

## **Borderline Personality Disorder and Emotion Regulation**

Effects of emotion-focused vs. cognitive schema therapy interventions on emotion regulation deficits in borderline personality disorder - associations between clinical efficacy, brain network function and local glutamate/GABA metabolism

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# Core aspects of therapy conditions

		Emotion Focused (ST-EF)	non-emotion focused - Active Control (ST-AC)
Week 1-2 (diagnostic phase)			
Dose	Individual sessions	• 2 individual sessions, i.e. weekly sessions of 50 minutes with the individual therapist	
	Additionally per week	• Supporting group therapies: ergotherapy (2×60 min), movement therapy (1×60 min) • meetings of group and individual therapists to coordinate the content of treatment	
Focus	Diagnostics and case conceptualization	Patients arrive in their groups • undergo detailed full diagnostic assessment • get acquainted with individual and group therapist • provide biographical information • recognition of key issues • discussion of diagnostic findings including all relevant questionnaires • generation of individual schema-mode-model	
Week 3-7 (changing phase)			
Dose	Individual sessions	10 sessions (2/week) of 50 minutes with individual therapist; 5 sessions of 50 min (or 10, i.e. 2×25 min/week) with the co-therapist; 5 weekly group sessions of 100 min including max. 10 patients	
	Additionally per week	Communicative movement therapy (2×60 min), awareness therapy (2×60 min, incl. daily 30 min to practice), music therapy (60 min), time for self-reflection (60 min/day)	Movement therapy (2×60 min), Yoga or progressive muscle relaxation, PMR (2×60 min); social competence training (2×60 min)
Focus	Clarification, "mode awareness", self-empathy	• Diagnostic imagination of all relevant deprivations or traumas of childhood (as often as possible)	• Intensive psychoeducation on schemas, schema coping, modes (child modes, parent modes, coping modes, healthy adult and happy child modes), needs, emotions as well as on normal development of children
		• Chair dialogs to clarify function and goals of dysfunctional coping modes, to fight dysfunctional parent modes (punitive or demanding) or to comfort the vulnerable child mode	• Discussion of self-observation protocols
		• Limited reparenting if vulnerable child or angry child mode are activated	• Generation of mode-specific micro behavioural analysis of situations on the basis of standardized worksheets
		• Chair dialogs to clarify inner conflicts in daily life situations	
		• Imagery rescripting of childhood situations	
Week 8-9 (becoming ones own therapist phase)			
Focus	Development of new self-managment strategies	• Development of new functional strategies on the basis of emotional needs and functional goals	• Discussion of more functional strategies, pro/con debates
		• Imaginary work for practicing in an emotional activated context in the now	
		• Role plays within the session	
		• BEATE-Steps in order to improve self-management	• BEATE-Steps in order to improve self-management