

Instructor's Manual

for

INTERNAL FAMILY SYSTEMS THERAPY

with

RICHARD SCHWARTZ, PHD

from the series

COUPLES THERAPY WITH THE EXPERTS

with hosts

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with Richard Schwartz, PhD



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Charlotte Dick, MA & Victor Yalom, PhD, with Richard Schwartz, PhD

Instructor's Manual for Internal Family Systems Therapy with Richard Schwartz, PhD

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Instructor's Manual for

INTERNAL FAMILY SYSTEMS THERAPY WITH RICHARD SCHWARTZ, PHD

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Tips for Making the Best Use of the DVD

1. USE THE TRANSCRIPTS

Make notes in the video **Transcript** for future reference; the next time you show the video you will have them available. Highlight or notate key moments in the video to better facilitate discussion during the video and post-viewing.

2. FACILITATE DISCUSSION

Pause the video at different points to elicit viewers' observations and reactions to the concepts presented. The **Discussion Questions** provide ideas about key points that can stimulate rich discussions and learning.

3. LET IT FLOW

Allow the session to play out some, rather than stopping the video often, so viewers can appreciate the work over time. It is best to watch the video in its entirety since issues untouched in earlier parts often play out later. Encourage viewers to voice their opinions; no therapy is perfect! What do viewers think works and does not work in the session? We learn as much from our mistakes as our successes, and it is crucial for students and therapists to develop the ability to effectively critique this work as well as their own.

4. SUGGEST READINGS TO ENRICH VIDEO MATERIAL

Assign readings from **Suggestions for Further Readings and Websites** prior to viewing. You can also schedule the video to coincide with other course or training materials on related topics.

5. REFLECT ON REFLECTIONS

Hand out copies of **Schwartz's Reflections on the Session**, giving participants a view into Schwartz's understanding of his work with these clients. Schwartz's reflections add a more in-depth perspective on the role of this session in the ongoing healing process for this couple.

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6. ASSIGN A REACTION PAPER

See suggestions in **Reaction Paper** section.

7. CONDUCT ROLE-PLAYS

After watching the video, organize participants into groups of three, so one person will play the therapist and two people will play the couple client. Assign each group to role-play a couples therapy session using Schwartz's Internal Family Systems approach. The clients may resemble the clients in the video, a current or previous real-life client, someone they know personally, or even themselves. Participants should change roles if time permits.

As a basic instruction, suggest to therapists that they begin the session by simply asking how they might be of help to both individuals, then ask follow-up questions in order to examine and identify the constraints in the couple's relationship. Next, see if each partner can identify at least one part of him- or herself that might be contributing to the identified constraints. Therapists can do this by helping the partners identify where they feel the constraint in their bodies, as Schwartz did in the video, or they can use other strategies they know to help individuals get in touch with difficult feelings. Have therapists encourage the clients to speak from their different parts, or from their *Self* about the parts they have identified.

Following the role-plays, have the groups come together to discuss the exercise. First, have the couple clients share their experiences; then ask the therapists to talk about what the session was like for them. What did participants find most useful about this way of working? What did they find most challenging? Finally, open up a general discussion on what participants learned about using an Internal Family Systems approach with couples.

An alternative is to do this role-play in front of the whole group with one therapist and two people playing a couple; the entire group can observe, acting as the advising team to the therapist. Before the end of the session, have the therapist take a break, get feedback from the observation team, and bring it back into the session with the couple. Other observers might jump in if the therapist gets stuck. Follow up with a discussion that explores what participants found useful and/or challenging about Schwartz's approach.

8. WATCH THE EXPERTS SERIES

This video is one in a series portraying leading theories of psychotherapy and their application to work with couples. Each video in the series presents a master couples therapist working with a real couple who has real problems. By showing several of the videos in this Couples Therapy with the Experts series (see the More Videos section for a complete list), you can expose viewers to a variety of styles and approaches, allowing them an opportunity to see what fits best for them.

Other videos in the series use different therapeutic models to explain how couples interact and how change occurs within the couple. We can reflect upon the differences among these models by exploring how each one approaches the main objectives of couples therapy:

- removing, decreasing or modifying symptoms or problems in the relationship
- ameliorating negative patterns of behavior
- promoting positive growth and development within the family system

PERSPECTIVE ON VIDEOS AND THE PERSONALITY OF THE THERAPIST

Psychotherapy portrayed in videos is less off-the-cuff than therapy in practice. Therapists may feel put on the spot to present a good demonstration, and clients can be self-conscious in front of a camera. Therapists often move more quickly than they would in everyday practice to demonstrate a particular technique. Despite these factors,

therapists and clients on video can engage in a realistic session that conveys a wealth of information not contained in books or therapy transcripts: body language, tone of voice, facial expression, rhythm of the interaction, quality of the alliance, and other aspects of *process* (as opposed to *content*) that are critical components of the therapeutic encounter. Because these process variables are so multidimensional, repeated viewings of the same session can help therapists of all levels of experience detect many different nuances of process and deepen their insight and learning.

Psychotherapy is an intensely private matter. Unlike in other professions, students and practitioners in this field rarely have an opportunity to see their mentors at work. But watching therapy on video is the next best thing.

One more note: The personal style of therapists is often as important as their techniques and theories. Therapists are usually drawn to approaches that mesh well with their own personality. Thus, while we can certainly pick up ideas from master therapists, students and trainees must make the best use of relevant theory, technique and research that fit their own personal style and the needs of their clients.

PRIVACY AND CONFIDENTIALITY

Because this video contains an actual therapy session, please take care to protect the privacy and confidentiality of the clients who have courageously shared their personal lives with us.

Schwartz's Approach to Internal Family Systems Therapy

Internal Family Systems Therapy applies Family Systems theory and technique not only to the interpersonal dynamics of couples and families, but also to the intrapsychic processes of individuals. Each of us is made up of numerous sub-personalities, or parts. This approach attempts to get to know each of those individually, how they work as a system, and how that system interacts with other people and other systems.

A core component of this approach is Schwartz's concept of the *Self*, which is inside each of us at our core and is never damaged. The Self is different from a person's individual parts, and is more analogous to a person's soul. The goal of therapy, according to this approach, is for an individual to build the strength of their Self and obtain self-leadership over his or her parts.

Schwartz identifies three different kinds of parts that are within every person: *Exiled* parts are created out of traumatic experiences and are parts we are afraid to look at and expose. *Managers* are parts that protect the Self from the exiled parts and keep them hidden. *Firefighters* put out strong emotions when the exiled parts get triggered, and help them stay contained.

There are over 25 different techniques identified as part of the Internal Family Systems approach. However, the model can also be used as a conceptual package and overlaid onto techniques from other approaches. For example, Internal Family Systems has been used successfully in play therapy with children, in groups, psychodrama, art therapy and EMDR.

Treatment Plan for this Couple

In future sessions, Schwartz would continue to work with Kathy's parts to help her gain release from her fears and become more real. He would also work with Loren and his parts, particularly the wanderer part. The goal would be for each member of the couple to achieve a harmonious internal system that would allow for external harmony. Viewers may be interested to know that after this session with Schwartz, this couple went on to work with a family therapist trained in the IFS model.

Schwartz's Reflections on the Session

While I did this work with Loren and Kathy several years ago, it holds up well as an example of IFS couples therapy and I remain grateful to them for the risks they took. I subsequently learned that they both built upon this session in their ongoing therapy to work in more depth with a number of the parts that we evoked.

My goal with most couples, as explicated in the book *You're the One You've Been Waiting For*, is to help each partner achieve a U-turn in their focus, and become the primary caretaker of their own exiled parts. When that's possible, the other partner is freed to be the secondary caretaker of those parts.

Kathy was stuck in the position of being chronically critical of Loren's wandering part but also afraid to take a firm, Self-led stance with him because the young, scared part she found was still strongly attached to her father, and to Loren as a father-surrogate. As she begins to shift that little girl's primary attachment from Loren/father to her Self, then she can step out of the critical-but-impotent position relative to his behavior and become clear, confident, and courageous toward him. This, in turn, will confront Loren with the choice of either dealing with his own exiles that drive his wandering or losing his wife.

It also illustrates the power and potential danger of doing the inner work with one partner while the other witnesses. When Kathy came back out from her inner world, Loren had moments of true empathy but also displayed several of his protector parts that tried to take care of his exiles that had been triggered by her work.

This session a good example of the patterns that emerge in many couples where one has a threatening firefighter (e.g., various addictions or acting-out behavior) and their partner's exiles are attached to him or her. Until the partner can change that attachment internally, he or she will remain in that "co-dependent" position. As addiction therapists have found, simply admonishing the co-dependent partner to get stronger doesn't work well without this kind of inner shift.

Reaction Paper for Classes and Training

Video: Internal Family Systems Therapy with Richard Schwartz, PhD

- **Assignment:** Complete this reaction paper and return it by the date noted by the facilitator.
- **Suggestions for Viewers:** Take notes on these questions while viewing the video and complete the reaction paper afterwards, or use the questions as a way to approach the discussion. Respond to each question below.
- **Length and Style:** 2-4 pages double-spaced. Be concise. Do not provide a full synopsis of the video. This is meant to be a brief reaction paper that you write soon after watching the video—we want your ideas and reactions.

What to Write: Respond to the following questions in your reaction paper:

1. **Key points:** What important points did you learn about Internal Family Systems Therapy? What stands out in how Schwartz works?
2. **What I found most helpful:** What was most beneficial to you as a therapist about the model presented? What tools or perspectives did you find helpful and might you use in your own work? What challenged you to think about something in a new way?
3. **What does not make sense:** What principles/techniques/strategies did not make sense to you? Did anything push your buttons or bring about a sense of resistance in you, or just not fit with your own style of working? Explore these questions.
4. **How I would do it differently:** What might you have done differently from Schwartz in the therapy session in the video? Be specific in what different approaches, strategies and techniques you might have applied.
5. **Other Questions/Reactions:** What questions or reactions did you have as you viewed the therapy in the video? Other comments, thoughts or feelings?

Related Websites, Videos, and Further Readings

WEB RESOURCES

The Center for Self Leadership

www.selfleadership.org

IFS Europe

www.ifs-europe.net

IFS Israel

www.ifs-israel.org

American Association for Marriage and Family Therapy

www.aamft.org

RELATED VIDEOS AVAILABLE AT WWW.PSYCHOTHERAPY.NET

The Angry Couple

Couples Therapy

Culture-Sensitive Therapy

Couples and Infertility

Couples Therapy for Addictions

Couples Therapy: An Introduction

Emotionally Focused Therapy

Gender Differences in Depression

Harville Hendrix on the Healing Relationship

Imago Couples Therapy

Irreconcilable Differences

BOOKS

- Goulding, R. A. and Schwartz, R. C. (2002). *The mosaic mind: Empowering the tormented selves of child abuse survivors*. Oak Park: Trailheads Publications.
- Schwartz, R. C. (1995). *Internal family systems therapy*. New York: Guilford Press.
- Schwartz, R. C. (2001). *Introduction to the internal family systems model*. Oak Park: Trailheads Publications.
- Schwartz, R. C. (2008). *You are the one you've been waiting for: Bringing courageous love to intimate relationships*.

Discussion Questions

Professors, training directors and facilitators may use some or all of these discussion questions, depending on what aspects of the video are most relevant to the audience. On-screen minute markers are noted in parentheses to indicate where a topic arises in the video and transcript.

SCHWARTZ'S APPROACH

1. **The Self:** What do you think about Schwartz's idea of the *Self*, which is at the core of each and every one of us, always recoverable and undamaged? How does this fit with your own experience? How do you think about this concept in relation to clients who experience severe psychosis, dissociation or other disabling mental illnesses? Do you think their undamaged self can be recovered through therapy or other means? How so?
2. **Conceptual Package:** Schwartz describes Internal Family Systems Therapy as a conceptual package that can be overlaid onto almost any technique. What kinds of techniques do you see his theory of the self and parts working well with? What kinds of techniques do you think it would not work with? How would overlaying these concepts on the techniques you currently use with clients change your way of working?

PSYCHOTHERAPY SESSION

3. **Previous Therapy:** Loren and Kathy frequently refer to their previous couples therapy work, and spend a lot of time analyzing each other's emotions and history. What was your reaction to this? How might you handle a couple that has therapeutic insight that may not be helpful or compatible to your way of working? How do you move a couple stuck in analyzing the past into creating solutions in the present moment?
4. **Asking Permission:** What did you think of Schwartz asking Kathy and Loren's permission before he used certain

techniques or interventions? How did it impact the feeling of safety in the session? How do you feel about asking permission in your work with clients? How else do you gauge whether it is okay to proceed with interventions?

5. **Finding It:** Schwartz guides Kathy in finding the feelings she is struggling with in her body, then letting those feelings speak. What other interventions might you have used to help Kathy locate her difficult feelings and put them into words?
6. **Kathy's Time:** What was your reaction to the ample space Schwartz gave Kathy to sit with her little girl part and get in touch with her feelings? In what ways was this intervention effective with her? How do you see this kind of individual intervention affecting the couple work, either positively or negatively?
7. **Loren's Reaction:** What did you think about the way Schwartz guided the session when Loren emoted about Kathy's feeling of "coming home"? If you were the therapist, how might you have worked differently with Loren than Schwartz did? Would you have wanted to explore his feelings more deeply? If so, how might you have gone about this?
8. **Each Other's Therapist:** What did you think of Schwartz advising Loren and Kathy not to talk about each other's parts and try to be each other's therapist? What factors do you consider when advising couples to either continue exploring their issues and conflicts during the week at home or wait until next week's session?

GROUP DISCUSSION

9. **Labeling Parts:** Schwartz labels some of Loren and Kathy's parts as managers, firefighters, and exiles, but warns against focusing on the labeling too much. How might labeling parts of your clients be helpful in your work with them, and how might it not be helpful?
10. **Self-Leadership:** Schwartz mentions that the goal of therapy is not behavior change, but Self-leadership. How does this sit with you and fit with your way of working with couples? Do you think positive individual growth in

each partner is enough for couples to have positive changes in their relationship, or is something else needed?

11. **The Model:** Do you see yourself using Internal Family Systems Therapy in your own work with couples? Are there some components of this approach that you find helpful, and others that seem incompatible with how you work with clients? What in particular would you do differently from Schwartz?
12. **Personal Reaction:** How would you feel having Schwartz as your therapist? Do you think he could build a solid therapeutic alliance with you? Would he be effective with you? Why or why not?

Complete Transcript of Internal Family Systems Therapy with Richard Schwartz, PhD

Note to facilitators: Throughout the transcript below, we indicate on-screen minute markers that correspond with those that appear in the bottom right corner of the DVD on screen. You will find chapter markers on the DVD at five-minute intervals so that you may easily skip to desired points in the video.

SCHWARTZ'S APPROACH

1—1

Jon Carlson, PsyD, EdD: Diane, let's talk about Internal Family Systems.

Diane Kjos, PhD: Well, this, from my perspective, the therapist in Internal Family Systems pays attention to the internal system of each family member. That is, identifying parts and how the parts in each individual interact, both within the individual and with other members of the family. It almost seems like there's sort of like a family within each person, which would be a lot to keep track of, I would think, if you were doing family therapy.

Carlson: Yeah, I've wondered about that too. It sounds pretty complex. As I understand it, each individual carries within them a system, and it interacts with the systems of the other people in the family. And then the individual family members, as they begin to identify their parts, as well as the parts of the other people in the family, then what happens is that they begin to learn about themselves as well as about other people in the family, and then more effective communication can actually take place, and then change can take place. How does this compare to some of the other theories that we've looked at?

Kjos: Well, I certainly see family systems theory, but I also see some

pieces of psychoanalytic and object relations.

Carlson: Yeah. And I also see the work of people like Carl Jung and Murray Bowen. And probably even the work of Salvador Minuchin and the structural approaches. Why don't we bring out our guest, Richard Schwartz, and learn some more about this approach? Welcome, Dick.

Richard Schwartz, PhD: Thanks, Jon.

Kjos: Welcome.

Schwartz: Hi, Diane, thank you.

Carlson: Well, maybe we'll start with either the easiest or the hardest question. Just what is Internal Family Systems Theory?

Schwartz: Well, to put it briefly, it's an attempt to take systems thinking and some family therapy technique and apply it to intrapsychic process, some of which you were alluding to before I came out. What you're calling parts of people, which, as I think of it, are these subpersonalities that, as you also mentioned, different theorists have noticed before, like Jung and some of the object relations theories. They just use different names like internal objects or archetypes and complexes. So it's an attempt to not only understand each of those parts individually, but understand how they work as a system internally and then also how they interact as a system across people. But that's only a piece of it. I think, really, the power of the model for me is what we're going to call the self, which, it's my belief, is different from parts, and is at the core of all of us. And probably the best analogy wouldn't necessarily be an ego as much as maybe a person's soul. So a lot of this model is designed to help people access and release that self, and in that state of self-leadership, begin to not only get to know their parts but actually change them, heal them, help them transform.

Carlson: So the early theories were pretty much intrapsychic in psychology, and then we kind of had a revolution, which we moved to more systems theory of studying the context that individuals live. And you've kind of put those two together?

Schwartz: Yeah. That's one way to look at this, yeah—that rather

than try to integrate an intrapsychic model with an existing systems perspective, essentially what I've done is try to import systems thinking internally.

1—5

Carlson: Yeah. Well, how did you become, or arrive at this position, this Internal Family Systems approach?

Schwartz: Well, we have to go back to early '80s. I was involved with a colleague, Mary Jo Barrett, in an outcomes study on bulimia and family therapy, using a structural, strategic approach. And I became frustrated at the lack of outcome I was getting in some of my clients by just reorganizing the family. We could do that, but the symptoms seemed to have a life of their own and keep on going. And so I began asking clients about what was happening that kept it going before, during, and after a binge, inside of them. And they began to talk about these parts. And at the time, I really didn't know what they were talking about. It didn't have any intuitive resonance for me. But after a while, I began to look inside myself and found that it's not just my crazy clients that have these—I've got them too. And so I really became curious. And essentially this is a client-driven model. I was taught by my clients about this inner world, and we would co-create little experiments they would go home and try and come back and tell me how it went.

Carlson: So in some ways they really don't need a therapist after... Are they their own therapist?

Schwartz: Well, that's one of the goals, is to separate the parts to the point where the self can become almost an internal family therapist.

Carlson: Ah, so then the dependency on the therapist kind of changes over time?

Schwartz: Yeah, I think it's different to some degree from the beginning because very often people can have some access to self from the very beginning, so that essentially the therapy is a kind of co-therapy relationship, a partnership between my self and the client's self. That in itself is a little different.

Kjos: So the concept of the self really is the part that kind of makes

this more unique or gives it that special...

Schwartz: Well, it's the exciting part for me.

Kjos: It's the most exciting, interesting piece of it, yeah.

Carlson: Especially within family therapy where the focus is so much on the larger context.

Schwartz: Yeah.

Kjos: Yeah.

Schwartz: Yeah, I think family therapists by and large have had a kind of vague philosophy that people are good and they have a lot of resources. This is a little more specific as to how do you get there and release them, I think. So.

Kjos: Would there be couples or families that this doesn't work with, or individuals?

Schwartz: Well, that's an interesting question. At this point, I cannot not use this. I don't know if that makes sense.

Kjos: It's all right.

Schwartz: It's the way I see people, so I can't come in and not see you as a collection of parts and a self. And because it's the way I see people, I would then use it with everybody, but there are different levels of "using it." So some people, as you'll see in the tape, we go inside on a kind of inner journey, and people are almost like they're in a trance. But it's also possible to just use the language, and that seems to free people up, too, to be able to talk about a part of them rather than all of them, feels different things.

Carlson: Well, how do you change your approach, then, to work with the different families?

Schwartz: Well, one of the nice things about the approach is that my goal is to release the self, as I was saying, and have more self-to-self connections among family members. Now, families will come in with all kinds of unique problems and different issues, but there are parts of them involved in maintaining all of these problems. So I find that if I can just get people to get these parts to step back and let their

selves handle each other and the problems, a lot of the problems solve themselves. So in that sense it's similar to other models that believe that people have the resources to be able to solve their own problems. And the goal of therapy is not to come in with a lot of education or interpretation, but instead to kind of clear a space where people can do that for themselves.

Carlson: So would you use the same process, then, with each family?

Schwartz: To some degree, yeah. Excuse me. The steps would be helping people identify constraints—not just these internal constraints that we're calling parts, but also constraints in their external world. I co-authored this book here, *Metaframeworks*, where we talk about all different levels of system and the different kind of constraints you're going to encounter. So we'll collaborate with families to try and examine where their constraints are.

1—10

Carlson: So is that like a first step?

Schwartz: Yeah, that would be a first step, I think. Come in and find the constraints. And then often they are related to parts, so the parts are activated by these external situations. And then finding those parts, getting people to start to change their relationship with them, and then releasing the self.

Kjos: What about cultural or language differences? How does that play in?

Schwartz: Well, I've used the model in now, and people using it have done so, with all sorts of different socioeconomic levels and cultures. There was a man who took it to Japan and was trying to introduce some Japanese people to it, and that's the first time I've heard of people really having trouble with the concept of self. I think some cultures, there's such a collectivist philosophy that the idea of being a single individual, as a separate individual, is not even in the language to some degree. So that would be a cultural difference. And ultimately they negotiated a term that seemed to work. But I think that, in a sense, it's universal, but also there are cultural differences that would cast different lights on different ways of languageing it. So I don't use

the term “parts” if people don’t like that term. Some people don’t. I’ll use whatever term feels good to them. It could be “my different feelings” or “my different aspects of me,” or “different...” So there’s no imposed language in that sense.

Carlson: So that might be one way that you’d tailor the approach for the particular family that you’re working with.

Schwartz: Yeah. Just whatever people feel comfortable with.

Carlson: Has this approach been researched? Does it have any empirical evidence supporting it?

Schwartz: No, I’m afraid not. There were various times when I was at IJR that we’d start projects—The Institute for Juvenile Research.

Carlson: Okay.

Schwartz: And for one reason or another, the projects kind of died out. There are a couple projects in the works now, but, you know, since I don’t really have any results, I won’t even mention them. But I’ve been attempting to, so.

Carlson: And so the research is more the research that you’d come up with by watching people change, since you said we don’t have empirical evidence yet.

Schwartz: Yeah, I mean, I’d like to call it research. Some people would, some people wouldn’t. But there is a lot of anecdotal evidence. And the other evidence is clients really seem to like it. They really seem to like it.

Kjos: So what do you... You talked a little bit about working on some things. What do you see in terms of future developments, or...?

Schwartz: Well, there are a variety of projects underway. Again, I don’t want to mention them until there’s more to talk about. But where I’m moving is in a number of ways. There’s a technique we’ve just developed to better incorporate family-of-origin kinds of sculptures within these parts, with the parts and where they get activated. For example...

Carlson: Is there a parallel between your internal family and your external family?

Schwartz: To a certain degree there are some parallels. I don't want to overplay that. But it's possible, for example, to set things up where you have people in a group playing members of your family of origin and feeding you the messages that you got from those people, and then seeing, as you hear those messages, what happens to your body, what parts of you get activated, and then going in and finding out what those parts want to say to that person. And then speaking for those parts, and then seeing how that changes the part. And then it's also then possible to go inside and work directly with the part. So that's a more direct tie-in to some aspects of family therapy, for example.

Carlson: That sounds pretty creative. Are there other techniques or interventions that stand out as you think about this approach?

Schwartz: Well, at this point, we're cataloging maybe 25 different techniques—

Carlson: Oh, my.

Schwartz: —that are specific to the approach. But the model itself is really the conceptual package, and it can be overlaid onto almost any kind of technique. And in fact, in our annual conference, a lot of the presentations are around IFS with group therapy, IFS with EMDR, IFS with all kinds of different techniques. So some people mistake the technique that I typically use with the model, but it's really just one of any number of things you can do: IFS with art therapy, IFS with psychodrama, etc.

1—15

Kjos: Because I was wondering, going to ask about groups. It is being used with groups and...?

Schwartz: Yeah, a number of people use it very effectively with groups, and there are some ways to tailor it to that.

Kjos: What about children, if you're doing family therapy—how well does it work there?

Schwartz: It's funny. Kids are less socialized away from their parts. So very often, and we'll use play therapy technique and draw your part and talk to it, or puppets, and talk to the puppet. And kids...

Carlson: They're not that inhibited like us.

Schwartz: No. Kids really get into it and they can tell you all about their parts. People are often amazed when they just start to ask that question, how much comes out of a kid. How much they already know about it.

Carlson: Yeah. I noticed some of the techniques that you would use things like, that I found really surprising, things like guided imagery and almost a hypnosis meditation that you used in your sessions, some of Minuchin's boundary markings.

Schwartz: Yeah, that's basically what I've done, is take aspects of structural family therapy, creating these boundaries internally, and...

Carlson: Not externally like Minuchin.

Schwartz: Both. Both.

Carlson: Yeah.

Schwartz: Yeah. But he was good at creating them externally. I've tried to do the same internally and understand the structure of this internal system. Now, when I first started working with intrapsychic systems like this, I was just using structural. But I, over time, came to see the importance of a person's history on their parts system, and the, what I call "burdens" that people pick up over the course of their life, which are extreme beliefs and feelings, emotions, that come from the outside world—from their families, for example. So that it's no longer ahistoric. I mean, we do a lot of getting to parts, asking where they're stuck in the past, asking what kind of story they need to show about the past. And people will spend time actually witnessing scenes from their past. And once that's happened, these parts can unload these energies that they carry, that they've picked up from the outside.

Carlson: Examples of parts, or, can you give us a couple?

Schwartz: Well, yeah. It's my belief that, unlike some other theories, that parts are good things to have, and there aren't any bad ones, and that they're with us from birth, in potential or in reality, and that they're there for good reason. They're there to help us in our life. And they all have talents and qualities to lend, but that they get off their

course through the events that happened to us, and get forced into these extreme roles. So if I give examples, then I'm really just talking about the common roles that the parts get forced into by trauma, which doesn't speak to what the part will become once it's released from those roles, and I want to make that distinction clear. But some common sets of roles would include, well, we all have parts that hold sensations, memories, feelings from events we'd rather forget, from bad things that happen to us. And they tend to be locked away inside—we try to stay away from those parts as best we can for a variety of reasons. And so we call those the exiles—the parts that are put in these inner jails and closets.

Carlson: The ones that we're afraid to open, like Pandora's box, for fear of what might happen.

Schwartz: For fear of being pulled back into the past.

Carlson: Sure.

Schwartz: And being drowned in all that emotion. And then there's another set of parts that try to run our lives such that those exiles never get upset. And they'll try to organize our external life and control our external life.

Kjos: Keep everything in order.

Schwartz: Keep everything under control and in order, don't get too close to anybody, try to look perfect, perform perfectly. Those are the parts that we generally are hearing from as we...

Carlson: Do they have a name, too?

Schwartz: We call them the managers.

Kjos: So they kind of have learned from the exiles. Would that be...? Or they're kind of watching...

Schwartz: No, they're really trying to, they're trying to protect the exiles and also protect the system from the exiles.

Kjos: Okay.

Schwartz: Keep the exiles contained. Because if something negative were to happen, or similar to the trauma in the external world, it

would trigger one of these exiles and the exile could then take over. So the managers are trying to prevent that.

Carlson: Okay.

1—20

Schwartz: Now, the world has a way of breaking through and triggering exiles no matter how good our managers are. So there's another set of parts I call firefighters because it's as if they go into action to put out the fire of emotion that starts to build when the exiles start to get upset. And they'll do it in a variety of ways, and they're always very impulsive and frantic. And in some of our clients, maybe they'll use drugs or alcohol or sex or food or something like that. And me it's work or food or... But we all have firefighter activities that we call upon to try to contain the exiles, also, when they've gotten a little bit upset.

Carlson: In some ways this is kind of a very friendly change in some of Freud's original looks at the inside of people

Schwartz: Yeah.

Carlson: Much more usable from my point of view.

Schwartz: I think it's very user-friendly. I mean, the language—people automatically know what you're talking about.

Carlson: Yeah, the language, sure. Regardless of their education level.

Schwartz: Absolutely, yeah. People seem to take to the language very easily. And also, opposed to Freud, it's very optimistic about people. It says that, at our core, we're not this collection of impulses and nasty things—that there's this self that hasn't been damaged, that's just automatically there, even in our most disturbed clients.

Kjos: So you identified the three types of parts. Is that...?

Schwartz: Those are three groups, common groups of parts.

Kjos: Groups. Common groups.

Schwartz: Within each group I could tell you... And again, it's just the roles the parts are forced into.

Kjos: Right, yeah.

Schwartz: I could tell you more specifically, there are common... There's common managers, there are about seven or eight of those kind. Common firefighters, etc. So.

Carlson: Is this like Sybil, that there's 28 different personalities?

Schwartz: Some people have... No, it is like Sybil in the sense that I believe we're all multiple personalities. Not that we all have multiple personality disorder, but that the difference between someone who carries that label and us is largely because of what happened to those people when they were very young, and their parts became much more isolated and separated so that when they take over, it's very dramatic. There's a big discontinuity from the rest of the system.

Carlson: I see.

Schwartz: Whereas when ours shift around, there is less so, because they're more interwoven.

Kjos: They're more integrated.

Schwartz: They're more integrated. And because for people who were hurt that badly, their self, what I'm calling the self, which really provides the backdrop to our experience, we have different parts coming and going, but there's a sense of continuity because my self is in my body and it's the backdrop.

Kjos: It's still there.

Schwartz: It's still there. With people who are severely traumatized, their parts have tried to protect their self so that their self is, they'll describe it as being out of their body, which is why you get these out-of-body experiences.

Carlson: So in some way that's like, well like orchestras, and we have all these parts, and if we're working well, the parts play together. But somebody like a multiple personality disorder just plays a series of solos, is what it sounds like.

Schwartz: Exactly, yeah. There's a lot of disharmony in such a symphony.

Carlson: Yeah. In a minute, we're going to watch your work, and we're going to watch a very interesting interview. What were your goals as

you met with this couple? Just what were you trying to accomplish, Dick?

Schwartz: Well, let me think about it. My goal was initially just to see what they wanted to have happen, and then as they described... You know, initially, I asked about different parts of them and how they played with each other.

Carlson: And that's examining and identifying these constraints?

Schwartz: These constraints, yeah. And they came up with a collection of them, and then the interview started to focus on Loren's, the man's. firefighter, which is the one that he called the wandering part, I think—the one that looked at other women—which is typically a firefighter; that's why I said that.

Carlson: Okay.

Schwartz: So then it shifted back to Kathy's feelings about that part and how oppressing it was of her because she was constantly afraid of crossing him, because that would trigger this part. So at that point...

Carlson: So you're defining the parts, too.

Schwartz: So his firefighter seemed like a big constraint. It was sitting on her being able to be herself. So once that became clear, then to release the constraint, we started to work with her fear about that firefighter.

Carlson: And so that was the goal, then, was to...?

Schwartz: To help her take care of the part of her that was so afraid of losing him.

Kjos: Yeah.

Carlson: Okay.

1—25

Schwartz: So then she wouldn't be so devastated by this wandering part.

Carlson: So that kind of releases herself. Okay.

Schwartz: Yeah. Because it's covered with this fear. Her self has been

covered and constrained by that fear. And then, in turn, we'd need to work with—we didn't get to it—but work with...

Carlson: Work with him.

Schwartz: Firefighter. But he was pretty articulate about...

Carlson: Which is where the systems part comes in.

Schwartz: Exactly. He was pretty articulate about how that firefighter tries to take care of the part of him that feels so scared and lonely when she cuts him off. So that's how you have that system operating.

Kjos: Now, what was your role, or what should our viewers be looking for in terms of what you're doing during this process?

Schwartz: As I said, initially, I'm trying to stay myself. And when I can lead from myself, I'll come across in a relatively nonjudgmental, curious way. And when that's happening, people start to talk about these different parts of them pretty easily. So initially I'm trying to create that sense, that I'm here in this, with this energy that's very safe, and this is a place where I'm not going to let either of you hurt each other, but in the process we can find out what's in your way. And with that kind of frame, then, I'll start asking questions, both about external constraints—we didn't do much of that because I didn't have much time, but typically I do a lot more questions about...

Carlson: So you're more active, maybe, than in this interview, at other times?

Schwartz: I'm pretty active, but I'd be asking a lot more about their outside world than I had a chance to today, because I want to know first about how much room they have to change, how much all their family members are interfering or constraining at that level. But, and then I'll start asking about the parts of them that are polarized with each other, which is how I'd start to talk about, "What do you do when you fight," for example. And you'll hear this part takes over and then triggers this part over here, and then that triggers this, and back and forth. And then, typically, I'll ask, "What do you want to change about that? What would it be like? Give me a vision of what it looks like when you're not that way, when these parts aren't in the way, when you're yourselves with each other." And then we get a sense of what

parts they want to be in the process of change with.

Carlson: Okay. Is there anything else you'd like our audience to look at as we move on to an example of Internal Family Systems?

Schwartz: Let's see. I can't think of anything right now.

Carlson: Well, let's get into it, then.

Schwartz: Great, great.

Carlson: Thanks.

COUPLES THERAPY SESSION

2-1

Schwartz: So. Loren and Kathy, it's really, I'm really glad that you chose to do this tonight. And talking up until now, you've told me that you've been in therapy for a while and that it seems to be helping, and you've got a couple kids and that's about all I know. So how can I be helpful to you tonight, do you think?

Loren: Well, you can be helpful to us by enlightening us upon the information or knowledge that you might have to enhance our relationship.

Schwartz: Okay. How about for you? Is there anything more specific than that?

Kathy: I'd like to talk about how things that really bother me in my marriage, how they may relate to my childhood or how I raise my children. I think that it's playing a big part, just by the therapy that I was in, things that maybe are coming up for me from my childhood.

Schwartz: From your childhood. Okay.

Kathy: Yeah.

Schwartz: Well, let's start with what you started with, which are things about the marriage that bother you. Can you give me a couple of those?

Kathy: Yeah, I could give you a couple of those. There are some that are right on the tip of my tongue. My husband and I have this ongoing problem with our home and who takes care of the home. And we're

basically pretty traditional. He takes out the garbage, I do the dishes. We're a very traditional couple. However, when it comes to maybe yard work, things like that, he really doesn't want any part of it, where I would think this is a traditional role—"you should do it." But it's not important to him, so it would go for weeks on end. And something that I've touched on in my own therapy, that because I grew up in an environment where things were not neat, and it was embarrassing to me as a child, it's very important to me. I always thought, "Well, when I grow up, I'm going to have a nice house, and I'm going to have nice things." And when it doesn't happen for me—I'm grown up now, but it's not happening for me. And I blame him for that. And I feel a knot in my stomach every time I'm cutting the grass and things aren't looking the way I would want them to look and I'm not getting any help. So.

Schwartz: Okay. So you get the knot in your stomach. And then what happens after that? What do you do?

Kathy: Usually nag about probably something else, but not really getting in touch with what's really bothering me. I'll sort of be nagging at something else. Or he'll come home from skiing and I'll think that it's because he want skiing that I'm mad. I'm sure there's a, there's a tie-in. Like, "Well, hey, maybe you should have helped me before you went skiing, or..." So that's where I'm...

Schwartz: So you'll complain somehow to Loren about something that you think is probably not related but seems important at the time.

Kathy: Right.

Schwartz: Okay. And when Kathy does that, what do you wind up doing?

2—5

Loren: Probably saying, "Why are you whining? What's the real problem? Let's take it to a deeper level." That we've had some therapy and we've had some information that's helped us a lot. We're working on what's really the issue. It's not just "Why aren't you cutting the grass," but... So.

Schwartz: So you'll say, "Wait a minute, what's really going on here?"

Is that right? Is that...

Loren: Yeah. Yeah. I used, I started off to say, “Why are you whining? You know, why are you crabbing and bitching?” And now we’re able to go a little deeper and...

Schwartz: I see.

Loren: And get the real answers and real problems on the table.

Schwartz: So before, you would get defensive and angry and—

Loren: Absolutely.

Schwartz: —yell back, or something.

Loren: Now I know there’s something underlying besides, “Why aren’t you cutting the grass?”

Schwartz: Does that sound right to you?

Kathy: Yes. However...

Schwartz: Yeah?

Loren: What? Is that bothering you?

Kathy: Yeah—

Loren: Okay, I’m sorry.

Kathy: —your shoes are squeaking.

Schwartz: Is there something underlying that bothering?

Loren: Why does it bother you that my shoes are squeaking?

Kathy: Because I know that we’re on tape, and I know...

Schwartz: That the mics pick it up.

Kathy: That the mics are picking it up. You know, I have some experience with this stuff.

Schwartz: That’s a good underlying reason.

Loren: I was going to wear my work clothes here because I’m pretty comfortable, but she thought it was a bad idea.

Schwartz: Uh-huh.

Kathy: So anyway. It irritates me when he does that—when he says, “What’s the deeper level? What’s the deeper level?”

Schwartz: It feels like he’s trying to be your therapist or something?

Kathy: Yeah. It’s irritating.

Schwartz: Okay.

Kathy: And sometimes I can’t get in touch with the deeper level. You know, I don’t have that expertise at that time, and it’s irritating when he’ll ask me that.

Schwartz: Okay. So when you get irritated by that, what do you wind up doing?

Kathy: Tuning it out. You know, just maybe changing the subject or going to read a book or flip the TV on.

Schwartz: Okay. So then—

Kathy: When I really... I’m sorry.

Schwartz: It’s okay.

Kathy: When I realize that I cannot think what the deeper problem is and he doesn’t want to discuss the little issue that I brought up, and I realize we’re at a deadlock, and I wait to go to therapy at the end of the week.

Schwartz: And then you bring it up in therapy. So you’ll have a kind of cold war until then.

Kathy: Right.

Schwartz: At least a distance for a while. Yeah.

Loren: That stinks because I feed off of love and compassion, and a lot of times I have to wait until the issue gets on the table in therapy to get the answers before I feel some love and compassion. And I need that, that’s really big for me.

Schwartz: So when Kathy kind of shuts you out that way, what happens to you, Loren, at that point? What happens inside of you?

Loren: I get angry. I get defensive. I start looking at other women. Let’s see.

Schwartz: Has that been an issue in your relationship?

Kathy: Yes, it has.

Schwartz: Okay. Is it still, or not so much?

Kathy: I think that... I think it's not brought up, but it's something that I think about, that I think that he's capable of if he were unhappy.

Schwartz: Okay. So you worry sometimes about it—whether or not he's happy enough, or making him too unhappy that he might start doing that again.

Kathy: Right. Right.

Schwartz: Okay. Okay. So when you feel cut off like that, it triggers a lot of emotions, it sounds like.

Loren: Yeah. Yeah. A lot.

Schwartz: And then there's a part of you that starts to think, "Well, if she's not going to be there for me, I'll find somebody else"? Something like that?

Loren: Well, I... My eyes wander more than when I'm happy. And that cutting off brings me back to my childhood.

Schwartz: I see.

Loren: I was cut off as a child by my brothers and sisters. So. It's kind of like a double whammy.

Schwartz: So it feels like you're stuck back there again at that time.

Loren: Right.

Schwartz: So whenever you see this cold part of Kathy, the one that really can shut you out, it triggers this part of you that feels so desperately alone and lonely and cut off and... Is that right?

Loren: Yes.

2-10

Schwartz: And then that triggers a part of you that starts looking around, got to find somebody to take care of this loneliness.

Loren: Oh, I'm... You know... I'm not living in a happy zone, and it

just, you know, creates different feelings, you know?

Schwartz: Okay. So how would it be for you, Loren, if even when this cold part of her came out, you didn't feel that so much, so bad? You didn't feel so...

Loren: How would that feel? That would feel great.

Schwartz: That would be something you would like?

Loren: That would feel very, you know, very warm. That would feel good.

Schwartz: I mean, even if she was cold, you could take care of that yourself—that would feel better to you?

Loren: If she was cold? I don't understand the question.

Schwartz: Yeah. So if she got irritated and cut you off, and instead of feeling so lonely and being pulled back into your past, you just said to yourself, "Well, she's in that part, I'll just give her some space and I'll be okay," and it didn't have this big churning inside?

Loren: I'm trying to work on that rejection piece of me that was in my childhood, that when I feel it I can, you know, pull that aside, that rejection aside, and work on that feeling in a more mature way.

Schwartz: Okay. And how that's been going?

Loren: It's been going pretty good.

Schwartz: Yeah?

Loren: Yeah. I like it. What?

Kathy: Nothing.

Loren: It's something new to her because I went to therapy by myself in the last session and I got a lot of insight and information. It's been helpful.

Schwartz: Oh, so this is pretty new, this thing you're trying to do here.

Kathy: That's what I giggled about, because it's like... "How does it feel?" And it's been two days.

Loren: This rejection piece... because she's a little shocked.

Schwartz: So you're waiting to see the results here. Okay. So you get cold and withdraw, and wait for the therapy session to start. Okay.

Kathy: Right.

Loren: When we should be working on it, that we're trying, and being cold should be a little bit in the past because I feel we're a little bit above and beyond that, so... I don't know why.

Kathy: But I can't turn my emotions on and off.

Schwartz: Yeah.

Kathy: Like he would like me to.

Schwartz: Yeah.

Kathy: I think that he came from a kind of family where everything's good all the time, you know? "You don't talk about these things. We are, you know, we're okay." And you know, if you have problems, you certainly don't discuss it. You bury it. And how I'm feeling in this relationship is that I can't have normal human emotions—that's not okay, you know? I've learned to hide them, bury them, because, "Hey, people are happy all the time. What is the problem? What's your problem?"

Schwartz: So there's a part of Loren that says that when he sees you upset.

Kathy: Oh, yeah. Oh, sure.

Schwartz: That he picked up from his family.

Kathy: Sure. Yeah, he carries that persona.

Schwartz: Okay. Would you agree with that, Loren?

Loren: Yeah. I saw a lot of that, "Don't talk about issues, just bury everything with work, food, stuff like that."

Schwartz: So you would agree that when Kathy gets upset somehow, that that triggers that part of you?

Loren: I feel we're a little bit above and beyond that. We have been keeping the lines of communication pretty open and things are better. I feel better. She... Obviously we're not on the same page quite yet.

Kathy: No.

Schwartz: So you would say that you still get more of that than you'd like.

Kathy: Yeah. I'll just give you a little example. I knew something was bothering me so I thought, "I'll do a fast. And I won't use food anymore to cover what I'm feeling." A little experiment I was doing. So I warned him: "I'm not going to be real pleasant this week because I'm trying to get in touch with something. And just bear with me." Well, by about the second day, he couldn't continue that. He was just... "What's your problem? What's the real problem?" Well, I was trying to find it, you know? And I needed that space. But that's... So I don't really think we're on that same page he's talking about when...

2—15

Schwartz: Okay. But that's a little different—

Kathy: When I want to get in touch, or...

Schwartz: So you feel like it's hard for you to have some space or privacy?

Kathy: Just some time to be, you know, in those feelings. In a bad feeling. You know, trying to get to the bottom of why I'm feeling a certain way, you know?

Schwartz: Okay.

Kathy: And he wants it fixed immediately. And that's not always possible. So I'm wondering if I'm putting on some sort of little happy act just to pacify him so I can maybe figure it out on my own, or...

Schwartz: Okay. So you've gotten to the point where you feel like you aren't real a lot of the time, it sounds like.

Kathy: Oh, yeah. Right, because of the situation we talked about—because he came from a place of, "Everything's okay all the time." So I put myself in that "everything's okay" when I'm maybe around him.

Loren: But you've also said that you wear a lot of masks and, you know, you don't want to wear those masks anymore.

Kathy: Right.

Schwartz: That's just what I was going to ask, Loren. So it sounds like Loren is saying he's working on trying to be more available and less reactive to you, and it doesn't sound like you believe that he's totally there yet. But it also sounds like it's still really hard for you to trust that and to let your guard down.

Kathy: Right. Right.

Schwartz: Okay. So do you think that you probably could do more than you are, but you're still a little bit afraid to, or...?

Kathy: I don't feel I have the safe place to do that, no.

Schwartz: What do you...

Kathy: I feel safe when I go to therapy. That's why everything comes out there. That's why I wait till the end of the week. I feel a sense of safety there that I don't have at home.

Schwartz: Okay. And what do you feel would happen if you were more real? What kind of danger...

Kathy: He would be unhappy.

Schwartz: And what would be bad about that?

Kathy: He may wander.

Schwartz: Ah. Okay. So this wandering part of Loren is—

Kathy: Very real.

Schwartz: —sitting with a big, heavy weight, and it keeps you in fear.

Kathy: It's very real.

Schwartz: Okay. Okay. You're smiling.

Loren: Ah, this has been going on. She's been saying how, in therapy, she doesn't like to live with these masks on, and she wants to take them all off and be herself, but I'm waiting for that. And she's saying that she's going to, probably it's gonna make me unhappy, and I'm curious as to what it is that's why I'm smiling.

Schwartz: Okay. We've got maybe half an hour left and there are a number of different possibilities in terms of what we could do. I've heard about a number of different parts of each of you so far, like

there's a part of you that looks around at other women, and there's this piece of you that gets called that gets so lonely and scared when you get cut off, right? And there's some anger you talked about earlier, too. And then for you, there's the one that cuts him off, and also a part of you that tries to pretend that everything's okay to placate him so that he doesn't get upset. And then I also can hear there's an angry part of you about that, and about having to live with the fear of him wandering. Does that sound right?

Kathy: Yeah, that does.

Schwartz: Okay. All right. Now, there's ways I have of helping people with these parts so that they're not in their way quite so much, or to find out at least more about what is going on that they keep popping up. And there's also ways that when you want to talk to each other directly, I can help you keep it yourselves rather than these different parts popping up. Do you follow what I'm saying? So there's a kind of connection between you while you talk about even difficult issues. Do you have a sense of which you'd rather do in the next 25 minutes?

Kathy: I'll let you pick.

2—20

Loren: Any help is.... Anything, anything. Like I say, the best thing you can give us is, for me, anyway, is just the information to enhance our relationship.

Schwartz: All right, how about you, Kathy?

Kathy: I'll go along with whatever the feeling of the best way to go here is.

Schwartz: Okay. How would it feel to actually talk to each other about an issue right now?

Kathy: That would feel okay.

Loren: Talk about what issue?

Schwartz: Whatever issue feels pressing to you right now.

Kathy: We'll talk about that one, because that one's nice and pressing.

Schwartz: Which one?

Loren: The grass?

Kathy: How the grass looks greener on the other side—that one?

Schwartz: The wandering part.

Kathy: Yeah.

Schwartz: Okay. We'll start with that. Is that okay with you?

Loren: It's fine.

Schwartz: All right.

Loren: I'll roll with it.

Schwartz: And will you give me permission when I see these parts of you starting to pop up as you talk to each other about this, to blow the whistle and stop the action and have you each get them to step back so you can...

Loren: Take a step back?

Schwartz: Yeah, get some of these emotions that get in your way to step back a little bit so you can hang in there with each other.

Loren: All right.

Schwartz: Do I have that permission?

Loren: Sure.

Kathy: Mm-hmm.

Schwartz: It's okay with you?

Kathy: Yeah.

Schwartz: Okay. All right. So. You're the one who brought it up. Do you want to begin?

Kathy: All right. And how would you like me to do that?

Schwartz: I'd like you to just begin to talk about the way you feel about that part of Loren and the effect it has on you. And Loren, I'd like you to, just as best you can, to listen.

Loren: Okay.

Schwartz: Okay.

Kathy: That affects me, I guess, a lot deeper than I even thought. These things, just this whole situation here, going on to that subject, something we haven't even touched on in therapy is interesting to me. Why now? But I think that maybe that's why I am finding hard to be totally myself, because what if totally myself wouldn't make you happy? And if you were not happy, I know what happens when you're not happy.

Loren: Well, would you like to try it?

Kathy: I don't feel that safety. I don't feel that sense of safety.

Schwartz: Right now you don't feel that?

Loren: You don't feel safe in being yourself.

Kathy: No. I don't feel safe.

Schwartz: Right now, Kathy, you don't feel it, or...?

Kathy: Right now I feel safe.

Schwartz: Okay.

Kathy: Talking.

Schwartz: You mean at home.

Kathy: I don't... Yeah, and just in my life in general. So. I seem to have a sense of safety when I have a...

Schwartz: Third party around.

Kathy: A third party to basically hold my hand in it. I feel that sense of safety.

Loren: Feel vulnerable at home and a little insecure that you can't be yourself, and you would like to have that? In our relationship?

Kathy: I'm wondering if it's that I can't be myself or that I don't feel real safe. What I'm feeling right now is a sense of that I don't feel safe and also... I'm wondering if... I'm feeling maybe you, if you're having a hard time, even if it didn't relate to me, that I don't feel safe. If something's happening in your life and if things are not going well, if things are...

Schwartz: So even if you were perfect...

Kathy: Even if I were perfect, I'm feeling that, I'm feeling helpless.

Schwartz: You're worried about that part of him.

Kathy: Yeah. Yeah. Just things in life that happen. Just things in life, the birth of our children was too much. When things get too much, he...

Schwartz: He wanders.

Kathy: Yeah. Yeah. And I'm thinking that the reason why I don't feel safe is because a life is long and lots of things happen in your life. We go through many stages. And...

Schwartz: Okay. Take a second now, and as you've been thinking about this, talking about this, I'd like you to just focus in on your body and see where this part of you that's so afraid seems to be in your body.

Kathy: I'm feeling it here.

Schwartz: Yeah.

Kathy: I'm feeling it in—what would that be—your third chakra. What holds... what's there?

2—25

Schwartz: Yeah. Don't try to think about it right now, I'd like you to just focus down there for a second.

Kathy: All right.

Schwartz: Just focus your attention down in that fearful part of you down there. Okay?

Kathy: Yeah, seems to be resonating right here.

Schwartz: And how are you feeling toward that part of you?

Kathy: Feels... Feels closed. Doesn't feel open.

Schwartz: How do you feel toward it?

Kathy: How do I feel toward it? Almost like a fight.

Schwartz: Like you're fighting it?

Kathy: Yeah.

Schwartz: Okay. Could you find the part of you that's trying to fight it?

Kathy: It's right here.

Schwartz: And ask it to step back for a second?

Kathy: Okay.

Schwartz: Okay? And how do you feel toward it now, down in there?

Kathy: The fight is a little less.

Schwartz: Yeah?

Kathy: Little less, yeah. I don't know if because I opened my eyes, but the fight seems a little less.

Schwartz: Okay, and how are you feeling toward that fear in your gut?

Kathy: It seems to be okay. It seems to be okay if I remove my head.

Schwartz: The one that's fighting it. Yeah.

Kathy: Yeah.

Schwartz: All right. And ask that scared part in there what it wants you to say for it right now, to Loren or to... Or let you just, let it take over. Let's see what it needs to say, either to you or to him.

Kathy: That it wants to open up. It's... It's saying, "Please, don't be afraid, just let me open up."

Schwartz: Yeah. Yeah. Okay.

Kathy: That it feels afraid.

Schwartz: It's afraid right now?

Kathy: Yeah.

Schwartz: Yeah. Is that okay?

Kathy: Yeah.

Schwartz: Okay. It's okay? Can you see this part of you right now, or...?

Kathy: Yeah.

Schwartz: What's it look like?

Kathy: Like a little girl.

Schwartz: About how old, would you say?

Kathy: About eight.

Schwartz: Eight. And how do you feel toward her right now? You're feeling her feelings, huh? Is that okay?

Kathy: Yeah, it's okay.

Schwartz: Okay. How do you feel toward her, though?

Kathy: How do I feel towards her?

Schwartz: Yeah.

Kathy: I feel sad for her.

Schwartz: Can you show her that you feel sad for her, you feel sorry for her?

Kathy: Yeah.

Schwartz: How does she react?

Kathy: Comforted.

Schwartz: Good. She's feeling better?

Kathy: Yeah.

Schwartz: That's good. It's okay that Loren helps you that way?

Kathy: Yeah.

Schwartz: Okay, good. But she's got a lot of fear, huh?

Kathy: Yeah.

Schwartz: Okay.

Kathy: Yeah.

Schwartz: Yeah. Do you understand why she's so frightened?

Kathy: Because she doesn't trust.

Schwartz: Yeah?

Kathy: She doesn't trust.

Schwartz: No?

Kathy: No.

Schwartz: And she doesn't even trust you?

Kathy: She trusts me.

Schwartz: She does.

Kathy: But that's why she's afraid: because she doesn't trust.

Schwartz: I see. Okay.

Kathy: She doesn't feel supported.

Schwartz: Ah. By the people around her?

Kathy: Yeah. She just doesn't trust. She doesn't trust in... She doesn't trust in the people around her, she doesn't trust in the universe, she just doesn't trust.

Schwartz: Okay. But she does trust you right now.

Kathy: She's... She's learning to.

Schwartz: Yeah?

Kathy: She's learning to because you know, she didn't trust me.

Schwartz: She didn't before, huh? No.

Kathy: No.

Schwartz: Okay. But she can trust you a little bit now?

Kathy: A little.

Schwartz: Yeah. And are you still, are you touching her, or what are you doing?

2—30

What's happening now, Kathy?

Kathy: She's gone off.

Schwartz: She did?

Kathy: Yeah.

Schwartz: How come?

Kathy: She left. It maybe got too scary.

Schwartz: Did it? Okay. Do you want to see if she'll come...

Kathy: As soon as outside forces, you know, as soon as I pay attention to what's going on around me.

Schwartz: Yeah.

Kathy: I lose contact.

Schwartz: Okay.

Kathy: I lose the connection.

Schwartz: Okay. Okay. How are you feeling right now?

Kathy: I'm feeling okay.

Schwartz: You're okay?

Kathy: Yeah.

Schwartz: See if she'll come back just for a second, just long enough, and we can find out a little more of what she would like from Loren, if she's up for talking about that.

Kathy: There was something that maybe I need to address, because what happens is, what happens is when I'm getting really in touch with that, I always let outside influences come in, and then I worry about things like my grass, I worry about, is my makeup running? And it throws me away from...

Schwartz: So you get distracted.

Kathy: I get distracted. Right.

Schwartz: Okay.

Kathy: And I think that that was...

Schwartz: That's what happened? Yeah.

Kathy: Yeah.

Schwartz: So see if you can find the part that distracted you.

Kathy: That part of how I appear.

Schwartz: Yeah. Where is that one in your body?

Kathy: That one's low.

Schwartz: So focus on it, and just tell it that you understand it's trying to protect you, but see if it's willing to step back also, and let that little girl come back for a second. Not for a real long time, but just for a little while.

Kathy: Okay. Okay.

Schwartz: Okay? Is she back?

Kathy: Yeah.

Schwartz: Okay. And how are you relating to her right now?

Kathy: I'm... Trying to get a real strong feeling there again.

Schwartz: Okay.

Kathy: Feeling of safety.

Schwartz: Trying to help her feel safe?

Kathy: Mm-hmm.

Schwartz: Is it working at all?

Kathy: Just a little.

Schwartz: Little bit? Okay. Maybe you can ask her how you can help her feel safer right now—what would help. You getting anything?

Kathy: Yeah.

Schwartz: What'd she say?

Kathy: She... She said... Stop trying to please everybody else and just take care of me.

Schwartz: Okay. And what did you say to that?

Kathy: I agreed.

2—35

Schwartz: Did you? Is that something you really think you could do? Or at least try to do? Yeah. Does that help her to hear that you're going to try and do that? Yeah. Good. What's happening now, Kat?

Kathy: I'm just making that connection with myself and letting me be there.

Schwartz: Good. That feels good? Okay.

Kathy: Just feel a real strong connection right now.

Schwartz: And that feels good?

Kathy: Yeah.

Schwartz: That's great.

Loren: Here.

Schwartz: So it's real hard for her to trust.

Kathy: Oh, yeah.

Schwartz: Yeah. So she carries a lot of feelings about that part of Loren.

Kathy: Yeah.

Schwartz: Is that right?

Kathy: Yeah.

Schwartz: That part is hurting her a lot, huh? Yeah. But how would it be if you really could take better care of her... so that she didn't, even if, even if Loren's part popped up at some point, she didn't feel quite so much like she'd lose everything because you'd still be there? What would that be like?

Kathy: Well, she's starting to believe that.

Schwartz: Is she?

Kathy: A little more, yeah. But first, I have to straighten out myself first, before she will.

Schwartz: Okay. What's happening now?

Kathy: I'm... I'm just sad right now that I've been gone so long. I feel a sense of coming home.

Schwartz: That's great. That's great. Is it okay if I ask Loren a question?

Kathy: Yeah.

Schwartz: So what's happening for you, Loren?

Loren: I know how that feels, and I want her to have that.

Schwartz: Yeah?

Loren: Yeah.

Schwartz: So you feel happy for her?

Loren: That's why we're going through therapy.

Schwartz: So you're feeling good about this.

Loren: Yeah, I'm feeling good.

Schwartz: Good. So. It sounds like if you can work on that wandering part some more, that would help this little girl, huh?

Loren: I know, I know that she doesn't trust me, and that's why she carries her guard up, and...

Schwartz: And you can understand that?

Loren: Oh yeah, I realize that. I broke her heart before, and... That's why she is afraid to let her guard down.

Schwartz: Okay. Is there something you want to tell her about that?

Loren: I want her to believe in me, and... And trust in me, so that she can feel that sense of coming home and feel that good feeling.

Schwartz: Good.

Loren: Can you do that? Can you do that?

2—40

Kathy: I'm working on it.

Loren: Okay.

Schwartz: Yeah. I mean, it seems to me that the wandering part of you is still around trying to help you and protect you in different ways. And that while that's still the case, it's pretty hard for Kathy to really say, "I can do that." Does that sound right to you, Kathy?

Kathy: Yeah. Right.

Schwartz: So... And usually I can just tell you from my experience, those wandering parts are really trying to protect the part of you that feels so, you know, so abandoned and scared and lonely.

Loren: I'm working on that piece that, you know, that piece of me that when I get rejected, I learn how to deal with that.

Schwartz: Yeah. So once you get on top of that, I think it will be a lot easier.

Loren: I think that's going to be really big for me.

Schwartz: I do, too.

Loren: And I think it's a big step forward.

Schwartz: Yeah, but until then, I think it's probably fair that Kathy keeps taking care of this little girl herself.

Loren: Absolutely. Definitely.

Schwartz: And maybe not, you know, look to you quite so much.

Loren: Right. Exactly.

Schwartz: Does that sound okay?

Loren: Yes. That sounds great. I'm all for it.

Schwartz: How does that sound to you, Kathy?

Kathy: Yeah.

Schwartz: Okay. We don't have a lot of time left, and it's been pretty emotional, so I just wanted to check and see if there's anything more that you wanted to say about what you've just been through, or that you wanted to say to Loren, or...

Kathy: There is something I'd like to say on that—that when you mentioned, “Can you do that?” You know, it's almost like, “Can you do that right now?” You know? And no, I can't right now. I need to see that you're dealing with that, you know—

Loren: Rejection piece?

Kathy: Yeah. That, that you're solid with that and you've grown with that and that you really have a handle on it, because I really, right now I don't. And that's not something I can do right away.

Loren: I understand.

Kathy: “You have the information, now use it.”

Loren: Right.

Kathy: Okay?

Loren: Okay.

Schwartz: So that's okay with you? I mean, I have a feeling, given what you guys said earlier, that if Kathy sticks to this, there will be times where it will be hard for you, because you will feel rejected and abandoned. And you'll be pulling on her. So—

Loren: But it's going to be good for myself, though, too.

Schwartz: Yeah.

Loren: Not only for us, but for me, too. It's not only just for our relationship, but it's important for myself. And I was pushed as a child like that, so I think I can do that easily, work on that.

Schwartz: Okay. It may be harder than you think, but...

Loren: I'll give it a good stab.

Schwartz: Okay good. Okay. I'm not sure how much time we have left, but is there anything you want to know from me before we stop?

Kathy: When you were asking about moving those parts aside, that's something that when something's really bothering us, we could just do that on our own. We could just stop and say...

Schwartz: It's hard to do it on your own.

Kathy: It's hard to do it on your own.

Schwartz: Yeah.

Kathy: This is something that you would want to...

Schwartz: It takes practice, but it's, after you get to the point where you know them pretty well, you catch them early, then you can do it. I would say, I would warn you against trying to do anything to each other, you know. Earlier we talked about how you tried to be Kathy's therapist and "What's going on?" It's fine to talk about your own parts, but I would, at this point, advise you not to talk about each other's at all. Keep that, it's up to the other person. Does that sound fair?

Loren: Yeah.

Schwartz: Okay. Well, I think we're going to have to wrap.

Loren: Okay.

2—45

Schwartz: But I really appreciate your coming in, and I really enjoyed my time with you. So.

Loren: Thank you. Thank you very much.

Schwartz: Yeah. I wish you a lot of luck. And you're in good hands.

Loren: Thanks. I appreciate it.

Kathy: Thank you.

Loren: You're welcome.

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