Learning Theory Aspects

Exposures of the "SOH" technique, that brings the patient's [P] "hot-spot" events into consciousness of the therapist (T)

The TH is devoted using the "Significant Other History" (SOH) technique (6,7,10,11). After the reconstruction process is finished the T reviews in the absence of the P the patient's emotional learning history and an un-specific therapy hypothesis (TH) includes the content that most likely reflects the patient's expectancy of the therapist's transference as an exercise in "focused attention." The TH differs from Freud's concept of transference since it is restricted to the specific treatment situation. This rigidly ruled behaviour usually does not correspond to the present situation, arouses stress and guilt. There are, however, examples that were developed during "toxic experienced" developmental conditions may have caused implicit shifts of reality, which were ridiculed or censored (disclosure of need area); for further details see McCullough (9).

In Double Depressions both the interpersonal and the intrapsychic distortions of the learned helplessness are targeted by the therapist. Various "hot-spot" events that were caused by the patient's significant others during his childhood are brought into consciousness both in the presence and in the absence of the T. Several goals of CBASP (8) are reached by this technique: the "Significant Other" (SO) seems always acceptable for the patient and the therapist. The "SO" is used as a beacon in the investigation of the patient's intrapsychic and interpersonal conflicts. The "SO" including the patient's "Interpersonal-Ego-Identity" (IE) is a reference for the patient's symbolic function and is used to display the patient's intrapsychic conflicts. The "SO" is a reliable structure for the patient to learn the theory of the "therapeutic relationship". The "SO" reflects the patient's personality and his intrapsychic conflicts. The "SO" is an "ideal" for the patient to learn the theory of the "therapeutic relationship". The "SO" reflects the patient's intrapsychic conflicts.

Clinical Applications of the IDE (in Bonn Study Patients)

Table 1: Cognitive and emotional form of IDE: mayor "Disciplined Personal Involvement" technique in-session acquisition learning (6,9,10,11)

Table 3: Double counter-conditioning (left table), example of counter-conditioning interpersonal fear (8,11): R (right table) subsequent to application of modified IDE (8,11).

Influence of associative learning of signalling stimuli and instrumental action on functioning on a formal operational level (7,11)

In the absence of E the patient is rated as producing an avoidance reaction. In the presence of E the patient is rated as producing a tendency to approach reaction. In the presence of E* the patient is rated as producing an avoidance reaction. In the presence of E the patient is rated as producing a tendency to approach reaction. In the presence of E* the patient is rated as producing an avoidance reaction.