Course Objectives

1. To address the therapist’s differential use of self within the context of the immediate (i.e., here and now) clinical interaction.
2. To explore, drawing from psychoanalytic conceptions of technique, varieties of response available to the therapist and the implications of these response modes for either deepening or deadening the therapeutic process.
3. To enhance the therapist’s flexibility, reflectivity, and effective use of self within the clinical encounter.

Required Texts


Course Requirements

All readings are required. Students must come to class prepared to reflect upon and integrate the readings into the classroom discussion.

One essay (10-12 pages) will be assigned, due the last class day. In the essay, please discuss your clinical style, your characteristic way of using yourself in your work. Drawing from the Bollas paper, “Figures and their functions,” and the Carveth paper, “Is there a future in disillusion?” are you more inclined towards a maternal (holding) or paternal (interpretive), a constructionist or deconstructionist response approach? Why is this? Provide an argument for why you lean in the direction you do. Further, what does your clinical style suggest about the assumptions you make about psychopathology (what is wrong) and the curative process (how to help). Next, please critique your clinical style. Are there certain ways of responding and relating to your clients that you veer away from? Why? Using a clinical example, think about how your style may limit, impede, or deaden the process in some way. Where do you think you need to grow? In what ways is your therapeutic “repertoire” limited? What do you think might help you become freer and more complex in your work?

Essays will be evaluated on quality of writing, complexity and independence of thought, and ability to express ideas authentically and honestly. Plagiarism of any kind will not be tolerated, and ideas belonging to others (including the internet) must be cited using APA guidelines. Overall class grades will be based on the following: Quality of class participation: 25%, Essay: 75%.

The course is taught in a lecture/discussion format. Therefore, class attendance is required. For students who miss more than one class session (excepting a personal emergency), the overall course grade will be lowered one grade for each missed session. Students who miss more than two class sessions will automatically fail the course (in cases of personal emergency, the student will be asked to withdraw from the course and retake it the following year).

Except in cases of extreme personal emergency (requiring permission from the instructor before the last class day), there will be no ‘Incompletes’ given for the class. Assignments turned in late will not be accepted.
COURSE OUTLINE

Class I: Varieties of Clinical Response


Class 2: Empathy, Regression, and the Therapeutic Environment


Class 3: Interpretation -- General Principles

Hammer, E.F. (1968). The role of interpretation in therapy. (pp. 5-12); Interpretations: Where and when? (pp. 22-26); Interpretive technique: A primer. (pp. 31-42); Interpretation: Science or art? (pp. 372-374). In E.F.


**Class 4: Interpretation of Transference**


**Class 5: Working with Narcissism I**


**Class 6: Working with Narcissism II: Projective Identification**


Class 7: Uses of Countertransference I


Class 8: Uses of Countertransference II
