
THE ACTIFIED SUPERVISOR PERSPECTIVE: THERAPIST BEHAVIOURS THAT HAVE THE BIGGEST IMPACT ON THERAPY OUTCOME

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MY CURRENT CASELOAD – COMPLETE BEFORE WORKSHOP

Write down the initials of 5 people on your current (or most recent) case load. If applicable, include some clients that are not making as much progress as others, or who are struggling.

Name (Initials)	3 strengths	3 main barriers to them making progress toward their goals
1.		
2.		
3.		
4.		
5.		

[1] REVIEW WORKING ALLIANCE

BRIEF ALLIANCE INVENTORY (BAI) – Therapist version*

In the next set of items are sentences that describe different ways a person might think or feel about his or her client. Remember, there are no right or wrong answers. We realize that your thoughts or feelings may undergo changes over a period of time, but we would like to know your views or feelings as of right now. Please use the following response scale:

Positive	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Reversed	5	4	3	2	1

	B	T/G
1. I feel I really understand my client		
2. We have established a good understanding between us of the kind of changes that would be good for my client		
3. I appreciate my client as a person		
4. I believe the time my client and I are spending together is not spent efficiently – <i>use reversed</i>		
5. I believe my client likes me		
6. My client and I both feel confident about the usefulness of our current activity in therapy		
7. I respect my client even when s/he does things that I do not approve of		
8. I have doubts about what we are trying to accomplish in therapy – <i>use reversed</i>		
9. I am confident in my ability to help my client		
10. I feel confident that the things we do in therapy will help my client to accomplish the changes that s/he desires		
11. My client and I have built a mutual trust		
12. I have some disagreements with my client about the goals of these sessions – <i>use reversed</i>		
13. I am genuinely concerned for my client's welfare		
14. We agree on what is important for my client to work on		
15. My client and I respect each other		
16. The things we are doing in therapy don't make much sense to my client – <i>use reversed</i>		
Total:		
Mean (Divide by 8):		

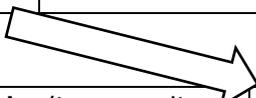
* Adapted from the Brief Alliance Inventory client version.

Horvath, A. O., & Greenberg, L. S. (1989). Development and validation of the Working Alliance Inventory. *Journal of Counseling Psychology*, 36, 223-233. doi:10.1037/0022-0167.36.2.223

Mallinckrodt, B., & Tekie, Y. T. (2015). Item response theory analysis of Working Alliance Inventory, revised response format, and new Brief Alliance Inventory. *Psychotherapy Research*. Advance online publication. doi:10.1080/10503307.2015.1061718.

[2] CASE FORMULATION

In-session therapy-interfering coping behaviour	Need	Avoiding	Client strengths



Treatment goal (intermediate: achievable by end of planned course of treatment; may or may not include all or part of a mental disorder)	Barriers to goal attainment (list major internal and external impediments to progress)	Intervention to target barrier (NB: harness strengths where possible)

[3] PROVIDING CLEAR RATIONALES

Homework exercise:

Identify your 5 favourite ACT interventions. Write a script for how you would introduce this to someone. Test this out on a friend or family member who has no knowledge of ACT and ask for their feedback about how clear the purpose of the exercise was.

Example ACT behavioural experiment worksheet

Problem situation: _____

My mind tells me: "If I _____

(if-then prediction about the situation)

My values would lead me to: _____

(what I would do if I followed my values rather than obey the mind's thoughts here)

Experiment: I will _____

(Describe the task. E.g., Out of the next 10 times I'm in this situation: Every second time I will do what my mind says to do. Every other time I will follow my values. I will keep records of what happens.)

How I'll measure which way works best: _____

(Define the 'outcomes'. Qualities that can be rated 0-10 are easy to tabulate and compare. Outcomes could be emotions (e.g., proud of myself 0-10, satisfaction with response 0-10), power of thoughts (e.g., 'Urge to obey thought to "wait until feel brave before calling")', or responses from environment (e.g., No. people who smiled back, no. people who criticised me).

Things I might do that would spoil or confuse the experiment: _____

(List behaviours that would make the experiment inconclusive. For example: choosing situations to practice in that you're not afraid of, or taking someone with you to help handle the situation so that you can't tell how well you did personally. Imagine you executed your values response: what would your mind say about this afterward? Plan to make it hard for your mind to dismiss what you achieved).

What my experience showed:

Time	1	2	3	4	5	6	7	8	9	10
<i>Pride</i>										
<i>Thought strength</i>										

What I learnt:

[6] Do it. Don't just talk about it. Homework: Make a plan to substitute task description for task execution for one of the clients you have avoided experiential exercises with.

[7] BETWEEN-SESSION TASKS (HOMEWORK)

1. Review client homework assignments.

Client Initials	Current homework assignment

2. Choose a client who does not have a task assigned (or one whose task is unsatisfactory)
3. Identify a desirable behaviour for the client to introduce between sessions (one that would take him/her closer to his/her goal for therapy).

4. What does the client do instead? Conceptualise what factors maintain this behaviour.

5. Develop an experiment the client could try for homework. At a minimum try an alternating behaviours experiment: the client will alternate between status-quo behaviour and new behaviour. Identify an outcome to measure to test the advantages & disadvantages of status-quo v new behaviour.

[END] MAKING TIME TO REVIEW SESSION VIDEO/AUDIO

List barriers and possible solutions to reviewing sessions more often.

Barrier	Potential Solutions

Plan:

Complete the Matrix for your therapy work. Note the baits and bullies that push and pull you away from good practice habits.

