

GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

Psychodynamic Case Formulation & Diagnosis

Spring 2024

18:821:617

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Course Description:

This course is designed to expose students to in-depth models of psychodynamic case formulation and diagnosis. This course will focus heavily on case material, and therefore students are required to be working psychodynamically or in an integrative manner with at least one client for the duration of the course. Over the course of the semester, students will have several opportunities to present diagnostic and session material, as well as to develop consultation skills.

Course Objectives:

By the end of the course, successful students will have:

- Have developed competencies in providing psychodynamic psychotherapy using various psychodynamic lenses
- Have developed competencies in advanced diagnostic assessment and psychoanalytic case formulation of child and adult clients
- Be able to discuss the psychoanalytic treatment issues associated with varying levels of psychopathology and different socio-cultural backgrounds
- Develop an understanding of how to work with patients in an integrative manner

Course Requirements:

Participation

The most important part of this class is active participation. This course requires that you bring a willingness to dive deeply into case material, including sharing your transference reactions and reflecting on your own dynamics. You will be asked to support your fellow student-clinicians and reflect on suggestions and feedback you are given.

Assignments:

1. In-class presentations

Students will be expected to present on their ongoing clinical work at least twice per semester on a rotating basis. It is important to prepare in advance for these presentations, so the group has the opportunity to understand your client as thoroughly as is possible in order for our discussion to be of help to you and to your client. Your case presentation should include the following information (as much as possible):

* I am grateful to Marissa Landrigan (Associate Professor of Writing at the University of Pittsburgh) and Nicole Cain for some of the language and ideas used in this syllabus.

- Basic de-identified demographic information
- Presenting and current problems (from patient's perspective and from yours), DSM-5 diagnosis and PDM-2 diagnosis (these can be workshopped in class)
- Your working understanding of the patient's characteristic patterns of thought, affect, defense, identity, and relationships, relevant transference-countertransference patterns
- Major aspects of family, social, academic, and vocational history
- Course of treatment so far (attitude toward intake/therapy process and therapist; your experience in session with this client; major treatment themes)
- A description of the areas with which you'd most like help from us
- The context of the most current session, which will be watched and discussed

After presenting the case to the group, we will watch a recording of parts of the most recent session (clips should be about 15-20 minutes). Please give thought to which parts of the session might give us the best sample of the issues you are dealing with. Please don't choose a portion where you are working at your best; tempting as that is, you will get the least help from that.

2. Final paper about your client

This is an opportunity for you to get as creative as you'd like. All I ask is that your paper be an opportunity for you to deepen your clinical understanding of your client or your work with them. You can choose to write a straight-forward case description and formulation of your client or think outside the box. Some options for your final paper include:

- Go in depth into the exploration of a dream
- Write descriptions of formative events from your client's childhood with commentary from your perspective and/or the perspective of client's present-day self
- Discuss how seminal figures representing different psychodynamic theoretical perspectives (eg. Freud, Sullivan, Aron, Fonagy) would conceptualize your client
- Conduct an imaginary interview of your client discussing their experiences in therapy with you
- Write about your work with your client as if it were a screenplay or novel complete with descriptions of setting, dialogue, etc.

These ideas are just a starting point. If you have any other ideas about how you would like to explore your work in writing, feel free to pitch them to me! There is no strict page requirements for this assignment but I imagine 6-12 double spaced pages should be a good guideline.

Grading:

Your grade will be based on: (1) class participation as defined above (50%); (2) in-class case presentations (25%); (3) and the final paper (25%).

Attendance:

Attendance is mandatory, and unexcused absences or persistent lateness will negatively affect your grade. If a religious holiday falls on a day that class meets, let me know in

advance, and we will discuss how you can make up the material. If you are sick, please email or text me to let me know you will miss class. A student with three or more unexcused absences will not pass the course. Schedule a meeting with me to address any attendance concerns.

Required Texts:

1. Lingiardi, V. & McWilliams, N. (2015). The Psychodynamic Diagnostic Manual – 2nd edition (PDM-2)

*note – This is an important book to own, but if purchasing a copy is cost prohibitive at the moment I do have a second copy that I can loan out as needed.

All other required readings (book chapters, articles) will be posted on Canvas in a pdf format. If you require another format for accessibility reasons, please let me know ASAP.

Instructor Contact Information and Availability:

I am happy to schedule individual in person or Zoom meetings with any of you for any reason. If you find yourself struggling with course content or have clinical questions, please seek me out and ask for help. I prefer to communicate about logistics by email. I can also be reached by phone and text via the contact information provided at the top of this syllabus.

Statement on Disabilities:

Rutgers University welcomes students with disabilities into all of the university's educational programs. To receive consideration for official accommodations, a student with a disability should contact the appropriate disability services office on campus, 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: <https://webapps.rutgers.edu/student-ods/forms/registration>

Anyone who is not willing or able to navigate this process should feel free to contact me directly, in whatever method works best, to let me know how the classroom environment and our assignments can be tailored to meet your needs. You do **not** need to disclose diagnoses to me to receive support or unofficial accommodation.

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/>

Statement on Diversity and Identities:

An effective learning environment values diversity, and diverse perspectives will be celebrated and treated with respect in this class.

Every student, regardless of sex, gender, race, ethnicity, socioeconomic status, religion, size, disability, or any other identity category, is a valuable addition to our community. In fact, it is the diversity of our experiences that will enrich the course content, as our fundamental goal is to expand and deepen our understanding of the human condition. I encourage every student to share their own experiences as they choose, but I also stress that no student is ever presumed or asked to speak for anything or anyone more than their own experience.

In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to determine your own pronouns. You have the right to adjust any of these at any point.

Please note that class rosters are provided to me with students' legal names. Please advise me at any time if your name and/or preferred pronouns differ from what is on the roster so that I may make necessary adjustments.

As a privileged, white, AFAB person, I know I have gaps in understanding when it comes to many of these subjects. If there are aspects of this course that result in barriers to your inclusion in our learning community, or if anything at all comes up that impacts your ability to participate fully in this course, please contact me privately without fear of reprisal. Any suggestions for how I can make this class a more inclusive and inviting space are encouraged and appreciated.

Topics, Readings, and Assignments Schedule:

Class 1: January 16

Topic: Psychodynamic Clinicians – Who Are We?

Readings Due:

1. Gargiulo, G. (1998). Meaning and Metaphor in Psychoanalytic Education. *Psychoanalytic Review*, 85(3), 413-422.
2. Hazanov, V. (2012). The fear of doing nothing. *Contemporary psychoanalysis*, 48, 512-532.

In Class Activity:

1. Brainstorming topic ideas for later class sessions

Class 2: January 23

Topic: Introduction to the PDM

Readings Due:

1. Lingardi, V (2015). The Psychodynamic Diagnostic Manual Version 2: Assessing Patients for Improved Clinical Practice and Research. *Psychoanalytic Psychology*, 32(1), 94-115.

In Class Activity:

1. Where do your patients fit? PDM-2 vs. DSM-5

Class 3: January 30

Topic: Case Formulation Models

Readings Due:

1. (REVIEW FROM FOUNDATIONS) Messer & Wolitzky (2007). The Psychoanalytic Approach to Case Formulation. Chapter 3 (page 67 – 101): Handbook of Psychotherapy Case Formulation.
2. Luborsky & Barrett (2007). The Core Conflictual Relationship Theme. Chapter 4 (pages 105-129): Handbook of Psychotherapy Case Formulation.

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 4: February 6

Topic: Transference / Countertransference Challenges Part 1

Readings Due:

1. Winnicott, D. (1949), Hate in the Countertransference
2. Carlson, S. (2009). Who's Hate Is It? *Psychoanalytic Review*, 96(6), 895-915.

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 5: February 13

Topic: Transference / Countertransference Challenges Part 2

Readings Due:

1. Davies, J.M. (1994). Love in the Afternoon: A Relational Reconsideration of Desire and Dread in the Countertransference. *Psychoanalytic Dialogues*, 4:153-170
2. Ackerman, A (2019). First Encounters With Erotic Desire In Treatment. *Psychoanalytic Perspectives*, 16(1), 9-18.
3. Blechner, M (2009). Erotic and Antierotic Transference. *Contemporary Psychoanalysis*, 45(1), 82-92.

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 6: February 20

Topic: Relational Theories

Readings Due:

1. Aron, L. (1991), The Patient's Experience of the Analyst's Subjectivity. *Psychoanalytic Dialogues*, 1(1): 29-51
2. Benjamin, J. (2012). Beyond Doer and Done To. In: *Relational Psychoanalysis Volume 4*. 91-130.

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 7: February 27

Topic: Personality

Readings Due:

1. Kernberg, O. (2016) What is personality. *Journal of Personality Disorders*, 30(2), 145-156.

In Class Activity:

1. Case Discussion:
2. Case Discussion

Class 8: March 5

Topic: Addressing Power & Privilege

Readings Due:

1. Tummala-Nara, P. (2020). Intersectionality in the immigrant context. *Intersectionality and Relational Psychoanalysis*.
2. Ainslie, R.C. (2013). Intervention strategies for addressing collective trauma: Healing communities ravaged by racial strife. *Psychoanalysis, Culture, and Society*, 18, 140-152.

In Class Activity:

1. Case Discussion:
2. Case Discussion

Class 9: March 19

Topic: Working with Dreams

Readings Due:

1. Blechner, M.J. (2001). The dream frontier. New York: Routledge. Pages 122-153: "How to analyze dreams."

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 10: March 26

Topic: Therapeutic Integration

Readings Due:

1. Pilecki, B. (2015). Cognitive Behavioral and Psychodynamic Therapies: Points of Intersection and Divergence. *Psychodynamic Psychiatry*, 43(3), 463-490.
2. Wachtel, P. (2014). An Integrative Relational Point of View. *Psychotherapy*, 51(3), 342-349.

In Class Activity:

1. Case Discussion
2. Case Discussion

Class 11: April 2

Topic: Metaphor & Creativity

Readings Due:

1. Model, A. (2005). Emotional Memory, Metaphor, and Meaning. *Psychoanalytic Inquiry*, 25(4), 555-568.

2. Bollas, C. Creativity and Psychoanalysis. In Fromm, A. (2014). A Spirit That Impels.

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 12: April 9

Topic: Existential Theory

1. Iverach, L. (2014), Death anxiety and its role in psychopathology: Reviewing the status of a transdiagnostic construct. *Clinical Psychology Review*, 34 (2014) 580-593.
2. Yalom, I. (2008), Staring at the Sun – Chapters 2 & 3 “Recognizing Death Anxiety” and “The Awakening Experience”

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 13: April 16

Topic: TBD based on student interest

Readings Due:

1. TBD

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 14: April 23

Topic: TBD based on student interest

Readings Due:

1. TBD

In Class Activity:

1. Case Discussion:
2. Case Discussion:

Class 15: April 30

Topic: Termination

Readings Due:

1. Roe, D. (2006), Clients’ feelings during termination of psychodynamically oriented psychotherapy. *Bulletin of the Menninger Clinic*, 70(1): 68-8

In Class Activity:

1. Case Discussion:
2. Case Discussion: