

## TAKE-HOME NOTES:

**An introduction to cognitive analytic therapy (CAT)**

Dr Jason Hepple

At the beginning of this module, we set out to understand what is distinct about the CAT way of looking at the world:

- CAT is about relationships and the therapy relationship.
- CAT sees humans as inherently relationship-seeking.
- Tony Ryle has said: '*Clients are often suffering from the solutions they have found to their problems*' and that the task of therapy is to offer '*a manageable disappointment*'.
- People find ways to survive abuse and trauma but these ways can be harmful and limiting, involving unrealistic or idealised expectations, or pre-emptive suspicion of the hand held out in friendship.
- These relational tactics are often experienced directly in the therapy relationship and can then be brought into a dialogue of hope and change.

We also looked at the basic theory behind the CAT model and how CAT has developed:

- CAT has cognitive, dialogic and analytic roots.
- It is an integrated therapy model that is more than the sum of its parts.
- It continues to grow because it is rewarding for clients and therapists.
- CAT is applicable to a range of NHS patients.

We hope that you will now be able to explain to a client what CAT therapy would involve for them:

- In the case of Tony, we hope you can see the structure of CAT and could explain to a client the broad outline of what to expect.
- Therapy is a process and a relationship, however, so a little trust and hope is needed!

**Reflection**

(1.2) Spend a few moments on the following thought experiment. Imagine that it is possible in the future to 'grow' a child 'in vitro' until it has developed to an adult age. This child has had no contact with any humans or animals but is kept in a sort of Eden project world where all its basic needs are met. What would the child be like? How would he 'think'? Would he be able to survive like this?

(1.5) '**We interact and communicate therefore we become**' vs '**I think therefore I am**' Take a moment to consider these two contrasting statements. What are their implications for addressing issues in human development? What do they both say about human consciousness?

(1.9) Can you think of any more examples of reciprocal roles?

(1.12) Consider a situation where you have been working very hard with a client and, despite some non-attendance, you were beginning to think that the work you were doing was really beginning to 'get somewhere'.

The time for the session or appointment arrives but they do not show and there is no message for you. After you have been waiting for 40 minutes, try to imagine some of the ways you may be relating to the client in your imagination. How would you feel? What would you be thinking?

(3.3) Before we look at the psychotherapy file, take a few moments to think about a patient who marked everything as applying strongly to them without any discrimination. What do you think this might imply about the patient?

(3.10) Can you think of any more possible states that the client might be experiencing?

(3.17) Take a moment to reflect on this letter. Try to put yourself in the client's place. How would you feel if a therapist read out a letter like this to you?

(3.19) Tony's map has four self-states. Can you identify them? Who are the characters on the map?

## Tables and figures

[\(3.26\) Aspects of Tony: Table 1](#)

## References

Bakhtin MM (1986) *Speech Genres and other late essays* (trans. Maghee VW, eds Emerson C and Holquist M). University of Texas Press, Austin, Texas. [\[Amazon\]](#)

Beck AT (1975) *Cognitive Therapy and the Emotional Disorders*. International Universities Press. [\[Amazon\]](#)

Bennett D and Parry G (2004) A measure of psychotherapeutic competence derived from Cognitive Analytic Therapy. *Psychotherapy Research*; **14**(2): 176–192. [\[abstract\]](#)

Chanen AM, Jackson HJ, McCutcheon L, et al (2008) Early intervention for adolescents with borderline personality disorder using cognitive analytic therapy: randomised controlled trial. *British Journal of Psychiatry*; **193**,477– 484. [\[abstract\]](#)

Chanen AM, Jackson HJ, McCutcheon L, et al (2009). Early intervention for adolescents with borderline personality disorder: a quasi-experimental comparison with treatment as usual. *Australian and New Zealand Journal of Psychiatry*; **43**(5): 397–408. [\[abstract\]](#)

Descartes R (1636) *A Discourse on the Method* (Oxford World's Classics, trans Maclean I). Oxford, Oxford University Press 2006. [\[Amazon\]](#)

Kelly GA (1955) *The Psychology of Personal Constructs*. New York: Norton. [\[Amazon\]](#)

Kerr IB (1999) Cognitive Analytic Therapy for Borderline Personality Disorder in the Context of a Community Mental Health Team: Individual and Organisational Psychodynamic Implications. *British Journal of Psychotherapy*; **15**(4): 425–438. [\[abstract\]](#)

Holquist M (2004) *Dialogism: Bakhtin and his world* (2nd Edition). London: Routledge. [\[Amazon\]](#)

Leiman M (1994) Projective Identification as Early Joint Action Sequences: A Vygotskian Addendum to the Procedural Sequence Object Relations Model. *British Journal of Medical Psychology*; **67**: 97–106. [\[abstract\]](#)

Neisser U (1976) *Cognition and reality: principles and implications of cognitive psychology*. W.H. Freeman.

Ogden TH (1972) *The matrix of the mind: object relations and the psychoanalytic dialogue*. Karnac Books.

Ryle A (1991) Object relations theory and activity theory: A proposed link by way of the procedural sequence model. *British Journal of Medical Psychology*; **64**:307–326. [\[abstract\]](#)

Ryle A (1994) Projective identification: A particular form of reciprocal role procedure. *British Journal of Medical Psychology*; **67**: 107–114. [\[abstract\]](#)

Ryle A (2000a) Transference and counter-transference. The Cognitive Analytic Therapy Perspective. *British Journal of Psychotherapy*; **14**: 303–309. [\[abstract\]](#)

Ryle A & Golyukina K (2000b) Effectiveness of time-limited cognitive analytic therapy of borderline personality disorder: Factors associated with outcome. *British Journal of Medical Psychology*, **73**: 197–210. [[abstract](#)]

Ryle A & Kerr IB (2002) *Introducing Cognitive Analytic Therapy. Principles and Practice*. John Wiley & Sons, Chichester. [[Amazon](#)]

Ryle A (1997) The structure and development of borderline personality disorder: a proposed model. *British Journal of Psychiatry*, **170**: 82–87. [[abstract](#)]

Ryle A (2001) CAT's dialogic perspective on the self. *ACAT News*.

Trevarthen C (1993) The self born in intersubjectivity; an infant communicating. In: Neisser U (ed.). *Ecological and interpersonal knowledge of the self*. Cambridge University Press, New York. [[book description](#)]

Vygotsky LS (1978) *Mind in Society: The development of higher psychological process*. In Cole M, Steiner JohnV, Souberman S E. Harvard University Press, Cambridge, M.A. [[Amazon](#)]

Winnicott DW (1992) *The child, the family, and the outside world*. Perseus Books Group. [[Amazon](#)]

### **Further reading**

ACAT (2010) Website offering a comprehensive range of information about ACAT and CAT. [[website](#)]

Hepple J & Sutton L (2004) (eds.) *Cognitive Analytic Therapy in Later Life. A new perspective on old age*. Brunner-Routledge, Hove.

Ryle A (1997) *Cognitive analytic therapy and borderline personality disorder. The model and the method*. John Wiley & Sons, Chichester.

Ryle A (1997) The structure and development of borderline personality disorder: a proposed model. *British Journal of Psychiatry*, **170**: 82–87. [[abstract](#)]

Ryle A & Kerr IB (2002) *Introducing Cognitive Analytic Therapy. Principles and Practice*. John Wiley & Sons, Chichester. [[Amazon](#)]

### **Useful websites**

ACAT (2010) Website offering a comprehensive range of information about ACAT and CAT. [[website](#)]