

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF SOCIAL WORK
EXEMPLAR SYLLABUS**

Course Title: Psychotherapy with Adults
Course Number: SOWK 616

Course Prerequisite(s): 500 level courses (except 506) must be completed prior to enrollment; Completion of First Level internship or concurrent enrollment with SWFI 531.

Semester/Year:

Class Time: TBA by Section

Class Location: TBA by Section

Instructor: TBA by Section

Office Location: TBA by Section Instructor

Office Hours: TBA by Section Instructor

Phone: TBA by Section Instructor

Email: TBA by Section Instructor

COURSE DESCRIPTION

This practice course focuses on the content and processes of psychotherapy and the strategic use of therapeutic communications with adults. The focus will include psychotherapy informed by psychodynamic and cognitive behavioral frameworks.

The structure and process of the treatment relationship and ongoing communications is presented. The progressive phases of treatment and the related types of communication are emphasized. Phases of the process include engagement, assessment of client problems and resources for change, and the development of the goals and interventions. Therapeutic communications are explored, including issues of support, interpretation, role of empathic connection, disclosure and the importance of listening. Issues of race, culture and ethnicity are presented as central in the development of the treatment relationship and ongoing therapy. The basis and importance of practice evaluation for ongoing psychotherapy are presented. A liberal arts perspective is achieved through the application of theory and practice of psychotherapy to current films and literature.

Adult psychotherapy is considered within the content of community agencies and the structures as well as policies, which govern these. The place and process of clinical administrative supervision within this context is explored.

Students in both the clinical and leadership concentrations find relevance in the knowledge, values and skills developed by this course. This class provides the opportunity for continued development of practice skills as well as the capacity to develop an alliance among adults is essential for attainment of leadership roles.

RELATIONSHIP TO OTHER COURSES

This course is a clinical course at the Advanced level. It is a required course for the Mental Health specialization track.

LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES¹

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.

Advanced PB: Demonstrate advanced professional use of self with client(s).

Assignments: Journals; In Treatment Assignment; Final Practice Statement

2.1.2 Define and apply social work ethical principles to guide professional practice.

Advanced PB: Articulate their process of ethical decision-making in their work with client systems, distinguishing between personal and professional ethics, values, and behaviors.

Assignments: Journals; In Treatment Assignment; Final Practice Statement

2.1.3 Apply critical thinking to inform and communicate professional judgments.

Advanced PB: Demonstrate critical thinking by communicating their professional judgment using oral and written communication as appropriate to the practice setting.

Assignment: In Treatment Assignment

2.1.4 Engage diversity and difference in practice.

Advanced PB: Engage client systems in diverse settings to challenge oppression, discrimination, and privilege at the societal, institutional, and personal level.

Assignment: In Treatment Assignment

2.1.7 Apply knowledge of human behavior and the social environment.

Advanced PB: Select diverse theories of human behavior and the social environment to guide clinical practice.

Assignment: In Treatment Assignment

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10a Engagement

Advanced PB: Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that can both strengthen and potentially threaten a therapeutic alliance.

¹ The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may *add* additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.

2.1.10b Assessment

Advanced PB: Select and modify social work interventions based on ongoing assessment with their clients.

2.1.10c Intervention

Advanced PB: Demonstrate the use of specific and appropriate techniques for a range of presenting problems they have identified in their psychosocial assessment of the client.

2.1.10d Evaluation

Advanced PB: Evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.

Assignments: Journals; In Treatment Assignment; Final Practice Statement

CRITERIA FOR GRADING

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

Letter Grade	Description	Grades and Values
A	Overall performance is Exceptional	A 4.00 96-100% A- 3.67 92-95%
B	Overall performance is Good	B+ 3.33 88-91% B 3.0 84-87% B- 2.67 80-83%
C	Overall performance is Acceptable . Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.	C+ 2.33 76-79% C 2.0 72-75% C- 1.67 68-71%
D	Overall performance is Poor - student must retake course.	D+ 1.33 64-67% D 1.0 60-63%
F	Overall performance is Unsatisfactory - student fails course. See Student Handbook.	F 0 Below 60%
I	At the discretion of the section Instructor a temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.	

READING ASSIGNMENTS

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

Required Texts

All required articles and many recommended articles for this course are available on the Loyola web page, *Libraries*, under *Full text online*. There are no e-reserves for this course. The link to information on accessing the E reserves is in the student handbook and on the student link on the school of social work home page. The primary texts as well as other relevant supplementary

books are on reserve for this course in Lewis Library.

McWilliams, N. (2004). *Psychoanalytic Psychotherapy: A Practitioner's Guide*. New York: Guilford.

Wachtel, P. (2011) *Therapeutic Communications: Knowing What to Say and When*. New York: Guilford.

DESCRIPTION OF ASSIGNMENTS

All assignments must be submitted prior to/or on the date indicated on the course syllabus. All assignments have mandatory due dates. Students may request a one week extension under extenuating circumstances. After one week if the assignment is not received, zero points will be assigned. Assignments submitted after those dates may receive an appropriate reduction in grade.

Assignments are weighted as follows:

1	Journal Assignment	Due: TBA	3 @ 10% each	30%
2	In Treatment Assignment	Due: TBA		30%
3	Final Practice Statement	Due: Final Class		30%
4	Participation			10%

Assignment One: Journal Assignment

Reflections on the beginning, middle and ending of treatment will be required. These will be accomplished through the completion of journals. On each of three (or more) days, students will be given 15 minutes prior to the end of class to journal about particular aspects of class. These may involve reflection of a reading, personal response to a therapeutic process or phase of treatment, or response to a particular question. Additional details for this assignment will be described in class.

DUE: TBA

Percent of Grade: 3 each at 10% each for 30% of total

Assignment Two: In Treatment Assignment

In Treatment/Therapeutic processes

Articulate a controversy in psychotherapy, related to a topic discussed class, and exemplified by an *In Treatment* client/therapist case – These controversies may include ethical dilemmas, value discrepancies between client/therapist, you as the observer and the therapeutic pair, transference or countertransference reactions, empathic ruptures, etc. Be prepared to discuss the controversy in class, raising 2 questions for discussion regarding how to respond to the particular controversial issue. Prepare a short written summary of the client, the controversy, including your interpretation of the controversy (both sides of a dilemma) and clinical responses that reflect your knowledge of the therapeutic processes discussed in class.

DUE: Specific dates to be announced after group formation Weeks 9, 10 and 11 (two groups each week).

Percent of Grade: 30%

Assignment Three: Final Practice Statement

The final paper for the class will be the development of a practice statement. The purpose of this assignment is to allow you to reflect on your current philosophy, expectations for future practice of psychotherapy with adults, and what you learned (about yourself) in this class. It is an opportunity to reflect on what you knew (or thought you knew) at the beginning of class and to evaluate your progress in attaining knowledge and skill in psychotherapy. To facilitate the formulation and articulation of your personal statement, please discuss the categories listed below. **References are required. Please note that the areas that require references are in bold type.** It will require 8-10 pages to complete this assignment.

Personal philosophy:

- State your beliefs and attitudes about the nature and causes of challenges faced by adults. (e.g. Self-imposed, familial, environmental, etc.)
- State your beliefs about the capacity for people/circumstances to change vs. manage their difficulties.
- Discuss the value of psychotherapy - when it works and when it does not. What does the literature say?
- Discuss the use of psychopharmacological interventions. What does the literature say?

Therapeutic process:

- Briefly explain briefly the theoretical orientation(s) that seem useful to you for working with adults.
 - What does the theory say about the goal of psychotherapy?
 - What does the theory assume about the process necessary to achieve that goal?
 - What has to happen in the course of therapy? What is the outcome?
- Select one concept of therapeutic process discussed in class (consistent with your theoretical perspective) that you think is essential for change and discuss its importance to your work. Is there a concept not discussed in class that influences your current thinking and practice of psychotherapy?
- Integrate your stated theoretical orientation with the person-in-environment perspective (social work perspective).

Termination:

- What are your own reflections about termination of the treatment process?
- Should endings be planned for?
- What feelings are concerns do terminations in general arouse in you?
- How might your feelings impact the process of termination with clients?

Future professional development:

- At this point in your professional career, describe your assessment of your personal and

professional strengths.

- State the level of knowledge and skill you feel competent and confident about in your work with adults.
- Describe the knowledge and skill areas you would target for continued personal and professional growth.

What did you learn in this class that might be meaningful?

- About the practice of psychotherapy
- About your self

Please cite readings from class and those you discover in your research for this paper in APA style. You must cite the article in the body of the paper in order to include it in the reference list.

DUE: Final Class

Percent of Grade: 30%

Assignment Five: Attendance and Active Participation

Attendance in class and active participation in discussion of cases and readings are the primary expectations in this course. If you are unable to attend a class session, please let me know. In class exercises are included in this portion of the grade. These small group exercises will include responses to case material presented by the instructor as well as creation of role plays (to be explained in class).

DUE: Throughout the semester

Percent of Grade: 10%

COURSE OUTLINE

Lesson 1	Date of class _____ by section
Topics	<p>Psychotherapy and Clinical Social Work</p> <ul style="list-style-type: none"> • Definition of psychotherapy • Models of the mind and theoretical frameworks • Characteristics of a psychotherapist • Personal orientations and beliefs • Developing the therapeutic environment • Brief vs. Long-Term therapy
Required Readings:	<p>McWilliams, N. (2004). <i>Psychoanalytic Psychotherapy: A Practitioner’s Guide</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 1: What defines a psychoanalytic psychotherapy? • Chapter 2: Psychoanalytic sensibility • Chapter 3: The Therapists preparation <p>Segal, E. (2013). Beyond the pale of psychoanalysis: Relational theory and general social work practice. <i>Clinical Social Work Journal</i>. 41:376–386</p> <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 1: Rethinking the Talking Cure: The Therapist Speaks Too, pp. 3-22.
Recommended Readings:	<p>Barnett. M. (2007). What brings you here: An exploration of the unconscious motivations of those who choose to train and work as psychotherapists and counselors. <i>Psychodynamic Practice</i>, 13(3): 257-274</p> <p>Lord, S A., & Iudice, J. (2011). Social workers in private practice: a descriptive study of what. <i>Clinical Social Work Journal</i>, 39: 18-27.</p> <p>Strean, H. (1996). Applying psychoanalytic principles to social work practice: An historical review. In J. Edwards & J. Sanville (Eds.), <i>Fostering healing and growth: A psychoanalytic social work approach</i> (pp. 1-22). New York: Aronson.</p> <p>Trop, J., Burke, M. & Trop, G. (2012). Psychoanalytic theory and psychotherapy: A dynamic systems view of change. <i>Clinical Social Work</i>. 41, 34-42.</p>

Lesson 2	Date of class _____ by section
Topics	<p>The Relationship: Engagement of the Client</p> <ul style="list-style-type: none"> • The therapeutic alliance • An advanced perspective of empathy • Preparation of the client • Issues of transparency and educating the client
Required Readings:	<p>McWilliams, N. (2004). <i>Psychoanalytic Psychotherapy: A Practitioner's Guide</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 4: Preparing the client • Chapter 8: Molly <ul style="list-style-type: none"> ○ Questions to consider in understanding and treatment of Molly will be posted on Sakai. <p>Fitzpatrick, M., Janzen, J., Chamodraka,, M., Gamberg,, S., & Blake, E. (2009). Client relationship incidents in early therapy: Doorways to collaborative engagement. <i>Psychotherapy Research</i>, 19(6), 654-665.</p> <p>Goldberg, A. (2011). The enduring presence of Heinz Kohut: Empathy and its vicissitudes. <i>JAPA</i>, 59 (2), 288-310.</p> <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 6: Cyclical Psychodynamics III: Insight, the therapeutic Relationship, and the World Outside.
Recommended Readings:	<p>Basch, M.F. (1992). <i>Practicing psychotherapy: A Casebook</i>. New York: Basic Books.</p> <ul style="list-style-type: none"> • Chapter 1: The developmental model, 1-16. • Chapter 2: The hierarchy of self-object experiences, 17-28 <p>Coady, N., & Wolgen, C. (1996). Good therapists' view of how they are helpful. <i>Clinical Social Work Journal</i>, 24, 311-322. New York: Guilford.</p> <p>Feller, C. P., & Cottone, R. (2003). The Importance of Empathy in the Therapeutic Alliance. <i>Journal of Humanistic Counseling, Education & Development</i>, 42(1), 53-61.</p> <p>McQuaide, S., & Ehomeich, J. (1997). Assessing client strengths. <i>Families in Society</i>, 78-201.</p> <p>Tyminski, R. F. (2006). The week the couch arrived. <i>Journal of Analytical Psychology</i>, 51(5), 643-659.</p>
Other:	In-Class Exercise: Empathy and self-awareness

Lesson 3	Date of class _____ by section
Topics	Assessment <ul style="list-style-type: none"> • Case Formulation: Problem-Person-Goals-Resources • Setting the Frame and Establishing Boundaries
Required Readings:	<p>McWilliams, N. (2004). <i>Psychoanalytic Psychotherapy: A Practitioner’s Guide</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 5: Boundaries 1: The Frame <p>McWilliams, N. (1999). <i>Case Formulation</i>. New York: Guilford</p> <ul style="list-style-type: none"> • Assessment of what can’t be changed. <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 9: Building on the Patient’s Strengths, pp. 167-191. <p>Read “Ruth”</p> <ul style="list-style-type: none"> • Questions on formulation of the case of Ruth will be posted on Sakai. • Example of psychodynamic formulation on Sakai
Recommended Readings:	<p>Babits, M, (2001). Using therapeutic metaphor to provide a holding environment. <i>Clinical Social Work Journal</i>, 29 (1), 21-33.</p> <p>Casement, P. (1991). <i>Learning from the patient</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 1, Preliminary thoughts on learning from the patient. <p>Edwards, J., & Bess, J. (1996). Developing effectiveness in the therapeutic use of self. <i>Clinical Social Work Journal</i>, 26 (1), 89-106.</p> <p>Goldstein, E. (2001). <i>Object relations and self psychology in social work</i>. New York: Free Press.</p> <ul style="list-style-type: none"> • Chapter 7: The beginning phase, 155-185. <p>Totton, N. (2009). Power in the therapy room. <i>Therapy Today</i>, 20(7), 16-19.</p>

Lesson 4	Date of class _____ by section
Topics	The Therapeutic Process <ul style="list-style-type: none"> • Conducting the psychotherapy session • Common processes in psychotherapy • Expanding the power of relationship
Required Readings:	<p>McWilliams, N. (2004). <i>Psychoanalytic Psychotherapy: A Practitioner’s Guide</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 6: Basic Therapy Processes

	<p>Levitt, Heidi M. and Williams, Daniel C. (2010) Facilitating client change: Principles based upon the experience of eminent psychotherapists. <i>Psychotherapy Research</i>, 20: 3, 337 - 352.</p> <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 7: Accusatory and Facilitative Comments: Criticism and Permission in the Therapeutic Dialogue, 123-142. • Chapter 10: Affirmation and Change, pp. 192-215
Recommended Readings:	<p>Jordan, J. V. (2000). The Role of Mutual Empathy in Relational/Cultural Therapy. <i>Journal of Clinical Psychology</i>, 56(8), 1005-1016.</p> <p>Gibbons, S., Murphy, D., & Joseph, S. (2011). Countertransference and positive growth in social workers. <i>Journal of Social Work Practice</i>, 25(1), 17-30.</p>
Other:	In-Class Exercise: Promoting or Obstructing the Process

Lesson 5	Date of class _____ by section
Topics	<p>Middle Phases of Intervention</p> <ul style="list-style-type: none"> • Overcoming common challenges and barriers to the process • Impact of disclosure of countertransference • Countertransference and projective identification
Required Readings:	<p>Nancy McWilliams Tape to be viewed in class</p> <p>McWilliams, N. (2004). <i>Psychoanalytic Psychotherapy: A Practitioner's Guide</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 7: Boundaries II: Quandaries <p>Gutheil, T. G. (2010). Ethical Aspects of Self-Disclosure in Psychotherapy. <i>Psychiatric Times</i>, 27(5), 39-41.</p> <p>Knight, C. (2012). Social workers' attitudes towards and engagement in self-disclosure. <i>Clinical Social Work Journal</i>. DOI 10.1007/s10615-012-0408-z</p> <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 13: Therapist Self Disclosure: Prospects and Pitfalls., pp. 267-298.
Recommended Readings:	<p>Goldstein, E. (1997). To tell or not to tell: The disclosure of events in the therapist's life to a patient. <i>Clinical Social Work Journal</i>, 25 (1), 41-58.</p> <p>Green, L. (2006). The Value of Hate in the Countertransference. <i>Clinical Social Work Journal</i>, 34(2), 187-199.</p> <p>Stearn, H. (1999) Resolving some therapeutic issues by disclosing countertransference.</p>

	<p>Clinical Social Work Journal, 27 (2), 123-140.</p> <p>Winnicott, D. (1949). Hate in the countertransference. <i>The International Journal of Psychoanalysis</i>, V, XXX: Part 2, 69-72.</p> <p>Zachrisson, A. (2009). Countertransference and changes in the conception of the psychoanalytic relationship. <i>International Forum of Psychoanalysis</i>, 18(3), 177-188.</p>
Assignments Due:	In-Class Exercise: What do you want the client to know about you? What do you want to keep from you client's awareness?

Lesson 6	Date of class _____ by section
Topics	<p>Understanding the “demands” of the client and response to clinical “help”</p> <ul style="list-style-type: none"> • Types of transference/countertransference • Resistance, motivation, and ambivalence
Required Readings:	<p>Daly van Houhuys, W. (2011). Legitimizing work with extra-therapeutic transferences: A self-psychological perspective. <i>Clinical Social Work</i>. 40, 348-355.</p> <p>Schamess, J. (2006) Transference enactments in clinical supervision. <i>Clinical Social Work Journal</i>, 34:4, 407-426.</p> <p>Tosone, C., Nuttman-Schwartz, O. & Stephens, T. (2012). Shared trauma: When professional is personal. <i>Clinical Social Work Journal</i>. 40:231-239.</p> <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 14: Achieving Resolution of the Patient's Difficulties: Resistance, Working through and Following Through
Assignments Due:	In-Class Exercise: Continue with Tape on Nancy McWilliams consultation or transcript of session

Lesson 7	Date of class _____ by section
Topics	<p>The Cognitive Behavioral Approach</p> <ul style="list-style-type: none"> • Formulating goals – CBT formulation • Setting contracts • Issue of self-determination • Skill sets and schema

\Required Readings:	<p>Bram, A., & Throstrur, B. (2004). A psychodynamic clinician's foray into cognitive behavioral therapy utilizing exposure-response prevention for obsessive-compulsive disorder. <i>American Journal of Psychotherapy</i>, 58 (3), 304-321.</p> <p>Wright, J. (2006). Cognitive behavior therapy: Basic principles and recent advances. <i>Focus</i>, 4, 173-178.</p>
Recommended Readings:	<p>Glick, I. (2004). Adding psychotherapy to pharmacotherapy: Data benefits, and guidelines for integration. <i>American Journal of Psychotherapy</i>, 58 (2), 174-186.</p> <p>Jongsa, A. and Peterson, LM. (2006) <i>The Complete Adult Psychotherapy Treatment Planner</i>. Hoboken, N.J.:Wiley. Chapter on suicide.</p>
Other:	<p>Case conceptualization and materials to create a formulation on Sakai</p> <p>Tape CBT treatment and motivational interviewing</p>

Lesson 8	Date of class _____ by section
Topics	<p>Treatment of More Emotionally Impaired Clients</p> <ul style="list-style-type: none"> • Trauma • Managing the client's defenses: Support vs. Challenge • Managing clinician frustration and vicarious traumatization • Issues of suicide threat • Issues of safety in the psychotherapy • Introducing DBT
Required Readings:	<p>McWilliams, N. (2004). <i>Psychoanalytic Psychotherapy: A Practitioner's Guide</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 9- Donna <p>Appelbaum, A. H. (2008). Supportive Psychotherapy for Borderline Patients. <i>Social Work in Mental Health</i>, 6(1/2), 145-155.</p> <p>Carlson, S. N. (2009). Whose Hate is It Encountering Emotional Turbulence in the Crosscurrents of Projective Identification and Countertransference Experience? <i>Psychoanalytic Review</i>, 96(6), 895-915</p> <p>Nayar, M. C. (2008). Technical Considerations in the Psychotherapy of Traumatized Individuals: A Psychoanalytic Perspective. <i>American Journal of Psychoanalysis</i>, 68(1), 50-65</p>
Recommended Readings:	<p>Dimaggio, G., Fiore, D., Salvatore, G., & Carcione, A. (2007). Dialogical Relationship Patterns in Narcissistic Personalities: Session Analysis and Treatment Implications. <i>Journal of Constructivist Psychology</i>, 20(1), 23-51.</p> <p>Walsh, J. (2011). Therapeutic Communication with Psychotic Clients. <i>Clinical Social Work Journal</i>, 39(1), 1-8.</p>

Other:	Tape on DBT in class and materials to do a formulation on Sakai
---------------	---

Lesson 9	Date of class _____ by section
Topics	<p>Development and Application of Psychotherapy Techniques with Diverse Clients in Psychotherapy</p> <ul style="list-style-type: none"> • Issues of sexual orientation including gender expression • Race and ethnicity • Economic disparities • Religiosity/Spirituality
Required Readings:	<p>David, S., & Cernin, P. A. (2008). Psychotherapy with Lesbian, Gay, Bisexual, and Transgender Older Adults. <i>Journal of Gay & Lesbian Social Services</i>, 20(1/2), 31-49</p> <p>Ringel, S. (2001). Reconceptualization of the working alliance in cross cultural practice with non-western client: Integrating relational perspectives and multicultural theories. 29:1, 53-63.</p> <p>Sahlein, J. (2002) When religion enters the dialogue: A guide for practitioners. <i>Clinical Social Work Journal</i>, Vol. 30, No. 4, 381-401.</p> <p>Smith. L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. <i>American Psychologist</i>, 60:7, 6887-696.</p>
Recommended Readings:	<p>Cooper, M. & Lesser, J. (1997). How race affects the helping process: A case of cross-racial therapy. <i>Clinical Social Work Journal</i>, 25 (3), 323-335.</p> <p>Cornett, C. (1993). “Resistance” in dynamic psychotherapy with Gay men. In C. Cornett (Ed.) <i>Affirmative dynamic psychotherapy with Gay men</i> (pp. 93-116). Northvale, N. J.; Aronson.</p> <p>Gelman, C. (2004). Toward a better understanding of the use of psychodynamic-informed treatment with Latinos: Findings from clinician experience. <i>Clinical Social Work Journal</i>, 32 (1), 61-77.</p> <p>Keeling, M. L., Dolbin-MacNab, M. L., Ford, J., & Perkins, S. N. (2010). Partners in the Spiritual Dance: Learning Clients’ Steps While Minding All Our Toes. <i>Journal of Marital & Family Therapy</i>, 36(2), 229-243.</p> <p>Keenan, E., A. Ka Tat, T., Bogo, M., & George, U. (2005). Micro Ruptures and Repairs in the Beginning Phase of Cross-Cultural Psychotherapy. <i>Clinical Social Work Journal</i>, 33(3), 271-289.</p> <p>Nye, C. (2005). Conversations with Suwanrang: The treatment relationship in cultural context. <i>Clinical Social Work Journal</i>. 33 (1), 37-54.</p>

	<p>O'Dell, S. (2000). Psychotherapy with gay and lesbian families: Opportunities for cultural inclusion and clinical challenge. <i>Clinical Social Work Journal</i>, 28 (2), 171-182</p> <p>Tsang, A. A., Bogo, M., & Lee, E. (2011). Engagement in Cross-Cultural Clinical Practice: Narrative Analysis of First Sessions. <i>Clinical Social Work Journal</i>, 39(1), 79-90.</p> <p>Yii-Nii, L. (2002). The application of cognitive behavior therapy to counseling Chinese. <i>American Journal of Psychotherapy</i>, 56 (1), 46-59.</p>
Assignments Due:	<p>In Treatment Assignments</p> <p>Groups will select a population to discuss course topics</p>

Lesson 10	Date of class _____ by section
Topics	<p>Meeting therapeutic goals in the face of unanticipated disruptive life events</p> <ul style="list-style-type: none"> • Death of significant other • Divorce • Illness and disability
Required Readings:	<p>Butler, S. & Northcut, T. (2012). Enhancing psychodynamic therapy with cognitive behavioral therapy in the treatment of grief. <i>Clinical Social Work Journal</i>. DOI 10.1007/s10615-012 0406-1</p> <p>Oliveira, R., Milliner, E. K., & Page, R. (2004). Psychotherapy with Physically Disabled Patients. <i>American Journal of Psychotherapy</i>, 58(4), 430-441.</p> <p>Shatsky, P. (2012). Losing Ann: Countertransference aspects of altering the frame with a long-term patient facing atypical dementia. <i>Clinical Social Work Journal</i>, DOI 10.1007/s10615-012-0389-y</p>
Recommended Readings:	<p>Basch, M.F. (1992). <i>Practicing Psychotherapy: A Casebook</i>. New York: Basic Books.</p> <ul style="list-style-type: none"> • Ch. 7: Restructuring the self <p>Bloch, R. (2004). Women on the other side of fifty: opportunity for resolving old conflicts. <i>Clinical Social Work Journal</i>, 32 (1), 79-95.</p> <p>Knight, B G; & Satre, D. (1999). <i>Cognitive Behavioral Psychotherapy with Older Adults</i>. UC San Francisco: San Francisco Treatment Research Center. Retrieved from: http://escholarship.org/uc/item/770819jc</p> <p>Garrett, C., & Weisman, M. (2001). A self-psychological perspective on chronic illness. <i>Clinical Social Work Journal</i>, 29 (2), 119-132.</p>
Assignments Due:	In Treatment Assignments (cont'd)

	Groups will select a population to discuss course topics
--	--

Lesson 11	Date of class _____ by section
Topics	<p>More on psychotherapy with vulnerable populations</p> <ul style="list-style-type: none"> • Survivors of sexual trauma • Survivors of combat • Substance use and misuse and other addictions • Motivational interviewing • Suicide assessment
Required Readings:	<p>Bragin, M. (2010) Can Anyone Here Know Who I Am? Co-constructing Meaningful Narratives With Combat Veterans. <i>Clinical Social Work Journal</i>, 38:316–326.</p> <p>Grady, M., & Strom-Gottfried, K. (2011). No Easy Answers: Ethical Challenges Working with Sex Offenders. <i>Clinical Social Work Journal</i>, 39(1), 18-27.</p> <p>Monahan, K. (2010). Themes of adult sibling sexual abuse survivors in later life: An initial exploration. <i>Clinical Social Work Journal</i> 38:361-369.</p> <p>Tapes on motivational interviewing</p>
Recommended Readings:	None
Assignments Due:	<p>In Treatment Assignments (cont'd)</p> <p>Groups will select a population to discuss course topics</p>

Lesson 12	Date of class _____ by section
Topics	<p>Theoretical Frameworks – Reviewing what works</p> <ul style="list-style-type: none"> • Cognitive behavioral • Psychodynamic • Working with integrative models (presentations and role play of cases or analysis of tapes)
Required Readings:	<p>Butler, A, Chapman, J, Forman, E., & Beck, A., (2005). The empirical status of cognitive behavioral therapy: A review of meta analysis. <i>Clinical Psychology Review</i> 26, 17-31.</p> <p>Connors, M. (2011). Integrative symptom-focused dynamic psychotherapy. <i>Clinical Social Work Journal</i>, 39:122-131.</p> <p>Hendricks, P. S., & Thompson, J. (2005). An integration of cognitive-behavioral therapy and interpersonal psychotherapy for bulimia nervosa: A case study using the case formulation method. <i>International Journal of Eating Disorders</i>, 37(2), 171-174.</p>

	Shedler, J. (2009). The efficacy of psychodynamic psychotherapy. <i>American Psychologist</i> (in press).
Recommended Readings:	<p>Bellow, G. (1992). Structurally based theories and self-psychology: Questions of compatibility and integration of theory. <i>Clinical Social Work Journal</i>, 20 (4), 431-444.</p> <p>Frank, M. (1996). A clinical view of the use of psychoanalytic theory in front line practice. In J. Edwards & J. Sanville (Eds.), <i>Fostering healing and growth: A psychoanalytic social work approach</i> (pp. 59-76). New York: Aronson.</p> <p>Herman, M. (2000). Psychotherapy with substance abusers: Integration of psychodynamic and Cognitive behavioral approaches. <i>American Journal of Psychotherapy</i>, 54 (4), 574-580.</p> <p>Pessein, D., & Young, T. (1993). Ego psychology and self-psychology in social work practice. <i>Clinical Social Work Journal</i>, 21, 57 -70.</p>

Lesson 13	Date of class _____ by section
Topics	<p>Couple Treatment</p> <ul style="list-style-type: none"> • Use of couple treatment vs. individual treatment • Understanding conflict in couples • Working with diverse couples
Required Readings:	<p>Links, P, & Stockwell, M. (2002). The role of couples therapy in the treatment of narcissistic personality disorder. <i>American Journal of Psychotherapy</i>, 56 (4), 522-539.</p> <p>Weil, S. (2003). The extramarital affair: A language of yearning and loss. <i>Clinical Social Work Journal</i>, 31 (1), 51-62.</p> <p>Wachtel, P. (2011) <i>Therapeutic Communications: Knowing What to Say and When</i>. New York: Guilford.</p> <ul style="list-style-type: none"> • Chapter 15: Therapeutic Communications with Couples, pp. 343-362.
Recommended Readings:	<p>Goldstein, E. (2001). Object relations and self-psychology in social work practice. New York: Free Press.</p> <ul style="list-style-type: none"> • Chapter 11: Couple and family treatment <p>Sussal, C. (1999). Object relations therapy with lesbian couples. In J. Larid (Ed.) <i>Lesbian and Lesbian Families: Reflections on Theory and Practice</i>. New York: Columbia University Press.</p>

Lesson 14	Date of class _____ by section
Topics	<p>Terminations of Clinical Treatment</p> <ul style="list-style-type: none"> • Initiation of termination • Planned and unplanned termination • Issues of returning clients • Ethical concerns in practice
Required Readings:	<p>Baum, N. (2007). Therapists' Responses to Treatment Termination: An Inquiry into the Variables that Contribute to Therapists' Experiences. <i>Clinical Social Work Journal</i>, 35(2), 97-106.</p> <p>Davis, D. D., & Younggren, J. N. (2009). Ethical Competence in Psychotherapy Termination. <i>Professional Psychology, Research & Practice</i>, 40(6), 572-578.</p> <p>Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. <i>Psychotherapy Research</i>, 21(2), 154-167.</p>
Recommended Readings:	<p>Caffery, T. (2000). The whisper of death: Psychotherapy with a dying Vietnam veteran. <i>American Journal of Psychotherapy</i>, 54 (4), 19-31.</p> <p>Coker, M. (1996). Ending where the client is: A psychodynamic approach to forced terminations. In J. Edward & J. Sanville (Eds.), <i>Fostering healing and growth</i> (pp. 353-371).</p> <p>Fair, S., & Bresser, J. (1992). Therapist initiated termination of psychotherapy. <i>The Clinical Supervisor</i>, 10, 171-185.</p> <p>Siebold, C. (1991). Termination: When the therapist leaves. <i>Clinical Social Work Journal</i>, 19, 191-204.</p> <p>Siebold, C. (2007). Everytime we say Goodbye: Forced Termination Revisited, a Commentary. <i>Clinical Social Work Journal</i>, 35(2), 91-95.</p> <p>Vasquez, M. T., Bingham, R. P., & Barnett, J. E. (2008). Psychotherapy termination: clinical and ethical responsibilities. <i>Journal of Clinical Psychology</i>, 64(5), 653-665.</p>