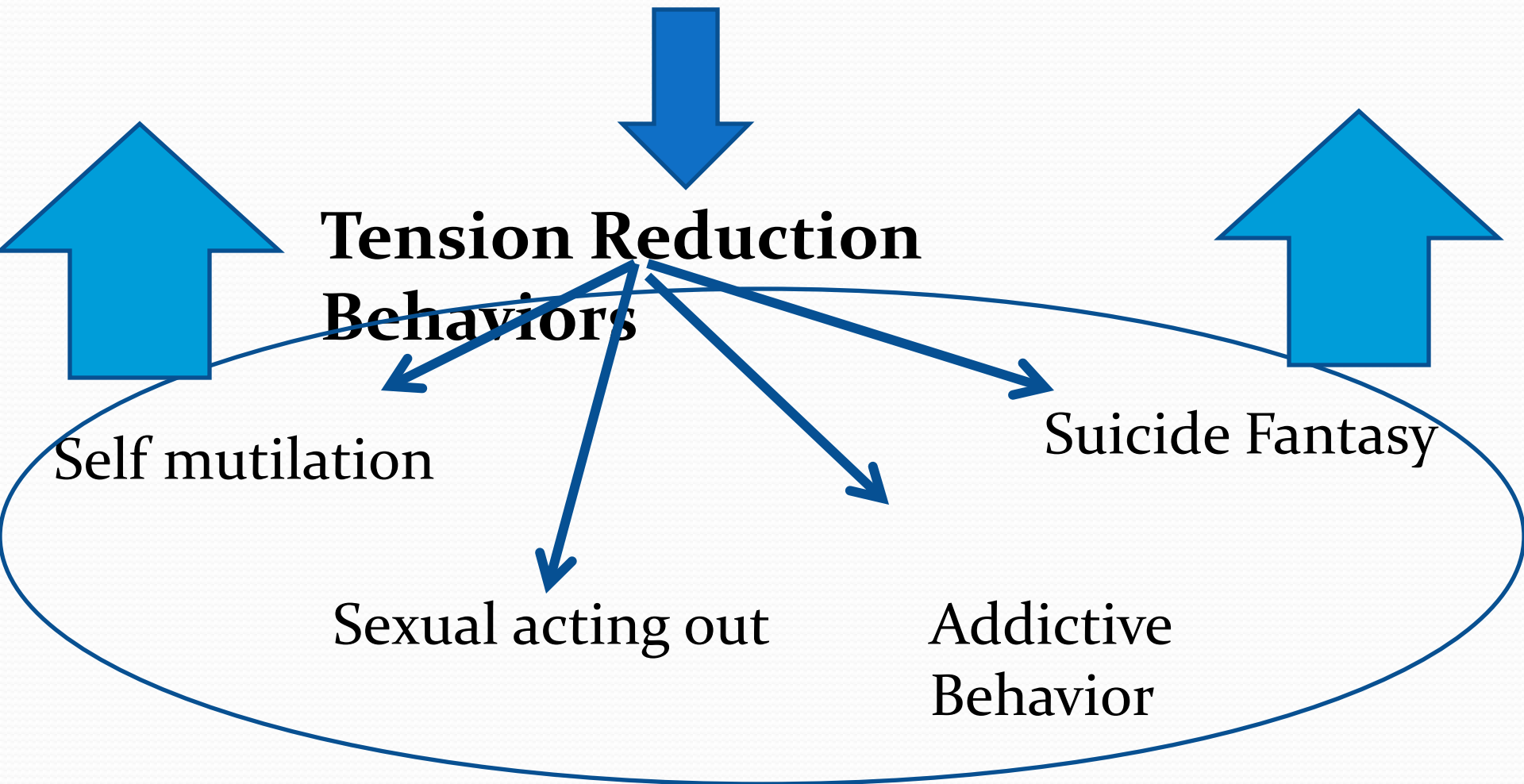
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graph TD; A[Emotion Dysregulation] --> B[Avoidance Behavior]; A --> C[Dissociation]; A --> D[Tension Reduction Behaviors]
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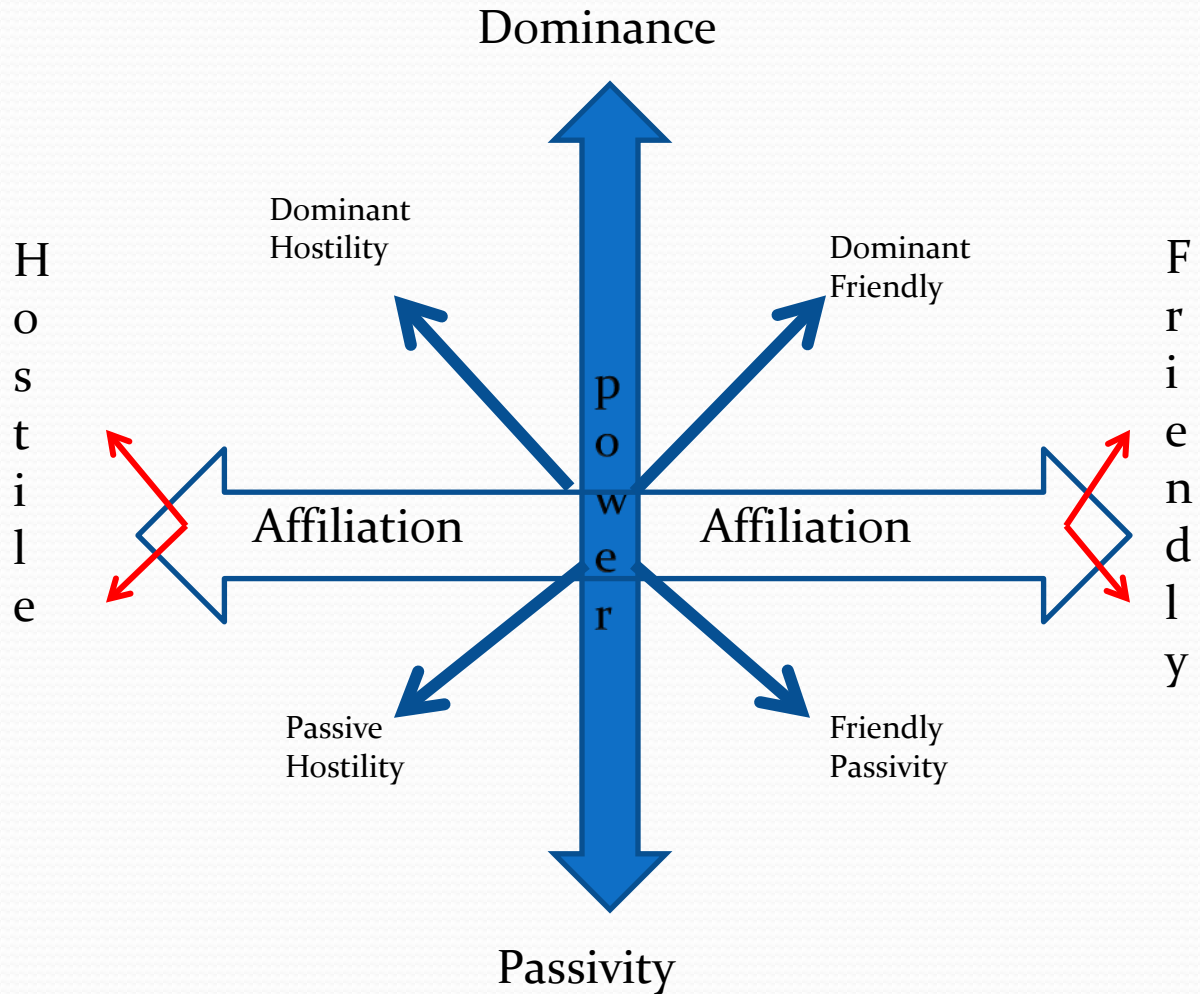
Avoidance Behavior

Dissociation

**Tension Reduction
Behaviors**

Emotion Dysregulation





Steps in Significant Other History

- Identify Key Players
- For each ask:
 - “what was/is it like being around this person?”
 - Get examples of key words
 - “What has been the stamp this person has left on your life?”
- At the end Ask:
 - “Looking back on all these relationships, what is the affect you think they have had on who you are today.”

Transference Hypothesis

- Four Content Domains
 - Relational intimacy
 - Disclosure of private material
 - Mistakes
 - Feeling or expressing negative emotion
- Formulate TH as highly probable interpersonal event (hot spots) which will trigger patient's internal working model

Interpersonal Discrimination Exercises

- Hot spot activated
- Draw attention to it
- Ask how others would react to it
- Ask how “you” reacted to it with them in session
- Compare and contrast to past/others
- Ask about implication for therapy
- Ask about generalization to future

Quick Example:

- Brandi--

The Situation Analysis

- Two phases:
 - Elicitation
 - 7 steps
 - Remediation
 - Evaluation interpretations
 - Replace with self-directed/instructional, reality based cognitions

Elicitation

- Situational description
- Interpretations-
- Behaviors-
- Actual Outcome
- Desired Outcome
- Did you get outcome?
- Why?

Sample Narrative

- My parents don't care or understand me. They are constantly riding my case about everything. They are always up in my business. Mom tracks me on my iphone...but when I need her she doesn't care.

Revised

Sample Narrative

- Yesterday evening I sitting in living room and I was very upset with my boyfriend. I found out he had been texting this girl he met on vacation. We were arguing (text). My mom came into the room while I was doing this. Out of the blue she says, you need to get off that thing. I said, “wait a second I’m doing something.” Next thing you know she says, get of that ^0/\$**&^0/ phone!” I gave her an evil look and stomped off to my room, slammed the door and locked it.

SA

- Interpretations
 - She's such a (*^*&^
 - She never understands me
 - She's doesn't care about what I want
- Behaviors—
 - Angry, (?) glared, stomped off and slammed door
- Actual Outcome: I gave her an evil look and stomped off to my room, slammed the door and locked it
- Desired Outcome: ?
- Did you get DO?
- Why?



The Power of Role Plays

Integrative Treatment Model

Focus on
Relationships

Complete
Relationship
Event
Worksheet

Enhance
Motivation:
Will Set

Revise
Communication

Psychoeducation:
•Self observation
•Empathy
•Assertiveness
•Respect

Enhance Motivation Will Set

- Redefine Intimacy—
 - Willingness to endure negative feelings you will get when you get close to another person
- Decision Making
 - Continue trying to change other
 - Leave the relationship
 - Stay and focus on changing the way you communicate
- Giving up
 - Blame
 - The need to be right

Skill Set #1

Engaging the Observational Self—

- Hippocampus and Prefrontal Cortex
- Relationship Events
 - Place, time, context
 - Beginning, middle, end
 - Narrow Focus--Snippet

Skill Set #3

The “EAR”

- Empathy
 - Accurately Acknowledging feelings and thoughts
 - Adding Humility
- Assertiveness
 - Expressing your feelings and thoughts
 - “when you....I feel
 - Expressing your core needs
- Respect
 - Bringing out the best
 - Giving benefit of the doubt

Back to Susan

He/She Said:	You Said:	He/She Said:
<p>You overreact to everything...you blow everything out of proportion</p>	<p>I really need to you understand my feelings and take me seriously</p> <p>(Did your statement make things better or worse?)</p>	<p>You need to get a life</p>
	<p>Rate: 0-5</p> <p>Empathy</p> <p>Assertiveness</p> <p>Respect</p>	



Dealing with Resistance

- Two Kinds of Resistance
 - Process
 - Outcome
- “Its not fair...he’s such a jerk”
- Modeling EAR

Paradoxical Cost Benefit Analysis

- Magic Botton
- If you could hit this magic button and your husband made a dramatic transformation, would you hit it?

Skill Set #2

“Will Set”

- Redefine Intimacy—
 - Willingness to endure negative feelings you will get when you get close to another person
- Decision Making
 - Continue trying to change other
 - Leave the relationship
 - Stay and focus on changing the way you communicate
- Giving up
 - Blame
 - The need to be right

Skill Set #3

The “EAR”

- Empathy
 - Accurately Acknowledging feelings and thoughts
 - Adding Humility
- Assertiveness
 - Expressing your feelings and thoughts
 - “when you....I feel
 - Expressing your core needs
- Respect
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Back to Susan

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Cost	Benefit

Intervention Plan

Two Skill Sets

Will Set

- Redefine Closeness/intimacy
- Three Choices
 - Stay—status Quo
 - Leave
 - Stay—change communication
- Give-up:
 - Blame

Social Skill Set

- Self-Monitoring Relationship Events
- Empathy
- Respect