



RUTGERS

SHORT-TERM PSYCHODYNAMIC THERAPY

Fall 2022

Psychology 18:821:639:01

Wednesdays, 1:45–4:30 p.m.
GSAPP, Room 223
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-- my office number

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more urgent matters

Welcome to the Short-Term Dynamic Psychotherapy (STDP)! This is a two-semester class aimed at grounding you in the theory and practice of short-term work. In the first semester, you will be exposed to several forms of brief psychodynamic therapy, the assessment of suitability for short-term work, and will begin with a short-term case in the clinic. Tapes of a first session will be shared in class and the cases will continue to be followed through the second semester.

The major models covered will include:

- Time-Limited Psychotherapy (TLP) of Mann
- Time-Limited Dynamic Psychotherapy (TLDP) of Strupp, Binder and Levenson
- Short-Term Dynamic Psychotherapy (STDP) of Davanloo, Malan and Sifneos
- The Experiential-Dynamic Short-Term Therapies of Fosha and McCullough

The Fall semester will focus on selection criteria, the theory and technique of the basic and historically important models of brief psychodynamic therapy (STDP) and the initial interviews of brief therapy. The Spring semester will concentrate on the middle and termination phases of STDP. Throughout the year, we will consider how the brief psychodynamic therapies use, modify, and/or reject traditional psychoanalytic concepts in their pursuit of accelerated change and increased effectiveness. We will look at the increasing research base of the dynamic tradition, including the development of protocols for research. We will work together on understanding the potential differential impacts of the approaches on diverse and underserved populations.

In the first class, Dr. Stanley Messer, the original creator of the class, will give us an overview of the field of STDP. In the following few weeks of the semester, videotapes will be presented that illustrate clinical technique and serve as a stimulus for our discussion of selection criteria dynamic focus, and technique. As you begin with your cases, we will watch first sessions together as a group, and the class will help formulate a dynamic focus and decide on the client's suitability for brief therapy based on the first interview and a summary of the second interview presented by you the following week. You will each carry a case under supervision specifically for the short-term class. The class will be even more useful if you are also able to arrange a second case through your practicum. Many students also find that their study of short-term work has impact on their longer-term work, and we will be open to discussing this as well. Readings will be discussed each week, so please be prepared.

Learning objectives for the first semester:

1. Identify key features of the major STDP models
2. State selection criteria for STDP
3. Conduct a client interview and to select and formulate cases for STDP
4. To get feedback on and improve clinical skills for STDP and long-term PT.
5. Apply the concept of the course to conducting STDP with a selected patient.

Introduction to the Spring semester:

The second semester will be highly clinically oriented. We will deepen our understanding of the models and focus primarily on the ones that you have chosen for the guiding model(s) for your cases. We will focus on the progress of the cases through time, giving you the opportunity to see several cases unfold, seeing a middle and an ending, whereas in so many classes we watch primarily first sessions.

We will also be discussing other current integrative models of therapy that are enlivening the field and that offer new forms of conceptualization that can make our work more time effective and intensive (e.g., Sensorimotor Psychotherapy, EMDR, Internal Family Systems). There is an increasing intersection of the short-term field with trauma-informed work, body-based and experiential therapies.

Another focus will be the development of your clinical skills. We will use the model of Deliberate Practice throughout the year to aid this process. We will engage in an assessment of our baseline level of development in the core therapeutic skills our chosen models ask of us and then structure a plan to bring those skills to the next level. During the second half of the second semester, we will look at how short-term dynamic therapies

adapt to particular clinical problems and contexts and focus as well on termination issues.

Current COVID Protocols and Managing This New World:

As you know, we are far from out of the COVID woods, and the more hopeful version of a mask-free, vaccinated return to classes we thought might happen is now not our reality. The following is the university statement currently in effect as we begin this term:

Face coverings: Face coverings **are required** in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory.

Vaccines and boosters: All students and employees are required to be fully vaccinated, obtain a booster when eligible, and upload records to the university vaccine portal.

Statement on Diversity

In addition to the burdens of the pandemic, we are also in a time where hate seems never to have felt more free to come out of the closet, adding to fear and anxiety, especially for some members of our community. Never has our community's commitment to inclusion and diversity been more important, or the need to make space for all voices more urgent. Diversity refers to the multiple ways we identify ourselves – race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status – and no one is defined by just one of these. Each of us brings a unique combination of identities to our work, and we have much to learn from each other. The models our field developed, including the short-term models, have not always been inclusive in their origins, and part of our work will be to critically explore the ways in which unexamined assumptions may undermine our service to clients.

TEXTS FROM WHICH READINGS ARE TAKEN

Required Reading:

*Fosha, D. (Ed.) (2021). *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. Washington, D.C.: American Psychological Association.

*Levenson, H. (2017). *Brief Dynamic Therapy (2nd ed.)*. Washington, D.C.: American Psychological Association Press. (BDT)

*Messer, S.B. & Warren, C.S. (1995). *Models of brief psychodynamic therapy: A comparative approach*. New York: Guilford. (MSTDP) This is an older text, but by our own Dean Messer, and still

one of the few overviews of major approaches. I will be making copies of this available to class members, so you do NOT need to purchase it.

Additional Books From Which Readings are Taken or are Otherwise Recommended:

Binder, J.L., & Betan, E. (2010). *Core competencies in brief dynamic psychotherapy*. NY: Routledge.

Davanloo, H. (Ed.) (1980). *Short-term dynamic psychotherapy, Vol. 1*. New York: Jason Aronson.
(STDP)

Fosha, D. (2000). *The transforming power of affect: A model of accelerated change*.
New York: Basic Books.

Frederickson, J. (2013). *Co-creating change: Effective dynamic therapy techniques*. Kansas City, MO: Seven Leaves Press.

Mann, J. (1973). *Time-limited psychotherapy*. Cambridge, Mass.: Harvard University Press. Softcover.
(TLP)

Mann, J. & Goldman, R. (1982). *A casebook in time-limited psychotherapy*. New York: Jason Aronson.
(CB)

McCullough Vaillant, L. (1997). *Changing character*. New York: Basic Books. (CC)

McCullough, Kuhn, N., Andrews, S., Kaplan, A., Wolf, J. & Hurley, C.L. (2003). *Treating affect phobia: A manual for short-term dynamic psychotherapy*. New York: Guilford. (TAP)

Recommended Readings and Resources on Deliberate Practice:

Goldman, R. N., Vaz, A., & Rousmaniere, T. (2021). *Deliberate practice in emotion-focused therapy*. American Psychological Association.

Miller, S. D., Hubble, M. A., & Chow, D. (2020). *Better results: Using deliberate practice to improve therapeutic effectiveness*. American Psychological Association.

Rousmaniere, T. (2016). *Deliberate practice for psychotherapists: A guide to improving clinical effectiveness*. Routledge.

Rousmaniere, T. (2019). *Mastering the inner skills of psychotherapy: A deliberate practice manual*. Gold Lantern Press.

Readings not from required texts are available at the Canvas Website for the course.

Course Requirements:

1. Case Presentations

We will maintain an ongoing sense of the cases that are followed for this course. You will each be presenting at least once more formally (your first session) and likely several times less formally as we discuss specific theories or stages of the treatment. An important part of this requirement is also your participation in discussion of colleagues' cases.

2. Exercises, Quizzes and Praxis

A variety of exercises through the course, some in-class and some out-of-class, designed to promote mastery of the material, clinical applications, and development of your clinical skills. There will be one brief presentation on a research article.

3. Clinical Paper on Your Client

A clinical paper based on your case will be required within three weeks after your initial interviews. See "Case Write-ups" and "Suggestions for your interviews and case write-ups" A resource is Messer, S.B., & Wolitzky, D.L. (2007), *The psychoanalytic approach to case formulation*, in T.D. Eells (Ed.), *Handbook of psychotherapy case formulation*, (2nd ed.) New York: Guilford Press. A copy is available online. **See especially the second half of the chapter and cover this ground in your case write-ups.**

Grading: Grades will be based on the following:

Presentation of your case	20%
Completion of Exercises, Quizzes	20%
Participation and Helpfulness in Discussing Colleagues Cases	20%
Research Article Presentation	10%
Formulation Paper Written on your Short-Term Client	30%

Topics By Date (Readings for Each Class Follows)

DATE	CLASS	TOPIC
September 7	1	Introduction to the Course and Introductory Lecture Guest Presenter: Dr. Stanley Messer
September 14	2	The Time-Limited Psychotherapy of James Mann Video Presentation of a Mann Session
September 21	3	The Brief Dynamic Therapy of Hanna Levenson Video Presentation of a Levenson Session
September 28	4	The Brief Dynamic Therapy of Hanna Levenson II Work on formulating in Mann and Levenson models
October 6	5	The Intensive Short-Term Dynamic Therapy of Davanloo Video Presentation of a Davanloo Session
October 12	6	Davanloo's Offspring I: Diana Fosha's Accelerated Experiential Dynamic Psychotherapy Video Presentation of a Diana Fosha Session
October 19	7	Davanloo's Offspring II: Leigh McCullough's Affect Phobia Video Presentation of a Leigh McCullough Session
October 26	8	Group Practice in Model Application Student Presentation #1
November 2	9	Research in Short-Term Dynamic Psychotherapy: The Development of Protocols and Manuals (This unit will be asynchronously online so that we have time for cases) Student Presentation #2 Student Presentation #3
November 9	10	Multicultural Dimensions of Brief Psychodynamic Therapy Student Presentation #4
November 16	11	The "Difficult Client" in Short-Term Therapy Student Presentation #5
November 23		THANKSGIVING BREAK NO CLASS

November 30	12	The Deliberate Practice of Short-Term Dynamic Psychotherapy Where are your skills now and how will you develop them further? Discussion and In-Class Exercises Student Presentation #6
December 7	13	Neurobiology and The Body in Short-Term Dynamic Psychotherapy Student Presentation #7
December 14	14	Practice of Accelerated Experiential Dynamic Psychotherapy Student Presentation #8
December 21	15	Fall Semester Wrap-up Student Presentation #9 Student Presentation #10

READINGS

Session 1: September 7, 2022

Introduction to the Course: Overview of History and Status of Short-Term

Messer, S.B. & Warren, C.S. (1995). Models of brief psychodynamic therapy: A comparative approach. New York: Guilford.

Preface, vii-xi only

Chapter 1: The advent of brief psychodynamic therapy:

The context of practice, p. 3-12

The historical context of brief psychodynamic therapy, p. 12-20

The context of the visions of reality, p. 37-42

Messer, S. B. (2015). How I have changed over time as a psychotherapist. *Journal of Clinical Psychology: In Session*. 71, 1104–1114

Session 2: September 14, 2022

The Time-Limited Psychotherapy of James Mann

Mann, J. & Goldman, R. (1982). *A casebook in time-limited psychotherapy.* New York: Jason Aronson.

Chapter 1: A review of the treatment model, pp. 1-18

Chapter 2: The selection of the central issue, pp. 19-33

Chapter 4: Case selection, pp. 55-62

Session 3: September 21, 2022

The Brief Dynamic Therapy of Hanna Levenson, Part 1

Read this interview with Dr. Levenson on Psychotherapy.net:

<https://www.psychotherapy.net/interview/hanna-levenson>

Levenson, H. (2017). *Brief dynamic therapy (2nd ed.)*. Washington, D.C.: American Psychological Association Press.

Chapter 2: History (pp. 15-28)

Chapter 3: Theory (pp. 29-65)

Session 4: September 28, 2022

The Brief Dynamic Therapy of Hanna Levenson, Part 2

Levenson, H. (2017). *Brief dynamic therapy (2nd ed.)*. Washington, D.C.: American Psychological Association Press.

Chapter 4: The Therapy Process (pp. 67-106)

Chapter 5: Evaluation (pp. 107-114)

Session 5: October 6, 2022

The Intensive Short-Term Dynamic Therapy of Davanloo

Davanloo, H. (2001) Intensive short-term dynamic psychotherapy: Extended major direct access to the unconscious. *European Psychotherapy, 2*, 25-70.

Messer, S.B. & Warren, C.S. (1995). *Models of brief psychodynamic therapy: A comparative approach*. New York: Guilford.

Chapter 2 : The drive/structural model, pp. 67-98; 109-113

Session 6: October 12, 2022

Diana Fosha's Accelerated Experiential Dynamic Psychotherapy

*Fosha, D. (Ed.) (2021). *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. Washington, D.C.: American Psychological Association. Chapters 1- 3

Chapter 1 gives you the basics of the AEDP approach. Chapter 2 describes a first session, with a lot of session excerpts to illustrate. Chapter 3 is interesting for our purposes in giving historical context, discussing how AEDP therapists see themselves fitting to the larger evolution of therapy and its relationship to prior short-term work specifically.

Those of you who develop a strong interest in AEDP may want to read as much of this book as you have time for over the course of the semester. We will also be reading other chapters as the year goes on.

Session 7: October 19, 2022

Leigh McCullough's Affect Phobia

McCullough, Kuhn, N., Andrews, S., Kaplan, A., Wolf, J. & Hurley, C.L. (2003). *Treating affect phobia: A manual for short-term dynamic psychotherapy*. New York: Guilford.

Chapter 2: Affect phobia, psychodynamic conflict, and Malan's two triangles, p. 35-54

Watch Video on Canvas of McCullough discussing her model and its origin.

Session 8: October 26, 2021
Group Practice in Model Application

TBA

Session 9: November 2, 2022
Research in Short-Term Dynamic Psychotherapy: The Development of Protocols and Manuals

Everyone to read:

Kachele, H. (2013). Manualization as tool in psychodynamic psychotherapy research and clinical Practice: Commentary on Six Studies. *Psychoanalytic Inquiry*, 33:626–630.

Michaels, R., (2013). Discussion. *Psychoanalytic Inquiry*, 33:631-632.

Read and report to the group only on your chosen article:

Bateman, A. & Fonagy, P. (2013). Mentalization-based treatment. *Psychoanalytic Inquiry*, 33:595-613.

Busch, F.N., & Milrod, B.L. (2013). Panic-focused psychodynamic psychotherapy. *Psychoanalytic Inquiry*, 33:584-594.

de Jonghe, F., et al., (2013). Short-term psychoanalytic supportive therapy for depressed patients, *Psychoanalytic Inquiry*, 33:614-625.

Fonagy, P., Sled, M., & Baradon, T. (2016). Randomized controlled trial of parent-infant psychotherapy for parents with mental health problems and young infants. *Infant Mental Health Journal*, 37(2), 97-114.

Goldman, R. E., Hilsenroth, M. J., Owen, J. J., & Gold, J. R. (2013). Psychotherapy integration and alliance: Use of cognitive-behavioral techniques within a short-term psychodynamic treatment model. *Journal of Psychotherapy Integration*, 23(4), 373-385.

Johansson, R., Frederick, R.J., & Andersson, G. (2013). Using the Internet to Provide Psychodynamic Psychotherapy, *Psychodynamic Psychiatry*, (41), 4, 385-412.

Lemma, A., Target, M., & Fonagy, P. (2013). Dynamic interpersonal therapy (DIT): Developing a new dynamic intervention for the treatment of depression. *Psychoanalytic Inquiry*, 33:552-566

Prout, T.A., Gaines, E., Gerber, L., Rice, T., & Hoffman, L. (2015). *Journal of Child Psychotherapy*, 3, 255-271.

Vinnars, B., Dixon, S.F., & Barber, J.P. (2013). Pragmatic psychodynamic psychotherapy: Bridging contemporary psychoanalytic clinical practice and evidence-based psychodynamic practice. *Psychoanalytic Inquiry*, 33, 567-583.

Session 10: November 9, 2022

Multicultural Dimensions of Brief Psychodynamic Therapy

Vigoda Gonzales, N. (2018). The merits of integrating accelerated experiential dynamic psychotherapy and cultural competence strategies in the treatment of relational trauma: The case of “Rosa. *Pragmatic Case Studies in Psychotherapy*, 14(1), Article 1, 1-57.

Available: <http://pcsp.libraries.rutgers.edu>.

Review Nicole Vigoda’s write-up of her dissertation for Dan Fishman’s Case Studies Journal. It is a lovely piece of work combining an AEDP treatment with a cultural competence perspective, highlighting especially the role of language.

Salman Akhtar on the Trauma of Dislocation of the Immigrant (45 minute video on Vimeo) Go to this link: <http://vimeo.com/16828641>

OPTIONAL:

Gaztambide, D.J. (2012). Addressing cultural impasses with rupture resolution. *Professional Psychology: Research and Practice*, 43, 180-186.
You may have read this in a previous class (I assign it in Foundations), but if not, I highly recommend it.

Session 11: November 16, 2022

The “Difficult Client” in Short-Term Therapy

Messer, S.B. & Warren, C.S. (1995). *Models of brief psychodynamic therapy: A comparative approach*. New York: Guilford.

Chapter 6: Assessing and treating the difficult patient, p. 247-279.

Budman, S.H., & Gurman, A.S. (Eds.). (1988). *Theory and practice of brief therapy*, p. 97-118.
This is the chapter on “developmental dysynchrony.”

Shapiro, S. (2009). It’s not about you. *Psychotherapy Networker Magazine*, Jan/Feb 2009, 23-24.

Session 12: November 30, 2022

The Deliberate Practice of Short-Term Dynamic Psychotherapy

Miller, S., Hubble, M.A., & Chow, D. (2017). Professional development: From oxymoron to reality. In T. Rousmaniere, R.K. Goodyear, S.D. Miller & B.E. Wampold (Eds.), *The cycle of excellence: Using deliberate practice to improve supervision and training*. Hoboken, NJ: Wiley. (pp. 23-47)

Rousmaniere, T. (2017) *Deliberate practice for psychotherapists*. New York: Routledge. (pp. 113-155)

Session 13: December 7, 2022

Neurobiology and The Body In Short-Term Dynamic Psychotherapy

Fosha, D. (2013). A heaven in a wild flower: self, dissociation, and treatment in the context of the neurobiological core self. *Psychoanalytic Inquiry*, 33, 496-523.

Ogden, P. (2009). Modulation, mindfulness, and movement in the treatment of trauma-related depression. In M. Kerman (Ed.), *Clinical pearls of wisdom: 21 leading therapists offer their key insights*. New York: W.W. Norton & Co. (pp. 1-13)

Session 14: December 14, 2022

The Practice of Accelerated Experiential Dynamic Psychotherapy

Prem, N. (2009) I second that emotion! On self-disclosure and its metaprocessing. In A. Bloomgarden and R.B. Mennuti (Eds.), *Psychotherapist revealed: Therapists speak about self-disclosure in psychotherapy*. New York: Routledge.

Russell, E., & Fosha, D. (2008). Transformational affects and core state in AEDP: The emergence and consolidation of joy, hope, gratitude and confidence in the (solid goodness of the) self. *Journal of Psychotherapy Integration*. 18 (2), 167-190.

Session 15: December 21, 2022

Any case presentations still to be done will be the primary focus. If we are caught up and/or do not have case presentations today, topic to be decided by the class.

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.edu/academic-integrity-at-rutgers/>