Doctoral Program in Clinical Psychology  
The Graduate Center of the City University of New York

Practicum IIIB: Adult Psychotherapy  
Course # 80108.16181  
Fall, 2011

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Day & Time: Tuesday, 9:45 to 11:45  
Office Hours: Tuesday 4:00-6:00 (or by appointment)

Course Description:
This course is designed to help students to develop their skills as psychotherapists. We will work on the ongoing challenge of diagnosing patients and how to utilize diagnosis in treating them. The course is organized around the presentation of ongoing case process material by students. Although readings are assigned for each class the major portion of each class will be devoted to continuous case presentations, with each class participant presenting at least one of their cases in depth for several weeks over the course of the semester. Didactic topics will be taken up as indicated below and as they are relevant to clinical case material. The major topics of the course include: 1) The basic rationale and framework of the therapy situation; 2) Therapeutic interventions, including clarification, confrontation, interpretation, and reconstruction; 3) Problems encountered in the initial phases of treatment; 4) Issues around boundaries, structure and the frame; 4) Transference and countertransference; 5) Work with dreams; 6) Evidence based psychodynamic treatments; 7) Issues around gender, race and class in the configuration of aspects of the therapeutic relationship including transference and countertransference. In addition the course will introduce students to manualized psychodynamic approaches through the texts of Caligor, Kernberg and Clarkin, which has adapted Transference Focused Psychotherapy, a manualized evidence based treatment for personality disorders, to work with higher functioning patients. A major focus of the course is on how to tailor therapeutic technique to the patient’s level of organization (neurotic, borderline, or psychotic). The course also addresses current controversies about the nature of the therapeutic relationship, such as the constructed transference versus the reconstructed transference; the relationship between the transference and the working alliance, the degree of “activity” on the therapist’s part, the focus on the “here and now” vs. the “there and then in interpretation,” the importance of psychic reality and unconscious fantasy versus reality. Students are required to type up process notes for the class prior to their presentation. The course will also introduce students to supervision; that is, how to define it (vs. mentoring), how to be open to learning from it, how to deal with problems when and if they arise, and how to conduct supervision oneself. Issues around parallel process between psychotherapy and supervision will be addressed.

The organization of the course will be as follows:

Each student will have the chance to present cases 5 times for 45 minutes; students will also have the opportunity to serve as a supervisor during the latter part of the semester.
1) The first 45 minutes will be spent discussing the reading for the week.

2) The next hour will be divided into case presentations by two students (45 minutes each). Students will present over two sessions the first time and over three sessions the next time. Presentations should begin with an introduction to the case and then a formulation of any major issues and concerns you have about the case; in the subsequent sessions, you should read process notes from a single session (or perhaps parts of more than one session).

Course Objectives:

1. Students will learn the fundamental techniques and tactics of psychodynamic psychotherapy
2. Students will become familiar with the empirical evidence for the efficacy of psychodynamic treatment
3. Students will learn about the phases of therapy from structural interviewing, to contract setting, to the initial phases, mid phases and termination
4. Students will learn about the mutative factors in psychodynamic treatment (eg. Interpretation, the therapeutic relationship, mentalization)
5. Students will learn to work with transference and countertransference in the clinical situation
6. Students will learn about the ways that gender and race influence the patient-therapist relationship in the psychodynamic therapeutic situation
7. Students will be introduced to psychodynamic supervision
8. Students will learn about the ways that gender and race influence the patient-therapist relationship in the psychodynamic therapeutic situation

Requirements and Grading:

The final assignment is as follows: Write-up a case report on one of your individual psychotherapy patients. The case report should include the following sections and should be labeled according to these subsections: 1) Reason for referral, (one or two sentences); 2) Identifying information (a few sentences); 3) Presenting problem (one paragraph); 4) Social and familial history (one or two paragraphs); 5) Psychodynamic formulation including diagnosis; do not defer the diagnosis but make your best clinical judgment (two paragraphs); Process of Psychotherapy: 6) Trace the development of the working alliance, include how long you've been working with the patient (two paragraphs); 7) How you worked with the patient's resistances (two paragraphs); 8) How you worked with the patient's transferences (two paragraphs); 9) How you worked with your countertransference (two paragraphs); 10) Prognosis, short-term and long-term goals for treatment. (A few sentences). Make sure to include examples of the sorts of interventions you made and the patient's response to them. Brief verbatim examples of patient/therapist dialogue would be illustrative. You are free to use any theoretical orientation you desire. You must use an adult patient, who has been in either brief or open-ended psychodynamic treatment. The case report should include a description of the psychodynamics (i.e. working alliance, resistance, transference, countertransference. The report should be double spaced and approximately ten pages.
The quality of your write up will be contribute 50% of your final grade since it is expected that it will reflect the progress you have made in developing as a therapist during the past year. An insightful case study will also show an ability to supervise yourself in retrospect such as admitting your blindspots, your mistakes, what you might do differently in the future, and where there is room for improvement. You will receive less than an A if your psychodynamic formulation is thin and doesn’t get much pass describing the patient’s symptoms, if you use a lot of theoretical jargon but don’t sound like you really know what you’re talking about, if you miss obvious resistances, latent negative transferences, or countertransferential enactments that you should be able to see in retrospect. The more you show that you can be self-reflective about your own clinical work in retrospect without being too defensive, too concrete, or too self-effacing the better.

This is the sort of case study that most internships want you to submit with your application so this is good practice in preparation of applying for internship. You will also be expected in this paper to discuss how a sociocultural issue may manifest itself in psychodynamic treatment in terms of transference, countertransference, resistance, and working alliance. Pick one sociocultural issue like race, ethnicity, class, religion, gender, sexual orientation, etc. and describe how that issue would express itself consciously (explicitly) and unconsciously (implicitly) in the treatment situation. The challenge of this section of the paper is to turn your mind into a “negative stereotype detector,” to seek out and challenge all negative stereotypes wherever you may find them. Stereotypes about Freud and about psychoanalysis are just as important to detect and challenge as stereotypes about women, Jews, blacks, and Buddhists.

Trying to narrow down your topic might help avoid overgeneralization such as focusing on the problems of Asian-American professional women or Orthodox Jewish men who are gay. The trick is to discuss the impact of multicultural issues without losing sight of human individuality and thereby reduce someone to a cultural stereotype, even if it is a positive one.

Assessment and Grading: Your grade will be based on your case presentations (40%), your general participation (10%), and your final case write-up (50%).

Required Texts:


**Weekly Reading Assignments and Class Topics:**

**Week 1: Introduction to the Clinical Situation: The Frame and Key Concepts**

*Psychoanalytic Psychotherapy.* Chapter 1: What Defines a Psychoanalytic Therapy; Chapter 2: The Psychoanalytic Sensibility; Chapter 3: The Therapist’s Preparation; Chapter 4: Preparing the Client.


*The Texture of Treatment: On the Matter of Psychoanalytic Technique.* Chapters 1: In the Beginning…Was Technique; Chapter 2: The Systems Approach.


**Week 2: Forming a Treatment Alliance and the Initial Phases of Therapy**


**Handouts:**


Week 3: Assessing Object Relations and Level of Personality Organization

_Handbook of Dynamic Psychotherapy for Higher Level Personality Pathology._ Chapter 1: A Psychodynamic Approach To Personality Pathology; Chapter 2: Internal Object Relations, Mental Organization, and Subjective Experience in Personality Pathology.

_Long term Psychodynamic Psychotherapy: A Basic Text._ Chapters 2: Assessment, Indications and Formulations.

_Handouts:_

_The Analytic Attitude._ Chapter 1: The Analytic Attitude; Chapter 2: The Atmosphere of Safety; Chapter 3: The Psychoanalyst’s Empathic Activity

Week 4: Tactics and Techniques of Therapy


_Long Term Psychodynamic Psychotherapy: A Basic Text._ Chapter 4: Therapeutic Interventions: What does the Therapist Say and Do.

Week 5: Transference and Transference Interpretation


_The Texture of Treatment: On the Matter of Psychoanalytic Technique._ Chapter 4: Transference and the Process of Interpretation.

_Transference and Countertransference._ Chapter 2; Classical and Present Techniques in Psychoanalysis. Chapter 3: Considerations on the Theory of Transference; Chapter 4: the Analysis of the Transference through the Patient’s Relations with Interpretation.

_The Analytic Attitude._ Chapter 8: The Interpretation of Transference and the Conditions for Loving.

_Handouts:_


**Week 6: Introduction to Supervision**


**Handouts:**


**Week 7: The Therapeutic Action of Psychodynamic Therapy**


**Handouts:**


**Week 8: Countertransference**


**Week 9: Interpretation and Working Through**

*The Texture of Treatment: On the Matter of Psychoanalytic Technique*. Chapter 6: Resistance; Chapter 7: From Listening to Interpretation.

**Handouts:**


Week 10: Transference and Countertransference: Contemporary Views

*Transference and Countertransference.*

Handouts:


Week 11: Gender and Transference


Week 12: Therapeutic work with Dreams and Fantasy


**Handouts:**


**Week 13: Supervision**


**Week 14: Diversity Issues in Therapy**


**Week 15: Termination of Treatment**


*Endings and Beginnings: On Terminating Psychotherapy and Psychoanalysis.*