

Teaching statement for LSB Senior review, February 16, 2012

I just turned 78 and it is time to resolve the question of when I leave! Overall, I have been glad that I made the decision to leave my position as full professor of Psychiatry at the University of Madison, Wisconsin in 1987 to come to a new career here at Utah, still a researcher but now also a teacher of graduate students rather than resident physicians and psychology interns. I have been treated very well most of the time and believe I made the transition successfully. As you know, I withdrew in 2001 from full time participation in department activities to finish up with the graduate students I had at the time and begin exclusive focus on IRT and SASB related activities at UNI. A report on the current status of graduate students for whom I was primary or co advisor follows: Their dissertation topics appear in parens; all involved assessment with SASB technology. *Associate professors:* Christie Pugh Karpiak, University of Scranton (study of the differential impact of empathy shown after adaptive statements vs. empathy shown after maladaptive statements). Kelly Schloredt, cochaired with Steve Golding (Study of links between physical, sexual, or physical+sexual abuse and symptoms), is now Clinical Associate professor and Clinical Director, Inpatient Psychiatry Unit, Children's hospital, University of Washington at Seattle. *Assistant or adjunct assistant professors:* Tracey Smith is now assistant professor in Dept. Psychiatry, University of Madison, Wis. Univ Wis Madison (Predictions of interpersonal patterns, history and personality disorders); JuHui Park is now Assistant Clinical professor UC Davis (test of parallels between interpersonal patterns and selected models for affect). Ken Critchfield, adjunct assistant professor in Psychology and Psychiatry at U of U, I only worked with Ken his internship year as he wrote up his dissertation that had been supervised by Bill Henry prior to that year (Relationship between Cyclical Maladaptive patterns and symptoms). *Private practice:* Mary McGonigle, Seattle (study of interpersonal patterns and marital satisfaction). Julia Strand, co-chair with Steve Golding (study sexual fantasies and interpersonal patterns of incarcerated sexual abusers with their abusees, of interpersonal patterns with their own abusers and of fantasies of undergraduate volunteers; Jeffrey Rothweiler: Wasau, Wisconsin (study of external and internal validity of SASB questionnaires). Anne Moore, substance abuse counseling private practice and on staff at Rehabilitation Medicine, University of Utah (comparison of baseline patterns of alcoholics with their significant others just before getting drunk to their hopes for what will happen in the relationship when they get drunk). Greta Cushing (cross generational transmission of parenting patterns in cocaine abusers compared to matched non users). Greta was a research director at the Casey family institute for years, but now, is in private practice in Connecticut and caring for her children. *Deceased:* Karen Callaway; Shawn McCarty, Natasha Hawley. I also was a very active committee member for several additional students based in other departments whose dissertations included significant contribution from uses of SASB, WISPI and/or IRT. These are: Matt Davis, Department of Educational Psychology here. His dissertation included creation of a multimedia trainer for a critical feature of IRT (think of interactional patterns in relation to current environmental challenge rather than of personality traits in the abstract) was based entirely in the IRT clinic, and his professor Robert Hill said it is one of the best dissertations he has ever supervised. Matt is completing his postdoctoral training at UNI and continues to service his contracts for program evaluations for Social Services. Jennifer Skeem (Steve Golding student): Associate professor at the University of California, Irvine (Jennifer did a very large predictive forensic study that included some SASB measures; Ronna Dillinger (I may have been her co-chair. Ronna's forensic study was an examination of antisocial personality disorder as described originally by Cleckley in relation to current definitions). Ronna now is a staff psychologist, forensic assessment, State hospital at Wyoming. David Conroy, UofU Sports Psychology and Exercise Science (David compared remembered relationships with attachment figures to specific forms of performance anxiety in highly accomplished athletes.) David is now Associate professor at Pennsylvania State University in their Sports Science dept. He has had at least one SASB based grant from NIH. Colleen Sandor, supervised by Adie Fuhrman, educational

psychology (Colleen studied perceived “interpersonal” relationships with drug of choice for three different drugs: cocaine, marijuana, heroin). She now is Associate professor at Westminster College in Salt Lake City. Julie Wiese, MD, worked with SASB for her research project when she was a resident in Psychiatry at UofU. Presently she works at Avalon Valley Rehabilitation in Salt Lake City. I have enjoyed my experiences with all of these people. Some of them found me to be too demanding, and I probably am by contemporary standards. But many of them also occasionally express gratitude for the skills they acquired while working with me. Testimonials to the usefulness of SASB in everyday practice continue to arrive now and then from as long ago as 25 years, when Psychiatry residents used to come to my home one evening a week to learn how to use SASB in their clinical work. Thanks for IRT skills likewise materialize unexpectedly from time to time (e.g., a hug and intense thank yous offered on a Park City street this summer from a former Psychology student –not one of “mine” – who was there on vacation). It is very nice indeed to know that SASB and IRT have helped professionals be more helpful. That, after all, is the point.

Presently, my new enrollments have dropped to zero in every single class (for SASB, for Didactics in psychotherapy background for what I teach at UNI for psychology graduate students, Interpersonal Reconstructive Therapy, IRT). At one time, this IRT program was considered to be a “gem” by APA site visitors. Enrollments were high, and the students did well using what they learned in IRT wherever they went (according to them). They said the connection was valuable when they went for their internship interviews and after they got there too. What happened?

I believe there is a paradigm clash between what I teach and what CTC wants to do. CTC is definitely on top of mainstream requirements to teach CBT and to use only approaches validated by randomized control trials. We have been unable to get funded to do that. We do test effectiveness by pre post comparisons, and by correlating adherence to the treatment model to patient outcomes. Results are very supportive of the hypothesis that a “purer” form of IRT works better. A sample is included in my teaching statement. I note in passing that when psychotherapists import the RCT model from drug studies, they overlook the fact that biochemists have taken care of the purity problem. So in truth, psychotherapy RCTs should include constant monitoring of the “purity” of treatment. They do not.

In any case, it is understandable that our clinical psychology trainees and the new hires would have little inclination to explore something so far off what is considered acceptable science as is IRT or SASB. Students are overwhelmed with requirements. CTC Students struggle to cumulate astronomical numbers of hours, apparently without need to attend to the quality of the experience or the nature of skills acquired. No wonder there are zero new enrollments for IRT or SASB. Moreover, what Ken and I teach is a complex skill that requires quite a while to learn. It also can be emotionally stressful for the trainee.

In accord with current priorities, about 4 years ago, CTC formally forbid students to enroll in the IRT sequence before their 3rd year. That sharply reduced our enrollments. Because of that restriction, students proceeding in a timely fashion cannot complete our proposed 3 year IRT sequence (yr. 1 = Didactics and case conference/inpatient practicum and SASB; yr. 2 = case conference and inpatient plus Outpatient practicum; yr. 3 = continued long term outpatient work with just one case). And, by their 3rd year in the program, they are deeply committed to their selected professional track, no longer likely to sample potentially informative alternatives. Also in accord with paradigm clash, some CTC faculty are outright telling their students not to enroll in IRT. This gap also is made apparent by the fact that, for several years now, students have told Ken and I that they believe they will be punished for using IRT concepts outside of UNI. They tell us they find IRT to be very useful in organizing their case formulations

in clerkships and on their prelims, but that, especially within psychology, they cannot disclose the fact they are using IRT. Given that younger students have not participated in IRT (longer than for the didactic review of object relations theory), I am not surprised to hear that some are not thinking about their cases in an integrated manner. Over the years, we *typically* have heard that when our students go on internship, their supervisors are very impressed by their integrative skill. More than once, supervisors have asked our interns to teach them about IRT. Two of our recent graduates (Laura MacArthur in California and Wilson Kenny AKA Whitaker in Oregon) are teaching SASB and/or IRT to colleagues. Last year, Christie Pugh Karpiac was here on sabbatical from Scranton University to work on our IRT adherence research.

I have continued to teach professional therapists how to use IRT and SASB. In 2011, there were one day workshops to mental health professionals on my Interpersonal Reconstructive therapy for treatment resistant patients as described in *Interpersonal diagnosis and Treatment of personality disorders and Interpersonal Reconstructive Therapy- an integrative treatment for personality based complex cases...* These were in Milano, Bari, and Rome. The workshop in Rome was for 2 days, as was the one in Bari. Sponsors were members of Centro Studi Psychotherapy School. There also was a series for the IRPIR psychotherapy school based in Rome. For them, there were 2 two day workshops, a two day workshop in Cagliari (Sardinia) and a 2 day workshop in Venice.

Given the zero enrollments in psychology I want to return to teaching more experienced therapists. I hope to continue my annual visits to Europe (Italy, Spain, and Germany) where therapists and training institutes remain eager to learn more about IRT. Here in Salt Lake, I recently gave a brief 3-week, late Friday afternoon training at UNI for staff and for selected invited professionals in the community. About 20 attended (including current psychology interns) and returned for the complete series. Evaluations suggest strong local interest in learning more. That will be for a longer series, for a fee to go to UNI, and CE credits will be offered. I also may participate in potential new initiatives at UNI, such as a specialty assessment service for impaired providers; a specialty longer term inpatient stay for insurance free patients. Such new programs will not go forward without formally assessments by IRB approved research protocols. After my next book comes out, I expect to resume regular workshop presentations domestically. Presently, I have been asked to do a presentation for the interdisciplinary Generations conference in March 2012, and a day long workshop for UPA in March of 2013.

Finally, under the heading of old business, I want to contact my wonderful dissertators and help them submit their work for publication. They all have done very interesting studies and excellent work. But, except for Christie Karpiac who spontaneously sent me a publishable draft of her thesis and then needed minimal input from me before sending it on for acceptance by an excellent journal, nobody has initiated an effort to publish. I think I can change that, but need to find the time to do it. Most of the results are enduring. Because of paradigm clash, the world has not scooped them yet.