CL613: CASE CONFERENCE III

Fall 2011
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Course Description:

Goal: This semester we will concentrate on the dynamic interchange between patient and therapist (transference and counter transference), the patient’s conflicts, and resistance in its various forms.

1. Students will read all assigned readings and present verbal and written summaries (2-3 pages) of these readings for classroom discussion.
2. Process recordings (that reflect the topics discussed) will be presented by the student who has signed up for the presentation.
3. Each student will sign up for two presentations.
4. Final papers are due by the 7th class. These papers will discuss some aspect of resistance that were discussed during this semester and process vinyettes will be used to exemplify the concepts discussed. These papers should be at least 5 pages but, not over 10.

Grades for the course will be Pass/Fail. Evaluations of the students will be based on:

1. Presentation of two separate case process recordings (see # 2 above). Focus is on how the student experiences the patient and how that leads to a potential transference interpretation. Interpretations will be “here and now” addressing resistances. Students will start the presentation with a diagnostic assessment, why the patient came for treatment, relevant history, patient’s core conflicts, and what resistances they believe their patient is exhibiting and how they attempted to address this resistance.

2. Online discussions will start with each student taking responsibility for all of the readings and making a summary statement of the reading (5 -10 minute) and following with listing questions (2-3) they would like the group to discuss. These questions should help prepare the group for the student’s presentations and should not reflect questions the student does not understand or is not prepared to discuss.

3. The case material and article summaries and questions are required by Tuesday prior to our Saturday meeting. The process recording will be “he said, she said accounts” of the session. Two sessions should be presented documenting the patients form of resistance and how that was addressed by the student either successfully or with problems. A page of history, presenting problem, and diagnostic understanding of the patient and explanation of why will precede the process recordings. The
diagnostic statement will follow the practicum’s format for diagnostic assessment.

4. Students will be required to write a final paper reflecting some aspect of the readings and how that relates to a patient by providing process to document the statement. These papers should be no less than 5 pages and not more than 8.

**Goals** for this course include:

1. To enhance the capacity to follow and comprehend clinical process including manifest and implied meaning
2. To enhance the capacity to understand both conscious and unconscious communication of patient and therapist as they affect the clinical interaction
3. To improve the ability to identify and understand issues of the middle phase of treatment.
4. To understand how transference and counter transference are used to understand the therapeutic interaction
5. To understand and resolve typical impasses and resistances that occur in the middle phase of treatment.
6. To improve the ability to present clinical material orally in a clear and open, and understandable manner.

**Required books:**

2. Stark, Martha, 2000, Modes of therapeutic action

**Class #1 (September 10th 10:45-12:45)**

**ARTICLE TO BE READ:**

2. Stark, Martha. (2000), (chapters 1 & 2) The therapeutic action, Insight versus experience, in *Modes of Therapeutic Action*

Students will summarize these readings prior to the first class, and email their summaries, along with a case assessment that has been written for the practicum to all students in the class and the professor by Tuesday prior to the first class.

Students should come prepared to discuss what is a psychodynamic assessment. All students will bring a diagnostic assessment that has been written for the practicum. These are to be emailed by Tuesday prior to the first class.

We will discuss each case by answering:

1. What is the patient’s core issue?
2. How do they protect themselves from knowing or dealing with it?
3. What types of transferences would we expect knowing their history?
4. What is your reaction to this patient? How do you feel when you sit with them?
5. What is important to understand about engaging this patient?
6. What resistances have you noticed? To you, which is observable by their difficulty in being open and vulnerable. To affective expression, which in noticed by which affect is more easily expressed and what emotion do you see very little of (for example; some patients can express anger but, not sadness). What resistance is noticed about their difficulty knowing about important people (i.e. disrupting their object world).

Class #2 September 24th 10:45-12:45

CHAPTERS TO BE READ:

1. Stark, Martha, Modes of Therapeutic Action, chapters 3 -7, Three Modes of Therapeutic Action (3), Corrective Provision (4), Empathy versus Authenticity (5), Empathy versus Intersubjectivity (6), Authentic Engagement (7),

2. Stark, Martha, Working with Resistance, preface, chapter 1, and chapter 2. The Concept of Conflict (1), Clinical Interventions

Students will email their summaries and questions related to these chapters for discussion in class. The student (s) who have signed up to present should bring cases where conflict is evident in their patients process and would like help with constructing an interpretation on their conflictual resistance. These process recordings will be emailed along with a diagnostic summary, history, and reason patient presented for therapy, and the answers to questions 1 – 6 (from the first class.)

Class #3 October 15th 10:45-12:45

ARTICLES TO BE READ:


Students will read these two articles and summarize and construct at least 3 questions for discussion related to these articles. They are to be emailed by the Tuesday before Saturdays class.

Students who sign up to present should present cases where there is obvious transference and countertransference reactions going on and want help with developing an interpretation related to the transference by using your countertransference.

Class #4 October 29th 10:45-12:45

ARTICLES TO BE READ:


Students will read these two articles and summarize and construct at least 3
questions for discussion related to these articles. They are to be emailed by the Tuesday before Saturday’s class.

Students who sign up to present should present cases where they are trying to understand their reaction to their patient (countertransference) and want to discuss how to use this reaction in working with their patients. Process should be emailed by the Tuesday prior to class on Saturday.

Class #5 November 12th 10:45-12:45

ARTICLES TO BE READ:


Students will read these two articles and summarize and construct at least 3 questions for class discussion of these articles. This is to be emailed by the Tuesday prior to class on Saturday

Students who sign up to present should present their child cases where they have been working at helping their patients understand more about what is going on within themselves, taking them from acting out to articulating their feelings.

Class #6 December 3rd. 10:45-12:45

CHAPTERS TO BE READ:

2. In Modes of Therapeutic Action: Chapter 8, The Therapist as Old Bad Object, Chapter 16, The Therapist as New Good Object, Chapter 17, New Good Object Versus Old Bad Object.

Students will read these chapters and summarize including at least 3 questions for class room discussion. These summaries and questions will be emailed to all by Tuesday prior to the class on Saturday.

Students who sign up to present should focus on patients whom are exhibiting a negative transference. Remember there is no shame in negative transferences. If you do not work through the resistances to their emergence you will not have a completed treatment.

Class #7 December 17th 10:45-12:45

CHAPTERS TO READ:

1. In Modes of Therapeutic Action - Chapter 9, The Therapist as Authentic Subject, Chapter 11, Mutual Recognition, Chapter 12 Focus on the Here-and-Now, Chapter 13, The Repertoire of the Contemporary Therapist.

Students will read these chapters and summarize and write three questions to email by Tuesday prior to the class on Saturday.
Students that sign up to present should focus on the interchange between therapist and patient.

Final papers are due by the 7th class. They should be emailed to the professor.

**Class #8 January 7th 10:45-12:45**

**CHAPTERS TO READ:**

1. IN Modes of Therapeutic Action – Chapter 14, The Therapist’s Stance, Chapter 15, A Pure Definition of Empathy, Chapter 18, Experience as Co-Created.

Students will read these chapters and summarize and write three questions to email by Tuesday prior to Class on Saturday.

Students who sign up should present process that addresses issues of empathy and or how therapist and patient attempt to look at their co-created reality.

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