

CL 521: Clinical Process and Technique I The Therapeutic Situation

Course Description

Clinical Process and Technique courses explore psychotherapeutic process and technique. In this initial semester, the idea of the therapeutic will be explored in relation to historical developments, socio-cultural context, and its expression in psychodynamically informed psychotherapy. Institutional as well as individual psychotherapeutic approaches will be examined in an effort to reveal common therapeutic ideas. We will also emphasize the therapeutic experience and therapeutic action and activity in relation to the therapist's use of self.

Goals:

1. To develop an understanding of what constitutes the psychotherapeutic in psychodynamic theory and treatment;
2. To place contemporary understandings of the therapeutic in historical and socio-cultural perspectives;
3. To begin to organize and articulate a psychoanalytically informed perspective on the person and the therapeutic idea;
4. To begin to conceptualize the nature of the therapeutic stance;
5. To begin to conceptualize and articulate the elements of effective technique.

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 courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Gender Pronouns and Name on Roster

During the first meeting as the class introduces themselves, students may choose to share their name and gender pronoun. If a student would only like to introduce themselves by name, without pronouns, that is also completely fine. If a student does not wish to be called by the name listed on the roster, they are asked to please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

Student Evaluation and Grades

Grades will be based on 1/3 for reflection papers (3 reflections), 1/3 for final paper assignment, and 1/3 for attendance and participation in class discussions.

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 Standards

Grades are assigned according to the following standards: A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)
C - Marginal Work (2.0 value)

F – Failure (0.0 value)

P - Pass* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of Instructor

INC - Incomplete (0.0 value)

**only assigned in Case Conference, Electives, and Practicum Courses*

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 session 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.

Course Requirements

1. Reflection papers and participation

The course is organized around reading, reflecting, writing and discussing. We will focus on therapeutic engagement, frame, facilitating free expression for the patient, transference, and countertransference. Assigned readings are designed to provide an opportunity for in-depth reflection and discussion. Students are expected to write three short (2 to 3 page double-spaced) reflection papers. Due dates can be found in Course Outline in this document.

Students are also expected to be prepared to discuss the readings in class.

2. Final assignment

The final assignment should be an 8 – 10 page paper on what the student has learned over the semester regarding psychodynamic therapeutic stance and technique. Students need not reference all readings but are required to reference readings most relevant to their learning and vision.

Use the class readings, list of other readings if relevant, and class discussions to convey your evolving understanding of psychodynamic therapeutic elements.

How do you conceptualize the term therapeutic? What elements, (e.g. therapeutic stance or attitude, frame, free talking, transference, countertransference, self-awareness) that make up the uniqueness of psychoanalytic therapeutic process and technique, do you work to and hope to highlight in your ideal therapeutic practice and self? What helps you approach these ideals? What gets in your way, e.g. anxieties, fantasies?

Final assignments are due on the last day of class.

REQUIRED READINGS

Class 1: Introduction to the course: Reading, reflecting and writing on the psychotherapeutic idea.

Frank, J. D., and Frank, J. B. (1993). A conceptual framework for psychotherapy. In *Persuasion and healing: A comparative study of psychotherapy*. (pp.21-51). Baltimore, Md.: Johns Hopkins University Press.

Coltart, N. (1993). Survival with enjoyment. In *How to survive as a psychotherapist*. (pp. 3-12). Northvale, NJ: Jason Aronson.

Class 2: Social and historical observations on the therapeutic idea

Reflection paper due

Frank, J. D., and Frank, J. B. (1993). Religiomagical healing. In *Persuasion and healing: A comparative study of psychotherapy*. (pp.87-112). Baltimore, Md.: Johns Hopkins University Press.

Symington, N. (2006). The question: an intellectual solution **and** The meaning of emotion. In *A healing conversation: how healing happens*. (pp. 1-43). NY: Karnac.

Class 3: A contemporary therapeutic idea: The therapeutic philosophy

Bettelheim, B. (1974). From pilgrimage to psychoanalytic setting. In *A Home for the Heart*. (pp.201-213). New York: Knopf.

Summers, F. (2013). The subject of psychoanalysis. In *The Psychoanalytic Vision: The Experiencing Subject, Transcendence, and the Therapeutic Process*. (pp. 3-19). New York: Routledge.

Class 4: Realizations of the therapeutic idea in different settings: Notions of clinical space

Reflection paper due

Bettelheim, B. (1950). The in-between times. In *Love is Not Enough*. (pp.115-132). New York: The Free Press.

Fernando, A.D. (2008). Examples from the Road: mindlessness in-home. *Journal of Infant, Child, and Adolescent Psychotherapy*, 7: 88-99. (PEP Archive)

Quartesan, R. (2003). The role of psychodynamic understanding in the treatment of the medication-refusing schizophrenic patient: a clinical report. *Journal of American Academy of Psychoanalysis and Dynamic Psychiatry*. 31: 675-686. (PEP Archive)

Class 5: Contemporary psychoanalytic ideas: Individual psychotherapy

Greenberg, J. R., and Mitchell, S. A. (1983). Object relations and psychoanalytic models. In *Object Relations in Psychoanalytic Theory*. (pp. 9-20). Cambridge, MA: Harvard.

Joseph, B. (1985). Transference: the total situation. *International Journal of Psychoanalysis*, 66: 447-454. (PEP Archive)

Class 6: Therapeutic stance

Reflection paper due

Bollas, C. (2009). Free association. In *The Evocative Object World*. (pp. 5-45). New York: Routledge.

Will, O. A. Jr. (1973). The psychotherapeutic encounter: Relatedness and schizophrenia. In E. G. Wittenberg (Ed.), *Interpersonal explorations in psychoanalysis*. (pp. 235-257). New York: Basic Books.

Class 7: Elements of a psychoanalytically informed approach to Psychotherapy: Challenges of working psychodynamically

Wachtel, P. L. (1993). Exploration, not interrogation. In *Therapeutic communication*. (pp. 87-109). New York: Guilford Press.

Maroda, K. (2010). Evaluating interventions: tracking the client's response. In *Psychodynamic techniques*. (pp. 82-106). New York: Guilford Press.

McWilliams, N. (2004). The psychoanalytic sensibility. In *Psychoanalytic psychotherapy*. (pp. 27-45). New York: Guilford Press.

Final assignment due