COURSE SYLLABUS

SHORT-TERM DYNAMIC PSYCHOTHERAPY: SECOND TERM
PSYCHOLOGY 18:820:640:01

SPRING, 2022 WEDNESDAYS, 1:45 – 4:30 P.M.
Classes begin Wednesday, January 19, 2022 and end on Wednesday, May 4, 2022.

INSTRUCTOR INFORMATION

Instructor: Karen Riggs Skean, Psy.D.
Email: kskean@gsapp.rutgers.edu
Phone: 732-247-7489
Class Location: A223

GENERAL COURSE DESCRIPTION

The second semester of Short-Term is a continuation of the Fall class with a focus on following the cases begun in the first semester and further developing understanding of the models and development of the skills in employing them. Additionally, we will continue our exploration of therapeutic change processes in psychodynamic therapy, how the brief psychodynamic therapies use, modify, and/or reject traditional psychoanalytic concepts in their pursuit of accelerated change and increased effectiveness.

We will also explore some integrative models (EMDR, Sensorimotor Psychotherapy, Parts Work Models, Expressive Writing) to see how they incorporate dynamic elements and how their focus on the lessons of trauma treatment and the integration of the body into psychotherapy may contribute to effectiveness in short-term work.
Clinically, the spring semester will focus on the middle and termination phases of short-term dynamic psychotherapy. The opportunity to follow each other’s cases over time allows you to benefit not only from your own experiences in conducting this treatment, but from those of your colleagues as well.

Course Modality:

This course is delivered in-person, with some synchronous online classes if needed. To access the companion Canvas course site, please visit Rutgers Canvas at https://canvas.rutgers.edu/ and log in using your NetID.

STUDENT LEARNING OBJECTIVES

1. Further integration of the models studied first term with the clinical material of the cases we will be following.
2. Improved skills in conceptualizing and intervening in the middle phase of treatment and in the handling of termination.
3. Development of the skills necessary for ongoing assessment and evaluation of treatment process and progress in light of the models being applied.
4. Improved ability to present ongoing case material succinctly and to seek and incorporate feedback from peers and instructor.
5. Development and implementation of a personal plan to improve therapeutic effectiveness using the deliberate practice model.

The focus will be on practice and on clinical applications. I will also be open to student suggestions about what might be most useful as you increasingly develop your own clinical identities and we are also presented with the specific issues of the clients we are following.

COURSE REQUIREMENTS

1. Case Presentation

We will maintain an ongoing sense of the cases that are followed for this course, with mostly informal presentations. I would like to see video clips of key, interesting, puzzling or in-need-of-help moments in your ongoing work so the class can see cases unfold and serve as a consultation team. An important part of this requirement is also your participation in discussion of colleagues’ cases.
2. **Termination Summary OR The Road So Far**

When you terminate your case, submit a termination summary within two weeks of your termination of treatment. This is the companion piece to the assessment you completed first term. The exact due date will be determined in consultation with the instructor and may vary depending on the unfolding of your case.

In an effort not to have the fact that cases sometime extend beyond the term lead to incompletes through no fault of your own, I am offering another alternative to waiting till your case has concluded. In lieu of a full termination summary, you may write an end-of-term paper, due by the last class, where you discuss the progress of the case, where you now are with it, the successes and challenges of the model you applied, and where you see it potentially going.

3. **Deliberate Practice Project and Paper**

For this part of the course requirement, you will be following up on the Deliberate Practice work of the first term. Select a target skill that would be the best match for your current learning and professional goals. We will be working through the term to:

1. First define the specific skill or skills (no more than one or two) you think would have the biggest impact on your growth and effectiveness as a clinician.
2. Note where you currently are in this skill (assess your baseline).
3. Decide on the kind of drill, practice or focused intention that would promote your greater mastery of this skill.
4. Implement your practice, asking for help and coaching from your supervisor, classmates or trusted others when needed or helpful.
5. Evaluate the outcome of your practice. What were your gains? Do you experience movement? What were the challenges and limits?
6. The final work product will be a paper describing, reflecting on and evaluating your experience.

Both the Termination Summary/Road So Far and the Deliberate Practice Paper should be submitted on Canvas.

More complete guidelines for all assignments are available on Canvas.
CLASS STRUCTURE

Class time will generally be divided between the topic of the day and student clinical presentations. We will concentrate first on having the remainder of those who have not yet presented their case show initial session material. Subsequent case conferencing will be briefer, focused on students bringing a clip of a session that shows where they are in the therapy – a particularly good example of an intervention suggested by a model, a stuck point for class input or your reflections on how your case is unfolding as would or would not be predicted by the conceptualization you are using.

SCHEDULE OF CLASSES

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<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>January 19</td>
<td>1</td>
<td>Case Presentation of Davanloo-Style Therapy</td>
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<td>Video of Dr. John Rathauer, trained by Davanloo</td>
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<td>Checking in with where the cases from last semester stand</td>
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<td>January 26</td>
<td>2</td>
<td>Developing Competencies in Short-Term Dynamic Psychotherapy:</td>
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<td>How Do We Develop Expertise?</td>
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<td>February 2</td>
<td>3</td>
<td>Psychodynamic Change Processes</td>
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<td>Memory and Therapeutic Change</td>
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<td>February 9</td>
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<td>Affect, Attachment and Psychopathology</td>
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<td>February 16</td>
<td>5</td>
<td>The Practice of Accelerated Experiential Dynamic Psychotherapy:</td>
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<td>Guest Speaker: Jonathan Peretz, Psy.D.</td>
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<td>February 23</td>
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<td>Polyvagal Theory: Neurological Bases of Feeling Safe</td>
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<td>March 2</td>
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<td>The Practice of Accelerated Experiential Dynamic Psychotherapy:</td>
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<td>Part 2</td>
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<td>March 9</td>
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<td>Termination in Brief Psychodynamic Psychotherapy</td>
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<td>Each student talks about where they are in the termination process.</td>
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<td>March 16</td>
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<td>SPRING BREAK</td>
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<td>March 23</td>
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<td>Short-Term Trauma Treatment: EMDR as an Integrative Model</td>
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**READINGS**

Session 1: January 19, 2022

**Case Presentation of Davanloo-Style Therapy by John Rathauser**


You may also want to review the Rathauser PowerPoint from last semester as a reminder of key concepts of Davanloo’s approach.

**OPTIONAL:**

Session 2: January 26, 2022

**Developing Competencies in Short-Term Dynamic Psychotherapy**


Read the 4 Student Papers written about their Deliberate Practice Projects.

Session 3: February 2, 2022

**Psychodynamic Change Processes: Memory and Therapeutic Change**

Watch the Video of Allan Schore on Therapeutic Alliance and Emotional Communication in the Canvas module.


*This is an article with numerous commentaries followed by a reply from the authors. You are only required to read the basic article, pp. 1-19, though a number of well-known people in the field make some interesting points in the commentaries.*


Session 4: February 9, 2022

**Affect, Attachment and Psychopathology: Using Attachment in Psychotherapy**


**OPTIONAL:**


**Session 5: February 16, 2022**

**The Practice of Accelerated Experiential Dynamic Psychotherapy**


OPTIONAL:

Fosha, D. (2009) Healing attachment trauma with attachment ( . . . and then some!) In M. Kerman (Ed.), *Clinical pearls of wisdom: 21 leading therapists offer their key insights*. New York: W.W. Norton & Co. (pp. 43-56)


**Session 6: February 23, 2022**

**Polyvagal Theory: Neurological Bases of Feeling Safe**


**Session 7: March 2, 2022**

**The Practice of Accelerated Experiential Dynamic Psychotherapy, Part 2: Tracking**


Session 8: March 9, 2022

Termination in Brief Psychodynamic Psychotherapy

Required:


Watch Video of Norcross Interview on Termination.

Recommended:


Session 9: March 23, 2022

Short-Term Trauma Treatment: EMDR as an Integrative Model

Required:


Recommended:


Session 10: March 30, 2022

Introduction to Parts Work 1: Structural Dissociation Model

Session 11: April 6, 2022

**Introduction to Parts Work 2: Internal Family Systems**


Watch video of Richard Schwartz.

Session 12: April 13, 2022

**The Body In Short-Term Dynamic Psychotherapy**

**Required:**


**Recommended:**


Session 13: April 20, 2022

**Integrating AEDP and Expressive Writing**

**Required:**


**Recommended:**

Session 14: April 27, 2022

Class Presentations of Cases Seen for this Class

Preparation of a brief presentation of how your case has gone for this class, with 5-10 minute video clip illustrating a typical, an illustrative, or a key therapeutic moment in the case. We will be using this and most of the last class for this.

Session 15: May 4, 2022

Course Wrap-Up

Brief Psychodynamic Psychotherapy in the 21st Century:

Working within the Realities of Real-World Practice


OPTIONAL:


STATEMENT ON DISABILITIES

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

STATEMENT ON ACADEMIC INTEGRITY

The University’s academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.eduacademic-integrity-at-rutgers/