



COURSE SYLLABUS

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

SPRING, 2025 **WEDNESDAYS, 2:00 – 4:45 P.M.**

Classes begin **Wednesday, January 22, 2025**, and end on **Wednesday, May 1, 2024**.

INSTRUCTOR INFORMATION

Instructor: Karen Riggs Skean, Psy.D.

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Class Location: A302

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) 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](https://canvas.rutgers.edu/) 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

For those who did not start with your client last term we will have presentations this term of those cases. We will maintain an ongoing sense of all 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 **OR** Case Report and Reflection

Because cases have been coming more slowly than we would have liked, and in an effort not to have the fact that cases sometimes extend beyond the term lead to incompletes through no fault of your own, I am offering some alternatives to waiting till your case has concluded. You may submit a termination summary within two weeks of your termination of treatment. This is the companion piece to the assessment you completed first term. This option may be most appealing if you plan to use this case for your Oral Comps.

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.

I've also created a third option of "Case Report and Reflection," where you give an abbreviated description of your case and reflect on the model you used and your learnings about short-term work in general. Choose what makes the most sense for your own learning and where you are in your case.

3. Deliberate Practice Project

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 submitted in the Quiz format, where you will answer questions that indicate your work on the objectives above.

Both the Termination Summary/Road So Far/Case Report Reflection and the Deliberate Practice Project 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

DATE	CLASS	TOPIC
January 22	1	Case Presentation of Davanloo-Style Therapy Video of Dr. John Rathouser, trained by Davanloo Student Case Presentation
January 29	2	Developing Competencies in Short-Term Dynamic Psychotherapy: How Do We Develop Expertise?
February 5	3	Psychodynamic Change Processes Memory and Therapeutic Change
February 12	4	Affect, Attachment and Psychopathology
February 19	5	The Practice of Accelerated Experiential Dynamic Psychotherapy Guest Speaker: Jonathan Peretz, Psy.D.
February 26	6	Polyvagal Theory: Neurological Bases of Feeling Safe
March 5	7	The Practice of Accelerated Experiential Dynamic Psychotherapy Part 2
March 12	8	Termination in Brief Psychodynamic Psychotherapy Each student talks about where they are in the termination process.
March 19		

		SPRING BREAK
March 26	9	Short-Term Trauma Treatment: EMDR as an Integrative Model
April 2	10	Introduction to Parts Work 1 Structural Dissociation Model
April 9	11	Introduction to Parts Work 2 Internal Family Systems
April 16	12	The Body in Brief Dynamic Psychotherapy: Sensorimotor Psychotherapy Guest Presenter: Dr. Maureen Hudak
April 23	13	Psychedelic-Assisted Psychotherapy
April 30	14	Clinical Presentations of Cases seen for this class
May 7	15	Brief Psychodynamic Psychotherapy in the 21 st Century Working within the Realities of Real-World Practice Clinical Presentations of Cases seen for this class DELIBERATE PRACTICE PROJECT DUE

STATEMENT ON DIVERSITY

We bring our intersectional identities, together with all their embedded assumptions, into our therapeutic relationships. Our increasingly multicultural world brings together in the therapeutic encounter ever more complex dynamics, as diversity of race, ethnicity, class, religion, gender, sexual orientation are present in the microcosm of the dyad. We also need to be aware that the models of the course, and our field in general, is largely based on work and research with majority populations, and we need to take note of when an approach may or may not be a fit with the culture of the client.

A value of this class, in the sharing of multiple cases, is the opportunity to see a wide range of clients reflecting the diversity of the state of New Jersey who will bring in real-world issues which are shaped by the intersectionality of their identities and their interaction with the wider world. It will also be important that we have a space to explore the impact of the identities we carry into our work with them. As this exploration is sensitive, our expectations for classroom climate and behavior are that each person is treated with respect and that diverse points of view are viewed as a resource, strength and benefit.

READINGS

Session 1: January 22, 2025

Case Presentation of Davanloo-Style Therapy by John Rathauer

Abbass, A.A., & Town, J.M. (2013). Key clinical processes in Intensive Short-Term Dynamic Psychotherapy. *Psychotherapy, 50*, 433-437.

Town, J.M., Abbass, A.A., & Bernier, D. (2013). Effectiveness and cost-effectiveness of Davanloo's ISTDP: Does unlocking the unconscious make a difference? *American Journal of Psychotherapy, 67*, 89-108.

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

OPTIONAL:

Davanloo, H. (2001) Intensive short-term dynamic psychotherapy: Extended major direct access to the unconscious. *European Psychotherapy, 2*, 25-70. *We read this last term. You might want to do a quick review to re-familiarize yourself.*

Session 2: January 29, 2025

Developing Competencies in Short-Term Dynamic Psychotherapy

Miller, S.D., Hubble, M.A., & Chow, D. (2018). The question of expertise in psychotherapy. *Journal of Expertise, 1*, 121-129.

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

Session 3: February 5, 2025

Psychodynamic Change Processes: Memory and Therapeutic Change

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

Lane, R.D., Ryan, L., Nadel, L. and Greenberg, L. (2015). Memory reconsolidation, emotional arousal, and the process of change in psychotherapy: New insights from brain science. *Behavioral and Brain Sciences, 38*, 1-64.

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.

Welling, H. (2012). Transformative emotional sequence: Towards a common principle of change. *Journal of Psychotherapy Integration*, 22, 109-136.

Session 4: February 12, 2025

Affect, Attachment and Psychopathology: Using Attachment in Psychotherapy

Lamagna, J., & Gleiser, K. (2007). Building a secure internal attachment: an intra-relational approach to ego strengthening and emotional processing with chronically traumatized clients. *Journal of Trauma and Dissociation*, 8(1), 25-52.

Lipton, B., & Fosha, D. (2011). Attachment as a transformative process in AEDP: Operationalizing the intersection of attachment theory and affective neuroscience. *Journal of Psychotherapy Integration*, 21(3), 253-279.

OPTIONAL:

Pando-Mars, K. (2016). Tailoring AEDP interventions to attachment style. *Transformance Journal*, 5 (2) Accessed at: <https://aedpinstitute.org/wp-content/uploads/2016/11/Tailoring-AEDP-Interventions-to-Attachment-Style-with-grids.pdf>

Bromberg, P. (2008). Shrinking the tsunami: Affect regulation, dissociation, and the shadow of the flood. *Contemporary Psychoanalysis*, 44, 329-350.

Tronick, E.Z. & Beegly, M. (2011). Infants' meaning-making and the development of mental health problems. *American Psychologist*, 66, 107-119.

Schore, A. N. (2010). The right brain implicit self: A central mechanism of the psychotherapy change process. In Petrucelli, J., (Ed.) *Knowing, not-knowing and sort-of-knowing: Psychoanalysis and the experience of uncertainty*. London: Karnac Books. pp. 177-202.

Session 5: February 19, 2025

The Practice of Accelerated Experiential Dynamic Psychotherapy

Prenn, N. (2011). Mind the gap: AEDP interventions translating attachment theory into clinical practice. *Journal of Psychotherapy Integration*, 21, 308-329.

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)

Fosha, D. (2001). The dyadic regulation of affect. *Journal of Clinical Psychology: In Session*, 57 (2).

Session 6: February 26, 2025

Polyvagal Theory: Neurological Bases of Feeling Safe

Geller, S.M., & Porges, S.W. (2014). Therapeutic presence: Neurophysiological mechanisms of feeling safe in therapeutic relationships. *Journal of Psychotherapy Integration*, 24(3), 178-192

Session 7: March 5, 2025

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

Hanakawa, Y. (2021). What just happened? And What is happening now? The art and science of moment-to-moment tracking in AEDP. In D. Fosha, (Ed.), *Undoing aloneness and the transformation of suffering into flourishing: AEDP 2.0*. Washington, D.C.: American Psychological Association. (pp. 107-131)

Faerstein, I. & Levenson, H. (2016). Validation of a fidelity scale for accelerated Experiential dynamic psychotherapy. *Journal of Psychotherapy Integration*, 26(2). 172-185.

Session 8: March 12, 2025

Termination in Brief Psychodynamic Psychotherapy

Required:

Harrison, R.L. (2020). Termination in 16-Session AEDP: Together in how we say goodbye. *Psychotherapy*, 56, 531-547.

Marmarosh, C.L. (2017). Fostering attachment during termination: Applying attachment theory and research. *Psychotherapy*, 54, 4-9.

McCullough, L., et al. (2003). *Treating affect phobia: A manual for short-term dynamic psychotherapy*. New York: Guilford. Chapter 12: Termination. pp. 308 – 322.

Watch Video of Norcross Interview on Termination.

Recommended:

Quintana, S.M. (1993). Toward an expanded and updated conceptualization of termination: Implications for short-term, individual psychotherapy. *Professional Psychology*, 24, 426-432.

Session 9: March 26, 2025

Short-Term Trauma Treatment: EMDR as an Integrative Model

Required:

Van der Kolk, B. *The body keeps the score*. New York: Viking. pp. 248-262. Chapter on EMDR.

Shapiro, Robin & Brown, Laura. (2019). Eye Movement Desensitization and Reprocessing Therapy and Related Treatments for Trauma: An Innovative, Integrative Trauma Treatment. *Practice Innovations*, 4, 139-155. <https://doi.org/10.1037/pri0000092>

Recommended:

Leeds, A.M. (2009). *A guide to the standard EMDR protocols for clinicians, supervisors and consultants*. New York: Springer Publishing. pp. 41-52.

McCullough, L. (2002). Exploring change mechanisms in EMDR applied to “small-t trauma” in short-term dynamic psychotherapy: Research questions and speculations. *Journal of Clinical Psychology*, 58, 1531-1544.

Wachtel, P. (2002). EMDR and psychoanalysis. In F. Shapiro (Ed.), *EMDR as an integrative psychotherapy approach*. Washington, D.C.: American Psychological Association. pp. 123-150.

Session 10: April 2, 2025

Introduction to Parts Work 1: Structural Dissociation Model

Fisher, J. (2017). *Healing the fragmented selves of trauma survivors*. NY: Routledge. Chap. 4

Session 11: April 9, 2025

Introduction to Parts Work 2: Internal Family Systems

Schwartz, R. C. (2013). Moving from acceptance toward transformation with Internal Family Systems (IFS). *Journal of Clinical Psychology: In Session*, 69(8), 805-816.

Watch video of Richard Schwartz.

Session 12: April 16, 2025

The Body In Short-Term Dynamic Psychotherapy

Required:

Fisher, J. (2010). Brain to brain. *Psychotherapy Networker*. January/February 2010.

Fisher, Janina. (2019). Sensorimotor Psychotherapy in the Treatment of Trauma. *Practice Innovations*, 4, 156-165. <https://doi.org/10.1037/pri0000096>

Recommended:

Fisher, J., & Ogden, P. (2009). Sensorimotor psychotherapy. In C.A. Courtois & J.D. Ford (Eds.), *Treating complex traumatic stress disorders: An evidence-based guide*. New York: Guilford Press. (pp. 312-328)

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 13: April 23, 2025

Psychedelic-Assisted Psychotherapy

Required:

Nutt, D., & Carhart-Harris, R. (2021). The current status of psychedelics in psychiatry. *JAMA Psychiatry*, 78(2), 121-122.

Yehuda, R., & Lehrner, A. (2023). Psychedelic therapy—a new paradigm of care for mental health. *JAMA*.

Recommended:

Carhart-Harris, Robin L.a,b. How do psychedelics work?. *Current Opinion in Psychiatry* 32(1):p 16-21, January 2019

Session 14: April 30, 2025

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 7, 2025

Course Wrap-Up

Brief Psychodynamic Psychotherapy in the 21st Century:

Working within the Realities of Real-World Practice

Binder, J.L., & Betan, E.J. (2013). *Core competencies in brief dynamic psychotherapy: Becoming a highly effective and competent brief dynamic psychotherapist*. New York: Routledge. (pp. 147-167)

OPTIONAL:

Malan, D. (2001). The way ahead. In M.F. Solomon, R.J. Neborsky, L. McCullough, Alpert, F. Shapiro, & D. Malan (Eds.), *Short-term therapy for long-term change*. New York: W.W. Norton & Company. (pp. 186-198)

Welfel, E.R. (2004). The ethical challenges of brief therapy. In D.P. Charman (Ed.), *Core processes in brief psychodynamic psychotherapy*. Mahwah, NJ: Lawrence Erlbaum Associates. (pp. 343-360)

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/>