

## **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)  |
|--|---|--|---|
| <b>Week 1-2 (diagnostic phase)</b>                   |   |  |   |
| <b>Dose</b>  | Individual sessions                           | <ul style="list-style-type: none"> <li>• 2 individual sessions, i.e. weekly sessions of 50 minutes with the individual therapist</li> </ul>  |   |
|  | Additionally per week                         | <ul style="list-style-type: none"> <li>• Supporting group therapies: ergotherapy (2×60 min), movement therapy (1×60 min)</li> <li>• meetings of group and individual therapists to coordinate the content of treatment</li> </ul>  |   |
| <b>Focus</b>   | Diagnostics and case conceptualization        | <p>Patients arrive in their groups</p> <ul style="list-style-type: none"> <li>• undergo detailed full diagnostic assessment</li> <li>• get acquainted with individual and group therapist</li> <li>• provide biographical information</li> <li>• recognition of key issues</li> <li>• discussion of diagnostic findings including all relevant questionnaires</li> <li>• generation of individual schema-mode-model</li> </ul> |   |
| <b>Week 3-7 (changing phase)</b>                     |   |  |   |
| <b>Dose</b>  | Individual sessions                           | <p>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</p>   |   |
|  | Additionally per week                         | <p>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)</p>  | <p>Movement therapy (2×60 min), Yoga or progressive muscle relaxation, PMR (2×60 min); social competence training (2×60 min)</p>  |
| <b>Focus</b>   | Clarification, "mode awareness", self-empathy | <ul style="list-style-type: none"> <li>• Diagnostic imagination of all relevant deprivations or traumas of childhood (as often as possible)</li> </ul>   | <ul style="list-style-type: none"> <li>• 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</li> </ul> |
|  |   | <ul style="list-style-type: none"> <li>• 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</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion of self-observation protocols</li> </ul>  |
|  |   | <ul style="list-style-type: none"> <li>• Limited reparenting if vulnerable child or angry child mode are activated</li> </ul>  | <ul style="list-style-type: none"> <li>• Generation of mode-specific micro behavioural analysis of situations on the basis of standardized worksheets</li> </ul>  |
|  |   | <ul style="list-style-type: none"> <li>• Chair dialogs to clarify inner conflicts in daily life situations</li> </ul>  |   |
|  |   | <ul style="list-style-type: none"> <li>• Imagery rescripting of childhood situations</li> </ul>  |   |
| <b>Week 8-9 (becoming one's own therapist phase)</b> |   |  |   |
| <b>Focus</b>   | Development of new self-management strategies | <ul style="list-style-type: none"> <li>• Development of new functional strategies on the basis of emotional needs and functional goals</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion of more functional strategies, pro/con debates</li> </ul>   |
|  |   | <ul style="list-style-type: none"> <li>• Imaginary work for practicing in an emotional activated context in the now</li> </ul>   |   |
|  |   | <ul style="list-style-type: none"> <li>• Role plays within the session</li> </ul>  |   |
|  |   | <ul style="list-style-type: none"> <li>• BEATE-Steps in order to improve self-management</li> </ul>  | <ul style="list-style-type: none"> <li>• BEATE-Steps in order to improve self-management</li> </ul>   |