

CL 711: Clinical Process and Technique II: Therapeutic Attitude

Course Description:

This course focuses on the therapist's motivations, assumptions, personal characteristics, and attitudes as these inform both the clinical dialogue and the quality of the therapeutic relationship. Using clinical theory in combination with personal and therapeutic experience, the course explores the fundamentals of clinical listening and understanding, as well as what is personally required by the psychotherapist for facilitating an optimal therapeutic process.

Requirements: Students must have active, ongoing psychotherapy cases.

Course Objectives:

1. To address the psychotherapist's motivations, assumptions, personal characteristics, and attitudes as these inform both the clinical dialogue and the quality of the therapeutic relationship.
2. To explore, using clinical theory in combination with personal and therapeutic experience, the fundamentals of clinical listening and understanding, as well as what is personally required by the psychotherapist for facilitating an optimal therapeutic process.
3. To deepen the student's reflectivity and self-awareness within the therapeutic interaction.

Required Texts: Five texts are required for the class:

1. Bollas, Christopher, and Sundelson, David. (1996). The New Informants: The Betrayal of Confidentiality in Psychoanalysis and Psychotherapy. NJ: Jason Aronson.
2. Casement, Patrick (1985). Learning from the Patient. Guilford Press.
3. Bollas, Christopher (1987). The Shadow of the Object. New York: Columbia University Press.
4. Reik, Theodore. (1948). Listening with the Third Ear. The Noonday Press.
5. Symington, Neville (1996). The Making of a Psychotherapist. International Universities Press.

All other readings are uploaded on Blackboard and/or available on the PEP Archive.

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

Two essays are required. The first, due at an assigned day during the semester, should briefly sketch out your "therapeutic vision" (as described in class). This essay should be no longer than two pages in length, and should address the following: What does "therapeutic" mean to you? What is your core assumption about why people suffer and need help? What do you believe psychotherapy provides to a person? How is a person

different after a therapy than they were before, in your ideal vision? Using action terms, what do you DO in your work that promotes this? Please write this simply and without jargon. You are expected to present your vision in class at an assigned point during the semester.

The second essay (12-15 pages) is due one week following the last day of class. In the first part of this paper, students should consider one of the therapeutic attitudes discussed in class (freedom, curiosity, reverie, empathy, courage, skepticism, faith etc.) from a strictly personal perspective. In other words, what is the value you attach to the idea in human experience and interaction? What does it mean to you personally? In the second section, students are asked to explore their difficulties maintaining this attitude in the clinical situation. What impediments/anxieties interfere with your ability to be free, curious, imaginative, courageous, empathic, etc., in your work with patients? Please include a case vignette that demonstrates a clinical impasse that you believe was attributable to a retreat (on your part) from holding this attitude. What do you wish you would have done or said (or not done/said), and why do you think you refrained from doing so at the time? Please do not spend more than a paragraph or two presenting the vignette (it should not be a case report, but a snippet of process).

Written work 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 I: 25%; Essay II: 50%.

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 level 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.

Institute for Clinical Social Work

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.

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

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)

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.

Missing more than two class sessions will result in either a withdrawal from the class or a failing grade.

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 Outline

Class 1: What is Psychoanalytic Psychotherapy?

Casement, Patrick (1985). Learning from the Patient. Guilford Press.

Symington, Neville (1996). "Introduction" (pp. xiii-xvii), "The traditions and practices of psychotherapy" (pp. 3-10), "The psychotherapist's education" (pp. 11-22), and "The analyst's inner task" (pp. 23-34). In The Making of a

Psychotherapist. International Universities Press.

Class 2: The Therapist in the Clinical Process

Maroda, Karen. (1999). "On seduction, intellectualization, and the bad mother." In Seduction, Surrender, and Transformation, (pp. 11-47). The Analytic Press, Inc.

Maroda, Karen. (1999). "Reflections on the analyst's legitimate power and the existence of reality." In Seduction, Surrender, and Transformation, (pp. 161-180). The Analytic Press, Inc.

Reik, Theodore. (1948). "Part I: I am a stranger here myself." In Listening with the Third Ear, (pp. 3-104). The Noonday Press.

Symington, Neville (1996). "Self-esteem in analyst and patient. In The Making of a Psychotherapist, (pp. 61-73). International Universities Press.

Class 3: Being an Object: Understanding the Patient's Experience of the Therapist

Freud, S. (1912). [SEL97a1] "The Dynamics of Transference." The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913). PEP

Phillips, Adam (1993). "Playing mothers: Between pedagogy and transference." In On Kissing, Tickling, and Being Bored: Psychoanalytic Essays on the Unexamined Life, (pp. 101-108). Harvard University Press.

Symington, Neville (1996). "Transference." In The Making of a Psychotherapist, (pp. 74-95). International Universities Press.

Class 4: Being a Subject: Freedom, Courage, and Authenticity

Bollas, Christopher. (1999). "The necessary destructions of psychoanalysis." In The Mystery of Things (pp. 27-34). Routledge.

Reik, Theodore. (1948). "The shock of thought" and "The courage not to understand." In Listening with the Third Ear (pp. 491-512). The Noonday Press.

Symington, Neville (1983). "The analyst's act of freedom as an agent of therapeutic change." International Review of Psycho-Analysis, 10, pp. 283-291. PEP

Symington, Neville (1996). "Mental pain and moral courage". In The Making of a Psychotherapist (pp. 50-60). International Universities Press.

Class 5: How the Therapist Listens: Curiosity, Faith, and Reverie

Bion, W.R. (1967). "Notes on memory and desire". Psychoanalytic Forum, v. 2, pp. 271-280. **PEP**

Bollas, Christopher. (1999). "The mystery of things." In The Mystery of Things (pp. 181-193). Routledge.

Ogden, Thomas. (1997). "Reverie and interpretation." In Reverie and Interpretation: Sensing Something Human, (pp. 157-197). Jason Aronson Inc.

May, Rollo (1981). "The significance of the pause." In Freedom and Destiny (pp. 163-184). New York: Delta Books.

Symington, Neville (1996). "Imagination and curiosity of mind." In The Making of a Psychotherapist (pp. 35-49). International Universities Press.

Class 6: What the Therapist Listens To: Forms of Communication, Receptivity, and Clinical Data

Bollas, Christopher. (1987). "Self analysis and the countertransference." In The Shadow of the Object: Psychoanalysis of the Unthought Known (pp. 236-255). New York: Columbia University Press.

Bollas, Christopher. (1995). "Communications of the unconscious," and "A separate sense." In Cracking Up: The Work of Unconscious Experience, (pp. 8-47). Hill and Wang.

McDougall, Joyce. (1978). "Primitive communication and the use of countertransference." Contemporary Psychoanalysis, 14/2. **PEP**

Class 7: Beginning the Treatment

Bollas, Christopher, and Sundelson, David. (1996). The New Informants: The Betrayal of Confidentiality in Psychoanalysis and Psychotherapy. NJ: Jason Aronson.

Ogden, T.H. (1992). "Comments on transference and countertransference in the initial analytic meeting." Psychoanal. Inq., 12:225-247. **PEP**