

American University of Beirut
Department of Psychology
PSYC 366 Psychodynamic Clinical Methods
A Relational Approach to Psychotherapy

Professor:

Tima El-Jamil, Ph.D.

Jesup Hall 101

Email: FA25@aub.edu.lb

Office hours: Tuesdays 12:30-2:00pm, Thursdays 11:30-12:30pm, or by appointment

Place and Time:

Classroom: Jesup Hall 107

Time: Wednesday 10:30-1:00pm

Required Reading list (to be purchased at the bookstore):

Readings include articles and select chapters from the following books:

- 1) Barsness, R. (2018). *Core Competencies in Relational Psychoanalysis*. Routledge, London.
- 2) Bromberg, P. (2011). *The Shadow of the Tsunami*. Routledge, New York.
- 3) Casement, P. (2014). *On Learning from the Patient*. Routledge, London.
- 4) Gabbard, G. (2010). *Long-term psychodynamic psychotherapy (2nd ed.)* American Psychiatric Publishing, VA
- 5) Levy, R, Ablon, JS & Kachele, H. (eds) (2012). *Psychodynamic Psychotherapy Research: Evidence Based Practice*. Springer, New York.
- 6) McWilliams, N. (1999). *Psychoanalytic Case Formulation*. Guilford Publications, New York.
- 7) Mitchell, S. & Black, M. (1995). *Freud and Beyond*. Basic Books, New York.
- 8) Quatman, T. (2015). *Essential Psychodynamic Psychotherapy*. Routledge, London.
- 9) Shore, A. (2012). *The Science of the Art of Psychotherapy*. Norton, New York.
- 10) Watchel, P. (2011) *Therapeutic Communication*, Guildford Press, New York.

Course objectives:

This course is designed to give students a thorough understanding of psychodynamic theory and the application of psychodynamic clinical methods. The terms psychodynamic and contemporary psychoanalytic psychotherapy will be used interchangeably throughout the course. The main course components and objectives include (1) an examination of the evidence and outcome of successful psychodynamic therapies (2) an introduction to the relational theories that guide psychodynamic work (3) the development and writing of a beginning case formulation (4) a thorough understanding of the importance of the analytic attitude and therapeutic alliance, and how it is both achieved and maintained, and (5) a thorough understanding of the role of the relationship, transference, and countertransference in eliciting change in the patient.

By the end of the course, students will be grounded in the introduction of psychodynamic theory and treatment methods, will be able to conceptualize a clinical case by applying theory to case material, and will understand the goals, challenges, and mechanisms of change within the various phases of psychodynamic work.

More specifically, students will begin to:

- use an initial psychodynamic assessment to inform treatment goals and clinical choices.
- use the verbal strategies that facilitate psychodynamic exploration.
- use the therapist-patient relationship as a vehicle for change.
- use skills to manage commonly occurring clinical challenges including the experience of difficult emotions, angry enactments, silence, and cultural differences

Upon successful completion of this course, students will be able:

- to demonstrate knowledge of psychodynamic theory and treatment methods (PLO5b,2a)
- to demonstrate an attitude of critical thinking concerning clinical case formulations, treatment planning and therapy progress (PLO2a,b,c)
- to understand the role of social and cultural factors when assessing, diagnosing and treating patients. (PLO2b)
- to gain a solid knowledge base in the ethical standards of clinical practice. (PLO4b,c)
- to effectively and fluently communicate psychological knowledge and critical thinking skills through writing assignments and oral discussions. (PLO6a,b)

Format: This course will include some lecture but will largely involve class discussion around readings, case material, video material, and role-plays.

Readings:

Students are expected to read the day's assignment before coming to class. The success of the course will largely depend on the preparedness, critical thinking and engagement of each member of the class.

Class attendance and policy: Students are required to attend all class meetings on time and for the entire time. According to FAS guidelines, if a student accumulates more than 1/5 absence of the total class sessions before the last day of withdrawal, he/she will be asked to drop the course. Please note that arriving late to class is considered a disruption to the students and class process, so please do not do it. If any class is missed, the student is required to write a three-page reflection paper on the material covered for that week.

I understand that extraordinary and unforeseen circumstances may arise, such as accidents, sudden illnesses, family emergencies, etc., which may cause a student to miss an exam. I must be notified of such situations and those circumstances must be confirmed by formal documentation. Once such documentation is produced, the necessary arrangements will be made.

Academic Integrity:

The "Student Code of Conduct" in the AUB Student Handbook applies to this course and will be **strictly enforced**. All of your work must be your own. Writing that is copied from published sources (unless quoted and attributed), even if slightly modified, will be considered plagiarism and grounds for a failing grade on any assignment, paper or exam.

Special Accommodations

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to an impairment (chronic or temporary mental health or medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth

accommodations process, you may the Accessible Education
Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, Rm. 314.

Exams and Grading:

There will be two case formulation writing assignments required for this class and two in-class essay exams. The midterm essay exam will test your command of the theory and your ability to apply theory to case material. The final essay exam will more closely assess your understanding of the psychodynamic process and the clinical approach and methods needed for successful outcome. Additionally, you will be graded on your participation, in particular on the basis of the *quality* of your participation. Quality is defined by thoughtful and critical comments that relate readings to group discussion. The final course grade will be based on the scheme outlined below.

Midterm Essay Exam:	30%
Final Essay Exam:	30%
Two case formulations:	30%
Participation:	10%

Schedule:

Week 1 - Sept. 2 Introduction to contemporary psychodynamic psychotherapy: why psychodynamic psychotherapy and what's the evidence?

Readings:

- 1) Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65, 98-109.
- 2) Driessen, E., Van, H. L., Don, F. J., Peen, J., Kool, S., Westra, D., Hendriksen, M., Schoevers, R. A., Cuijpers, P., Twisk, J. W. R., & Dekker, J. J. M. (2013). The efficacy of cognitive-behavioral therapy and psychodynamic therapy in the outpatient treatment of major depression: a randomized clinical trial. *American Journal of Psychiatry*, 170, 1041–1050.
- 3) Driessen et al (2015). The efficacy of short-term psychodynamic psychotherapy for depression: A meta-analysis update. *Clinical Psychology Review*, 42, 1-15.
- 4) Safran, JD & Shaker, A (2012) Chp. 1: Research on short and long-term psychoanalytic treatment: The current state of the art. In *Psychodynamic Psychotherapy Research*.

Week 2 – Sept. 11 Overview of the relational tradition and object relations theory

Readings:

- 1) McWilliams (1994) Chp 2: Psychoanalytic Character Diagnosis. In *Psychoanalytic Diagnosis*.
- 2) Mitchell, S. A. & Black, M. J. (1995). Chp. 5: The British Object Relations School. In *Freud and Beyond*.
- 3) Shedler, J. (2010) – That was then this is now: An introduction to contemporary psychodynamic therapy.

- 4) Dwairy, M. (1997) Repressed needs of the Arab client. *Cultural Diversity and Mental Health*, 3 (1), 1-12.

Week 3 – Sept. 18 The interface of psychodynamic principles and neuroscience

Readings:

- 1) Schore, A. (2012): Chp 1-3 Modern Attachment Theory and the Developing Right Brain. In *The Science of the Art of Psychotherapy*.

Week 4 – Sept 25 The Analytic Stance

Readings:

- 1) Chp 2: Retreats from Object Contact: The anxieties of a beginning psychotherapist.
- 2) Purcell, Stephen. (2014) Becoming Related: The Education of a Psychoanalyst. *Psychoanalytic Quarterly*, 83: 783-802.
- 3) Tublin, S. (2018) Chp: 4 The therapeutic Intent. In *Core Competences*
- 4) McWilliams, N. (2018) Chp: 5 The therapeutic stance. In *Core Competencies*

Week 5 – October 2 Understanding Defenses, Transference and Counter-transference

Readings:

- 1) Quatman, T. (2015) Chps. 10-12. In *Essential Psychodynamic Psychotherapy*.

Week 6 – October 9 The Relational Dynamic of the Here and Now

Readings:

- 1) McWilliams, N. (1999) Chp. 8 Assessing relational patterns. In *Psychoanalytic Case Formulation*.
- 2) Casement, P. (2014) Chp. 4 Forms of interactive communication. In *On Learning from the Patient*.
- 3) Lewis, A. (2018) Chp. 7 The relational dynamic: The there then and here and now. In *Core Competencies*.

Week 7 – October 16 Midterm Essay Exam

Week 8 – October 23 Interviewing and Preparing the Patient

Readings:

- 1) McWilliams, N. (1999). Chp. 2 Orientation to interviewing. In *Psychoanalytic Case Formulation*.
- 2) McWilliams, N. (2018). Chp. 4 Preparing the client. In *Psychoanalytic Psychotherapy*.
- 3) Gabbard, G. (2010). Chp. 5 Goals and therapeutic action, In *Long-term psychodynamic psychotherapy*.

Week 9 - October 30 Deep listening and Affective Attunement

Readings:

- 1) Pizer, S. (2018). Chp 6 Deep listening and affective attunement. In *Core competencies*.
- 2) Quatman, T. (2015). Chp. 2 The art of listening deeply in the room. In *Essential Psychodynamic Therapy*.
- 3) Wachtel, P. (2011). Chp. 8 Exploration not interrogation. In *Therapeutic Communication*.
- 4) Wachtel, P. (2011). Chp. 11 Therapist self-disclosure: prospects and pitfalls. In *Therapeutic Communication*.

Week 10 – November 6 The Clinical Process: Affect Regulation

Readings:

- 1) Bromberg, P (2011). Chp 1 Shrinking the tsunami. In *The Shadow of the Tsunami*.
- 2) Casement, P. (2014). Chp 6 Key dynamics of containment. In *On Learning from the Patient*.

Week 11 – Nov 13 The Clinical Process: Repetition and Working Through

Readings:

- 1) Knoblauch, S. Chp 8 Patterning and Linking, In *Core Competencies*.
- 2) Maroda, K. Chp 9 Repetition and working through, In *Core Competencies*.

Week 12 – November 20 The Clinical Process: Enactment, Dissociation and Mentalization

Readings:

- 1) Bromberg, P. Chps 2-3 Uncertainty. In *Shadow of the Tsunami*.

Week 13 – November 27 Culture and Psychoanalysis

Readings:

- 1) Marshall, K. (2018) Chp 14 Sex, gender and desire. In *Core Competences*.
- 2) Pratyusha T. (2018) Chp 15 Considering culture from a psychoanalytic perspective. In *Core Competencies*.

Final Essay Exam TBA