



Recognizing and Developing Resources in Psychotherapy

Psychosomatic Medicine and Psychotherapy

The Treatment of Somatized Mental Disorders

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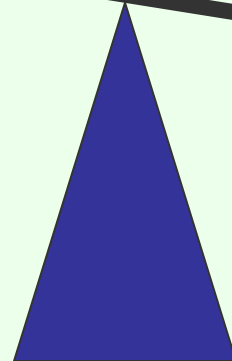
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Activating Resources

Resources



Illness



More Resources = Loss Hurts Less



Visions, Goals, Ideas

Appearance

Competency
and Skills

Hobbys and Interests

Attitudes
Mental Approach

Friends
and Neighbors

Memories

Resources

Significant Other,
Family Members

Work
Free Time

Relationship
to the Therapist

Economic Stability

Health

Resources

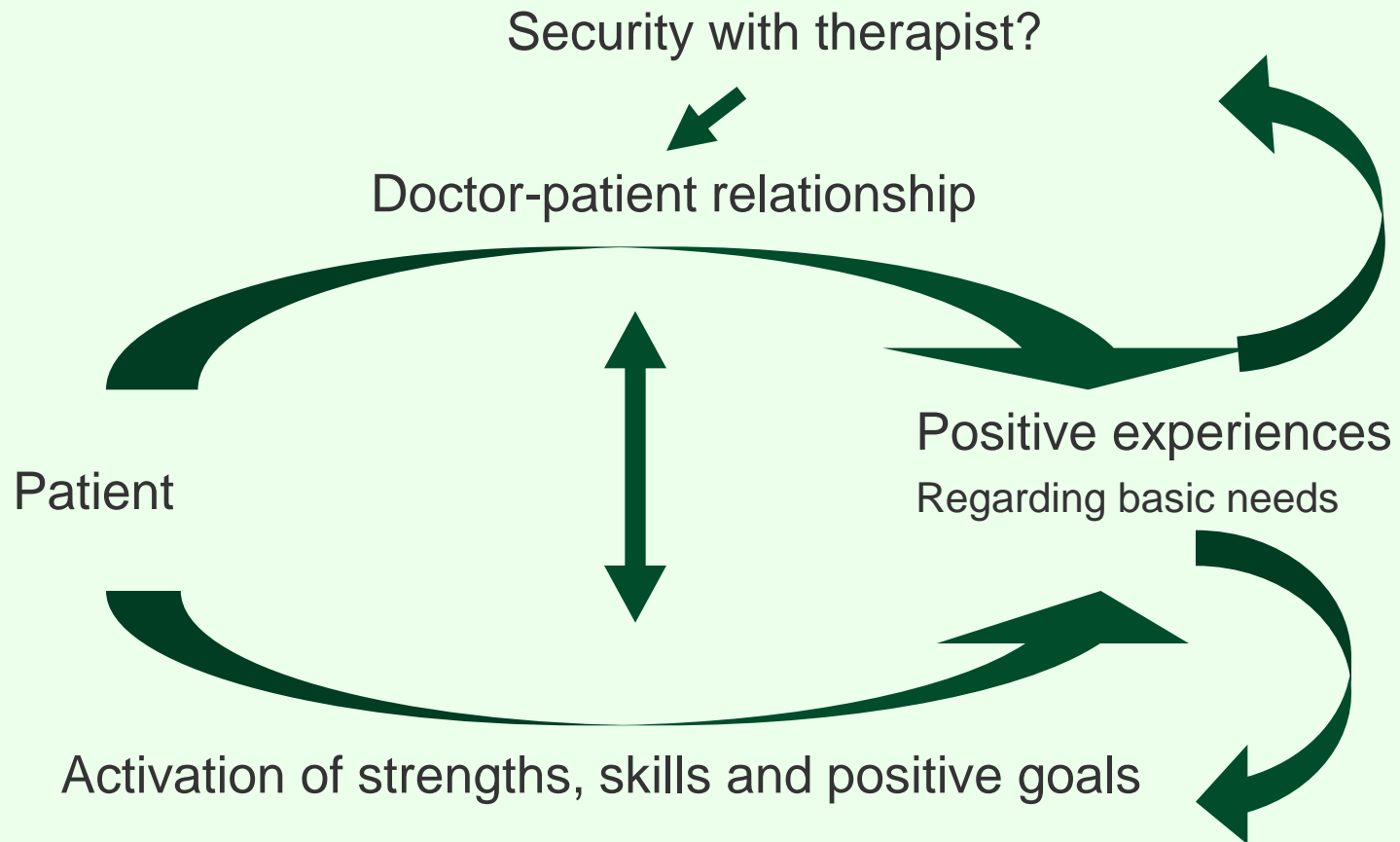
- **Individual, Internal Resources**
Skills, Visions, Goals, Interests, Attitudes, Appearance, Knowledge, Memories
- **External Resources**
Work, Health, Economic Stability, Hobbys
- **Interpersonal Resources**
Significant Other, Family Members, Friends, Therapist

Activating Resources

- Each opportunity to which a person has access which satisfies their basic needs (Attachment/Autonomy, Self Esteem, Control, Pleasure, Competence)
- To the question, how can the problems best be solved, the resources are likely more important than the problems themselves

(Indication and Treatment Grawe 1999)

Interactions



Grawe: Therapy Research

- Problem and resource activation work together
- At the start, resources are important due to large amounts of shame and a low level of motivation to change

Neurobiology

- The goal of therapy is to establish new neuronal paths and patterns
- The transfer-capacity between synapses is raised through the release of dopamine
- The release of dopamine is typically the response to pleasurable input through things that satisfy the need for pleasure.
- Overcoming problems, thus creating new patterns within the context of activating resources, should result in being in a motivated state
- Without the activation of the Dopamine System, long-term learning will not take place

Attitude or Technique?

The therapist should...

- Recognize and name the positive in others -> The patient sees that his strengths are recognized-> Self-worth
- Have trust in the patient's potential to develop
- Quirks of the patient should be seen as a resource rather than a problem for the therapy (Grawe)
- Provide experiences for the patients about healthy, positive parts of their personality, about competence and experiences that support selfworth as well as provide helpful support systems

Complementary Joining

- Dependent
- Distrusting
- Alone
- Narcisstic
- Emotional
- Rational
- Directive
- Transparent
- Allow the Patient to Decide
- Allow the Patient to be seen in a positive light
- Experience-Orientiered
- Make Conscious, Aware

Grawe 1998

Resources in all „Schools“

- Cognitive Behavior Therapy
- Hypnotherapy – Erickson
- Salutogenese: SOC, Antonowsky
- Solution Focussed Brief Therapy - de Shazer
- Systemic Therapy
- Grawe: Deciding Factors
- OPD 2
- Positive Psychology – Seligman

In Conversation



- Let the patient describe what he does well, what interests him, areas in which he is the expert
- Give him opportunities to present his strengths
- Questions: How did you manage to do that?
- Keep the patient in the area of resources:
How did you feel? How could others realize how you felt?

Recognizing Resources

- Which Goals and Skills were developed for satisfying Basic Needs?
- What would you like to keep the same in your life?
What can stay the same?
- What do you like about yourself?

*The therapist can use these answers
later in the therapeutic process*

Obstacles that stand in the way

- Therapist: Pathological Categories, Psychological Models
- Patient: actual Problems e.g. Depression

Therapist must steer as needed



Side Effects

- Patient doesn't feel his Problems are recognized or seen
- Unrealistic Desires activated -> Frustration
- Avoidance
- Activating Resources is misunderstood as „Positive Thinking“

Questionnaire to Measure the Actual Realisation of Resources (RES)

I. Wohlbefinden

Bitte schätzen Sie ein, wie sehr die folgenden Situationen *während der letzten 4 Wochen* dazu beigetragen haben, daß Sie sich wohl gefühlt haben.

<u>Während der letzten 4 Wochen</u> habe ich mich ____ wohl gefühlt, weil ...		<i>nie</i>		<i>zeit</i>		<i>sehr</i>	
		<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>weise</i>	<i>häufig</i>
1	<i>... ich bei jemandem Geborgenheit und Sicherheit gefunden habe.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	<i>... ich mit Freunden oder Bekannten zusammen gewesen bin.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	<i>... ich mit meiner/m PartnerIn oder meiner Familie zusammen gewesen bin.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	<i>... ich meinem Hobby nachgegangen bin.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Scales

Well-Being

Self-worth

Positive Self-Image

Developing Senses

Social Supports

Current Relationships

Stress Management

Crisis Management

Characteristics of Early Care Givers

Berner Ressourceninventar

Troesken und Grawe 2002

<http://www.troesken.eu>

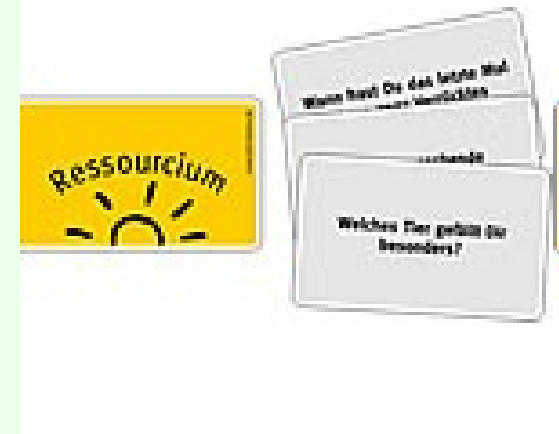
Develop Resources

- Strengthen Current Resources
- Activate Unused and Prior Resources
- Create New Resources



Interventions

- Ressourcen ABC
- Diary of Joy or Happiness
- Feedback Group
- Ressourcium-Cards (M. Huber)
- Resource Oriented Life Story

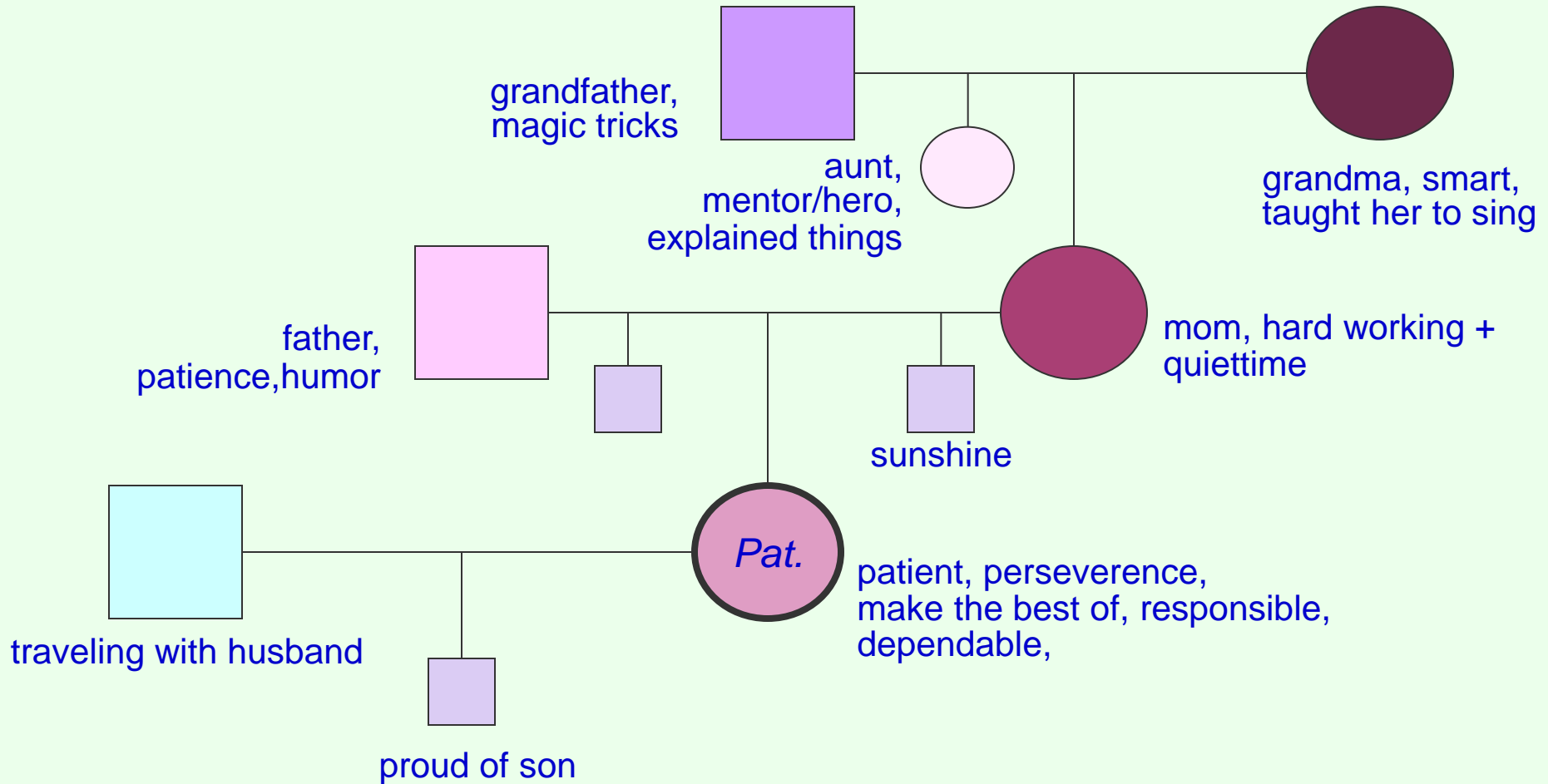


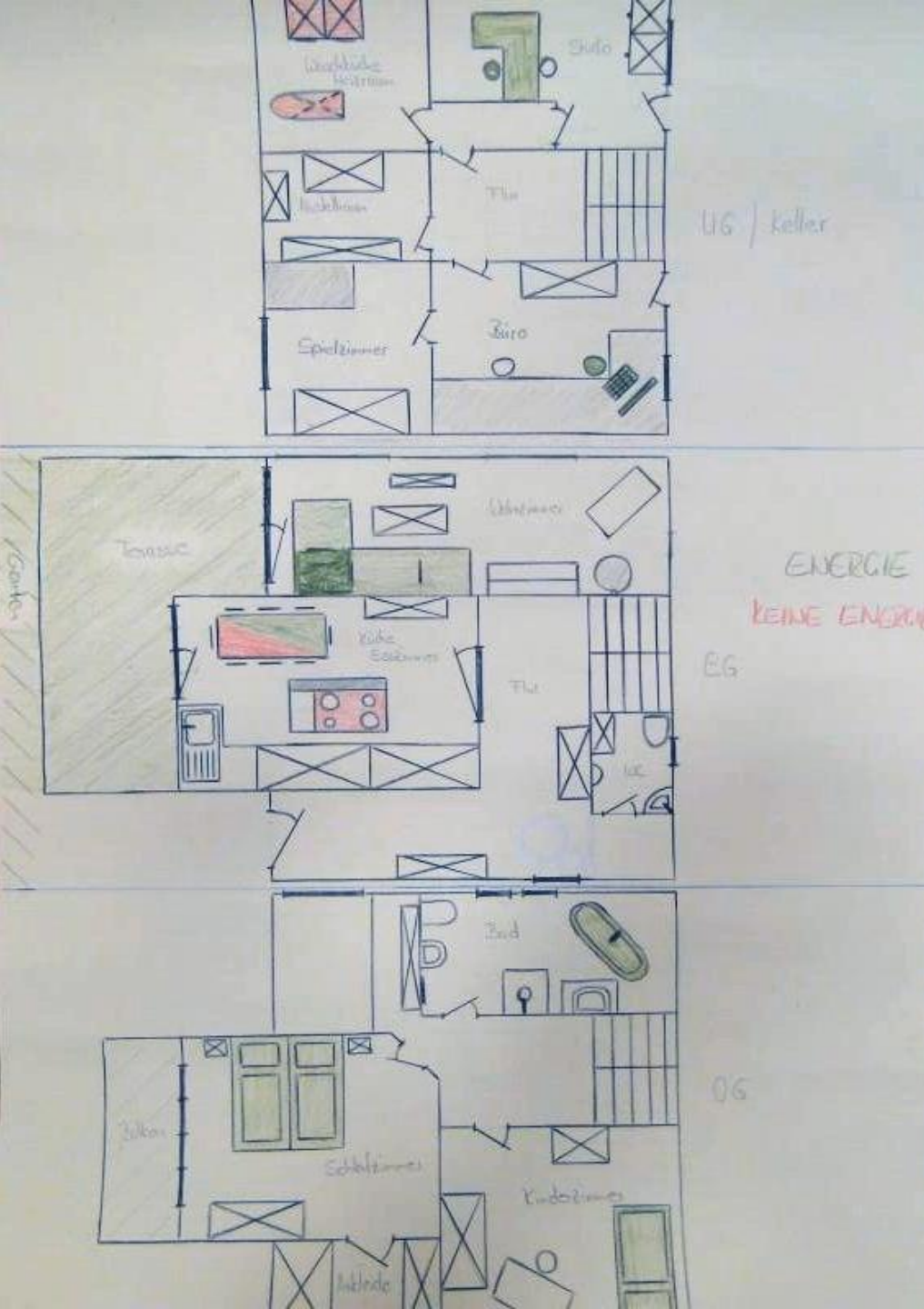


Resource Genogram

- Who is someone that you especially liked as a child?
- What characteristics of your mother or father do you especially appreciate?
- What positive things have you learned from your father/mother?
- Which tools for Life have you been given by your family?
- Which resources did your relatives use?
- Are there positive stories or legends that exist about your family?
- Does your family have a family treasure or heirloom?

Resource- Genogram





The Apartment Floorplan

Hubschmid 1983

Exceptions

- Ask about times or exceptions when things went well and how was it different?
- When/in what way did it work out?
- How often did the problem not appear?
- What was different at that time?



Miracle Question



- When the problem would suddenly be gone over night...
- ...What would be the first thing that you would do?
The second, the third?
- Who would be the first to notice and how?
- What would the people around you do differently?
How would they react?

Steve de Shazer 1987

People you admire, mentors

- Do you know someone who has the right resources?
- How does he behave?
- What do they do differently from others?
- Have you acted like your mentor before? What did others notice?

Experience resources immediately/directly



Reframing

Upside/ advantages of/to the problem

- | | | | |
|---------------|---|---|----------------------------------|
| ▪ touchy | ☞ | ☞ | alert |
| ▪ distrusting | ☞ | ☞ | careful |
| ▪ stuck | ☞ | ☞ | perseverance |
| ▪ confused | ☞ | ☞ | perception of many possibilities |

Discover what can be „good“ in the situation



Quelle
Martin Perscheid / Köpenicker Cartoon Gesellschaft
Katzengraben 11, 12555 Berlin

Absorption - Technique

- Which 3 skills do you need in order to handle this problem better?
- Name a situation where you already possessed these skills
- Think about that situation. Can you feel that you had these skills somewhere in your body?

C. Lechner: Alltagsmenschen
Foto: V. Gräschus



Thanks for your Attention!

Materials, further information and literature at
www.psychosomatik-aalen.de/ressourcen