

## CL 811: Clinical Process and Technique III: The Therapist's Subjectivity

**Course Description:** This course will focus specifically on the personal subjectivity of the therapist. The course will explore the psychotherapist's internal world and life experience through self analysis as these inform clinical process and the therapist's participation, while deepening the student's reflectivity and self-awareness within the therapeutic interaction.

### Course Objectives:

1. To address the therapist's understanding and uses of her own subjectivity within the context of the immediate (i.e., here and now) clinical interaction.
2. To explore the therapist's subjectivity as it informs clinical response, therapeutic stance, and professional identity.
3. To enhance the therapist's flexibility, reflectivity, and self awareness within the clinical encounter.

**Required Texts:** One text is required for the class:

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst. London: Routledge.

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.

Since we are looking at the place of our own subjectivity within our clinical work, and our own participation as subjects, we will focus on the therapist's side of the clinical process in this class. We will rotate responsibility for the presentation of a self analysis organized around the question, "How did I become a psychotherapist?" You should prepare to discuss how you understand your development into a clinician—your style, your interest in particular theories, as well as personal experiences and formative events that have shaped you (as you feel comfortable sharing) and to share a clinical moment from your own practice that you feel reflects the intersection of personal and professional.

The primary written objective and assignment for this class is to develop an auto-ethnography, or personal narrative autobiography, in relation to a dimension of one's clinical work. The autoethnography, due by the final class day, should contain the following:

1. A description of a clinical issue you are hoping to understand (examples: avoidance of sexual material; pronounced interest in sexual material; difficulty articulating

- your thoughts; anxiety that you will lose your patient; difficulty sitting with silence, or your clinical style in a more general way)
2. An analysis of this issue in relation to your own personal life experience (childhood, family, loss, crises, pain, love, work).
  3. Aspects of your internal life (phantasies, anxieties, aspirations, dreads, temperments, memories) as these uniquely inform the issue you are analyzing.
  4. A case vignette that integrates your self-analysis

Basically you are invited to create a story of your clinical work that is personal and unique to you. You may use the readings as a narrative guide. You may also launch your autoethnography from the essay you wrote in CPT II: The Therapeutic Attitude.

Your case presentation(s) will be evaluated on depth, honesty, willingness to grapple with yourself, and openness to the feedback of others.

Your autoethnography will be evaluated on depth, 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%, Case Presentations: 25%; Final essay: 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 grade 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.

## **ICSW 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.

## **Gender Pronouns and Name on Roster**

During our first class as we introduce ourselves, you may choose to share your name and gender pronoun. If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, 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.

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## **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.

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## **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. 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.

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## **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: The Therapist as a Person Case Presentation I**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapters 1 and 2. London: Routledge.

### **Class 2: Case Presentation II**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapter 3. London: Routledge.

Ehrenberg, D.B. (2004). How I Became a Psychoanalyst. *Psychoanal. Inq.*, 24(4):490-516 **PEP**

Kuchuck, S. (2008). In the Shadow of the Towers. *Psychoanal. Rev.*, 95(3):417-436 **PEP**

### **Class 3: Case Presentation III**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapters 4 and 5. London: Routledge.

Hirsch, I. (2014). “Emerging from the oppositional and the negative.” In Kuchuk, S., Ed., Clinical Implications of the Psychoanalyst’s Life Experience: When the Personal Becomes Professional. New York: Routledge.

**BLACKBAUD**

#### **Class 4: Case Presentation IV**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapters 6 and 7. London: Routledge.

Kuchuck, S. (2009). Do Ask, Do Tell?. *Psychoanal. Rev.*, 96(6):1007-1024 **PEP Class 5: Case**

#### **Presentation V**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapter 8. London: Routledge.

Dimen, M. (2011). Lapsus Linguae, or a Slip of the Tongue?. *Contemp. Psychoanal.*, 47(1):35-79 **PEP**

#### **Class 6: Case Presentation VI**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapter 9. London: Routledge.

Hoffman, I.Z. (2000). At Death's Door. *Psychoanal. Dial.*, 10(6):823-846 **PEP**

Hoffman, IZ (2013). Afterward for At Death's Door. Personal communication. **BLACKBAUD**

#### **Class 7: Case Presentations VII and VIII**

Casement, P. (2006). Learning from Life: Becoming a Psychoanalyst, Chapters 10, 11, and 12. London: Routledge.

Burka, J.B. (1996). "The therapist's body in reality and fantasy." In Gerson, B., Ed., The Therapist as a Person: Life Crises, Life Choices, Life Experiences, and Their Effects on Treatment. Hillsdale NJ and London: The Analytic Press. **BLACKBAUD**