

Syllabus and overview for 830:452:01

Planned class schedule appears in this document after the syllabus. Just scroll down.

(Robert Karlin – 1/13/20)

830: 452 Advanced.Seminar in Clinical and Abnormal Psych

Dr. R. Karlin Spring, 2020 Tillett 103D Tu & Th 3:20 – 4:40

rakarlin@psych.rutgers.edu or bkrln@aol.com (usually better)

Office hours: Tillett 517 or Tillett 102 Thursdays 11-Noon and ba.

There is no textbook. Exams are essay format only. Please note that attendance at all classes is expected. Attendance matters. If you will not be at specific classes, please let me know in advance.

WHO SHOULD TAKE THIS COURSE:

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). It is meant to be enlightening in several ways for those willing to stay with it. However, staying with it means doing a lot of work. This is a tough course, but past students have indicated that the work had been worth it, given what they learned about our field.

CENTRAL ISSUES IN THIS COURSE

I am both a Psychology professor and a psychotherapist. As the latter, my interest is simply getting my patients better.¹ In that context, my theories about why and how they get better are relevant only in that they prescribe and prescribe specific therapeutic interventions. As a professor, I am primarily interested in how and why psychotherapeutic interventions work. That includes being interested in which patients' problems are or are not amenable to my interventions because of the inherent nature of the intervention. Similarly, I am interested in maximizing the impact of all my interactions with patients

We are going to ask the questions starting with "How do we understand psychotherapy in its current state?" Then we will ask "To what degree is psychotherapy an endeavor based on empirical science?" Also, "Does psychotherapy work?" "For which conditions does it work?"

¹ I refer to patients rather than clients when I speak of psychotherapy. That seems to best characterize my relationships and my obligations within those relationships. That is where this course is focused. In other arenas, such as forensic ones, I interact with people or entities best viewed as clients.

“What techniques are useful in which situations?” For which patients?” “Why?” “Should health insurance cover treatment?” and “How do we understand, account for and even use placebo effects?” We will also ask related questions such as “What are the potential effects of teaching patients about how to best use psychotherapy?” “What ideas do the classic figures of psychotherapy espouse?” “What about altered states of consciousness?” “Under what conditions can psychotherapy harm patients?”

Important Throughout the course we will use common sense and an understanding of the normal in order to understand the abnormal. We will also assume that, the symptoms of almost all “disorders” lie. They encourage each patient to do precisely what will make the patient feel worse in the medium and long run.

REQUIRED BOOKS (They are all inexpensive and most are available as used paperbacks condition at Amazon or similar websites.)

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

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

Yalom, I. (1990, paper, 1999,) *Loves executioner and other tales of psychotherapy*. New York: Basic Books.

Plus books for class presentation. These are shown in the syllabus below.

ARTICLES

I have copied a number of papers from a 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. The syllabus and assignment sheet can also be found on Sakai in the resources section.

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

FILMS AT HOME AND IN CLASS

One very important way to understand what happens in psychotherapy is to actually look at and

listen to real clinicians working with real patients. Some of these films are not easily accessible without expensive memberships. Those can only be shown in class. 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.

Some films involve the interaction of expert clinicians with one or two patients. Various schools of therapy prescribe and proscribe different behaviors for therapists. Most of this is based on the developmental personality theories of those who founded systems of therapy. We will discuss these theories and theorists.

We will start with three classic psychotherapists (Rogers, Ellis and Perls) treating a single patient (Gloria) in the early 1960s. I will show the *Three approaches to psychotherapy* films in class. You may have seen this before, but so have I, lots of times. I was still learning new things from the films last Spring.

With the best of intentions, we have time in class only for a few films. **I'm going to ask you to watch several films at home to get ready for class discussion.** For example, a movie on Freud and another on Jung will be on reserve at Kilmer Library. (They may also be available online.)

Later in the semester, I will show a film clip on straightforward behavior therapy for someone with a fairly severe snake phobia. You will also see Lovaas work with the applied behavior analysis (translate Skinnerian) techniques while teaching language to autistic children. We'll see others deal with less severely disordered children. Toward the end of the semester. I hope we will have time to watch other expert therapists deal with other patients.

SUMMARIES

You will be reading books and articles and viewing movies. Each should be briefly summarized. Please note the due dates for the assignments. **Please use Microsoft Word or compatible program. Place a digital copy of each summary in your class drop box anytime before the class at which it is due.** Be sure to label the summary clearly (e.g.. Rogers and Gloria Your name.)

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. For full credit, please note receipt of my return email on your finished assignment. You can go to the gradebook as well as the planned class schedule for a list of currently planned assignments.

However, **keep checking announcements as things can change.** An excellent paper may appear that you need to read. It will get added or substituted for one on the list. For example, I've just read a short article describing a horrid recovered memory case in Australia and another about a woman with 9 personalities. Or we might run out of time for something and an assignment may be cancelled. When changes occur, I will post an announcement and send it to your email. But check for announcements at least once/week.

Please be sure to place your name and the name of the assignment on each summary, Each page

of assigned summaries is worth 4 points. Almost all articles, movies, and so on can be summarized in one typed page using a 12-point font and double spacing. Going over one page for a summary is ok, but is neither suggested nor rewarded.[2] It has been suggested that the summaries are essentially a dramatic device to strongly encourage you to keep up with the reading. This view seems reasonable.

A total of about 150-200 points will result from these assignments. Late summaries lose 1 point for each class they are late (2 points/week). In most of the required books, each assigned chapter will be summarized in one page. The exception is Dora, which can best be summarized as a whole in about 5 pages.

But please keep up. It is hard to participate if you haven't seen the film/read the assigned material. And this is a seminar: participation counts. I will take attendance occasionally.

Class Presentations

Early in the semester, we will form teams. I will ask each team to do two power point presentations to the class. Each presentation should be sent to me or placed in its drop box. That way, I can post them for other students.

The first presentation will be from one of three books for the intelligent laymen on dealing with children. The second presentation will deal with similar books on adult relationships. They are all relatively easy reading. Each presentation is worth 60 points total. Grades are given to the group as a whole. A=60, A- =57, B+= 53, B= 50, B- = 47 C+=43, C=40, D=20, F=0.

In previous years most student-teams presentation grades have fallen in the A to B- range.

Please send me the presentation by the day that the presentation is made. That way, I can post it online so everyone can use it as a review.

TERM PAPER

The book by Yalom in the list above is specifically for the term paper. It is a series of cases in which he was the therapist. Sometime in very early April, I will assign or ask you to choose three or four of these cases. You are to write about (take apart) these cases. The term paper is due on the last day of class. If you are graduating this semester, PLEASE LET ME KNOW SO THAT I CAN GRADE YOUR PAPER ASAP.

This paper is to be a response to Yalom's cases, not a simple summary. Each of your analyses should be a response to what Yalom has written. Ask and answer a series of questions. What did Yalom do? Why? What did he do right? What did he do that was wrong in your view. Was Yalom defensive? Is there evidence of countertransference? What would you have done if the person had been your patient? Can you think of another school of therapy that would have offered a better approach? What would someone from that school have done?

A model answer for the first case, the one with the same title as the book (“Love’s executioner”) will be posted on the website. Please do not write about this case in your term paper.

GRADING: There will be three major sources of points: summaries, the presentations and the term paper. The term paper will be worth 200 points, the presentations 120 points and the summaries will be worth about 150 - 200 points in total. A positive or negative "tilt" will be occasioned by class attendance and participation.

Points will be summed across the midterm, summaries and the term paper. We will discuss curves and so on in class.

SEATING: We will arrange seating alphabetically by last 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 last name and a seating chart provides a slightly better chance for me to learn everyone’s name.

FEEDBACK ON PACE Once every two weeks or so 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, I will slow down. If more than half the class says we are going too slowly, I will speed up. If I forget to ask, please remind me.

CLASS SCHEDULE: 830:452:02 S20

Date, activity and assignments. Note that this is a tentative schedule, especially after Spring Break.

1/21 Brief Lecture: An overview of what we are going to do: What is psychotherapy? On what empirical/theoretical basis does psychotherapy rest. The two contexts: psychotherapy for healing/curing dysfunction and psychotherapy for growth/meaning. Why does or doesn’t psychotherapy work for which specific people and/or specific problems? What can account for its success? What can account for its failures?

Also: if time. Film of Carl Rogers and Gloria. (The Gloria films represent the proud heritage that Woolfolk discusses in Chapter 2.)

Assigned: 1. Read Woolfolk, R. *The value of psychotherapy*. Summaries of Chapters 1-2 due 1/30 (one page summary for each chapter) Summaries of Chapters 3,4 & 5 due 2/4 . Summaries of Chapters 6, 7 & 8 due 2/6.

1/21, 23, 28: Films: *Three approaches to psychotherapy, I*. Parts 1, 2 & 3 (Rogers, Perls & Ellis)

Assigned: one-page summary (total) of the three films. Due: 1/30.

In case you miss one, all three parts of *Three Psychotherapists* are available at https://www.youtube.com/watch?v=5errJ-u2_eg. The second session, Perls and Gloria, starts

about 46 minutes into the film. The third session, Ellis and Gloria, starts at about 116 minutes into the three-part film

1/30: Lecture and discussion: 1. Watch and discuss the fictional mass exodus scene from the last 10 minutes or so of the Freud biopic by John Huston *The Secret Passion*. 2. Our proud heritage. We should be proud. But... Discuss the role of personality theory in psychotherapy. The context of growth and the context of healing (Jung vs. Freud, Maslow vs Erikson).

The movie shows Freud's 1896 paper on seduction and neuroses creating a mass exodus at the medical society. In the movie, the many doctors who could not emotionally stand Freud's outrageous truth had to leave the auditorium. This did not happen. In fact, as was the case on several occasions, Freud's views were seen as unsurprising and evoked little direct response other than yawns. The idea that the medical establishment feared his truth allowed Freud to ignore criticism by well qualified colleagues such as Binet and Janet. Since response to qualified criticism is part of the essence of scientific discourse, this view, celebrated by Jones and other admirers, made psychoanalysis look like a religion/cult rather than a scientific theory. Hence, the many splits from Freudian thought, such as by Adler, Jung and numerous others, looked more like heresy than scientific arguments.

Assigned: Phillips article (Causal) Kirsch, Wampold & Kelley article (Placebos) One page summary of each article, due 2/11. We will discuss the Kirsch et al. article in detail on 2/11 – 2/18

IMPORTANT: Group formation for presentations (6 groups, 2 presentations for each group, 2-4 people/group)

Assigned: Presentations below due in drop box prior to presentations on 3/3 (Groups 1 & 2), 3/5 (Groups 3 & 4) & 3/10 (Groups 5 and 6) Presentations: 2 groups/day. Groups 1 and 2 first, then 3 & 4, then 5 & 6.

Each group takes the first or second half of one of the books below and prepares a presentation about it. These are “self-help” books on raising children. For full credit, presentations should be placed in your dropbox at least 24 hours before you present in class.

Group 1: Chapters 1-8 of Karp, H. (2004) *The happiest toddler on the block*. NY: Bantam.

Group 2: Chapters 9-14 of Karp, H. (2004). *The happiest toddler on the block*. NY: Bantam

Group 3: Chapters 1-3 of Faber, A. & Mazlich, E. (2012). *How to talk so kids will listen and listen so kids will talk*. NY: Scribner

Group 4: Chapters 4-7 of Faber, A. & Mazlich, E. (2012). *How to talk so kids will listen and listen so kids will talk*. NY: Scribner

Group 5: Intro and Chapters 1-5 of Kazdin, A & Rotella, C. (2008) *The Kazdin Method for parenting of the defiant child*. NY: Mariner

Group 6: Intro and Chapters 6-11 of Kazdin, A & Rotella, C. (2008) *The Kazdin Method for parenting of the defiant child*. NY: Mariner

2/4 Lecture: The rise of CBT. BT as the alternative to psychodynamic psychotherapy and client centered therapy. They were the enemy. How could we prove we were doing better? The two basic behavioral techniques: unreinforced exposure to a feared stimulus and shaping (teaching a pigeon to bowl.) What they work for and what they don't.

Films: Barlow and a little Lovaas

Assigned: Karlin, R. Hypnosis and pain article 1 page summary due 3/24

2/6 Lecture: Adverse effects of psychotherapy: The details of sexual reorientation and recovered memory psychotherapy. The iatrogenic nature of the current version of multiple personality disorder now known as dissociative identity disorder (Sybil) vs. the older version (Eve).

Films: Brief excerpts from *The Three Faces of Eve* and *Sybil*

<https://www.youtube.com/watch?v=zhOnrNjCnIY> (Eve)

<https://www.youtube.com/watch?v=4IfUBM097hE> (Sybil personalities)

<https://www.youtube.com/watch?v=wRBZ0Kjisl4> (Times retrospective)

Assigned: Zimmer folder: The king and the corps. Wampold, Messer and Kelley 1 page summary total (half page each)] on these two due 2/20.

2/11& 2/13 Lecture and discussion: Woolfolk wrap up. The multifold problems of outcome research. The difficulty of overcoming the “nonspecific” (placebo) effects. **Critical question: How do we understand the power of placebos?**

Assigned: Kirsch, I (2010) *The emperor's new drugs: Exploding the antidepressant myth*. Summaries of Chapters 1-4 due 3/26 (one page summary for each chapter) Summaries of Chapters 5-7, one page for each chapter due 3/31.

Whitaker Chapters 8-10 and 14-15 1 page summary for chapters 8-10 and one for 14-15, due 3/26.

Ioannidis, J. Effectiveness of antidepressants. 1 page summary due 3/26.

Frank, J. *Persuasion and healing*. 3 chapters. 1 page summary total for the three chapters. Due 3/26

2/18 & 2/20 Lecture and discussion: The worried well. The “worried well” are people who seek psychotherapeutic help but are not severely “ill.” Should we be treating patients who are not clearly “ill” according to DSM-5 or the international classification of diseases. Where are the limits? How far into the normal range should insurance cover psychotherapy costs? Alternatively, do we need to enlarge the spectrum of problems covered by insurance to insure necessary access. For example, we will later look at marital problems and divorce. Does the medical model include such concerns If not, why not?. Is it simply that most physicians treat individuals, not couples. Who else and what else gets left out? Also, a little discussion of growth oriented therapy

Film: 1) Meichenbaum doing CBT 2) Marital therapy.

2/25 : The other end of the spectrum: Sherwin Nulund's TED talk on depression and ECT and Elyn Saks' TED talk on schizophrenia. Four patients with psychotic disorders

<https://www.youtube.com/watch?v=bWafqw8XnpA> Do you agree with Nulund's choice of bilateral ECT? Is Elyn Saks still schizophrenic? What about community treatment of schizophrenia.

2/27 Films and discussion: What about evil: Angela Simpson (similarities to Clover Boykin) https://www.youtube.com/watch?v=AJ0Vts2YS_M. **Wayne (40 of 40 on Hare psychopathy scale)** <https://www.youtube.com/watch?v=jp9u-UaeKRw>

3/3, 3/5 & 3/10 Presentations: 2 groups/day. Groups 1 and 2 first, then 3 & 4, then 5 & 6.

3/12: Hypnosis: Classroom induction with the Harvard Groups Scale of Hypnotic Susceptibility: I will be using the Harvard Group Scale of Hypnotic Susceptibility, Form A, (Shor and E. Orne, 1962; HGSHS:A) to hypnotize the class. The HGSHS:A was specifically created for this kind of classroom demonstration over 50 years ago by Ron Shor and Emily Orne at Harvard. It has few and minor side effects: about the same level of headaches and the like that occurs after an ordinary college class. However, if you don't wish to be part of the experience, please just skip this class.

3/17 & 3/19 NO CLASS

3/24: Lecture: Hypnosis: history and uses in pain control. How do we understand placebo effects: The placebo is not the pill. Lost in the desert; but even so???

3/26: Discussion: Antidepressants: what do we think of the data?

Schedule with assignments and presentations after 3/26 will be announced by early March.

10/17 (Group 1 & 2), 10/22 (Group 3 & 4) & 10/24 (Group 5 & 6) Presentations and discussion of *Persuasion and Healing* (Also, one page summary of each chapter Chapters 1-4 due on 10/17. Chapters 5-8 due on 10/22 and Chapters 9-12 due on 10/24.

Assignments for multiple personality disorder/DID part of course. All assignments due 11/5.

Assigned: Watch the Sally Fields version of *Sybil* (the TV movie) and Joanne Woodward in both *Sybil* and in *The Three Faces of Eve*. *Three Faces* can be rented for \$2.99. I put a copy of each on reserve at Carr Library here on Livingston Campus, where they can be viewed without charge. *Sybil* is not readily available online. Rather, the DVD (of the over an hour longer extended version) may be purchased for \$19.99 on Amazon. However, I put a copy of each on reserve at Carr Library here on Livingston Campus, where they can be viewed without charge. One page summary each of *Sybil* and *Three Faces of Eve* due 11/5

Watch Debbie Nathan speech: *Sybil Exposed* (one page summary due 11/5). Here is the url: <https://www.youtube.com/watch?v=vLKAIObPWJE&index=14&list=PL2C388FB69996895BA>

Also read Karlin and Orne's article and the Geraerts' articles about MPD (DID) in Resources. One page summary of each paper due 11/5.

10/31 Alternative states of consciousness - Hypnosis demonstration: I will be using the Harvard Group Scale of Hypnotic Susceptibility, Form A, Shor and E. Orne, 1962; HGSHS:A) to hypnotize the class. The HGSHS:A was specifically created for this kind of classroom demonstration over 50 years ago by Ron Shor and Emily Orne at Harvard. It has few and minor side effects: about the same level of headaches and the like that occurs after an ordinary college class. But, if you don't wish to be part of the experience, please just skip this class.

Assigned: Prepare Presentation 2 Kirsch and Woolfolk: One-page summary for each chapters from Kirsch Ch1-4 due 11/14, Chapters 5-7 and Woolfolk Ch 1 -2 due 11/19 Woolfolk Ch 3-7 due 11/21.

11/5 Lecture: Placebo effects, exposure, hypnosis and the memory wars. The possibility of psychotherapy occasioning harmful effects as well as good ones.

11/7 Lecture, film and discussion: Hypnosis and multiple personalities in court. Mike Barnes video tape in class. The case of *The Hillside Stranglers*. Watkins, Allison and Orne's view of a case of multiple personality. How do you treat a multiple?

11/12 Lecture, films and discussion: Back to simple stuff. The behavioral approach. Watch Barlow film on treating a snake phobia in a very few hours. Intro to behavioral therapies that work for limited problems: Discuss sensate focus, panic (stubbed toe) and stuttering. Lovaas <https://www.youtube.com/watch?v=oGhIcAnBQZ4&t=1290s>

11/14 (Groups 5 & 6), **11/19** (Groups 3 & 4) & **11/21** (Groups 1 and 2) **Presentation 2** Kirsch Ch1-4 (Groups 5 &6) on 11/14, Kirsch Chapters 5-6 (Group 3) and Woolfolk Ch 1 -3 (Group 4) on 11/19 and Woolfolk Ch 4 - 7 (Groups 1 and 2) on 11/21

11/26 Leftovers and discussion of term paper on Yalom cases (go over the case of Thelma)

11/28 No class - Thanksgiving

12/3 Psychotherapy films

12/5: Lecture and discussion: How healthy is the Dodo Bird and who shall have prizes? Wampold's book and effect size.

12/10 Term Paper Due. Please place it in your drop box. Discussion of course.

Group assignments for the presentations

Group 1 Frank Ch. 1 & 2, Kirsch Ch. 1 & 2

Group 2 Frank Ch. 3 & 4, Kirsch Ch. 3 & 4

Group 3 Frank Ch. 5 & 6, Kirsch Ch 5 & 6

Group 4 Frank Ch. 7 & 8, Woolfolk Ch. 1-3

Group 5 Frank Ch. 9 & 10, Woolfolk Ch. 4 & 5

Group 6 Frank Ch. 11& 12, Woolfolk Ch. 6 & 7

[1] With the possible exception of the symptoms of chronic, severe forms of schizophrenia.

9/17 Lecture and discussion Personality theory and the evolution of psychotherapy.

10/10 Lecture: Addictions: Legalizing heroin and the reason for academic freedom. Film: Opioids and the Undertreatment of Pain. <https://www.youtube.com/watch?v=u4vHSLeTe-s&list=PLsRNoUx8w3rOv-BQZBpAioIvd5q-MYa8D&index=6> Film Amplification of somatosensory input.