

CL 701 and CL 702: CASE CONFERENCE III and IV

Course Description:

Goal: To expand clinical skills and to foster the development of psychodynamic thinking. Emphasis is on the therapists' self-awareness as the primary tool for conducting a psychodynamic assessment and engaging in psychotherapy. Using core concepts of transference, countertransference, projective identification, and various other defenses, we will attempt to understand the dynamics of the patient and therapist as they work together. These theoretical concepts will aid in our theoretical formulations and treatment process.

Sequence Program Learning Objectives:

1. 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.
2. 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.
3. 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.
4. 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.

Course Learning Objectives

1. Achievement of an enhanced capacity to follow and comprehend clinical process with respect both to manifest and implied meaning.
2. Achievement of an enhanced capacity to understand both conscious and unconscious communication of client and clinical social worker.
3. Improvement in the ability to identify and understand issues of the **middle phase** of treatment.
4. Improvement of the ability to understand resolve typical impasses occurring in the middle phase of treatment.
5. To be able to identify the various transferences appearing throughout a case
6. Identification of your own countertransferences as they appear in the case
7. Achievement of an enhanced sensitivity to issues of transference and countertransference as they may be used to understand the therapeutic interaction.
8. Improvement of the ability to present clinical material orally, in a clear, open, and understandable manner.

Classroom and Grading Policies

Respect for Diversity and Inclusion

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. Students are also encouraged to contact the Disability Services Coordinator (Dean of Students or Director of the Master's Program). The Disability Services Coordinator will retain and document all requests made by students for accommodation.

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 students would only like to introduce themselves by name, without pronouns, that is also completely fine. If students do 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

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

This is a pass/fail course. There are four different segments and each of the four segments segment must have a pass grade in order to pass the class. Criteria for passing and failing is outlined below.

- a.-- Class participation

- b.-- Case presentation
- c.-- Reflection papers
- d-- Two questions per theory paper

a. Class 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.

b. Case Presentation

Satisfactory (Pass)	Unsatisfactory (Fail)
Process recordings from 2 successive sessions of a current case in the middle phase of therapy. Demonstrate the ability to present a brief description of the client, the presenting problem and its history, a brief description of relevant psychosexual developmental history, and the reasons for choosing the case. Demonstrate the ability to follow the case write up guidelines from the student manual. Process recording shall be a detailed recalled (from memory) transcript of the dialogue (2 ½-3 pages in length). Use line numbers. The case must be emailed to the instructor and all class members by Saturday 8:00 a.m. EDT prior to Tuesday class. This will allow time for review and processing. Read all process notes. All parts of the case write up must be in the case. The final case study will include additional learning from the class presentation given in class. The paper must be written using academic writing style – i.e. Grammar, sentence structure, and organization must be of Ph.D. quality.	Fail to demonstrate the capacity to write a case study that includes all parts as described by the guidelines for the case write up in the student manual. Fail to submit two transcripts with the initial case write up. Fail to submit a draft case write up. Fail to submit a final paper that includes the class input. Fail to submit papers on time.

Note: Your grade is weighed evenly—the first case write up is a draft. You will use instructor and class comments to rewrite for the final paper. Your final paper grade also includes the case presentation you prepare for the class. The final case study will include additional learning from the class presentation given in class. I want to see that you were able to learn from your presentation.

Instructions for Writing a Case:

Using the Case Study Outline from the ICSW Student Manual, students will choose a current case in the middle phase and write a case report. The final case study will include additional learning from the class presentation. It will include a case formulation.

Put header or footer on each page of the case. The header/footer shall include page number, your name, and initials of client.

The material in the case must be confidential. Disguise all material.

Encrypt all case material when sending the case via email.

Disguise the confidential material.

When you email me attachments please label attachments with date of class, class # and your first initial, last name. E.G. 9.10.16Class#1J.Doe

This is not a supervision class. Your case presentation is an opportunity for us to learn.

c. Reflection Papers

Satisfactory (Pass)	Unsatisfactory (Fail)
Demonstrate ability to write a 1-2 page double spaced reaction paper after each class focusing on transference and countertransference, highlighting the feelings that were felt during the class discussions. Additionally, students are encouraged to incorporate thoughts about the class sessions readings as they relate to the case material. Reflection papers are due on Saturday at 8:00 a.m. EDT before the Tuesday class.	Miss more than 2 reflection papers during a semester. Fail to submit on time papers that are 1 page, double spaced in length. Fail to focus on transference and countertransference in the content of the papers.

d. 2 Questions for each Theory Presentation presented by Instructor

Satisfactory (Pass)	Unsatisfactory (Fail)
Demonstrate the ability to write 2 questions for each theory presentation by Instructor. Demonstrate the content was thoughtfully considered. Submit questions by Saturday at 8:00 a.m. EDT prior to Tuesday class.	Miss more than 2 question submissions. Fail to submit questions on time. Fail to demonstrate thoughtfulness in the content of the questions.

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.

Distance Classroom Etiquette: Netiquette

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All students are expected to:

1. Show respect for the instructor and for other students in the class by being prepared to begin class discussion without distraction.
2. Show respect for your classmates by protecting the privacy and confidentiality of the “virtual” classroom space.
3. Adhere to the same standards of behavior online that you would follow in an onsite classroom.
4. Eliminate distractions from other computer screens.
5. Make certain your image is in full view of instructor and classmates.
6. Do not use all caps since this is the equivalent of yelling in the online environment.

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

In addition, students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Sherwood Faigen, Semester: Spring 2012)

REQUIRED READINGS/COURSE OUTLINE

All required readings are available online via the PEP Archive except where indicated by SCAN

2 books will be used as references.

The first is available along with the syllabus, where you find other scans
Cabaniss, D., Cherry, S., Douglas, C., Graver, R. , Schwartz, A.R. (2013).
Psychodynamic formulation. Wiley-Blackwell: New Jersey.
(this books will be used as aid in writing the dynamic formulation)

McWilliams, N. (1999) *Psychoanalytic Case Formulation*. Guildford Press:New York
(you have this one from last year)

Fall semester

Class #1 Introduction. (Due to be read in preparation for first class)

Assignment: A one or two paragraph written summary of Ellman and Freud to be sent to me on Wednesday prior to our first class.

Bernstein, S.B. (1992). Guidelines: Comments on treatment report writing and the written description of analytic process. *J. Clin. Psychoanal.* 1:469-478. (Pep Web)

Cabaniss, D. et al., *Psychodynamic formulation*. Part 1-4.
<http://www.iuc.hr/IucAdmin/Server/downloads/CabanissPsychodynamicPsychother.pdf> (Also

available as SCAN)

Ellman, S.J. (1977). Freud's technique papers: *A contemporary perspective*. (pp 2-33). Northvale, NJ: Jason Aronson. (SCAN)

Freud, S. (1912b). The dynamics of transference. In J. Strachey (Ed and Trans), *The standard edition of the complete psychological works of Sigmund Freud*, (Vol. XII, pp.97-108). London:Hogarth Press. (Pep Web)

Class #2 () Student Case Presentation and

Klein, M (1975). The origins of transference. In *The writings of Melanie Klein, Vol. 3, Envy and gratitude and other works* (pp 48-56). London: Hogarth Press. (Pep Web)

Levy, S. (1990). *Principles of interpretation* (pp. 93-122). Northvale, NJ: Jason Aronson. (SCAN)

Class #3 () Student Case Presentation and

Joseph, B. (1985). Transference: The total situation. *International Journal of Psychoanalysis*, 66, 447-454. (Pep Web)

Scharff, J. (1992). The development of the concept of projective identification. In *Projective and introjective identification and the use of the therapist's self*, (pp.17-48). Northvale, NJ: Jason Aronson. (Pep Web)

Class #4 (Nov. 8, 2016)) Student Case Presentation and

Etchegoyen, H. (1991) The dynamics of transference. In *The fundamentals of Psychoanalytic Technique*, (pp.86-95) London: Karnac Books (SCAN)

Hopkins, L. (1998). D.W. Winnicott's analysis of Masud Khan. *Contemporary Psychoanalysis*, 34:5-48. (Pep Web)

Class #5 (Nov. 29, 2016) 2 Student Case Presentations and Heimann,

P. (1956). Dynamics of transference interpretations. *Int. J. Psycho-Anal*, 37: 303-310. (Pep Web)

Jacobs, T. (1999). Countertransference past and present: a review of the concept. *International Journal of Psychoanalysis*, 80: 575-594. (Pep Web)

Class # 6 () Student Case Presentation and [SEPISEP]

Winnicott D.W. (1956). On transference. *Int. J. Psycho-Anal.* 37:386-388. (Pep Web)

Ogden, T. (1992). Comments on transference and countertransference in the initial analytic meeting. *Psychoanalytic Inquiry.* 12: 225-247. (Pep Web)

Class #7 2 Student Case Presentations and

Bolognini, S. (1994). Transference: Erotised, Erotic, Loving, Affection. *International Journal of Psychoanalysis.* 75:73-86.

Racker, H. (1957). The meanings and uses of countertransference. *The Psychoanalytic Quarterly.* 26:303-357. (Pep Web)

Scharff, D. (1992). The contextual and focused transference and countertransference. In *Refinding the object and reclaiming the self* (pp. 29-65). Northvale, NJ: Jason Aronson. (SCAN)

Spring semester

Class # 1 (second semester) Theory Discussion and Student Case Presentations

Winnicott, D. W. (1947). Hate in the counter transference. *Int. J. Psycho-Analy.* 30:69-74. (Pep Web).

Racker, H. (1957). The meanings and uses of countertransference. *The Psychoanalytic Quarterly.* 26:303-357. (Pep Web)

Class # 2 Theory Discussion and Student Case Presentations

Baranger, M., Baranger, W. (2008). The analytic situation as a dynamic field. *International Journal of Psychoanalysis,* 89:795-826. (pep)

Class # 3 Theory Discussion and Student Case Presentations

Shields, J. (1996). Hostage of the fee: Meanings of money, countertransference, and the beginning therapist. *Psychoanalytic Review.* 10: 233-250. (pep)

Levy, S. (1990). *Principles of Interpretation* (pp. 123-140). Northvale, NJ: Jason Aronson. (SCAN)

Class #4 (On Site) Theory Discussion and Two Student Case Presentations

Fonagy, P. (1999). Memory and Therapeutic Action. *Int. J. Psycho-Ana.,* 80:215-223. (Pep Web)

Renick, O. (1995). The ideal of the anonymous analyst and the problem of self-disclosure. *Psychoanalytic Quarterly.* 64:466-495. (Pep)

Class #5 Theory Discussion and Student Case Presentations

Bollas, C. (1983). Expressive uses of the countertransference – Notes to the patient from oneself. *Contemporary Psychoanalysis*. 19:1-33. (Pep)

Class #6 Theory Discussion and Student Case Presentations

Ogden, T. (1991). Analyzing the matrix of transference. *International Journal of Psychoanalysis*. 72: 593-605. (Pep)

Sandler, J. (1978). Countertransference and role-responsiveness. *The International Review of Psycho-Analysis*. 3:43-47 (Pep)

Class #7 Theory Discussion and Student Case Presentations

Papers Due

Final Class Session

Hoffman, I. (1983). The Patient as interpreter of the analyst's experience. *Contemporary Psychoanalysis*. 19:389-422. (Pep)

Steiner, J. (1994). Patient –centered and analyst-centered interpretations: Some implications of containment and countertransference. *Psychoanalytic Inquiry*. 14:406-422 (Pep)