

830: 452 Dr. R. Karlin (bkrln@aol.com)

Office hours: Tillett 517 Thursdays 2-3 and ba

Please note that attendance at all classes is expected. If you will not be at specific classes, please let me know in advance.

### BASICS:

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, this is probably not the seminar for you.

There is no textbook. Exams are essay 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, in order to understand the abnormal, we will try to gain further understanding of the normal. In that regard, you will present aspects of our understanding of person and situational variables in accounting for both function and experience.

**REQUIRED BOOKS** (Except for the last book they are all in paperback and available used at Amazon or similar websites.)

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 a Professor of German at Oxford. I will try to put both on our website so you can compare the two views.

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

Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do (Issues of our time)*. NY: Norton

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

Woolfolk, R. (2015). *The value of psychotherapy*. NY: Guilford. This is brand new and brilliant. Because they are really good people, Woolfolk and Guilford Press published this as a paperback for about \$25.

## 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 the papers in resources. 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. They should be briefly summarized. Please note the due dates for the assignments. **PLEASE HAND IN A HARD COPY OF EACH SUMMARY AT THE BEGINNING OF THE CLASS AT WHICH IT IS DUE** and upload a copy to your drop box on sakai. If something, illness and so on, prevents you from handing in an assignment on time, please notify me by email at least 2 hours **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 4 points. Two page summaries are worth 8 points. Late summaries lose 1 point for each class it is late.

## FILMS IN CLASS

The only way to understand what happens in psychotherapy is to actually look at and listen to 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 with the applied behavior analysis (translate Skinnerian) techniques with autistic children. Later in the semester we will see other expert therapists deal with other patients.

**GRADING:** There will be two sources of points: summaries and the term paper. The term paper and the summaries will each be worth about 200 points. Each 1 page summary is worth 4 points, 2 or more pages 8 points. Points will be summed summaries and the term paper. We will discuss curves and so on in class. The term paper is not set yet. We will discuss it in class.

**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.

**FEEDBACK ON PACE** At least once a week we will hold an anonymous survey asking whether we are going too fast, too slow, or about right. If more than 1/3 of the class says too fast or too slow, I will slow down or speed up as the case may be.

CLASS SCHEDULE: Date, activity and assignments This is a tentative schedule, especially after Spring Break.

**1/19** 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. Learning to enact the role of a psychotherapy patient. Who were Kadushin's "friends and supporters" of psychotherapy. Outside the urban cognoscenti: Orne and Wender and anticipatory socialization for psychotherapy.

The development of psychotherapy. What people actually did on the couch. Try some free association on your computer or with pen and paper now. Freud between the couch and the door. The notions of transference and counter-transference and their analysis. For how long (8 months or 5 years? The emergence of alternatives to psychoanalysis. Humanistic psychology (Rogers, Perls, Yalom), cognitive approaches (Ellis), treatment of phobias with reciprocal inhibition (Wolpe), broad spectrum and multimodal behavior therapy (Lazarus), applied behavior analysis (Lovaas).

**Assigned:** Read about half of Yalom's *Love's Executioner*. Specifically, read 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.) . Hint: Think about transference and counter-transference. Counter-transference is obvious in *Fat Lady*. But what about the other cases. Last year one student suggested that each and every case demonstrated counter-transference. 1 page summary of each chapter due 2/2.

**1/21** Film followed by discussion of the film. *Three psychotherapists*: 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. What is going on in this film between Gloria and Rogers. Also, how old is Pammy?)

**Assigned:** One page summary due 1/28.

**1/26** Film followed by discussion of second film in the series. *Three psychotherapists*: Perls with Gloria.. One way to view the Orne and Wender article is to see it as teaching patients the rules of the procedure called

psychotherapy. Did Perls make it clear to Gloria how to be a patient in his form of therapy?

**Assigned:** 1 page summary of film. Due 2/2

Start reading the Woolfolk book. Chapters 1, 2, 3 & 4 One page summary of each chapter due 2/25

**1/28** Film followed by discussion: *Three Psychotherapists*. Ellis with Gloria

**Assigned:** 1 page summary due 2/4.

**2/2.** 1. Discussion: Finish discussing 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. change her behavior. What else went wrong with that session?

2. Discussion: The Dodo Bird. As you have seen psychotherapy can take many forms. And we won't even discuss Group Therapy, marital therapy nor family therapy. With the exception of some harmful treatments (crisis debriefing, recovered memory therapy), almost all therapy is beneficent. However, despite radically different theories and interventions, it is rare for any therapy to do better than most others. Does that make any sense?

**Assigned:** Jung: Memories, dreams and reflections. Chapters 2-5. 77-175 (easy read) 2 page summary due 2/18.

*The king and the corpse.* (paper on website) 1 page summary due 2/18

Watch at home *A dangerous method*. Jung fictional biopic. One page summary due 2/18 (This 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 Kilmer Library that you can view for free.)

**2/9** Lecture: A first cut at the history of psychotherapy: from Freud on. Legitimizing intimate conversation with "science" to make it a quasi medical procedure. Knowing the game: Kadushin's Friends and supporters of psychotherapy. The working classes and Orne and Wender.

Freud refused to respond to his critics. Yet criticism by qualified peers and consideration of alternative hypotheses is the essence of science. Were Freud and Freudian doing science?

Is physics the only science to emulate? Should Psychology study subjective experience? If yes, how? Can there be such a thing as a human science, a science of meaning and experience? How can we learn about human potential? Also, classic psychotherapy: Is what we are doing derived from science? (If it is, why are 2000 years old idea still important? Could that happen in physics? What about with a science based on phenomenology?

**2/11** Why personality theory is so important. The historic role and the Guru goal. The personality theorists who are important to the history of psychotherapy were not social scientists (with the exceptions of Bandura and Mischel), 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 clinician formulates or even seriously considers a personality theory that does not describe his/her own personality.

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

Are clinically based personality theories science or autobiography? This leads to a post-modern view of personality theory. Also, to the degree one wants to generalize, one is engaged in a pursuit of invariants. What alternative invariants are there. The cases of Adler, Jung, Reich, Allport, Rogers, Bandura and Mischel.

**Assigned:** Woolfolk book: *The value of psychotherapy* . Chapters 5,6,7 & 8  
One page summary of each chapter due 3/1

Read the Wilson et al paper on the website. One page summary due 2/25

Activity: Take the Myers/Briggs test online  
<http://www.personalityassessor.com/tests/>. One page summary due 2/18

If you wish, you can respond as you think someone other than you (e.g. a friend or someone you dislike), would respond. BTW, you can substitute role playing someone else for all experiential exercises in the class.

Note: Glance at available *Annual Review* papers in the personality folder on the website.

**2/16** Lecture and Discussion:

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?

**2/18** Discussion: Let's talk about Jung. What was he actually doing? Was he really studying religion from the outside or trying to attain some of the things that the occult tradition required. Was Jung attempting to explore Dionysian archetypes? Might that have been part of whatever was important about his work? What does the legend of the King and the Corpse suggest as a path to wisdom.

In regard to *A dangerous method*, do we need special care about sexual relations in psychotherapy? Jung and "auntification".

BTW, this was a biopic, not a history. Jung and Spielrein were close from the beginning. However,, they were not lovers until a few months after Spielrein completed her medical degree and was a full-fledged (if junior) physician.

**Assigned:** Premature ejaculation paper on the website as an instance of a behavior therapy techniques that works easily and well.. 1 page summary due 2/23

**2/23** Lecture: Intro to behavioral therapies that work for limited problems: how and why. Three aspects of behavioral approaches: extinction, broad spectrum understanding combined with functional analysis and applied behavior analysis. This is the main place that the Dodo bird argument does not work. Then there is skill learning (e.g. Masters and Johnson ) that can help patients overcome specific problems (e.g. stuttering, premature ejaculation).

**Assigned:**

Returning to the beginning: Freud – *The case of Dora*. 2 page summary of the book due 3/8. As opposed to Yalom's fairly recent work, this is a case from 1900. It in no way represents modern psychodynamic treatment or formulations. However, it is worth reading to see how far Freud could get from sensible interpretations of clinical data. His insistence on a strictly sexual model for neuroses also drove several of his best students away from him.

Please note the ways in which you think Freud's theory is correct and which are incorrect. 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 3/8 or so

**Assigned:** 2 page summary due 3/8.

**2/25 Film:** Barlow's clinic. What is going on here besides extinction. Edna Foa's work with exposure with response prevention.

**Assigned:** 1 page summary of the film due 3/3

**3/1** Brief lecture and discussion about the Woolfolk book. To some degree Woolfolk seems to see therapeutic expertise as a function of *verstehn*. What is *verstehen*? How might it help in therapy. If therapy is a form of rhetoric, how should we train students.

**Assigned:** Kirsch, Ch 1-4 1 page summary for each chapter due 4/5

**3/3** Lecture: Gender, psychopathology and treatment. Why do far more women than men go to individual outpatient psychotherapy? Why are there more female depressives and more male alcoholics?

**3/8** Discussion of Dora. As opposed to Yalom's fairly recent work, this is a case from 1900. It in no way represents modern psychodynamic treatment or formulations. However, it is worth reading to see how far Freud could get from sensible interpretations of clinical data. His insistence on a strictly sexual model for neuroses also drove several of his best students away from him.

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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 3/8 or so

If time: Arnold Lazarus doing therapy in another set of *Three Psychotherapist* films..1 page summary due 3/10.

**Assigned:** Kirsch, Ch 5, 6 & 7 1 page summary for each chapter due 4/5

**3/10** Lecture and films Part 1: The other side of the spectrum: Severe psychopathology. Applied behavior analysis: *Behavior modification: Teaching language to psychotic children*. TED talk: Elyn Saks on schizophrenia.

### **3/15 & 3/17 SPRING BREAK**

**3/22** Lecture and films Part 2: The other side of the spectrum: Severe psychopathology. Applied behavior analysis: *Behavior modification: Teaching language to psychotic children*. TED talk: Elyn Saks on schizophrenia. 1 page summaries of Lovaas and 1 of Elyn Saks due 3/31

**Assigned:** Finish Kirsch. 1 page summary of each chapter due 4/5

**3/29** Lecture: Experimentation. Why experiments can show us causal relationships, but correlation cannot. Effect size in experiments. The limits of null hypothesis significance testing. Confounds in experiments. Overestimates of effect sizes in the published literature. Starting on the dodo bird argument.

**3/31** 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:** Watch the Sally Fields version of *Sybil* and *The three faces of Eve* One page summary each of *Sybil* and *Three faces of Eve* due 4/14. Both commercial films are available from Amazon. *Eve* can be rented for \$2.99. *Sybil* seemingly must be purchased (12.99 Amazon prime.) However, I put a

copy of each on reserve at Kilmer Library, where they can be viewed without charge.

**Also assigned:** Watch Debbie Nathan speech about *Sybil exposed*. Here is the url: (1 page summary due 4/14.)

<https://www.youtube.com/watch?v=vLKAIObPWJE&index=14&list=PL2C388FB69996895B>

**4/5** Discussion of Kirsch's *The emperor's new clothes*. We all know that depression is a brain chemistry disorder. Somehow, there is lack of serotonin and norepinephrine at emotional centers in the brain. So, most people who get depressed obviously need medical treatment usually in the form of an SSRI. (NOT.)

Kirsch is suggesting something different; that we have been the victims of a well advertised con job by big pharm companies. Further, the treatment we have been conned into may cause long term harm to its recipients.

**Assigned:** Take 4 of the Implicit Association tests. Do the one for race and three others. Take these only for yourself. The tests are available at

<https://implicit.harvard.edu/implicit/>

**4/7** Film CBT for depression\ or, if we didn't have time to watch it Lazarus film. Discuss behavioral activation with and without mindfulness training vs. full CBT for depression

**4/12** Lecture and discussion. How well is the dodo bird? Delineating specific and nonspecific effects. CBT for anxiety disorders and OCD vs. CBT for depression. Behavioral activation. Psychopharmacology and severity in major depressive disorder. Really understanding what the source of the placebo effect is and where it gets its power.

**4/14** Detrimental and iatrogenic effects of psychotherapy: The creation of a nasty disorder in the 1970s to today: Dissociative identity disorder (previously listed as multiple personality disorder).

**Assigned:** Read Steele's *Whistling Vivaldi*. Chapters 1-4 one page on each chapter summary due 4/26. (Easy read – or get it on Audible and listen to it carefully.) Steele shows how easy it is to blame the person for a failure rather than situational demands. Also, how many mistakes will destroy a

life? Does social class and its attendant differences in available resources play a role in answering that question

**4/19:** Lecture: psychopathology from the inside: What does it feel like and what does it make hard not to do things that make the problem worse. Psychotherapy and *verstehn*. What is it like to be around someone who is depressed or manic or borderline? Doing really stupid things when you are ill. Second rate residents and standing on the shoulders of giants. Or not.

**4/21** Brief lecture: The drug wars: An absolutely hopeless and stupid war.

Brief lecture: A model of addiction: Why alcoholism remits and obesity does not? Extinction again?!

If time: Film on alcoholism or drug treatment. No summary required

Group discussion: Should heroin be legal? (Consider recent deaths all around the country from heroin laced with fentanyl.)

**4/26** Discussion of the Steele book.

**4/28** Final class. Term paper due.