



2007 Ohio SPR Conference

April 13th – 15th, 2007

Miami University
Oxford, Ohio

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Friday, April 13, 2007

- 12:00-3:00 **Conference Registration**
Room 134
- 3:00-4:00 **Keynote Address**
Room 125
*Alliances in Family Therapy: The Science of
Therapeutic Relationships*
Speaker: Laurie Heatherington
Moderator: William B. Stiles
- 4:00-5:00 **Reception**
Room 134
Wine and cheese with the Psychology Department
faculty after presentation
- 7:00-9:30 **Opening Celebration**
318 Brookview Ct At Jacob Goldsmith's home, food and drinks will be
Oxford, OH 45056 provided

Saturday, April 14, 2007

- 8:30-9:00 **Breakfast**
Room 134
Please help yourself to coffee, juice, and pastries
before the session begins
- 9:00-10:30 **Paper Session**
Room 131
Moderator: Liz Davis Goldman
*Can a Loving Kindness Intervention for College
Students Boost Self Compassion and Compassionate
Love While Reducing Anxiety?*
David Weibel & Timothy Anderson (Ohio
University)
*First Session Pathways to the Working Alliance in CBT
for Adolescent Depression*
Robert L. Russell (Medical College of Wisconsin);
Stephen R. Shirk (University of Denver);
Nathaniel Jungbluth (University of Denver);
Catherine Linn (Notre Dame)
- 9:00-10:30 **Paper Session**
Room 127
Moderator: Katerine Osatuke
A Case Study in the Assimilation of Parental Divorce
Jonathan Fishman & William B. Stiles (Miami
University)
*Analysis of a Successful Mixed-Model Treatment of
GAD*
Hugo Schielke, Corinne Hoener, Mike Gray, &
William B. Stiles (Miami University)
*Using Employee Interviews to Describe a Voice of the
Organization: An Application of the Assimilation
Model*
Katerine Osatuke, Scott Moore, & Julia Wernke
(VHA NCOD); William B. Stiles (Miami
University); Sue Dyrenforth (VHA NCOD)
- 10:30-11:00 **Coffee Break**
Room 134

11:00-12:30
Room 131

Paper Session

Moderator: Katie M. Edwards

Gender Differences in Anxiety among College Students due to Stereotype Threat
Laura Klinefelter & Mia Biran (Miami University)

Personality Traits of Participants Who Have Attitude Changes toward LGBT Students after SafeZone Program
Kim Rogers, Liz Davis Goldman, & Tim Anderson (Ohio University)

The Effects of Clinician Assisted Emotional Disclosure in Reducing Trauma Symptomatology among Female Victims of Sexual Assault
Katie M. Edwards, Timothy Anderson, & Jennifer Fende (Ohio University); Rohini Luthra (Mount Sinai Medical Center)

11:00-12:30
Room 127

Panel

Assimilation and Narrative Construction of Sexual Assault and Childhood Abuse
Moderator: Lisa M. Salvi

The Assimilation of Child Abuse: Implications for Intergenerational Continuity
Lisa M. Salvi, Carol L. Humphreys, Kathleen A. DeNardi, & William B. Stiles (Miami University)

Constructing the Experience of Sexual Victimization: Integration of an Ecological and Social-Constructionist Model
Lindsay Orchowski, Brian Uhlin, Danielle Probst, Katie Edwards, & Tim Anderson (Ohio University)

Must all Have Voices? A Case Study Discussion of the Dynamics of Abusive Voices in the Dialogical Self
Brian Uhlin, Lindsay Orchowski, Danielle Probst, Katie Edwards, & Tim Anderson (Ohio University)

12:30-1:30
Room 134

Lunch

An entrée, salad, drinks, and dessert will be provided

1:30-2:30
Room 131

Workshop

Back to the Future?: Milieu Treatment and its Measurement
Presenter: Laurie Heatherington
Moderator: Jacob Z. Goldsmith

2:30-3:00
Room 134

3:00-4:00
Room 131

3:00-4:00
Room 127

4:00-4:30
Room 134

Coffee break

Paper Session

Moderator: Gregory A. Goldman

Interpersonal Rigidity, Complementarity, and the Therapeutic Alliance
Gregory A. Goldman (Ohio University)

Reaching Across the Digital Divide: Alliance and Session Impact Evaluations of Online Consumers and Therapists
D'Arcy Reynolds, Jr., William B. Stiles, Chelsi Day, Carlyn Porter, & Emily Verkamp (Miami University)

Paper Session

Moderator: Hugo Schielke

The Experience of Intrapersonal Dialogue from the Client's Perspective: Implications for the Assimilation Model
Meredith Glick Brinegar (University of Illinois at Urbana-Champaign); Michael A. Gray, Rachel Hamilton, & William B. Stiles (Miami University)

Agency in Psychotherapy: A Qualitative Inquiry of Client Experiences
Corinne Hoener & William B. Stiles (Miami University); Barbara J. Luka & Richard A. Gordon (Bard College)

Coffee break

4:30-6:00
Room 131

Paper Session

Moderator: Jacob Z. Goldsmith
*The Convergent/Divergent Validity of a
Multidimensional Measure of Psychotherapy Outcome*
Abe Wolf (MetroHealth Medical Center/Case
Western Reserve University); David Kraus
(Behavioral Health Laboratories)
*Effects of Observational Perspective, Relational
Valence, & Relational Clarity on Ratings of Negative
Process and Alliance*
Timothy Anderson (Ohio University)

All day
Room 134

Poster

*Therapist Attachment Security and Client Dropout
Status*
Alan Gecht & Gregory A. Goldman (Ohio
University)

7:00-9:30
Dipaulo's
77 S Main St
Oxford, OH

Dinner

Conference banquet
Bring poetry, songs, instruments, and any other
creative works to share!

Sunday, April 15, 2007

9:30-10:00
Room 134

Brunch

Lunch and breakfast foods will be available throughout
the day

10:00-12:00
Room 131

Panel

*What Can We Learn From Case Studies in
Psychotherapy Research?*

Moderator: William B. Stiles
*Using Case Studies to Construct and Validate a
Theory of Expertise in Case Formulation*
Tracy D. Eells (University of Louisville)
*Quantitative Case Studies of Process: From
Description to Confirmation*
Robert L. Russell (Medical College of
Wisconsin)
Using Case Studies to Build a Theory of
Psychological Change
William B. Stiles (Miami University)

12:00-1:00
Room 131

Conference Wrap-Up:

Discussion and planning for Ohio SPR next year

Paper Session, 9:00-10:30, Room 131:

Title: Can a Loving Kindness Intervention for College Students Boost Self-Compassion and Compassionate Love While Reducing Anxiety?

Authors: David Weibel & Timothy Anderson (Ohio University)

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Abstract:

Researchers are increasingly exploring potential synergies between eastern and western psychologies as evidenced by the proliferation of mindfulness based stress reduction and the inclusion of mindfulness or acceptance techniques into a variety of promising psychotherapies including ACT, MBCT, and DBT.

However, loving kindness meditation, which has played an important role in eastern contemplative traditions, has received far less research attention (1 published study). Carson et al (2005) showed that a loving kindness focused intervention could alleviate back pain and psychological distress, but did not measure any positive psychology variables, such as compassion, which were central to the original purpose of the technique.

We created a four-session loving kindness focused group intervention and hypothesized that the intervention would boost self-compassion and compassionate love, while also decreasing anxiety among college students. Preliminary results will be presented.

Title: First Session Pathways to the Working Alliance in CBT for Adolescent Depression

Authors: Robert L. Russell, Ph.D. (Medical College of Wisconsin); Stephen R. Shirk, Ph.D. (University of Denver); Nathaniel Jungbluth, M.A. (University of Denver); Catherine Linn (Notre Dame)

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Abstract:

Little is known about therapist strategies to build an alliance with adolescents. In the current study, first-session therapist pathways to the working alliance with depressed adolescent patients were modeled using time series based P-technique. Four clinically meaningful process factors were discovered: Experiential Socialization, Cognitive Remoralization, Therapist Lapse, and Emotional Rapport. Significant factor x session segment trends were identified. Cognitive Remoralization growth curves across the first session accounted for significant variance in the 3rd session therapist rated alliance as did Experiential Socialization growth curves for the 3rd session adolescent rated alliance. Results are discussed in terms of the importance of first session therapist behaviors in building an alliance.

Paper Session, 9:00-10:30, Room 127:

Title: A Case Study in the Assimilation of Parental Divorce

Authors: Jonathan Fishman & William B. Stiles (Miami University)

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Abstract:

My presentation will focus on an assimilation analysis of an interview with Crystal, a young adult woman whose parents divorced 1 1/2 years before I spoke with her. Her story describes the pain and confusion she experienced during her parents' divorce and its aftermath, and her experience of healing. The presentation will focus on how cultural values impacted the assimilation of her parent's divorce, and on how the concept of narrative is understood from the perspective of the assimilation model. This case was gathered as part of a larger project of the assimilation of parental divorce in young adulthood.

Title: Analysis of a Successful Mixed-Model Treatment of GAD

Authors: Hugo Schielke, Corinne Hoener, Mike Gray, & William B. Stiles (Miami University)

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Abstract:

This paper will examine a successful course of therapy for a 38-year old Caucasian male client presenting with GAD. Specifically, we will explore--using the assimilation model as a theoretical lens--why this particular therapy was successful for this particular client. While this case was a part of a large clinical trial that examined the efficacy of manualized cognitive therapy when preceded by thirty minutes of non-directive, supportive listening to clients, we argue that this particular therapy did not follow protocol and was integrative in nature. We propose that the integrative aspects of this therapy were instrumental in the therapy's success. As such, this case also raises some interesting questions about efficacy studies of manualized treatments.

Title: Using employee interviews to describe a voice of the organization:
An application of the assimilation model

Authors: Katerine Osatuke, Scott Moore, & Julia Wernke (VHA
NCOD); William B. Stiles (Miami University); Sue Dyrenforth
(VHA NCOD)

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Abstract:

The assimilation model understands personality as made up of voices, traces of a person's various experiences. The metaphor of voice conveys that experiential traces contain energy and motivation to be expressed. They come forth to speak when addressed by other voices, people, or situations. Different voices within a person are mutually integrated (assimilated) to various degrees. Unassimilated voices may be seen as problematic (incongruent, distressing) from the perspective of dominant voices-the familiar ones that the person identifies with in most life situations. The assimilation model has been predominantly used to study psychotherapeutic change. The model describes and empirically anchors the process of clinical change whereby problematic voices become integrated into personality, to be viewed as resources, not problems.

Traces are left by all kinds of experiences, including those shared by people. In this sense, one might speak of a voice of a group, society, or organization as expressed through shared experiences of its individual members. This study applies the assimilation model's concept of voice to the field of organization development, specifically to interventions targeting organizational change. We use employees' perceptions of their organization (specifically, of its positive and negative sides and desired changes), as material for describing the organization's voice(s), in particular, organizational experiences felt to be problematic. We present the main content categories suggested by the employee interview data, and compare categories of employees' problematic versus positive experiences. We then discuss the methodology used to reconstruct voices of the organization based on employee interviews that reflect their individual experiences as organization members.

Paper Session: 11:00-12:30, Room 131:

Title: Gender Differences in Anxiety among College Students due to
Stereotype Threat

Authors: Laura Klinefelter & Mia Biran (Miami University)

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Abstract:

The purpose of this study is to determine whether the anxiety experienced by some college students could be the result of mediation effects due to stereotype threat. Stereotype threat is a situational threat that can affect the members of any group about whom a negative stereotype exists. Where bad stereotypes about these groups apply, members of these groups can fear being reduced to that stereotype. For those who identify with the domain to which the stereotype is relevant, this predicament can be self-threatening.

This paper presents a continuation of a year long study done on comparing levels of anxiety among college students and the general population. It was found that females in the undergraduate sample expressed significantly higher levels of anxiety than males in the undergraduate group, but no significant difference existed in the community sample. This study will investigate if females who experience stereotype threat concerns also experience a high level of anxiety. It is expected that females who report a high level of concern regarding underperformance will also experience a high level of anxiety. It is important to understand the underlying processes of anxiety during such a stressful time as college. Recognizing the causes and consequences of this anxiety is also imperative because the anxiety that one feels in thinking about possibly confirming the stereotype can be so debilitating that it actually impairs one's performance on the stereotype-relevant dimension. This stereotype-relevant dimension can be a wide range of different majors for women, including quantitative majors that men stereotypically succeed in. I am hypothesizing that this pressure for women to equalize or outperform men in order to disprove many well known stereotypes can cause a high level of anxiety. The most popular majors here at Miami University are Finance, Marketing, Management, and Zoology. I am speculating that the females in these classes will be

the minority compared to men. This threatening environment is enough to trigger the stereotype threat which could contribute to the anxiety among females.

Title: Personality Traits of Participants Who Have Attitude Changes toward LGBT Students after SafeZone Program

Author: Kim Rogers, Liz Davis Goldman, & Tim Anderson (Ohio University)

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Abstract:

The current study aims to investigate whether attitudes towards LGBT (Lesbian, Gay, Bisexual, and Transgender) people change as a result of participating in a two-hour SafeZone Workshop and what personality traits correlate with that change. (The OHIO SafeZone project is a voluntary, educational effort to improve campus climate for LGBT students, faculty and staff by attending a 2-hour workshop and displaying a SafeZone card.) Participants (N=40) were college students or university employees between the ages of 18 and 45. Participants completed the NEO-FFI, a short version of the NEO-PI (Costa & McCrae, 1992), a demographics questionnaire, and an Attitudes Towards Lesbians and Gay Men Scale (ATLG; Herek, 1998) before and after attending a SafeZone workshop. Results for the ATLG show no significant change on either attitude towards Lesbians or Gay Men subscales. Results for the ATLG showed that participants whom classified themselves as having low LGBT knowledge (N=15) had significantly higher homophobia pretest scores than participants with high LGBT knowledge (N=26) ($t(39)=-3.36, p=.002$). Results for the NEO-FFI show no significant correlation between homophobia and personality on all five subscales. Results of the ATLG also show that participants living off campus (N=18) scored significantly higher on homophobia than participants living on campus (N=22) ($t(38)=-2.03, p=.05$). The results indicate that the sample is skewed and homogenous. Results will be discussed in terms of their implications for future investigation and their implications for the SafeZone program.

Title: The Effects of Clinician Assisted Emotional Disclosure in Reducing Trauma Symptomatology among Female Victims of Sexual Assault

Authors: Katie M. Edwards, Timothy Anderson, & Jennifer Fende (Ohio University); Rohini Luthra (Mount Sinai Medical Center)

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Abstract:

The present study adapted two modules from Emotion Focused Therapy (Greenberg, Elliott, & Rice, 1993) in order to assess the utility of this treatment in ameliorating distress in women with both adult sexual victimization histories and elevated levels of psychological symptomatology. Specifically, the treatment approach, Clinician Assisted Emotional Disclosure (CAED; Anderson, Keefe, Lumley, & Elliott, 2000), adapts EFT modules that focus on the elaboration of sexual trauma narratives (systematic evocative unfolding) and on the emotional focusing and processing of these events. Participants included 28 college women with sexual victimization histories who completed the treatment phase of the study. However, only 17 women and 13 women returned for the one-month and three-month follow-up, respectively. The 28 participants were randomly assigned to the 4-session CAED treatment group or the control group. Both groups completed a battery of surveys at multiple time points in order to assess outcome variables, which included interpersonal, general, and traumatic stress symptoms.

There were no significant differences in changes between CAED and control group on any of the outcome variables for the termination and one-month follow-up periods. However, there were a number of differences between the CAED treatment and control groups at the 3-month follow-up. Although the difference was not statistically significant, individuals in the CAED group were considered to be in the functional range on the OQ (mean score=52.5), whereas individuals in the control group were still above the cut-off range for clinical impairment (mean score=68.1). On the IIP, there was a significant difference between CAED and control group for within subject differences at pre-treatment and 3-month follow-up, $F(1, 9) = 5.71, p < .05, \eta^2 = .39$. Analyses of the IIP octant sub-scales were examined in

order to identify the circumplex location for these interpersonal symptom changes. Significant changes for the CAED group were in the areas of overly dependent (JK) and overly hostile (NO) interpersonal problems. Also at 3-month follow-up, there was a significant decrease on IES Avoidance from pre-treatment for the CAED group relative to the no-treatment control group, $F(1, 10) = 5.20, p < .05, \eta^2 = .34$. Yet there were no significant changes for IES Hyperarousal and Intrusion scores at any time point.

These results, in addition to implications for both research and individual psychotherapy with survivors of sexual trauma, will be discussed.

Panel, 11:00-12:30, Room 127:

Title: Assimilation and Narrative Construction of Sexual Assault and Childhood Abuse

Author: Lisa M. Salvi (Miami University)

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Abstract:

The Assimilation Model was designed to track how problematic experiences become integrated into the self. This panel explores two types of traumatic experiences, sexual assault and childhood abuse, using the Assimilation Model as a theoretical framework. In the first paper presentation by Lisa Salvi, the Assimilation of Problematic Experiences Scale (APES) is used to assess the degree to which assimilation of childhood abuse influences transmission of abuse to the next generation. In the second paper presentation, Brian Uhlin discusses a case study analysis of a survivor of intimate partner sexual assault. The third paper presentation by Lindsay Orchowski explores how the socio-cultural construction of sexual victimization influences women's conceptualization and narrative construction of their experience. Implications for the Assimilation Model as well as for treatment of sexual assault survivors will be discussed.

Title: The Assimilation of Child Abuse: Implications for Intergenerational Continuity

Authors: Lisa M. Salvi, Carol L. Humphreys, Kathleen A. DeNardi, & William B. Stiles (Miami University)

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Abstract:

It is a widely held belief that if a mother has a history of childhood abuse, her children are likely to experience some form of abuse as well. In the present study, the Assimilation Model was used to examine the narratives of six mothers who both had a history of childhood abuse and had children who were also abused. Semi-structured interviews were used to explore the assimilation of the mothers' own childhood abuse experiences. The women's narratives were analyzed and the degree to which participants' abuse experiences were assimilated was assessed using the Assimilation of Problematic Experiences Scale, an outline of developmental stages that describes the process of assimilation. The analysis is intended to explore how assimilation may have influenced the intergenerational transmission of abuse to participants' children. Consistent with multiple case research (Rosenwald, 1988) both the similarities as well as the discrepancies in these narratives were explored. The purpose of the research is to understand the lived experiences of women who have seen abuse pass down from earlier generations and to elaborate a theory that accounts for intergenerational transmission of childhood maltreatment using the Assimilation Model.

Title: Must all Have Voices? A Case Study Discussion of the Dynamics of Abusive Voices in the Dialogical Self.

Authors: Brian Uhlin, Tim Anderson, Lindsay Orchowski, Danielle Probst, & Katie Edwards (Ohio University)

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Abstract:

The Assimilation Model uses a dialogical self metaphor to represent processes of intrapersonal change in psychotherapy. This metaphor draws on post-modern notions of the self as a community of diverse internalized voices, which contrasts the modernist Cartesian notion of the self as a unitary, autonomous and singular entity. Though the Assimilation Model has sparked attention and interest from a wide range of psychotherapy researchers, some theoretical and practical questions remain open with regard to how the dialogical self metaphor should best be understood and defined in this line of research. This paper asks the question of whether all of the voices present within the dialogical self at the beginning of therapy must necessarily be assimilated in order for the client to move toward health, or if there is room in the model for the possibility that some voices be eliminated from the self if they are too abusive to allow for growth and self-empowerment. First presented is a brief discussion of dialogical self literature relevant to addressing this question. A case study analysis of a short-term, emotion-focused therapy with a survivor of intimate partner sexual assault is then used illustrate the practical implications that this theoretical question holds for Assimilation Model research. It is hoped that this discussion will help to further interest in the use of the Assimilation Model in psychotherapy research by clarifying some of its theoretical assumptions and thus making it more accessible to audiences who are not familiar with its philosophical background.

Title: Constructing the Experience of Sexual Victimization: Integration of an Ecological and Social-Constructionist Model

Authors: Lindsay Orchowski, Timothy Anderson, Brian Uhlin, Danielle Probst, & Katie Edwards (Ohio University)

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Abstract:

Rape myth acceptance, gender role beliefs, and the larger historical and societal framework in which experiences of sexual trauma are embedded each serve to influence the process by which individuals conceptualize the experience of sexual victimization. Notably, however, current therapists for survivors of sexual victimization (i.e., Cognitive Processing Therapy for Rape Survivors) often focus on the intrapersonal and interpersonal dynamics of the trauma, and place less overt emphasis on the socio-cultural construction of sexual victimization influences women's conceptualization of the experience.

As such, the purpose of the current paper was to formulate a broadened understanding of the factors that influence this process of narrative construction and reconstruction among survivors of sexual trauma. Specifically, the current presentation will describe a theoretical model for understanding and contextualizing narratives of sexual victimization based on social-constructivist and ecological perspectives towards sexual victimization. The role of gender role beliefs, rape myth ideologies and the societal constructions of sexual trauma in constructing women's conceptualization of sexual victimization will be discussed. Implications for psychotherapists will also be presented.

Paper Session, 3:00-4:00, Room 131:

Title: Interpersonal Rigidity, Complementarity, and the Therapeutic Alliance

Author: Gregory A. Goldman (Ohio University)

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Abstract:

The first session of psychotherapy is a critical time in the client-therapist relationship. Therapists who are aware of potential problems in the formation of a therapeutic alliance may be better able to make the necessary adjustments at this earliest point of contact to ensure a strong alliance. The interpersonal styles that characterize both the client and therapist may be one important area to explore. Within the interpersonal circumplex model, the degree of fit between two interactants' interpersonal styles, behaviors, or motives is called interpersonal complementarity, and it has been shown to be related to alliance formation (Kiesler & Watkins, 1989). Also within the circumplex model, the degree to which an individual draws from a limited range of interpersonal behaviors at the expense of other, potentially more adaptive behaviors is called interpersonal rigidity (or vector length), and this too has been shown to be related to the alliance (Kiesler & Watkins, 1989). It could be argued that the lower the degree of interpersonal complementarity within the therapy dyad, the more detrimental will be the effects of interpersonal rigidity upon initial alliance formation. Put another way, when the "natural fit" of the therapist and client is poor, a greater degree of flexibility is needed to overcome this problem.

In the present research project, it was hypothesized that interpersonal complementarity would moderate the relationship between interpersonal rigidity and first-session alliance. Five archival data sets were analyzed to test this hypothesis using hierarchical multiple regression procedures. The hypothesis was supported in none of the five data sets. Limitations include sample power issues as well as problems in measurement of the core constructs. Future directions for research are discussed.

Title: Reaching Across the Digital Divide: Alliance and Session Impact Evaluations of Online Consumers and Therapists

Authors: D'Arcy Reynolds, Jr., William B. Stiles, Chelsi Day, Carly Porter, & Emily Verkamp (Miami University)

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Abstract:

Although psychotherapy has been and continues to be a face-to-face activity primarily, a growing minority of therapists are conducting psychotherapy over the internet. However, there has been little empirical research on practitioners' and consumers' evaluations of the process of this mode of psychotherapy. For example, one salient unanswered question is whether a therapeutic relationship can develop online, in the absence of visual and auditory cues.

This study compares the client-therapist alliance (measured by the short form of the Agnew relationship Measure, ARM; Agnew-Davies, Stiles, Hardy, Barkham, & Shapiro, 1998) and the impact (measured by the Session Evaluation Questionnaire, SEQ; Stiles, Gordon, & Lani, 2002) of sessions between clients and therapists who are engaged in online text based therapy with archival data on face-to-face therapy (i.e., using descriptive statistics from data that has been already collected by other researchers).

Interested participant volunteers from e-clinics, individual practices, and mental health related discussion boards visit a web-based system developed for this study to collect their data. The preliminary results address the question of, "Does online text therapy yield alliances and impacts that are within range of those encountered in face-to-face therapy?"

Paper Session, 3:00-4:00, Room 127:

Title: The Experience of Intrapersonal Dialogue from the Client's Perspective: Implications for the Assimilation Model

Authors: Meredith Glick Brinegar (University of Illinois at Urbana-Champaign), Michael A. Gray, Rachel Hamilton, & William B. Stiles (Miami University)

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Abstract:

The assimilation model describes how clients assimilate or integrate painful, problematic experiences (construed as voices) over the course of successful psychotherapy. The self is construed as a community of interlinked voices. Voices may be considered problematic—and kept unassimilated—when they express contradictory thoughts and feelings than other voices in the community. When this dialogue is spoken aloud in therapy (i.e., alternating expressions of opposing voices in client speech) we refer to it as *intrapersonal dialogue*. The model describes how, through intrapersonal dialogue, voices build *meaning bridges* or shared understandings with each other on their path toward higher levels of assimilation.

The cases featured in this presentation are drawn from a study that examined the assimilation model from the perspective of the client. Six clients were interviewed about their experiences in on-going therapy (of varying theoretical orientations) using Interpersonal Process Recall. Participants listened to portions of recent therapy sessions that seemed particularly germane to key assimilation constructs (e.g., problematic experiences, intrapersonal dialogue) and commented on their thoughts and feelings at the time of the session. The interviews were transcribed and analyzed for ways in which client statements supported, modified, or elaborated assimilation theory. One such elaboration, and the focus of this presentation, was clients' awareness of internal voices and their experience of intrapersonal dialogue. Clients readily noticed and commented on changes in their vocal quality on audio recordings. Implications for the assimilation model and theories of internal multiplicity will be discussed.

Title: Agency in Psychotherapy: A Qualitative Inquiry of Client Experiences

Authors: Corinne Hoener & William B. Stiles (Miami University); Barbara J. Luka & Richard A. Gordon (Bard College)

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Abstract:

This presentation explores client experiences with and perspectives on psychotherapy. This includes, but is not limited to, clients' relationships with therapists, the impact therapy had on their lives, social stigma, and the helpful and not-so-helpful aspects of therapy. In-depth, semi-structured interviews were conducted with 11 current and former therapy clients. The interviews were audio recorded and fully transcribed. The transcripts were analyzed using grounded theory (Glaser & Strauss, 1967) and methods outlined by Seidman (1998). The analysis yielded three main categories of experience: 1) client's conception of self in therapy, 2) client's conception of the therapist, and 3) benefits and limitations of therapy. For the purposes of this presentation, we limit ourselves to the first category, focusing on client experiences of *being agentic* in therapy. Specifically, we present ways in which clients experienced and defined agency, how clients experienced agency differentially across therapeutic approaches, and how these experiences often differed from clients' expectation of therapy.

Paper Session, 4:30-5:30, Room 131:

Title: The Convergent/Divergent Validity of a Multidimensional Measure of Psychotherapy Outcome

Author: Abe Wolf (MetroHealth Medical Center/Case Western Reserve University); David Kraus (Behavioral Health Laboratories)

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Abstract:

This study assesses the ability of a multidimensional measure of psychotherapy outcome to identify specific areas of change during treatment. More specifically, the convergent and divergent validity of subscales that assess symptom severity, areas of functioning, and quality of life, in addition to a global measure of psychological distress will be assessed.

The Treatment Outcome Package (TOP) is a multidimensional measure of psychotherapy outcome. This study will evaluate the ability of its subscales to detect changes during an episode of treatment among patients clustered by Axis I diagnosis.

TOP results, diagnostic and demographic information were obtained from participants in a large commercial health plan.

The convergent and divergent validity of TOP subscales for Axis I diagnostic groups over the course of a specific treatment are reported. In addition, the ability of person scores derived from item response theory models to improve sensitivity when compared to more traditionally calculated scores is reported. The effect of length of treatment and demographic variables on treatment outcome is also evaluated.

The use of psychotherapy outcome instruments is increasingly important as third party payers expect accountability from providers of mental health services. Since the efficacy and effectiveness of psychotherapy is based on self-reports instruments such as the TOP, it is these instruments that will be used to evaluate outcomes by commercial and governmental bodies. The internal structure of the TOP is well differentiated. This study evaluates how well that internal structure functions in delineating treatment trajectory.

Title: Effects of Observational Perspective, Relational Valence, & Relational Clarity on Ratings of Negative Process and Alliance

Author: Timothy Anderson (Ohio University)

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Abstract:

A total of 227 undergraduates participated in an analog study as a model for how observational perspective might influence ratings of the therapeutic alliance as well as the tendency to make attributional biases. Video clips of client-therapist process were created for their Relational Valence (x-axis poles of the interpersonal circumplex). In addition to being assigned to one of two Relational Valence conditions, participants were also assigned to view the therapy segments from different Observational Perspectives or camera Angles (i.e., the perspective of a client with the video camera directed at therapist-only, a therapist with camera directed at client-only, or with both client and therapist). Each participant viewed three brief therapy scenarios, each of which was selected to vary along Relational (Attributional) Clarity, a repeated measure. After viewing each therapy clip, participants made ratings of the therapeutic alliance using the Working Alliance Inventory (WAI) and the California Psychotherapy Alliance Scales (CALPAS). Each participant also made attributional ratings of client and therapist after watching each video. Finally, a measure of counseling expectations (EAC-B) was administered at the beginning and end of the study.

There were large effects for the Relational Valence X Relational Clarity interactions; largest effects were on the highest clarity video clips. At moderate levels of relational clarity, there was a significant Observational Perspective X Relational Valence interaction. Participants viewing affiliative video clips from the therapist perspective rated the WAI and CALPAS at lower levels than those seeing the same video clips from the client perspective; whereas client and therapist WAI and CALPAS ratings of the disaffiliative video were about equal. Ratings on attributional items (e.g., blame of client for his/her problems) were significant for the disaffiliative valence condition and at the highest level of relational clarity. Under those conditions, participants viewing therapy from the therapist perspective tended to endorse significantly

more blame of the client than the same event viewed from the client perspective. Finally, expectations were significantly altered but were depended on relational valence.

The findings are related to research on therapist contributions to negative process, countertransference, and therapist perception and difficulties with alliance.

Panel, Sunday, 10:00-12:00, Room 131:

Title: What Can We Learn From Case Studies in Psychotherapy Research?

Moderator: William B. Stiles

Presenters: Tracy D. Eells (University of Louisville); Robert L. Russell (Medical College of Wisconsin); & William B. Stiles (Miami University)

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Panel Summary:

Traditionally, case studies have been seen as interesting to other therapists, but not a way to create the kinds of more general knowledge and theory to which psychological science is committed. This panel describes efforts towards employing therapy case studies as a vehicle for creating general psychotherapy knowledge. First, in the context of his empirical work on the process of case formulation in novice and expert clinicians, Tracy D. Eells will describe the advantage of analyzing data within each case and then aggregating it as opposed to the usual approach in group research of aggregating the data across cases first and then analyzing it. Next, Robert L. Russell will describe a model of patient participatory processes in therapy that is demonstrated to fit across genders, types of pathology, gender of therapist, types of therapy, and across languages, when assessed quantitatively at the individual case level. Finally, William B. Stiles will describe the logic of how case study material has been used to elaborate and extend a theory that explains successful therapy in terms of clients assimilating problematic experiences in psychotherapy.

Title: Using Case Studies to Construct and Validate a Theory of Expertise in Case Formulation

Author: Tracy D. Eells (University of Louisville)

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Abstract:

A major epistemological advantage of serial psychotherapy process case studies, whether quantitative or qualitative in design and analysis, is that the case study method matches the class of question with which psychotherapy process researchers are ultimately concerned. Questions about psychotherapy process are always ultimately concerned with an individual or dyad embedded in a specific psychotherapy context. In contrast, group comparison analyses examine differences between individuals or dyads, not processes within them. A strategy of analysis at the individual unit of interest, followed by aggregation across units, sometimes yields different outcomes than the usual strategy of “aggregate then analyze.” The alternative strategy of “analyze then aggregate” also allows researchers to examine meaningful and adaptive variability in individuals and dyads, rather than categorizing such variability as “nuisance” or “error,” which occurs in group-based analyses. Used together, each strategy can address an appropriate range of questions in which method and problem are logically matched. These two analytic strategies will be explored in the context of constructing and validating a theory of expertise in the process of case formulation construction.

Title: Quantitative Case Studies of Process: From Description to Confirmation

Author: Robert L. Russell (Medical College of Wisconsin)

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Abstract:

Quantitative and qualitative case studies of process contribute to the scientific literature to the extent that they generate hypotheses that can be tested and (dis)confirmed in either a series of quantitative or qualitative case studies or in more traditional $N > 1$ designs. In this paper, a model of patient participatory processes in therapy is demonstrated to fit across genders, types of pathology, gender of therapist, types of therapy, and across languages, when assessed quantitatively at the individual case level. Discussion will center on the degree to which these results can be considered “generalizable” and can be characterized as describing specific client processes common to all therapies.

Title: Using Case Studies to Build a Theory of Psychological Change

Author: William B. Stiles (Miami University)

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Abstract:

The use of case studies in scientific theory-building rests on (a) incorporating observations on distinctive aspects of cases, rather than studying only common aspects, (b) comparing observations on many aspects of each case to theoretical tenets, rather than many observations on one aspect of each case to one theoretical tenet, (c) employing the logical operation of abduction (creating new tenets to accommodate new observations), and (d) analyzing the logical structure of the theory, to see if observations on one aspect may indirectly strengthen all aspects. These principles will be examined and illustrated as they have been applied in using case studies to construct and validate the *assimilation model*, a theory of psychological change that seeks to describe how clients, with therapists' help, turn problematic experiences into resources in psychotherapy.

Poster, All Day, Room 134:

Title: Therapist Attachment Security and Client Dropout Status

Authors: Alan Gecht & Gregory A. Goldman (Ohio University)

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Abstract:

There is evidence suggesting that the attachment patterns of the client are a significant factor in determining the success of psychotherapy including alliance and outcome. A lesser body of work suggests the same for therapist attachment. However, it cannot be inferred from the research the extent to which therapist attachment is related to dropout. In the present study, eleven therapists and 33 of their clients in individual psychotherapy completed the Adult Attachment Scale (AAS; Collins, 1996). Dropout information was also obtained. Two hypotheses were explored. First, it was hypothesized that the attachment security of the therapists would influence the dropout status of their client or clients. Second, it was hypothesized that the similarity of therapist and client attachment security would predict a higher rate of therapy completion. Neither of these hypotheses were supported. Limitations include the use of a small sample and the non-independence of data.

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