

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

Evidence Based Psychodynamic Treatment - PSYC 85000 C

Spring 2018 – Tuesdays: 2:00- 3:50 PM

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Office Hours: Tuesday 4:00-5:00 (or by appointment)

Course Description:

This doctoral level clinical course will focus on psychodynamic evidence based treatments. Students will be exposed to current evidence based treatment and assessment models for personality disorders, affective disorders and panic disorder.

The unit on personality disorders will focus on the theory, technique and research on the two evidence-based psychodynamic treatments for personality disorders: Transference Focused Psychotherapy (TFP) and Mentalization Based Therapy (MBT). The course will also cover Dialectical Behavior Therapy (DBT) as a contrasting cognitive behavioral model for treatment of personality disorder that focuses on controlling parasuicidal behavior. Other treatment models covered will be Panic Focused Psychodynamic Psychotherapy (PFPP) and long term psychodynamic approaches to treatment of depression, with an emphasis on the patient characteristics that might render these forms of treatment more or less effective.

Students will be introduced to the ways in which the diagnosis is assessed and defined within each treatment model, and to the etiological, developmental, and neurobiological models that unpin each treatment, as well as to issues of co-morbidity. The course will also cover the basic repertoire of clinical tactics and techniques of each treatment and the hypothesized mechanisms of change.

The process of manualization of treatments will be examined as well as ways of assessing adherence and competence to treatment manuals. Critiques of treatment manuals will also be presented. In addition, the course will also introduce students to the major empirical studies in support of each treatment and will examine the methodologies used to substantiate the value of the treatment (randomized control trials, efficacy studies, effectiveness studies, naturalistic studies and meta-analyses). We will also discuss ways of examining therapeutic process, with particular attention to methods of assessing transference and countertransference and their relative importance for each treatment model.

Finally, the ways in which the trend towards evidence based practice in mental health services intersects with or interferes with trend towards adaptation of practice in the light of multicultural concerns and cultural competence will be explored.

Course Goals/Objectives:

By the end of this course, the successful student will have accomplished the following goals:

- The successful student will be able to examine the role that systematic empirical investigation has had in developing and refining effective approaches to a variety of clinical disorders and how empirical research has affirmed the role that psychodynamic theory and treatment have in the field of psychology
- The successful student will have gained a repertoire of basic tactics and techniques developed in each disorder, and will understand the modes of assessment used in each treatment
- The successful student will be familiar with the process used in manualizing and will learn to evaluate the strengths and weaknesses of treatment manuals
- The successful student will be familiar with the major methods to empirically evaluate psychodynamic treatments including efficacy and effectiveness studies including RCTs and meta-analyses

Required Texts:

Bateman, A. and Fonagy, P. (2006). *Mentalization Based Treatment for Borderline Personality Disorder: A Practical Guide*. London: Oxford University Press.*

Busch, F. N., Rudden, M., Shapiro, T. (2004). *Psychodynamic treatment of depression*. Washington D.C.: American Psychiatric Publishing.

Busch, F.N., Milrod, B.J., Singer, M.B., Aronson, A.C. (2012). *Manual of Panic-Focused Psychodynamic Psychotherapy—Extended Range*. New York: Routledge: Taylor and Francis Group.*

Levy, R.A. and Ablon, S.J. (2009). *Handbook of Evidence-Based Psychodynamic Psychotherapy: Bridging the Gap Between Science and Practice*. New York: Humana Press.*

Linehan, M. (2014). *DBT Skills Training Manual: Second Edition*. New York: The Guilford Press.

Linehan, M. (2003). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford Press.*

Tousiani, B. & Tousiani-Eng, P. (2013) *Remnants of a Life on Paper. A Mother and Daughter Struggle with Borderline Personality Disorder*. New York: Baroque Press.

Yeomans, F., Clarkin, J., & Kernberg, O. (2015). *Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide*. New York: American Psychiatric Press.

A package with additional readings will be sent electronically to students.

Assignments:

Participation:

Participation is evaluated on quality (not quantity) of contribution to the class discourse. This does not mean talking a lot; quality of participation includes facilitation of group discussion, questioning, and integrating others' ideas and comments.

In-class presentation of a research article:

Students will be asked to do an in-class presentation of a research article that will be discussed in relation to specific class readings and content. This will involve summarizing and critiquing the article.

Case Presentations:

Students will be asked to present clinical cases throughout the semester. Each student will be asked to present a case during the semester that will involve conceptualizing the case and treatment process from the vantage point of one of the treatments under discussion.

Research Paper and Presentation:

Students will be asked to do a major research paper on how to apply an evidence based treatment to a case. One possibility would be to discuss which treatment you think would have most benefitted Pamela Tusiani in the book *Remnants of a Life on Paper*, and why. Please organize your paper around the following questions:

Questions about *Remnants of a Life on Paper*

- (1) What general reaction do you have to *Remnants of a life on Paper*? What do you take away from the story personally and professionally?
- (2) How did *Remnants* inform your understanding of Borderline Personality Disorder? Of treatment practices and communication used with both families and patients affected by BPD?
- (3) If you were a therapist assigned to the Tusiani family or to Pamela as a therapist, at what point in their story would you have intervened? What intervention would you have suggested/implemented? Why? What theory supports your intervention? How might that

intervention have made a difference for the Tusiani family? For Pamela? Or you may choose one of your own cases to discuss.

Evaluation:

Student grades will be based on the following:

- Participation (20%)
- In-class presentation of a research article (20%)
- Case presentation (25%)
- Research paper and presentation (35%)

Attendance:

Please note that participation is assessed separately from attendance. Participation refers to active involvement in classroom discussions. In addition, attendance in class is required. Because this course meets once weekly for 2 hours, missing one class is the equivalent of missing a full week of course work. Attending all classes is essential for being successful in this course, and therefore absences will not be excused for just any illness or scheduling conflict – there needs to be a major crisis for an absence to be excusable. Discuss with the professor any anticipated events or religious holidays that conflict with the course schedule, and alternative arrangements must be worked out in advance. Please note that more than two unexcused absences will be grounds for a failing grade.

Plagiarism and Cheating:

Plagiarism is the use or presentation of ideas, words, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, plagiarism may be punishable by a range of penalties from a failing grade in the assignment or course to dismissal from the college. All students are required to read the handbook on avoiding plagiarism by visiting www.cuny.edu/standards/upload/academicintegrity.pdf.

Cheating includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one's examination (except when expressly permitted by the instructor, depending on the nature of the examination) or knowingly providing such assistance to aid other students.

Reasonable accommodation:

If you have a diagnosed disability or believe that you have a disability that might require accommodations on the part of the instructor, please contact the Disabilities Office at City College.

Calendar:

Date	Topic	Reading Due	Assignment Due
Week 1 Jan. 31	Introduction to the course:	<i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide.</i>	
		Video Tape: Kernberg, Structural Interview	
Week 2	Evidence Based Psychodynamic Psychotherapy for personality disorders: Transference Focused Psychotherapy (TFP): Theoretical Object Relations Foundations of TFP and its translation into technique	<i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide.</i>	
		Chapters 1: The Nature Of Normal and Abnormal Personality Organization;	
		Chapter 2: Empirical Development of Transference Focused Psychotherapy: A clinical Research Process.	
		Chapter 4: Assessment Phase I: Clinical Evaluation And Treatment	
Week 3	Evidence Based Psychodynamic Psychotherapy for personality disorders: Transference Focused Psychotherapy (TFP): Tactics and Techniques	<i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide.</i>	
		Chapter 3: Strategies of Transference Focused Psychotherapy	
		Chapter 5: Establishing the Treatment Frame: Contracting Medication, and Adjunctive Treatments	
		Shedler, J. (2010). The Efficacy of Psychodynamic Psychotherapy,” American Psychologist, 65(2), 98-109.	
		Wachtel, P. Beyond EST’s: (2010). Problematic Assumptions in Pursuit of Evidence Based Practice. Psychoanalytic Psychology. DOI:10.1037/a0020532	
		Whaley, A. L., Davis, K. E. (2007). Cultural competence and evidence-based practice in	

		mental health services: A complementary perspective. <i>American Psychologist</i> , 62(6), 563-574.	
Week 4	Transference Focused Psychotherapy (TFP): Phases of Treatment and the Interpretive Process	Remnants of a Life on Paper <i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide.</i>	
Week 5	Transference Focused Psychotherapy (TFP): Research and the process and mechanisms of change in TFP	<i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide.</i> Chapter 6: Techniques of Treatment: Moment-to-Moment Interventions and Mechanisms of Change Chapter 7: Tactics of Treatment and Clinical Challenges Chapter 8: Early Treatment Phases: Tests of the Frame; impulse containment, and Identifying Dyads <i>Handbook of Evidence-Based Psychodynamic Psychotherapy: Bridging the Gap Between Science and Practice.</i> Chapter 5: Empirical Evidence for Transference-Focused Psychotherapy and Other Psychodynamic Psychotherapy for Borderline Personality Disorder. Levy, K. N., Meehan, K. B., Kelly, K. M., Reynoso, J. S., Clarkin, J. F., Lenzenweger, M. F., & Kernberg, O. F. (2006). Change in attachment and reflective function in the treatment of borderline personality disorder with transference focused psychotherapy. <i>Journal of Consulting and Clinical Psychology</i> , 74(6), 1027–1040. Clarkin J. F., Levy, K. N., Lenzenweger, M. F., & Kernberg, O. F. (2007). Evaluating three treatments for borderline personality disorder: a multiwave study. <i>American Journal of Psychiatry</i> , 164(6), 922-928. Diamond, D., Clarkin, J., Levine, H., Levy,	

		<p>K., Foelsch, P., & Yeomans, F. (1999). Borderline conditions and attachment: A preliminary report. <i>Psychoanalytic Inquiry</i>, 19, 831-884.</p> <p>Doering, S., Horz, S., Rentrop, M.Fischer-Kern, M., Schuster, Pl, Benecke, C.M. Buchheim, A., Martius, P., Buchheim, P. (2010). Transference-Focused Psychotherapy v. treatment by community psychotherapists for borderline personality disorder: randomized control trial. <i>British Journal of Psychiatry</i>, 196, 389-395. Doi:10.1192/bjp.109.070177.</p>	
Week 6		<p><i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide.</i></p> <p>Chapter 9: Mid-phases Of Treatment: Movement Towards Integration With Episodes Of Regression;</p> <p>Chapter 10: Advanced Phase Of Treatment And Termination.:</p> <p>Chapter 11: Trajectories of Change In Transference Focused Psychotherapy.</p>	
Week 7	Common Treatment Complications: NPD	<p>Diamond, D., Yeomans, F.E., and Levy, K. (2011) Psychodynamic Psychotherapy for Narcissistic Personality Disorder. In K. Campbell and J. Miller (Eds.), <i>The Handbook of Narcissism and Narcissistic Personality Disorder: Theoretical Approaches, Empirical Findings, and Treatment</i>, (pp. 423-433). New York: Wiley.</p> <p>Draijer, N., & Van Zon, P. (2013). Transference-focused psychotherapy with former child soldiers: Meeting the murderous self. <i>Journal of trauma & dissociation</i>, 14(2), 170-183.</p>	
Week 8	Mentalization Based Treatment (MBT): Theory and Treatment	<p><i>Mentalization Based Treatment For Borderline Personality Disorder: A Practical Guide.</i></p> <p>Chapter 1: Introduction To Mentalization;</p> <p>Chapter 2: Using The Mentalization Model To Understand Severe Personality Disorders;</p> <p>Chapter 3: Changing Views Of Borderline Personality Disorder.</p>	

		<p>Diamond, D. (2004). Attachment Disorganization: The Reunion of Attachment Theory and Psychoanalysis. <i>Psychoanalytic Psychology</i>, 21, 276-299.</p> <p>Fonagy, P. (1991). Thinking About Thinking: Some Clinical and Theoretical Considerations in the Treatment of a Borderline Patient. <i>International Journal of Psychoanalysis</i>, 72, 639.</p> <p>Fonagy, P., Gergely, G., Jurist, E. L., & Target, M. (2002). Affect regulation, Mentalization, and the development of the self. Chapter 6, <i>The Roots of BPD in Disorganized Attachment</i>. (Pp. 343-371). New York: Other Press.</p> <p>Fonagy, P. & Luyten, P. (2009). A developmental, mentalization-based approach to understanding and treatment of borderline personality disorder. <i>Development and Psychopathology</i>, 21, 1355-1381. Doi:10.1017/so954579409990198</p> <p>Recommended:</p> <p>Peter Fonagy: "Attachment, the Development of the Self, and its Pathology in Personality Disorders." (http://www.psychomedia.it/pm/modther/probpsiter/fonagy-2.htm)</p>	
Week 9	MBT: Treatment and Research	<p><i>Mentalization Based Treatment For Borderline Personality Disorder: A Practical Guide:</i></p> <p>Chapter 7: Therapist Stance;</p> <p>Chapter 8: Principles of Intervention;</p> <p>Chapter 9: The Mentalizing Focus and Basic Interventions.</p> <p>Bateman, A. & Fonagy, P. (1999). Effectiveness of partial hospitalization in the treatment of borderline personality disorder: a randomized controlled trial. <i>Am J. of Psychiatry</i>, 1563-1569.</p> <p>Bateman, A.W., Ryle, A., Fonagy, P. & Kerr, I.B. (2007). Psychotherapy for Borderline Personality Disorder: Mentalization Based Therapy and Cognitive Analytic Therapy Compared. <i>International Review of Psychiatry</i>, 19(1): 51-62.</p> <p>Bateman, A. & Fonagy, P. (2009). 8-year Follow-Up of Patients Treated for Borderline</p>	

		<p>Personality: Mentalization-Based Treatment Versus Treatment as Usual. <i>Am. J. Psychiatry</i>, 166(12): 1355-1364.</p> <p>Gerber, A.J. Kocsis, J.H., Milrod, B.L., Roose, S.P., Barber, J.P. Thase, M.E., Perins, P., Leon, A.C. (September 15, 2010). A Quality Based Review of Randomized Controlled Trials of Psychodynamic Psychotherapy. (DOI:10.1176/appi.ajp.2010.08060843).</p>	
Week 10	Dialectical Behavior Therapy (DBT): Theory and Technique	<p><i>Cognitive Behavioral Treatment of Borderline Personality Disorder</i></p> <p>Symphora Tapes: Master Clinicians at Work: Marcia Linehan</p> <p>Chapter 1 : Borderline Personality Disorder : Concepts, Controversies and Definitions;</p> <p>Chapter 2 : Dialectical and Biosocial Underpinnings of Treatment ;</p> <p>Chapter 3 : Behavioral Patterns : Dialectical Dilemmas in the Treatment of Borderline Patients.</p> <p>Linehan, M. M., Armstrong, H. E., Suarez, A., Allmon, D., & Heard, H. L. (1991). Cognitive-behavioral treatment of chronically parasuicidal borderline patients. <i>Archives of General Psychiatry</i>, 48, 1060-1064. *</p> <p>Linehan, M.M., Comtois, K.A., Murry, A.M., Brown, M.Z., Gallop, R.J., Heard, H.L., Korslund, K.E., Tutek, D.A., Reynolds, S.K., Lindenboim, N.: (2006). Two year randomized controlled trial and follow-up of dialectical behavior therapy vs. therapy by experts for suicidal behavior and borderline personality disorder. <i>Arch. Gen. Psychiatry</i>, 63:757-766.</p> <p>Linehan, M.M., Heard, H.L., Armstrong, H.E. (1993). Naturalistic follow-up of a behavioral treatment for chronically parasuicidal borderline patients. <i>Arch. Gen. Psychiatry</i>, 50:971-974.</p> <p>McMain, S.F., Links, F.S., Gnam, W.H., Guimond, T., Cardish, R.J., Lorne Korman, L., & Streiner, D.L. (2009). A Randomized trial of dialectical behavior therapy versus general psychiatric management for borderline personality Disorder. <i>Am J Psychiatry</i>.</p>	

		(DOI:10:1176/appi.ajp.2009.09010039).	
		Kliem, S., Christoph, K. & Kosfelder, J. (2010). Dialectical Behavior Therapy for Borderline Personality Disorder: a meta-analysis using mixed-effects modeling. <i>Journal of Consulting and Clinical Psychology</i> © 2010 American Psychological Association. 78(6): 936–951.	
		Kliem, S., Christoph, K. & Kosfelder, J. (2010). Dialectical Behavior Therapy for Borderline Personality Disorder: a meta-analysis using mixed-effects modeling. <i>Journal of Consulting and Clinical Psychology</i> © 2010 American Psychological Association. 78(6): 936–951.	
<i>Cognitive Behavioral Treatment Of Borderline Personality Disorder.</i>			
Week 11	Dialectical Behavior Therapy (DBT): Theory and Technique	Chapters 4: Overview Of Treatment: Targets, Strategies and Assumptions in a Nutshell;	
		Chapter 5: Behavioral Targets in Treatment: Behaviors to Increase or Decrease;	
		Chapter 6: Structuring Treatment Around Target Behaviors: Who Treats What And When;	
		Chapter 7: Dialectical Treatment Strategies;	
		Chapter 8: Core Strategies: Part I	
		Chapter 8: Core Strategies: Part I	
Week 12	Psychodynamic Therapy for Depression	Busch, F. N., Rudden, M., Shapiro, T. (2004). <i>Psychodynamic treatment of depression</i> . Washington D.C.: American Psychiatric Publishing.	
Week 13	Psychodynamic Therapy for Panic Disorder	<i>Manual of Panic-Focused Psychodynamic Psychotherapy</i>	
		Part I: Theoretical Background	
			Guest Speaker: Libby Graf
Week 14	Psychodynamic Therapy for Panic Disorder	<i>Manual of Panic-Focused Psychodynamic Psychotherapy</i>	
		Part II: Treatment	
		Part III: Extended range	

	Psychodynamic Therapy for Panic Disorder	<p>Milrod, B., Leon, A.C., Busch, F., Rudden, M., Schwalberg, M., Clarkin, J., Aronson, A., Singer, M., Turchin, W., Klass, T., Graf, E., Teres, J.J., Shear, K. (2007). A randomized controlled clinical trial of psychoanalytic psychotherapy for panic disorder. <i>American Journal of Psychiatry</i>. 164 (2), 265-272.</p> <p>Milrod, B., Leon, A., Barber, J., Markowitz, M.D., and Graf, M.A. (2007). Do Co-Morbid personality disorders moderate panic focused psychotherapy? An exploratory examination of the American Association Practice Guideline. <i>Journal of Clinical Psychiatry</i>, 68, 885-891.</p> <p>Graf, E., Milrod, B. & Aronson, A. (2010). Panic Focused Psychodynamic Psychotherapy: A Manualized, Psychoanalytic Approach to Panic Disorder. In <i>Off the Couch: Contemporary Psychoanalytic Applications</i>, In A. Lemma and M. Patrick (Eds). (pp. 160-174). New York: Routledge.</p>