

Research on Transference

Fifty years of psychoanalytic research on transference

Horst Kächele, Dan Pokorny (Ulm)
& Cornelia Albani (Leipzig)

Ways of Measuring

- 1. Systematic clinical formulations**
- 2. Rating methods
on quantity of transference**
- 3. Q-Sorts, Questionnaires &
the Kelly-Grid-Technique**
- 4. Methods to Identify
Relationship Patterns**

1. Systematic clinical formulations

- Menninger Project:
Team discussion at the end of treatment
[Wallerstein, 1956]
- Menninger Project:
Systematic analysis of childhood memories
[Mayman & Faris, 1960]
- Chicago consensus project
[Seitz, 1966]

2a. Rating methods on quantity of transference

- Rating instruments to catch therapist's technique, transference & countertransference and patient's behavior and feeling
- Description and prediction of the therapeutic process
[Bellak, 1956]
- Therapeutic interaction
[Cutler, 1958]
- Therapeutic technique, transference and countertransference
[Strupp, Ewing, Chassan, 1966]

2b. Rating methods on quantity of transference

- √ Session questionnaire for transference, resistance
[Graff & Luborsky, 1977]
- √ Working alliance, transference, and anxiety themes
[Grünzig, Kächele, Thomä 1978]
- √ The concept of transference space & the 5-minutes samples
[Luborsky et al, 1973]

3a. Q-Sorts, questionnaires & the Kelly-Grid-Technique

Q-Sort Methods

- Similarity between “significant parent” and “therapist”
- Similarity between “ideal person” and “therapist”
- Expectations of patients about therapists,
- Expectations of patients about therapists,
- Similarity in behavior towards parents and therapists before and after
- [see for a review Meltzoff & Kornreich, 1970]

3b. Q-Sorts, questionnaires & the Kelly-Grid-Technique

- Questionnaires
- Remembered parental behavior
[Albani et al. 2000]
- Interaction in a therapeutic group
[Baguet, 1984; Tschuschke, 1994]
- Giessen-Test -
transference and countertransference
[Beckmann, 1974; 1978]

3c. Q-Sorts, questionnaires & the Kelly-Grid-Technique

Kelly-Grid-Technique

- transference in group analysis [Catina & Tschuschke, 1993]

4a. Methods to identify Relationship Patterns

- 4.1 CCRT the Core Conflictual Relationship Theme
[Luborsky, 1991, 1998, 1999]
- 4.2 CRP the Central Relationship Pattern
[Albani et al 1994; Dahlbender, 1998]
- 4.3 FRAME
[Dahl, 1988,1993]
- 4.4 Configurational Analysis
[Horowitz, 1991]

4b. Methods to Identify Relationship Patterns

- **4.5 Dynamic Focus CMP**
[Schacht & Binder, 1984]
- **4.6 Plan Analysis**
[Weiss & Sampson, 1986]
- **4.7 Idiographic Conflict Summary**
[Perry, 1991]
- **4.8 PERT Patient's Experience
of the Resisted Aspects of the Transference**
[Gill & Hoffman, 1982]

You deserved a good coffee now

**Before we concentrate on the
CCRT dominion**

The Discovery

- √ Lester Luborsky presented in 1976
- √ on Tuesday , January 17,1976 at 2 pm
- √ At the Downstate Medical Center in New York
- √ on the conference: Communicative structures and psychic structures
- √ a paper with the title
 - √ **„Measuring a pervasive psychic structure in psychotherapy: the core conflictual relationship theme“.**

Lester Luborsky

Born 1920

PhD 1946 with R Cattell

Holt & Luborsky (1958) Personality
Patterns of Psychiatrists

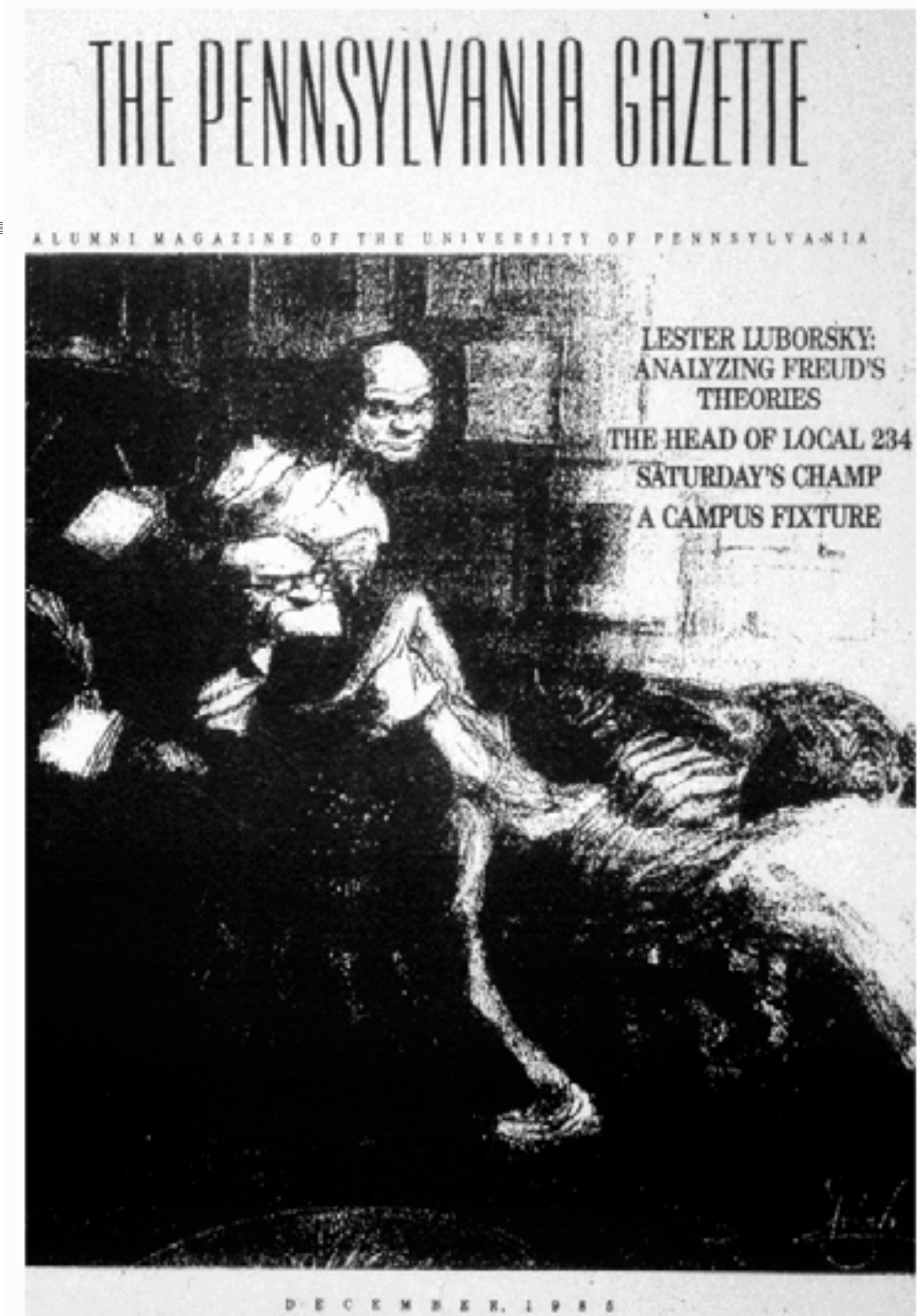
Luborsky (1976) Helping alliance in
psychotherapy: the groundwork for a study of
their relationship to its outcome.

Luborsky (1984) Principles of psychoanalytic
psychotherapy. A manual for supportive-
expressive treatment.

Luborsky et al. (1988) Who will benefit from
Psychotherapy?

Luborsky & Crits-Christoph (1990/ 1998)
Understanding transference.

Luborsky (1996) The Symptom-Context
Method. Symptoms as opportunities in
psychotherapy.



The basic structure of the CCRT

- √ Wish
- √ Reaction of the Object
- √ Reaction of the Self

List of wishes

- | | |
|------------------------------|---|
| 01 to be understood | 19 to have control over others |
| 02 to be accepted | 20 to be controlled by others |
| 03 to be respected | 21 to have self-control |
| 04 to accept others | 22 to achieve |
| 05 to respect others | 23 to be independent |
| 06 to have trust | 24 to feel good about myself |
| 07 to be liked | 25 to better myself |
| 08 to be opened up to | 26 to be good |
| 09 to be open | 27 to be like other |
| 10 to be distant from others | 28 to be my own person |
| 11 to be close to others | 29 to not be responsible or obligated |
| 12 to help others | 30 to be stable |
| 13 to be helped | 31 to feel comfortable |
| 14 to not be hurt | 32 to feel happy |
| 15 to be hurt | 33 to be loved |
| 16 to hurt others | 34 to assert myself |
| 17 to avoid conflict | 35 to compete with somebody for someone's attention |
| 18 to oppose others | |

List of responses of the objects

- | | |
|-------------------------------|------------------------------|
| 01 they are understanding | 17 they oppose me |
| 02 they are not understanding | 18 they are co-operative |
| 03 they are accepting | 19 they are out of control |
| 04 they are rejecting | 20 they are controlling |
| 05 they respect me | 21 they give me independence |
| 06 they don't respect me | 22 they are dependent |
| 07 they don't trust me | 23 they are independent |
| 08 they are not trustworthy | 24 they are strong |
| 09 they like me | 25 they are bad |
| 10 they dislike me | 26 they are strict |
| 11 they are open | 27 they are angry |
| 12 they are distant | 28 they are anxious |
| 13 they are helpful | 29 they are happy |
| 14 they are unhelpful | 30 they loves me |
| 15 they hurt me | |
| 16 they are hurt | |

List of responses of the self

- | | |
|-------------------------|--------------------------|
| 01 I understood | 17 I am helpless |
| 02 I don't understood | 18 I feel self-confident |
| 03 I feel accepted | 19 I am uncertain |
| 04 I feel respected | 20 I feel disappointed |
| 05 I like others | 21 I feel angry |
| 06 I dislike others | 22 I feel depressed |
| 07 I am open | 23 I feel unloved |
| 08 I am not open | 24 I feel jealous |
| 09 I am helpful | 25 I feel guilty |
| 10 I hurt others | 26 I feel ashamed |
| 11 I oppose others | 27 I feel anxious |
| 12 I am controlling | 28 I feel comfortable |
| 13 I am out of control | 29 I feel happy |
| 14 I am self-controlled | 30 I feel loved |
| 15 I am independent | 31 I have symptoms |
| 16 I am dependent | |

The cluster solutions

Wish-Clusters.

I wish ... →

- 1 to assert self and be independent
- 2 to oppose, hurt, and control others
- 3 to be controlled, hurt and not responsible
- 4 to be distant and avoid conflicts
- 5 to be close and accepting
- 6 to be loved and understood
- 7 to feel good and comfortable
- 8 to achieve and help others

Responses of Objects.

Clusters.

The others (are)



- 1 strong
- 2 controlling
- 3 upset
- 4 bad
- 5 rejecting and opposing
- 6 helpful
- 7 likes me
- 8 understanding

Responses of Self. Clusters.

I (am, feel) ...



- 1 helpful
- 2 unreceptive
- 3 respected and accepted
- 4 oppose and hurt others
- 5 self-controlled and self-confident
- 6 helpless
- 7 disappointed and depressed
- 8 anxious and ashamed

Elements of the CCRT

- √ Identify 5-10* relationship episodes (RE)
- √ Determine the degree of episode completeness
- √ Identify the three components W, RO & RS
- √ Determine the most frequent Wish
- √ Determine the most frequent RO
- √ Determine the most frequent RS
- √ This is the CCRT

* *much more works better*

Freud's Observations and the CCRT Evidence

- √ 1. Wishes toward people are prominent +
- √ 2. Wishes conflict with responses from other
and of self +
- √ 3. Especially evident in erotic relationships +?
- √ 4. Partly out of awareness +?
- √ 5. Originates in early parental relationships +

Freud's Observations and the CCRT Evidence

- √ 6. Comes to involve the therapist +
- √ 7. May be activated
by the therapist's perceived characteristics R
- √ 8. May distort perception R
- √ 9. Consists of one main pervasive pattern +?
- √ 10. Sub patterns appear for family members +?

Freud's Observations and the CCRT Evidence

- √ 11. Distinctive for each person +?
- √ 12. Remains consistent over time +
- √ 13. Changes slightly over time +
- √ 14. Shows short-term
fluctuations in activation R
- √ 15. Accurate interpretation changes
expression of pattern +

Freud's Observations and the CCRT Evidence

- √ 16. Insight into pattern can benefit patient +0?
- √ 17. Can serve as resistance R
- √ 18. Symptoms may emerge during its activation +?
- √ 19. Is expressed in and out of therapy +
- √ 20. Positive vs. negative patterns
are distinguishable +
- √ 21. Is expressed in multiple modes
(dreams and narratives) +

Homage to the CCRT

26 years

of exciting CCRT applications

and

continuing developments

26 years CCRT – the Ulm thread

1976 17-jan-1976, 2:00pm: LL presents CCRT | Kächele & Grünzig visit LL in Philly |
1984 Gill-LL: project in Amalia X. |
1985 LL in Ulm: CCRT analysis of Mr. C. |
1987 first CCRT master theses in Ulm (Kächele) → |
1988 → children at age 3 years (Dengler) | LL-Kächele: CCRT working book Ulm |
1989 → depressive patients (Eckert) | Psychoanalytic Process Research Strategies |
1990 LL et al: Understanding Transference, 1st ed. |
1991 the case of "Student", pattern search (Albani) |
1992 LL Albani Eckert: German CCRT manual |
1993 female students Ulm (n≈40) Ulm CCRT-group |
1994 male students Ulm (n≈50) Ulm CCRT-group |
1995 multicenter study Leipzig-Ulm-Göttingen |
1996 (n=266 neurotically disturbed young female patients) |
1997 daydream psychotherapy, single case study Lausanne-Ulm |
1998 LL et al: Understanding Transference, 2nd ed. |
1999 project CCRT-LU, Leipzig-Ulm: CCRT-LU |
2000 CCRT-LU n=32 clinical interviews | CCRT-LU single case study Amalia X |
2001 presentation CCRT-LU Euro-SPR Leiden | int.-SPR Montevideo |
2002 June panels at int.-SPR Santa Barbara |
2003 spring CCRT+LU workshop Germany |

Ulm-Leipzig Studies

- √ Implementation of a German Manual
[Luborsky & Kächele 1988]
- √ Single case evaluation pre & post
[Kächele et al. 1990]
- √ Central Relationship Pattern
[Albani et al. 1994]
- √ Critique of the category structure of the CCRT
[Albani et al. 1999]
- √ Single case evaluation pre & post
[Albani et al. 1999]
- √ Affective evaluation and severity
[Albani et al. 1999]
- √ CRP with different objects
[Albani et al (2001)]

Problems

**Standardized CCRT categories empirically based on a small sample n=16
→ occurring rating problems:**

√ **1. no fitting standard categories**

RO: are offended, disappointed, insulted, envy, threaten me...

√ **2. similar categories**

W1 to be understood, comprehended, empathized with, seen accurately,

W2 to be accepted, approved of, not to be judged, to be affirmed

√ **3. "overloaded" categories**

RO 27 are angry, irritable, resentful, frustrated

√ **4. lengths of the category lists led to "personal rating preferences"**

√ **5. just partial correspondence between W, RO, RS**

partial correspondence between the CCRT dimensions

<u>W, related to RO</u>	<u>W, related to RS</u>	<u>RO</u>	<u>RS</u>
to be hurt	to hurt others	hurt me	hurt others
to be respected	to respect others	respect me	feel respected
to be understood		are understanding	understood
	to feel happy	are happy	feel happy
	to be open	are open	am open
	to feel comfortable		feel comfortable
		are angry	feel angry
		are anxious	feel anxious
	to achieve		
	to be close to others		
		are rejecting	
		are co-operative	
			feel self-confident

CCRT-cluster paradox

W-02 to be accepted



W-Cluster-6: to be loved and understood

W-03 to be respected



W-Cluster-6: to be loved and understood

6=6

W-05 to accept others



W-Cluster-5: to be close and accepting

W-06 to respect others



W-Cluster-5: to be close and accepting

5=5

RS-03 feel accepted



RS-Cluster-3: I am respected and accepted

RS-04 feel respected



RS-Cluster-3: I am respected and accepted

3=3

BUT:

RO-03 others are accepting◇

RO-Cluster-8: others are understanding

RO-05 others respect me ◇

RO-Cluster-7: others likes me

8≠7 !!!

The Leipzig-Ulm Redesign

Reformulation of CCRT Category System:

The CCRT-LU Category System

- **DFG-Project Leipzig-Ulm:**
 - **Horst Kächele, Michael Geyer**
- **Realization Team:**
 - **Cornelia Albani, Dan Pokorny,**
 - **Gerd Blaser, Sonja Grüninger**
- **Supported by:**
 - **numerous collaborating clinicians and researchers**
- **Grant:**
 - **Deutsche Forschungsgemeinschaft**

The Leipzig-Ulm Redesign

- - The reformulation project:
 - √ started as an attempt to resolve known rating problems of the CCRT category system
 - √ continued as a radical reconsideration of the category-system structure
 - √ trying to preserve valuable fundamental ideas of the CCRT system
 - „CCRT-LU“: *Leipzig-Ulm = LU = logically unified*

The Leipzig-Ulm Redesign

See:

Cornelia Albani, Dan Pokorny, Gerd Blaser, Sonja Grüninger,
Susanne König, Franziska Marschke, Ilka Geissler, Annett Körner,
Michael Geyer, and Horst Kächele (in print):

Reformulation of the Core Conflictual Relationship Theme (CCRT)
Categories: The CCRT-LU Category System

(accepted for Psychotherapy Research)

Requirements – Sources

1. large empirical base
(usage of the existing CCRT-studies)
• >16 studies, >400 probands, >800 sessions
2. empirically based,
hence preserving the CCRT "nominal-category" character;
no reduction to e.g. just 2 theoretically based axes
• given by the system design: category lists
3. reflecting relevant psychotherapeutic theories
• >17 theoretical approaches reflected

Requirements – Categories

4. each tailor made formulation should fit to one, but not to more categories

∅∅? improvement shown by the better reliability

5. minimal necessary number of categories and clusters

Λ slightly more categories than by CCRT

∅ hierarchical organization simplifies the rater decisions

6. distribution should be as far as possible uniform

ΛΛ clusters nearly equally frequent in the population – rather a principally impossible task

∅ at least: no “universally predominating” clusters
(like RO-C5 *they are rejecting and opposing*)

Requirements – Structure

7. full correspondence
of categories across dimensions (WO, WS, RO, RS..)
၅၅၅ by the system design: same categories
8. no "cluster paradoxes"
၅၅၅ by the system design: the hierarchical structure
9. easy navigation within the hierarchical system;
rating „top down“
၅၅၅ by the system design

Requirements – Properties

10. system should be easy to learn

၅၅? logical structure, unified category system

11. use of the system should be more economic

၅ slight improvement –

the text rating by a human

is likely ever a time consuming task

12. system should be nice

၅၅၅ because of its

- logical structure

- inner symmetries

- closeness to the “real-life”

Design choices 1

Symmetry rule 1:

What the other can do I can do as well.

What I can do the other can do as well.

◇ consequent correspondence
between RO and RS categories.

Design choices 2

Symmetry rule 2:

**Whatever what can happen I can wish.
Whatever what I can wish can happen.**

◇ consequent correspondence between
RO and RS categories on the one side
and W categories on the other side.

◇ two kinds of W:
Object-related wishes WO and subject-related wishes WS

◇ four (!) basic dimensions: WO, WS, RO, RS.

Four basic dimensions

Instead of three dimensions W, RO, RS we have:

WO	= wish concerning the object	= „the other should ...“
WS	= wish concerning the subject	= „I want to ...“
RO	= response concerning the object	= „the other does ...“
RS	= response concerning the subject	= "I do ..."

All dimensions

WOO = [less important in the CCRT context]

WOS = wish	object → subject	= „the others should ... me"
WSO = wish	subject → object	= „I want to ... the other"
WSS = wish	subject → subject	= „I want to ... myself"

ROO = [less important in the CCRT context]

ROS = response	object → subject	= „the others does ... me"
RSO = response	subject → object	= „I do ... the other,"
RSS = response	subject → subject	= „I do ... myself"

Unique category system

Symmetry rules →

Same categories for all dimensions:

13 "cluster" – 30 "standard categories" – 119 "subcategories"

predicate:

components:

B23 „helping"

WOS-B23

„the other should help me"

WSO-B23

„I want to help the other"

ROS-B23

„the other is helping me"

RSO-B23

„I am helping the other"

Valence

Positive, negative responses ... *unchanged definition:*

response "positive":	wish satisfied
response "negative":	wish not satisfied

Example:

PRSO-M12 „*I am keeping them on distance*“
(It was my wish, finally I have managed it!)

NRSO-M12 „*I am keeping them on distance* “
(It was not my wish, why I am so alone?)

Positivity index

Positive, negative responses RO, RS, ROS, RSO, RSS:
relative proportion of positive responses
in the considered dimension

$$P / (P + N)$$

or: $100 * P / (P + N)$ (value in percents)

values range between

0 = quite negative ... 0.5 = fifty fifty ... 1 = quite positive

A 1000000-pesos question:

*Even narratives of healthy people contain more
negative than positive responses.*

Why?

Empirical sources for categories

1. CCRT-Categories Edition 2

(Barber, Crits-Christoph & Luborsky, 1990)

2. Results of our CCRT-User Questionnaire

(not fitting tailor-made formulation)...

3. CCRT-studies...

Empirical sources 2 – CCRT-user questionnaire

2. Results of our CCRT-User Questionnaire (not fitting tailor-made formulation)...

We asked the CCRT users to list the tailor-made formulations that could be assigned either to none of the standard categories or to more than one of the categories.

The number of returned questionnaires was unfortunately low.

Nevertheless, we found tailor-made formulations:

- 29 for Wishes,
- 80 for Responses from Others,
- 109 for Responses of Self

Empirical sources 3 – CCRT studies

Psychodyn. Short Therapies

3 short therapies (each 25 sessions)	Saarbrücken	T.Anstadt
different short therapies (single s.)	Saarbrücken	T.Anstadt
Patient (f) with eating disorder (20 s.)	Frankfurt	A.Stirn
Patient (f) with anxiety disorder (10 s.)	Leipzig	K.Stolzenburg
Patientin with marital conflict (15 s.)	Leipzig	P.Gerhard
"The student" (compul. disord., 23 s.)	Ulm/Leipzig	C.Albani

Psychoanalytic Therapies

"Christian" (anxiety neurosis, 10 s.)	Ulm/Leipzig	G.Plöttner
"Amalia" (Depression, 95 s.)	Ulm/Leipzig	C.Albani

RAP

Subject-couples (64 Int.)	Göttingen	H.Staats
Patient-couples (120 Int.)	Göttingen	H.Staats
Subjects (30 Int.)	Leipzig	M.Möckel
Psychotherapy patients (198 Int.)	Leipzig	A.Körner, C.Albani
Interviews with medicines (33 Int.)	München	B.Waldvogel

Curriculum Vitae

Psychotherapy patients (12)	Leipzig	D.Bannier
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Intake Interviews

Psychotherapy patients (32 Int.)	Ulm	G.Messer
Psychotherapy patients (40 Int.)	Leipzig	A.Körner, C.Albani

a rough estimation: $\Sigma \approx 400$ patients/probands, 800 sessions/interviews exploited

Theoretical sources

- Central Relationship Questionnaire (Barber, Foltz, & Weinryb, 1998)
- Inventory of Interpersonal Problems (Horowitz, 1988)
- Freiburg Personality Inventory (Fahrenberg, Hampel, & Selg, 1984)
- NEO-PI-FFI (Costa, & McCrae, 1989)
- Attachment Questionnaire (Griffin & Bartholomew, 1994)
- Clinical Motivation Inventory (Deneke, et al., 1996)
- Relationship Pattern Questionnaire BeMus (Kurth & Pokorny, 1999)
- Categories of OPD (OPD working group, 1996)
- Categories of SASB (Benjamin, 1974)
- wishes and fears of "Ideographic Conflict Formulation" (Perry, 1997)
- wishes of "Reiss-Profiles" (Reiss & Haverkamp, 1998)
- CCRT-wish categories (Thorne & Klohn, 1993)
- "Anxiety Dictionary" (Grünzig, 1980)
- "Circumplex model" (Leary, 1957, Kiesler, 1983)
- Attachment theory (Bowlby, 1969, 1973, 1980)
- "Motivation Systems" (Lichtenberg, 1983)
- "Big-five Factor Structure" (Goldberg, 1992)

It was a long way...

- 1. creating and reduction of lists of tailor-made formulations**
- 2. rating of similarity and 1st hierarchical cluster analysis**
- 3. rating of similarity and 2nd hierarchical cluster analysis**
- 4. sexual categories**
- 5. development of the final list of predicates**
- 6. checking reliability and validity**
- 7. translations**

It was a long way 1-3

1. Creating and reduction of lists of tailor-made formulations

- 1.1 creating 3 lists of tailor-made-formulations from empirical and theoretical sources: 806 W + 1158 RO + 1363 RS items
- 1.2 merging of the 3 lists together
- 1.3 assignment of each tailor-made-formulation to one predicate
- 1.4 discharge of synonymous tailor-made-formulations
(→ list of 232 predicates)

2. rating of similarity and 1st hierarchical cluster analysis

- 2.1 independent rating of predicate similarity (2 raters)
- 2.2 1st hierarchical cluster analysis
- 2.3 creating a list of → 101 groups of predicates

3. rating of similarity and 2nd hierarchical cluster analysis

- 3.1 independent rating of similarity (5 raters)
- 3.2 2nd hierarchical cluster analysis
- 3.3 creating a preliminary category system (119-34-11 categories)

It was a long way 4-6

4. sexual categories

- 4.1 list of tailor-made-formulations with "sexual content" (83 items)
- 4.2 assignment 83 items to one predicate (→ 34 predicates)
- 4.3 independent rating of similarity (2 raters) and 1st cluster analysis
- 4.4 creating a list of 10 groups of predicates
- 4.5 independent rating of similarity (5 raters) and 2nd cluster analysis
- 4.6 creating of 3 groups of predicates with 9 subcategories

5. development of the final list of predicates

- 5.1 repeated reworking of the list of predicates,
adding the sexual categories,
final hierarchical list with 119 – 30 – 13 categories.

6. checking reliability and validity

- 6.1 test of the reformulated categories
on one cross section sample and one single case study
- 6.2 ongoing trial applications
by independent psychotherapy researchers

It was a long way 7

7. translations

- 7.1 independent translations from German by 2-3 experts
- 7.2 comparison and creating of the consensus version

Available Versions:

- O German Albani, Pokorny, Blaser, Grüninger**
- O English R. Deighton, U. Jacobs, C. Fischer**
- O Czech D. Pokorny**

In preparation:

- O French: M. Stigler, Y. de Roten**
- O Ukrainian: A. Filz**
- et al. O O O**

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