

830: 452 Dr. R. Karlin (rakarlin@rci.rutgers.edu) Sp15 Psychology majors only.

Office hours: Tillett 517 Tuesdays 12:30 – 1:30 and ba

INITIAL SYLLABUS

Preference given to seniors, although juniors who have taken abnormal psychology and quantitative methods may be admitted.

This is an advanced seminar. It is explicitly for psych majors planning on graduate school in psychology, social work, medicine, law or a related profession. The course is meant to be rigorous and demanding – kind of like a graduate clinical course (light). **If you were planning to have an easy semester the second half of your senior year, this is probably not the seminar for you.**

There is no textbook. Exams are essay or class presentation format only. This is meant to be a rewarding course for those who are willing to “stay with it.” However, staying with it means doing a lot of work.

We are going to ask the question “What is psychotherapy?” “Is it an endeavor based on science?” and “How do we understand psychotherapy in a historical context?” We will also ask related questions such as “When are socialization processes are useful/necessary for success in therapy?” and “Who are the friends and supporters of psychotherapy?” Later we will start to ask “Does psychotherapy work? For which conditions does it work? What techniques are useful in which situations?” “Why?” and “How do we account for placebo effects?” Finally, you will present current treatments for a variety of psychological disorders and either do a term paper or take a final (we will decide as a class).

REQUIRED BOOKS (They are all in paperback and available used at Amazon or similar websites.)

Frank, J. 1974. *Persuasion and healing: Revised edition*. Baltimore: Johns Hopkins UP. (Not Frank and Frank. The earlier version with a single author, Jerome Franks)

Freud, S. 1965. *Dora: An analysis of a case of hysteria*. NY: Macmillan or Oxford, UK: Oxford University Press. (The difference between the two volumes lies in the introductions. The Macmillan book has a preface by Philip Rieff, a well known sociologist. It is the classical view of *Dora*. The latter is a revisionist view by an Professor of German at Oxford. I will try to put both on our website so you can compare the two views.

Jamison, K. 1996. *An unquiet mind: A memoir of moods and madness*. NY: Random House.

Kagan, J. 1998. *Three seductive ideas*. Cambridge, MA: Harvard UP

Karp, H. 2004. *The happiest toddler on the block: The new way to stop the daily battle of wills and raise a secure and well-behaved one-to-four year old.* NY: Bantam Books.

Kirsch, I. 2010. *The emperor's new drugs: Exploding the antidepressant myth.* NY: Basic Books

Margulies, S. 2001. *Getting divorced without ruining your life.* NY: Simon and Schuster..

Perls, F. 1970. *Gestalt therapy verbatim.* NY: Bantam Books.

Yalom, I. 2002. *Love's executioner.* NY: Basic books

ARTICLES

I have copied a number of papers from the grad clinical course onto the Sakai website. You will be covering only a portion of them. Required papers on Sakai are noted in the specific assignments below.

Additional assignments will be announced in class and/or the sakai website. Announcements on the sakai site should appear in your email as well. Although class announcements should show up in your email, please check the announcements on the website at least once/week

SUMMARIES

You will be reading books and articles and viewing movies. Most should be briefly summarized. Please note the due dates for the assignments. **PLEASE HAND IN A HARD COPY OF EACH SUMMARY ONLY AT THE BEGINNING OF THE CLASS AT WHICH IT IS DUE.** If something, illness and so on, prevents you from handing in an assignment on time, please notify me by email before class. I will respond with an email that says to attach a copy to your assignment and hand it in next time summaries are due. One page summaries are worth 5 points. Two or more page summaries are worth ten points. Late summaries get half credit.

FILMS IN CLASS

The only way to understand what happens in psychotherapy is to actually look at real clinicians working with real patients. There are more and more of such films and we will see them in class during the school year. This will cost us a good deal of class time, but I can't figure out any other way to do it.

The films routinely involve the interaction of truly expert clinicians with one of two patients. Various schools of therapy prescribe different behaviors for therapists. We will start with of classic psychotherapists (Rogers, Ellis and Perls) treating a single patient (Gloria) in the early 1960s. (You may have seen this before, but so have I (about 3 or 4 dozen times. Yet I am still learning new things from it. Really!) I am also including a

film clip on straightforward behavior therapy for someone with a fairly severe snake phobia. You will also see Lovaas (or a more recent practitioner of applied behavior analysis) work on the analysis of behavior with autistic children. Later in the semester we will see other expert therapists deal with other patients.

GROUP ASSIGNMENTS

A few times during the semester, there are assignments that don't fit into your class schedules, but which are best done in groups. We will form groups at the beginning of the term. What happened during each group assignment should be summarized on your worksheet.

CLASS SCHEDULE: Date, activity and assignments

(This is a tentative schedule, especially after Part 1 of the course. My practice and experience is with adult outpatients. I don't work with anyone under 25. But, if the majority of the class are interested in kids rather than adults a few changes to reflect that will be made.

Part 1: What is psychotherapy

1/20 Seating: We will arrange seating alphabetically by FIRST names. Please stay in the same seat throughout the semester. My memory for names, always terrible, is getting even worse than it was. Sitting in alpha order, by first name, gives me a chance to learn everyone's name reasonably quickly and well.

Lecture: An overview of what we are going to do: What is psychotherapy? Why does or doesn't it work for which specific people and/or problems? What can account for its success? What can account for its failures. Historically, what happened. Who were Kadushin's "friends and supporters" of psychotherapy. Orne and Wender and anticipatory socialization for psychotherapy.

Assigned: *Read: Orne and Wender on Sakai. One page summary due 1/27.*

Read: Freud – The Case of Dora. A 2 page summary of the book due 2/3. *Please note whether you think Freud's theory is correct. What alternatives might account for Dora's behavior and her rejection of Freud? Do you think Dora was really in love with Herr K? with Madam K? (2) If you were counseling Dora, what would you want her to learn about her family and/or herself? What do you think of Freud's analysis of Dora's dreams? Be prepared to discuss these issues in class on 2/3*

1/22. Lecture: A first cut at the history of psychotherapy: from Freud on. Legitimizing intimate conversation with "science" to make it a quasi medical procedure. Note that medical procedures are normatively painful, humiliating and/or expensive. Also that the history of medicine is almost entirely the history of the placebo effect.

Also, classic psychotherapy: Is what we are doing derived from science? (If it is, why are 2000 years old idea still important?)

Film: *Carl Rogers with Gloria*. (If you have seen it before, watch it again more closely. Please pay attention to body posture and tone along with verbal content in this and the other films in this series. Also, how old is Pammy? What does her age mean?)

Activity: Form groups and begin small group discussions. You will stay in the same group throughout the course, so that you can take turns being the “spokesperson.” Go on the alphabetical basis and use this to decide who is spokesperson this week. This discussion will be brief; hopefully we will fit it in.

Discussion: What are you seeing? What is going on here? Is what you are seeing similar to what you expect psychotherapy to look like? Does the fact that Gloria's daughter is quite young affect your view of the success of this session?

Assigned: Read one of the Rogers historical bios on Sakai. Go through to early adulthood (about age 30). Does it enlighten you about why Rogers thinks about non-judgmental warmth? Also read the other papers in the biography folder through each theorist's late adolescence/early adulthood. One page summary of each bio due 2/5.

1/29 Film: *Perls and Gloria*

Discussion: Why did Perls call Gloria a phony? Was she a phony? What might Orne and Wender add? Rogers and Perls: Compare and contrast the two. If Gloria were to rank them, who would come out higher?

Assigned 1 page summary of film. Note clearly the relationship between what Orne and Wender were doing in their paper and what was missing in the Perls session. One page summary due 2/3

Read Yalom: *Love's Executioner* Read the Prologue and Afterword and the essays Love's Executioner, The Wrong One Died, Fat Lady, I Never Thought It Would Happen to Me and In Search of the Dreamer. (Different editions have different chapter orders.)
. Two page summary of those parts of the book due 2/12 (2 pages total, not 2 for each chapter.)

Group assignment: People watching: instructions in class. Summary of what happened due . 2/10.

2/3 and 2/5 Film: *Ellis and Gloria*. Followed by discussions of films and Freud/Dora.

First discussion: The Gloria films. What were the most important parts of each of the Gloria films. How were your assumptions about what goes on in therapy supported or undermined by each film? What would you have each of them (Rogers, Perls, Ellis) do differently. When discussing who she would go on with in therapy, she doesn't even

consider Ellis. What could Ellis have suggested that might have helped Gloria change her behavior. What else went wrong with that session?

Second discussion: (*Dora* Do you think Freud's theory is correct. What alternatives might account for Dora's behavior and her rejection of Freud? Do you think Dora was really in love with Herr K? with Madam K? (2)If you were counseling Dora, what would you want her to learn about her family and/or herself? What do you think of Freud's analysis of Dora's dreams?

Assigned: Perls: More on dreams: Read the dreamwork seminar, pages 77-175 (easy read) 2 page summary due 2/19

Out of class/group assignment: Watch *A Dangerous Method*. It is a biopic of Jung's early years as a therapist and of his relationship with an attractive patient. If you have Amazon Prime or one of your friends does, gather around their computer or whatever, rent it and then discuss the film. If scheduling is impossible, there will be a copy at the circulation desk at Livingston Library that you can view for free. 2 page summary due 2/12.

2/10 Lecture: Are clinically based personality theories science or autobiography? : Why personality theory is so important. The personality theorists who are important to the history of psychotherapy were not scientists, they were clinicians. Any personality theory promoted by a clinician is based on his/her own experiences. What personality does everyone have the most experience with? So, no one formulates or even seriously considers a personality theory that does not describe his/her own personality.

This leads to a post-modern view of personality theory. To the degree one wants to generalize, one is engaged in a pursuit of invariants. What alternative to personality variables are there. . The cases of Adler, Jung, Reich, Allport, Rogers, Bandura and Mischel.

Discussion: Given that fact that there is an element of autobiography in each theory, what do we do with their ideas? Is there a way to integrate them?

Assigned: Stat: If stat is hazy, review your basic stats text. : Read the Effect Size chapter on Sakai. 2 page summary due or quiz on this chapter on 2/24. Class gets to chose summary or quiz.

2/12 Lecture: Intro to behavioral therapies that work for limited problems: how and why.

Films: Barlow's clinic. If time: Film with Arnold Lazarus on limitations of early behavioral work with fairly severe psychopathology.

Group exercise: People Watching: We will discuss this.

2/17. Brief Lecture: Transference and counter-transference: The basics of transference of transference and counter-transference. Transference: Mesmer and Breuer. Also, gender, psychopathology and treatment. Why do far more women than men go to individual outpatient psychotherapy? Why are there more female depressives and male alcoholics?

Discussion: Countertransference in Yalom and *A dangerous method*. Discussion: What are the key elements in Yalom's view of his cases? How does that relate to what you saw with Gloria? Which therapist would Yalom like best? Some people say that Yalom's cases are really about countertransference. Which of Yalom's cases do/do not reflect it. It is obvious that is what the Fat Lady essay is about. But what about his other cases?

2/19 Discussion: Counter-transference in *Dora*: Who is bringing idiosyncratic views of the other to psychotherapy? What does *The Case of Dora* tell us about **Freud**?

Discussion: Why do we need special care about sexual relations in psychotherapy?

Relatively recent films on adult outpatient therapy.

Assigned. Read the papers in the Dodo bird folder. Summarize the articles on one page each. That is, summarize all the ones from *Clinical Psychology: Science and Practice*. Also summarize Wampold's Chapter 5 and the Messer and Wampold paper All due 3/3

2/24 Lecture - Quick review of statistical methods in Psychology: The power of the mean. Random sampling. Degrees of freedom, Correlation. Experimentation. Effect size.

2/26 Lecture: Stat continued through effect size

Film: Lovaas movie or more modern film on treating autistic kids. (*Behavior modification: Teaching language to psychotic children*.) Any sentient being results.

Assigned: Read Kirsch: *The Emperor's New Drugs*. Two page summary due 3/5.

Part 2 of the course. Mood disorders and the Dodo.

3/3 Lecture: Psychotherapy is generally beneficent. Why? The rise of randomized trials of psychotherapy (RCTs). Comparing different therapies with different conditions. Why remission is the mission. What is right with RCTs and what is wrong with RCTs. Allegiance and outcome. WHO DESIGNED THE PLACEBO CONDITION?

Assigned: Papers in the depression trial folder on sakai. 1 page summary of each due 3/12

3/5: Lecture and discussion How well is the dodo bird? Delineating specific and nonspecific effects. CBT for anxiety vs. cbt for depression. Behavioral activation. Psychopharmacology. Really understanding the power of the placebo effect.

Psychotherapy films on the treatment of depression including CBT in the treatment of depression

TED Talk: Sherwin Nuland on ECT

http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy

Read Jerome Franks *Persuasion and Healing* (You can skip Chapters 3, 4, 5 & 11 if you wish.). Two page summary due 3/24.

3/10 Lecture and discussion. If CBT never does better than psychopharmacology and the effects of psychopharm can be almost entirely explained as placebo effects, then

3/12 Take home Midterm: Material to date. Individual presentations Selection of presentations:

Assigned: Jamison *An unquiet mind*. (Easy read, but you can stop at p. 184) 2 page summary due 3/31.

3/17 and 3/19 NO CLASS – SPRING BREAK

3/24 Midterms due.

Lecture and discussion: Psychotherapy is generally beneficent. Beyond the simple presence of a licensed guide, what is beneficent about therapy? What about the worried well? What happens to them in Frank's view.

Discussion of Jerome Frank's ideas. [By the way, note the case involving conversion from homosexual misery to heterosexual normalcy/happiness. It is close to the beginning of Chapter 9 in my copy of the Frank book (but there were lots of editions so the chapters may be slightly different). His discussion of the case shows that no matter our intentions and wisdom, we all remain prisoners of our time and culture.]

3/26 Film on alcoholism or drug treatment. Very brief lecture: The stupidest war of all. Group discussion: Should heroin be legal?

3/31: Lecture: Treating mania: Also, what is it like to be manic and/or married to someone who is occasionally manic?

SCHEDULE ENDS WHEN WE ACTUALLY GET HERE. We will discuss where we are going at this class.

Class Schedule 452 for 3/3-4/30/15

Part 2 of the course. Mood disorders and the Dodo.

3/3 Lecture: Finish math; effect size and meta-analysis
Lecture 2: Psychotherapy is generally beneficent. Why

Assigned: Papers in the dodo bird folder including the Wampold chapter. 1 page summary of each due 3/12 Note: 9 papers at 3 points each = 27 possible points

3/5: The rise of randomized trials of psychotherapy (RCTs). Comparing different therapies with different conditions. Why remission is the mission. What is right with RCTs and what is wrong with RCTs. Allegiance and outcome. WHO DESIGNED THE PLACEBO CONDITION?

3/10 Lecture: What Jerome Franks had to tell us in 1959 that still is not obvious to lots of people

2. If time: Psychotherapy films on the treatment of depression including CBT in the treatment of depression

Today or after break: TED Talk: Sherwin Nuland on ECT
http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy

Assigned: Papers in the depression folder + energy therapy paper (11 papers, 1 page summaries; 3 points each = 33 points Due 3/24)

3/12 Lecture and discussion How well is the dodo bird? Delineating specific and nonspecific effects. CBT for anxiety vs. cbt for depression. Behavioral activation. Psychopharmacology. Really understanding the power of the placebo effect.

If time: Psychotherapy films on the treatment of depression including CBT in the treatment of depression

Due: Dodo bird summaries

OMIT Jerome Franks Persuasion and Healing

3/17 and 3/19 NO CLASS – SPRING BREAK

3/24 Lecture and discussion. If CBT never does better than psychopharmacology and the effects of psychopharm can be almost entirely explained as placebo effects, then

Assigned: Jamison *An unquiet mind*. (Easy read, but you can stop at p. 184) 2 page summary due 3/31.

Due: Depression papers and energy paper summaries

3/26 Film on alcoholism or drug treatment. Very brief lecture: The stupidest war of all. Group discussion: Should heroin be legal? What about rohypnol? What about antibiotics?

Assigned: Karp (easy read) (stop at p. 228 if you wish) 2 page summary due 4/7

Margulies (easy read. Read Ch 1-7, 12-13 and 15) 2 page summary due 4/14

3/31: Lecture: Treating mania: Also, what is it like to be manic and/or married to someone who is occasionally manic?

Due: Jamison summary

4/2 In class period for group discussion and planning of presentations.

Film on schizophrenia if time

Part 3 of the course: The invariants are developmental

Note: Little extra reading assigned during this period as you will be preparing your presentation

4/7 1. Are the invariants related to personality, pathology or development. A developmental view.

2. Kids? Their effect on marital satisfaction. Neurotypical or not. Why bother?

Due: Karp 2 page summary

4/9 Lecture and discussion: Why do the large majority of marriages fail? Why did group and open marriages sound so good in 1970 and fail so miserably?

Film: Gottman on relationships

4/14 Lecture and discussion: Getting divorced: How much fight is necessary? Getting single again.

Due: Margulies 2 page summary

Assigned Kagan (read the Prologue and the epilogue first. Then again when you finish it). 2 page summary due 4/28 This one is not such an easy read.

4/16 Discussion of relationships. Also, what about illness, death of parents, close others, self?

4/21 Groups 1, 2, 3 presentations and discussion

4/23 Groups 4 & 5 presentations

4/28 Discussion of Kagan

Due: Kagan 2 page summary

4/30 Final exam (Take home) Final due May 8. Hard copy to Tillett 101 by 10 AM.