In the "Rating" column below, indicate how you feel about this particular patient thus far in working with him or her. There are no right or wrong answers. Try to avoid giving answers that you think are desirable.

Rating scale: 1 = Very untrue, 2 = Somewhat untrue, 3 = Slightly untrue, 4 = Slightly true, 5 = Somewhat true, 6 = Very true

Assumptions

1. I have to cure all my patients.
2. I must always meet the highest standards.
3. My patients should do an excellent job.
4. We should never waste time.
5. I am entitled to be successful.
6. My patients should appreciate all that I do for them.
7. I shouldn't feel bored when doing therapy.
8. Patients try to humiliate me.
9. Conflicts are upsetting.
10. I shouldn't raise issues that will bother the patient.
11. If my patient is bothered with therapy, he or she might leave.
12. It's upsetting when patients terminate.
13. I might end up with no patients.
14. I feel controlled by the patient.
15. My movements, feelings, or what I say are limited.
16. I should be able to do or say what I wish.
17. Sometimes I wonder if I will lose myself in the relationship.
18. I have to control my surroundings or the people around me.
19. Some people are basically bad people.
20. People should be punished if they do wrong things.
21. I often feel provoked.
22. The patient is trying to get to me.
23. I have to guard against being taken advantage of or hurt.
24. You usually can't trust people.
25. I want to be liked by the patient.
26. If the patient isn't happy with me, then it means I'm doing something wrong.
27. It's important that I like the patient.
28. It bothers me if I don't like the patient.
29. We should get along—almost like friends.
30. I want to withhold thoughts and feelings from the patient.
31. I don't want to give them what they want.
32. I feel I am withdrawing emotionally during the session.
33. I feel I don't know what to do.
34. I fear I'll make mistakes.

FIGURE 11.1. Therapist's schema questionnaire.

(continued)
Assumptions | Rating
---|---
35. I wonder if I'm really competent. | ___
36. Sometimes I feel like giving up. | ___
37. The patient is blocking me from achieving my goals. | ___
38. I feel like I'm wasting time. | ___
39. I should be able to achieve my goals in sessions without the patient's interference. | ___
40. I should meet the patients' needs. | ___
41. I should make them feel better. | ___
42. The patients' needs often take precedence over my needs. | ___
43. I sometimes believe that I would do almost anything to meet their needs. | ___
44. I feel frustrated when I'm with this patient because I can't express the way I really feel. | ___
45. I find it hard to suppress my feelings. | ___
46. I can't be myself. | ___

FIGURE 11.1. (continued from previous page)

Then to overlook or discount the patient's emotional turmoil. The perfectionistic, rigid character type places so much emphasis on "logic" and "rationality" that the patient may feel that therapy is simply an opportunity for the therapist to show that he or she is smarter than the patient.

For example, a number of years ago I was called on to supervise a beginning intern in cognitive-behavior therapy. The intern seemed to believe that therapy involved nothing more than showing the patient how stupid and irrational he or she was. In conducting role plays with this therapist, in which I played the role of patient, I felt barraged and belittled by the intern. When we explored the intern's assumptions, it became clear that he believed the patient "should not be irrational." He also believed he should try to impress me, the supervisor, with how smart he was. I asked the trainee, "Why should the patient be rational?" His response was, "Because being irrational won't help him." I pointed out that all of us are irrational sometimes and that the patient's irrationality may be why he came for treatment. I also suggested that the trainee examine whether demanding rationality from patients was an irrational assumption.

The perfectionistic therapist has unrealistic expectations of self and patient, usually expressed in imperatives:

*Self:* "I *should* be able to cure my patients"; "I *should* know everything about the patient's problems"; "The session *should* go according to my plans."