**Psychology UN3623: Topics in Clinical Psychology**

**Spring 2023**

**Time: Wednesday 12:10-2:00pm**

**Location: 200B SCHERMERHORN**

**Instructor: Irit Felsen, Ph.D.**

**Email:** Irit.Felsen@gmail.com

**Office hours**: TBD

Please make an appointment to speak with me if you have questions, or just want to chat. I love to work with students and would be delighted to meet with you.

Email is the most efficient contact method. Please use this email:

Irit.felsen@gmail.com

*Please include your* ***full name*** *in all emails.*

*If you have to reach me urgently, you can call and leave a message on my cell phone at 201-682-5603.*

**Course Overview:**

This course offers a review of selected clinical issues and conceptual models in clinical psychology, reflecting some of the pertinent issues that bring individuals and couples to seek psychotherapy and how we treat these problems.

This course places the practice of clinical psychology within its wider ecological context, highlighting the importance of the of such factors in the encounter between patient and therapist, and in assessing goals for treatment and types of interventions. There is a strong focus on the embeddedness of individuals, couples and families within a particular socio-cultural environment, and on the forces that shape multi-generational relational patterns, vulnerabilities and resiliencies. This course emphasizes the imperative for practitioners of mental health to develop awareness of our own embeddedness within our own personal and socio-cultural context: our families of origin, the relational experiences that have shaped our own sense of self and our relational paradigms, and how to develop the necessary self-regulation skills to identify and counter our own limitations and emotional biases.

We will introduce basic concepts related to the therapeutic encounter such as the treatment alliance, transference, countertranceference, and the intersubjective turn in psychology. We will review how these more recent theoretical contributions have changed the way we understand the co-constructed nature of the interaction in the patient-therapist dyad.

We will explore the evolution of the concepts of cultural competence, cultural sensitivity, and cultural safety and discuss some of the complex benefits and drawbacks related to the application of these perspectives. We will review empirical data about the impact of differences between patients and healthcare provider on clinical decisions, and the evolutionary psychology of non-conscious emotional biases, as well as how to develop the skills to counter such automatic processes.

We will review the basic concepts of Bowen’s Family System Theory with a focus on differentiation of self, multigenerational transmission processes, and intergenerational transmission of historical trauma. Students will be encouraged to reflect upon their family history and their own role within their families.

We will review videos and empirical studies from research in mother-infant non-verbal interaction and discuss attachment theory, how early attachment styles are related to development in later life, and how attachment styles manifest in adult romantic relationships. Internal Family Systems Therapy will be presented as a clinical intervention that builds upon these concepts.

Students will learn and practice in class (and then outside of class, as a paper/project) the “Imago Dialogue”, one of the central techniques in the “experiential couple therapies”, relating its elements to the concepts discussed in Family Systems theory, Mother-infant research about non-verbal communication, and attachment studies. Additional lectures will include treatment of specific problems in long-term intimate relationships, including some of the central techniques for treatment of inhibited sexual desire, and for addressing infidelity, and the impact of neurodiversity on couple and family relationships.

**Attendance:**

Students are expected to attend class and arrive on time. **One** **unexcused** absence is allowed during the semester (this does not include excused absences, in cases of illness, religious observance, or other extenuating circumstances). Please email me **before** any missed class.

**Reading Assignments:**

Assigned readings will be posted on this syllabus and the syllabus will be posted on Canvas/courseworks. The syllabus and the reading assignments are, however, open to changes during the semester. All students are expected to read the assigned articles each week prior to class, to post a comment/ question about the reading on canvas, and to come to class prepared to discuss the readings. Postings for each week’s readings are due no later than **Monday at 5:00 pm** before the upcoming class meeting, to allow me to view them before class. Postings submitted after the deadline will result inpoint deductions. Your discussion posts should reflect thoughtful consideration of the research and theories presented in the readings and stimulate further discussion in class. In total, your discussion posts will count for **20% of your final course grade.**

**Class Participation:**

Your participation is essential for creating an enriching learning experience, especially since this is a class that encourages our self-reflection and self-awareness, which are critical in clinical work. In addition to your regular attendance, it is expected that you will actively participate in class discussions on a regular basis. **Your participation in class will count for 20% of your final grade.**

You will be evaluated on the quality of your contributions, based on the following criteria:

• The student demonstrates knowledge and understanding of reading assignments

• The student provides new insight building on the reading assignments and demonstrates a willingness to connect the material to their own contextuality.

• The student is an active listener, who addresses and integrates comments from classmates

• The student’s comments are relevant and not tangential or ambiguous

• The student is courteous and respectful of classmates during class discussions

**Introductory Assignment: Transcultural Psychiatry and Psychology**

The introductory assignment is worth **10% of your final course grade**. Write a one-to two page description of two or three of your “social locations” (based on the Brown 2009 paper), when and how you became aware of these social locations, and how they impact you as a person and/or psychotherapist. Be prepared to discuss some of these issues in class. This assignment is NOT to be posted on the Discussion forum, you should send it directly to my personal email at irit.felsen@gmail.com.

**Imago Dialogue and Paper:**

After we will learn how to conduct an Imago dialogue, you will conduct such a dialogue with a person with whom you have a close relationship (a significant other, a sibling, a friend). In the dialogue you will practice being one time the ‘sender’ and the other time the ‘recipient’. The topic for the dialogue will be either the one suggested in class or one of your choice. You will submit a transcription of the dialogue and a reaction paper describing what your observations and experiences in the dialogue were like. Write a paper that is no longer than 5 pages (not including the transcription). This assignment will count for **25% of the final grade**. The due date for this assignment will be announced later. The Imago interview assignment is due **March 29.**

**Research Review Paper:**

Students will conduct an Interview with a person about that individual’s life and about experiences of trauma or difficult circumstances they might have endured in the past, as well as about their experiences during the Covid-19 pandemic. Please read at least three peer-reviewed papers of your choice about the type of trauma that the interviewee might have described having endured in past periods of life, or about any salient issue or circumstances that their life story brought forth. Write a report that includes a summary of what you learned about the person’s life from the interview, as well as a summary of the studies you read. Relate the findings and conclusions from the studies to the observations from your interview and reflect on how this experience added to your understanding of the person you interviewed. If you are not sure about the suitability of the papers you found, please check with me before writing your report.

The questionnaire for the interview will be given to the students, and they will be asked to input the data online into Qualtrics. This assignment will count towards **25% of your final grade**.

**General Guidelines for Writing Assignments:**

Writing assignments are due in class on the assigned dates. Points will be deducted for assignments that are late.

To maximize points for written assignments:

• Turn the paper in on time.

• Write in a clear, organized manner. Avoid grammatical and spelling errors.

• Include introductory and concluding paragraphs.

• Include all required elements in the paper.

• Keep to the standard page and formatting requirements (i.e., double spaced, 12 font, regular page margins).

• Follow APA style (use *Publication Manual of the APA: Sixth Edition* as your guide).

• Post a copy **online** under the **Discussion** section of Canvas.

**Honor Code:**

All assignments in this class are to be completed in accordance with the Columbia College Honor Code, as specified in the Columbia University Guide to Academic Integrity. Barnard College students commit themselves to the Honor Code upon registering for a Columbia course.

**Digital Technology:**

Use of digital technology for non-class related purposes is at best distracting and at worst impolite and disrespectful, both to your classmates and to the professor. Even during zoom sessions, should we need to have them, your attention is expected to be focused on the class. To that end, **s**tudents are expected to refrain from using phones *in any capacity* during class. Please turn phones to silent or vibrate during class. If you need to use your phone for any reason, please just leave the classroom. If we meet via zoom, please try to ask family members to avoid appearing in the space where they might be seen, if possible. While in the classroom, please use your screen only for purposes related to the lecture.

**Summary of Grading:**

Your final grade in the course will be based on the weighted combination of the following:

Introductory assignment – 10%

Written weekly assignments – 20%

Class participation - 20%

Imago dialog transcript and paper – 25%

Interview and final paper – 25%

**Plan of Lectures and weekly readings.**

**Lecture 1: Fundamental concepts in psychotherapy** the treatment alliance, transference, countertransference, and the “intersubjective turn” in psychological theory and practice.

**Lecture 2: Cultural Competence in the Practice of Psychology**

**Reading:**

1. Brown, Laura S., (2009) “Cultural Competence: A New Way of Thinking about Integration in Therapy,” Journal of Psychotherapy Integration, 19(4), 340-356
2. Kirmayer, Laurence J., (2012) “Rethinking cultural competence”, Transcultural Psychiatry 49(2) 149–164.
3. Tummala-Narra, Pratyusha (2022) Can We Decolonize Psychoanalytic Theory and Practice? Psychoanaluytic Dialogues 32 (3): 217-234

**Lecture 3: Bowen Family System**

**Reading:**

1. Titleman, Peter (1998), Clinical Applications of Bowen Family Systems Theory, Chapter 1: pp.7-49 and Chapter 2 : pp. 51-66.
2. Jankowski, Peter J, Hooper, Lisa M. (2012) Differentiation of Self: A Validation Study of the Bowen Theory Construct. Couple and Family Psychology: Research and Practice, Vol. 1, No. 3, 226–243.
3. Skowron, Elizabeth A. and Friedlander, Myrna L. (2009) Errata, Journal of Counseling Psychology Vol. 56, No. 4, 597–598.

**Lecture 4**: **The Two-Person Unconscious Communication**

**Reading:**

1. Tronick, Edward Z. (1989) Emotions and Emotional Communication in Infants. American Psychologist 44 (2): 112-119.
2. Please watch: Documentary [Mother-Infant Communication: The Research of Dr. Beatrice Beebe](http://www.pep-web.org.ezproxy.cul.columbia.edu/toc.php?journal=pepgrantvs&volume=1#11) [http://www.pep-web.org.ezproxy.cul.columbia.edu/document.php?id=pepgrantvs.001.0011a&type=hitlist&num=1&query=fulltext1%2CKaren+Dougherty%7Czone1%2Cparagraphs%7Czone2%](http://www.pep-web.org.ezproxy.cul.columbia.edu/document.php?id=pepgrantvs.001.0011a&type=hitlist&num=1&query=fulltext1%2CKaren+Dougherty%7Czone1%2Cparagraphs%7Czone2%25)

Or: Decoding Mother-Infant Interaction: https://www.youtube.com/watch?v=-60yYJvztJ8

1. Sandberg, L., & Beebe, B. (2020). A patient who does not look: A collaborative treatment with video feedback. Psychoanalytic Dialogues, 30:4, 479-498.

**Lecture 5 : Intergenerational Transmission of Trauma in Families**

**Reading:**

1. SAMHSA’s Concept of Trauma and Guidance for a Trauma-Informed Approach. Prepared by SAMHSA’s Trauma and Justice Strategic Initiative July 2014.
2. König, Ursula and Reimann, Cordula (2018) Closing a gap in conflict transformation : Understanding collective and transgenerational trauma. <https://www.ximpulse.ch/wp-content/uploads/1806CollectiveTrauma.pdf>
3. Irit Felsen Ph.D. (2017) Adult-Onset Trauma and Intergenerational Transmission: Integrating Empirical Data and Psychoanalytic Theory, Psychoanalysis, Self and Context, 12:1, 60-77, DOI: 10.1080/15551024.2017.1251185 <http://dx.doi.org/10.1037/pap0000196>

**Lecture 6: Historical Trauma, Similarities and Differences in Legacies of Collective Trauma and Healing.**

1. Fitzgerald, Hiram E., Johnson, Deborah J., Allen, james, Villarruel, Francisco A. and Baolian Qin, Desiree(2021) Historical and Race‑Based Trauma: Resilience Through Family and Community. Adversity and Resilience Science (2021) 2:215–223. <https://doi.org/10.1007/s42844-021-00048-4>
2. Halloran, Michael J. (2019) African American Health and Posttraumatic SlaveSyndrome: A TerrorManagement TheoryAccount. Journal of Black Studies, 2019, Vol. 50(1) 45–65.
3. American Indian Historical Trauma: Community Perspective from Two Great Plains Medicine Men (2014) Hartmann, William E. and • Gone, Joseph P. Am J Community Psychol. Vol. 54:274–288. DOI 10.1007/s10464-014-9671-1
4. **Please watch the animated movie “Encanto”**

**Lecture 7 : Internal Family System Therapy**

**Reading:**

1. Richard C. Schwartz (1995) Internal Family Systems Therapy. Chapter 1 pp.8-26 and chapter 2: pp. 27-60.
2. Deacon, Sharon A.; Davis, Jonathan C. Internal family systems theory: A technical integration. Journal of Systemic Therapies*;* Spring 2001; 20, 1; ProQuest pp. 45-58
3. Please watch the animated movie “Inside Out”

**Lecture 8: Imago and Encounter Centered Coupe Therapy**

**Reading:**

1. Hendrix, Harville and LaKelly Hunt, Hellen (1988, 2008, 2019) Getting the Love You Want, a guide for couples, chapter 1: pp. 3-59.
2. Gina Pera and [Arthur L. Robin (eds.)](https://blackwells.co.uk/bookshop/search/author/%20Arthur%20L%20Robin), 2016 “Adult ADHD-Focused Couple Therapy” Chapter 7 : pp. 143-161.
3. Please watch the “Ted Talk” by Hedy Schliefer : <https://www.youtube.com/watch?v=HEaERAnIqsY>

**Lecture 9: Attachment in Adult Romantic Relationships**

**Reading:**

1. Williams, Lee, Edwards, Todd M., Patterson, JoEllen and Chamow, Larry (2011) Essential Assessment Skills for Couple and Family Therapists, chapter 11: pp.84-210.
2. Simpson, Jeffrey A. and Rholes, W. Steven (2017): Adult Attachment, Stress and Romantic Relationships. Available online [www.sciencedirect.com](http://www.sciencedirect.com)

**Lecture 10: Intimacy in Long-Term Relationships**

**Reading:**

1. Esther Perel, (2010) The Double Flame: Reconciling Intimacy and Sexuality, Reviving Desire. In: Treating Sexual Desire Disorders: A Clinical Casebook.
Edited by Sandra R. Leiblum, pp. 23-43.

## Sheff, Elizabeth E. (2015) The Polyamorist Next Door: inside Multiple-Partner Relationships and Families, Chapters 7 and 8: pp. 191-254.

**Lecture 11: Problems in sexuality and Sensate Focus in Sex Therapy**

**Reading:**

1. McCarthy, Barry and Wald, Lana M. (2012) Sexual desire and satisfaction: The balance between individual and couple factors. Sexual and Relationship Therapy Vol. 27, No. 4, November 2012, 310–321.
2. Avery-Clark, Constance and Weiner, Linda (2017), Sensate Focus in Sex Therapy, chapter 1: pp. 1-7 and chapter 2: pp. 8-14.
3. Schultz, K., Hook, J. N., Davis, D. E., Penberthy, J. K., & Reid, R. C. (2014). Nonparaphilic Hypersexual Behavior and Depressive Symptoms: A Meta-Analytic Review of the Literature. Journal of sex & marital therapy, 40(6), 477-487.

**Lecture 12: Neurodiversity- The impact of ADHD in Couples**

**Reading:**

1. Pera, Gina (2016) PART I: Adult ADHD and Relationships, pp. 1-31 in: Adult ADHD-Focused Couple Therapy (Eds. Gina Pera and Arthur L. Robin)
2. Orlov, Marissa. (2010). Understanding ADHD in Your Marriage, pp. 1-30 in: The ADHD effect on marriage.
3. Optional reading: Tuckman, Ari. (2020). ADHD after dark: Better sex life, better relationship.

**Lecture 13 : Neurodiversity – “The perspective of one member of the last lost generation of autism” (Guest Speaker)**

**Reading:**

1. Please read before this meeting several posts in the blog which is written by our guest speaker:

https://amongsthumans.com/

Including one of the early posts, entitled “letting him out”.

1. Ken’ichi Nixima, Maiko Fujimori, Kazuo Okanoya (2013) An ERP Study of Autistic Traits and Emotional Recognition in Non-Clinical Adolescence. Psychology Vol.4, No.6, 515-519 Published Online June 2013 in SciRes (http://www.scirp.org/journal/psych) <http://dx.doi.org/10.4236/psych.2013.46073>
2. Kim J Y, Son M J, Son C Y, et al. Environmental Risk Factors and Biomarkers for Autism Specturm Disorder: An Umbrella Review of the Evidence. Lancet Pscychiatry 2019; 6: 590–600.
3. Optional: Theresa Regan, Autism, Apple podcasts https://podcasts.apple.com/us/podcast/autism-in-the-adult/id1526864561

**Lecture 14: Helping Parents with Parenting Issues**

**Reading:**

1. Novick, K.K. and Novick, J. (2014) Psychoanalysis and Child Rearing, Psychoanalytic Inquiry 34: 440-451.
2. Sanders M.R., Kirby J.N., Tellegen C.L., Day J.J. (2014) The Triple P-Positive Parenting Program: a systematic review and meta-analysis of a multi-level system of parenting support. Clinical Psychology Review 2014; 34(4): 337-357.

# Scudder, Ashly, Wong, Cassandra, Ober, Nicole, Hoffman, Megan, Tscolani, Jodi, Handen, Benjamin L. (2019) Parent–child interaction therapy (PCIT) in young children with autism spectrum disorder. Child and Family Behavior Therapy, Vol. 41 (4): 201-220.

# Optional: Kazdin, Allan E. (2009) The Kazdin Method for Parenting the Defiant Child.

**Lecture 15: Attachment in Adult Relationships- Take Away for Your Relationships and for Your Patients.**

**Reading:**

Simpson, Jeffrey A. and Rholes, W. Steven (2017): Adult Attachment, Stress, and Romantic Relationships. Curr Opin Psychol. 2017 Feb;13:19-24.

DOI: 10.1016/j.copsyc.2016.04.006. PMID: 27135049; PMCID: PMC4845754.