

**Institute for Clinical
Social Work
CL 601/CL 602
Case Conference 1 & 2**

Course Description:

The purpose of this two-semester seminar is to deepen students' familiarity with the process of clinical conceptualization from a psychodynamic point of view. Using core concepts of transference, countertransference, therapeutic alliance, therapeutic contract, enactment, development, and motivation, among others, we will spend our year together examining the therapist's attitude, activity, and impact on the treatment. We will look at the therapeutic encounter as it informs the psychodynamic conceptualization of the "case" and the diagnostic evaluation of the client. In the first semester, clinical material and readings will provide a basis for studying the way a case is conceptualized from a psychodynamic perspective. In the second semester, the focus will turn to constructing a psychodynamic case formulation, which includes the study of diagnoses as it applies to and informs clinical work.

Program Learning Outcomes for Clinical Sequence:

- Master a practice framework derived from a psychoanalytic model of the mind and learn to apply the resulting clinical theories and techniques to address the client's needs as assessed by a diagnostic phase based on an accurate understanding of the client's development, psychodynamics, current life situation and motivation.
- Develop the capacity to maintain an attitude of inquiry in the clinical situation about one's self, one's client, and the psychodynamic formulations that inform one's work.
- Promote the ability to use a psychoanalytic model of the mind and its related clinical techniques to engage the client in a meaningful clinical process, the results of which may include symptom relief and structural change.
- Develop knowledge of the ways in which all dimensions of diversity are present in our culture, and demonstrate the capacity to translate this understanding to the clinical situation.
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Course Objectives:

The main objective of this course is to enhance the student's understanding of the relationship between the client and therapist. Learn how the relational experience informs diagnosis and prognosis, how diagnosis guides treatment, and how diagnosis relates to developmental processes. Furthermore, to increase one's capacity to present clinical material to the class and explore the material in a constructive way.

Students will, throughout the course, have an opportunity to explore and discuss the

clinical attitude necessary for a thorough psychodynamic assessment and eventual treatment. Additionally, develop self-awareness as a primary tool for assessment, use core concepts of psychodynamic practice, and develop a capacity to listen and respond thoughtfully and clinically to the 'embedded themes' or 'patterns' within a clinical presentation.

Classroom and Grading Policies

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs

Students with special needs or difficulties in learning and completing course assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades(not pluses or minuses) within two weeks after classes end.

Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance: Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class may see that reflected in their grade. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to

principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and /or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as ‘self-plagiarism.’ It is prohibited at ICSW to reuse your own written work. It is

allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

Requirements and Evaluation

This class is pass/fail. Attendance and participation are critical to the class process and will be expected. Students are asked to notify the instructor of any absences. A student who misses more than two classes per semester and does not talk with the instructor will be at risk of receiving a failing grade.

Case presentations will be at the heart of the class discussions, thus everyone will be responsible to present cases. Assigned readings will be determined as the class unfolds.

Written Assignment:

Each student will be required to submit a reflection paper for each class. Choose a theme, topic or concept from one of the required readings and succinctly present your thoughts. You can either challenge or support what you have read. Page limit---1 page. Each reflection paper is due 2-3 days prior to class.

Attendance

Satisfactory (Pass)	Unsatisfactory (Fail)
Attend all classes with no more than 2 unexcused absences that have been preapproved by the instructor.	Fail to attend all classes with no more than 2 unexcused absences that have been preapproved by the instructor. *

Participation

Satisfactory (Pass)	Unsatisfactory (Fail)
Demonstrate verbal evidence of reading assigned materials. Demonstrate the ability to raise questions about the material. Demonstrate capacity to relate clinical experience to concepts presented in assigned readings.	Fail to demonstrate verbal evidence of reading assigned materials. Fail to demonstrate the ability to raise questions about the material. Fail to demonstrate capacity to relate clinical experience to concepts presented in assigned readings.

Case Presentations

Satisfactory (Pass)	Unsatisfactory (Fail)
Provide evidence of understanding the relationship between the client and therapist. Demonstrate understanding of how the relational experience informs diagnosis and prognosis; how diagnosis guides treatment; and how diagnosis relates to developmental processes. Present clinical material to the class in a concise, constructive manner. Demonstrate the understanding of the clinical attitude necessary for a thorough psychodynamic assessment and eventual treatment. Demonstrate self-awareness as a primary tool for assessment, use core concepts of psychodynamic practice, and demonstrate the capacity to listen and respond thoughtfully and clinically to the ‘embedded themes’ or ‘patterns’ within a clinical presentation.	Fail to provide evidence of understanding the relationship between the client and therapist. Fail to demonstrate understanding of how the relational experience informs diagnosis and prognosis; how diagnosis guides treatment; and how diagnosis relates to developmental processes. Fail to present clinical material to the class in a concise constructive manner. Fail to demonstrate the understanding of the clinical attitude necessary for a thorough psychodynamic assessment and eventual treatment. Fail to demonstrate self-awareness as a primary tool for assessment, using core concepts of psychodynamic practice, and fail to demonstrate the capacity to listen and respond thoughtfully and clinically to the ‘embedded themes’ or ‘patterns’ within a clinical presentation.

Reflection Papers

Satisfactory (Pass)	Unsatisfactory (Fail)
Demonstrate a capacity to identify a thought, concept or directive from the required class readings and candidly critique why you selected it. Within the reflection paper conceptualize your response through your own personal experience. Your reflection can either agree or disagree with the authors’ concepts. Most importantly though, it must demonstrate why you agree or disagree using your personal life journey or professional experiences. Meets criteria of submitting a reflection paper for each class.	Fail to demonstrate a capacity to identify a thought, concept or directive from the required class readings. As well as fail to candidly critique the selected concept or thought using your own personal experience. Failure to take a position and convey why you selected that particular concept or thought. Fails to submit a reflection paper for each class.

***2 out of 3 passes equals a passing grade, with the exception of Attendance. Not passing Attendance criteria will result in failure of the course.**

Required Books:

Casement, Patrick J. (1991), *Learning from the Patient*. New York: The Guilford Press.

Maroda, Karen (2012), *Psychodynamic Techniques, Working with Emotion in the Therapeutic Relationship*. New York: The Guilford Press

McWilliams, Nancy (2004), *Psychoanalytic Psychotherapy: A practitioner’s Guide*. New York: The Guilford Press.

Mc Williams, Nancy (1999) *Psychoanalytic Case Formulation*. New York: The Guilford

Press.

Readings for each class:

Class 1:

Casement (Learning from the Patient)
Preface, Foreword, Introduction and Chapter 1: Preliminary Thoughts on Learning
from the Patient

Maroda (Psychodynamic Techniques)
Chapter 3: Redefining Regression: Facilitating Therapeutic Vulnerability

Case Presentation: _____

Class 2:

Casement (Learning from the Patient)
Chapter 2: The Internal Supervisor

McWilliams (Psychoanalytic Case Formulation)
Chapter 9: Assessing Self-Esteem

Case Presentation: _____

Class 3:

Casement (Learning from the Patient)
Chapter 3: Internal Supervision: A Lapse and Recovery

Maroda (Psychodynamic Techniques)
Chapter 5: Self-Disclosure and Advice

Case Presentation: _____

Case Presentation: _____

Class 4:

Casement (Learning from the Patient)
Chapter 4: Forms of Interactive Communication

McWilliams (Psychoanalytic Psychotherapy A Practitioner's Guide)
Chapter 9: Donna

Case Presentations: _____

Class 5:

Casement (Learning from the Patient)
Chapter 5: Listening from an Interactional Viewpoint: A Clinical Presentation

McWilliams (Psychoanalytic Psychotherapy A Practitioner's Guide)
Chapter 10: Ancillary Lessons of Psychoanalytic Therapy

Case Presentation: _____

Class 6:

Casement (Learning from the Patient)
Part Two-The Analytic Space and Process : Introduction and
Chapter 11: Beyond Dogma

Maroda (Psychodynamic Techniques)
Chapter 4: Evaluating Interventions : Tracking the Client's Response

Case Presentation: _____

Class 7:

Casement (Learning from the Patient)
Chapter 20: The Analytic Space and Process
Chapter 14: Countertransference and Interpretation
Appendix 1: Knowing and Not-Knowing: Winnicott and Bion

Case Presentation: _____

Case Presentation: _____