

A naturalistic study of the effectiveness of training in Time Limited Dynamic Psychotherapy for clinical psychology trainees

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INTRODUCTION

- TLDP focuses on clients' interpersonal problems, facilitates change via corrective emotional experience
- Effects of training on TLDP have been mixed
- Previous TLDP research focused on outcome for cases explicitly in research context
- No TLDP studies have addressed how training transfers to clients seen under more typical clinical conditions
- We investigated how TLDP training influences outcomes when therapists are more free to practice as they see fit

RESEARCH QUESTIONS

- Will TLDP training improve therapists' outcomes relative to peers' and their own "treatment as usual"?
- Will TLDP training cases have better outcome than therapists' baseline cases?
- Will effects of TLDP training transfer beyond the TLDP training cases?

RESEARCH DESIGN

The Manipulated Training Method (Strosahl, Hayes, Bergan, & Romano, 1998)

- Uses baseline data (i.e., treatment as usual) to examine effects of training for participating versus non-participating clinicians
- Does not constrain the treatment process
- Should more closely resemble influence of training on practice in the “real world”

TLDP TRAINING

- Didactic
 - Levenson text
 - Mini-lectures & discussion
- Demonstration
 - View instructor’s TLDP cases
 - Live role-plays
- Group supervision
 - Each trainee assigned 1-2 clients
 - Group supervision focusing on application of TLDP

OUTCOME MEASURE

Outcome Questionnaire -45 (OQ)

- Brief measure of general distress
- Effectively tracks change over time
- Strong psychometric characteristics

PARTICIPANTS

- Clients
 - Self-referred
 - Heterogeneous presenting problems
 - Community members and Antioch students
 - Liberal exclusionary criteria
- Therapists
 - Doctoral trainees
 - Completing practicum in departmental clinic
 - Participation in training was voluntary

ANALYSES AND RESULTS

1. We conducted a one-way ANOVA, which indicated that the means for the two baseline groups are equal: $F(1, 42) = 2.65, p = 0.11$

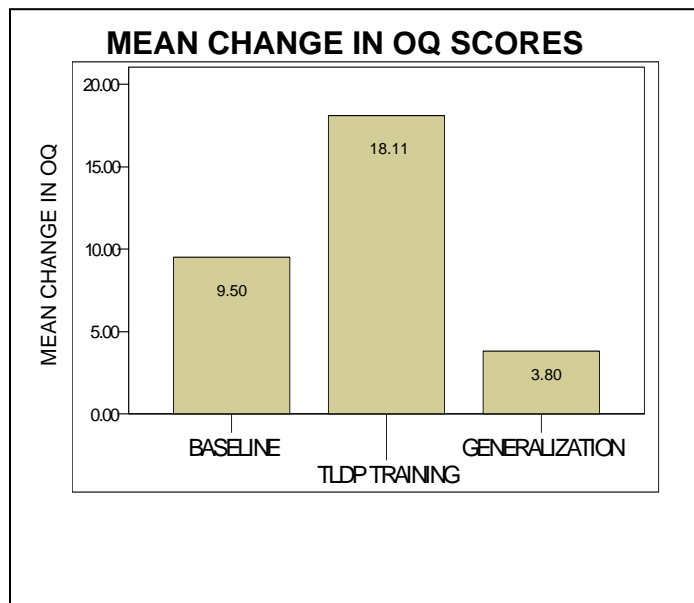
Table of Mean Differences in Outcome Questionnaire Scores Using Two Baseline Groups

| | Group | Mean OQ Difference | Standard Error | Sample Size |
|-----------------|-----------------------|--------------------|----------------|-------------|
| Baseline Groups | Never Trained in TLDP | -7.034 | 2.68 | 28 |
| | Pre-Training | -14.27 | 4.31 | 15 |
| Trained Groups | TLDP Training | -18.1 | 7.07 | 10 |
| | Generalization | -3.80 | 3.30 | 9 |

2. We, therefore, combined the two baseline groups to create a total of three groups: Baseline, TLDP Training, and Generalization

Table of Mean Differences in Outcome Questionnaire Scores Using One Baseline Group

| Group | Mean OQ difference | Standard Error | Sample Size |
|----------------|--------------------|----------------|-------------|
| Baseline | 9.05 | 2.33 | 44 |
| TLDP Training | -18.1 | 7.07 | 10 |
| Generalization | -3.80 | 3.30 | 9 |



3. Lastly, we conducted a General Linear Model using two covariates:

- Number of therapy sessions
- Therapists' experience in months

IV = Group (baseline, TLDP training, generalization)

DV = residual mean differences of OQ scores

| Source | df | F | Sig. |
|----------------------------|----|------|------|
| Corrected Model | 4 | 1.35 | 0.26 |
| Number of Therapy Sessions | 1 | 0.02 | 0.89 |
| Therapists' Experience | 1 | 0.99 | 0.33 |
| Group | 2 | 2.24 | 0.12 |

DISCUSSION

- The effects of the TLDP training did not seem to generalize to therapists' other cases; in fact, it seemed to lead to less desirable change than the untrained (baseline) group
 - Perhaps therapists need more practice with TLDP
 - Perhaps therapists' struggle to incorporate TLDP ideas into practice without explicit guidance of TLDP trainer
 - May have spawned conflict with primary supervisors about how to proceed with their other cases