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

Practicum IIB: Adult Psychotherapy  
Course # 80108.14429  
Spring, 2012

Professor: Elliot L. Jurist  
Day & Time: Thursday 9:45-11:45  
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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 utilizing diagnosis in treating them), and we will discuss progress and how to handle lack of progress with treatment plans. We will focus on the following issues: 1) the basic rationale and framework of the clinical situation; 2) therapeutic interventions, including clarification, confrontation, interpretation, and reconstruction; 3) typical problems encountered in the initial phases of treatment; 4) issues around boundaries, structure and the frame; 5) transference and countertransference; 6) evidence-based psychodynamic treatments and the efficacy of psychodynamic treatment; and 7) how diversity issues impact psychotherapy. We will pay special attention to how to tailor therapeutic technique to the patient’s level of functioning. We will also discuss 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, and how to hear and work competently with diversity issues. We will learn about the theory and practice of supervision, and you will have the opportunity to do supervision. Everyone in the class will have the chance to present his/her cases and be a supervisor—several times. A schedule will be forthcoming for the entire semester. 
The reading for the course will concern how psychotherapy works. We will also do some reading about supervision: how to define it (vs. mentoring), how to be open to learning from it (and how to deal with problems when and if they arise), and how to conduct doing it yourselves. 

The course will work as follows:

1) the first half an hour will be spent discussing the reading for the week 

2) the next hour and a half will be divided into case presentations by two students (45 minutes each) with one student assigned to act as a supervisor for each. Students will present on a rotating basis, and you will be able to present at least 4x during the semester. Presentations should begin with an introduction to the case and then formulate any
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) To develop skills as a psychotherapist
2) To gain experience in diagnosing and formulating treatment plans for patients
3) To gain experience in applying diagnostic language in psychotherapy
4) To learn about supervision—both as a supervisee and a supervisor
5) To examine issues about the efficacy of psychodynamic therapy.
6) To understand how attachment theory and research influence aspects of the therapeutic relationship including treatment alliance, treatment process and outcome.
7) To develop the capacity to evaluate critically the literature on diversity issues (gender, race, class, ethnicity) in psychotherapy.

Grading: Your grade will be based on your case presentations (roughly 50%), your work as a supervisor (roughly 40%) and your general participation (roughly 10%).

Reading: The reading list will be filled in with relevant reading based upon the patients that are discussed in class. The required books for the course are: 1) Nancy McWilliams’ *Psychoanalytic Psychotherapy* (New York: Guilford, 2004); 2) Patrick Casement’s *Learning From Our Mistakes* (New York: Guilford, 2002); and 3) Mary Gail Frawley-O’Dea and Joan Sarnat’s *The Supervisory Relationship* (New York: Guilford, 2000). Required articles have complete citations; required chapters from books are listed by chapter number and title.

Weekly Class Topics and Reading Assignments:

What Makes Psychotherapy Work:


Optional Reading


**Second Week: 2/9/12**

On Supervision


**Third Week: 2/16/12**

What Makes Psychotherapy Work:


**Fourth Week: 2/23/12**

Transference


--Herb Schlesinger’s *The Texture of Treatment*, Chapter 4,”Transference and the Process of Interpretation.”

**Fifth Week: 3/1/12**

Countertransference


--Herb Schlesinger’s *The Texture of Treatment* (2003), Chapter 5, “Transference and
Countertransference.”

Sixth Week: 3/8/12

Mind States


Seventh Week: 3/15/12

The Therapeutic Relationship


-- Barry Farber, et al.’s “The Therapist as an Attachment Figure” (1995) in Psychotherapy, 32(2), 204-212.


Eighth Week: 3/22/12

Psychoanalytic Psychotherapy and Supervision


Ninth Week: 3/29/12

Psychoanalytic Psychotherapy and Supervision


Tenth Week: 4/5/12

New Idea about Supervision

**SPRING BREAK: 4/6/12-4/15/12**

**Twelfth Week: 4/19/11**

New Idea about Supervision

--Mary Gail Frawley-O'Dea and Joan Sarnat’s *The Supervisory Relationship*, Chapter 6, “Rethinking Regression,” Chapter 7, “The Teach/Treat Issue.” Chapter 8, “Parallel Process Revisited,” Chapter 9, “Contemporary Case Conference,” and “Conclusion.”

**Thirteenth Week: 4/26/12**

Dealing with Diversity Issues


**Fourteenth Week: 5/3/12**

Mentalization and Psychotherapy


**Fifteenth Week: 5/10/12**

Termination