

Sample Psychodynamic Therapy Syllabus With Embedded Deliberate Practice Exercises

This appendix provides a sample one-semester, three-unit course dedicated to teaching psychodynamic psychotherapy. This course is appropriate for graduate students (master's and doctoral) at all levels of training, including first-year students who have not yet worked with patients. We present it as a model that can be adopted to a specific program's contexts and needs. For example, instructors may borrow portions of it to use in other courses, in practica, in didactic training events at externships and internships, in workshops, and in continuing education for postgraduate therapists. We have included a range of possible readings for the homework assignments. Instructors therefore have a choice of materials from which to select.

Course Title: Relational Psychodynamic Psychotherapy: Formulation and Intervention Using Deliberate Practice

Course Description

This course teaches the theory, principles, and core skills of a relational psychodynamic psychotherapy. As a course with both didactic and practicum elements, it will review the theory and research on formulation, discuss strategies of intervention, illustrate psychotherapy change processes, and foster the use of deliberate practice to enable students to acquire relevant skills.

Course Objectives

Students who complete this course will be able to do the following:

1. Describe the core theory, process, research, and skills of psychodynamic psychotherapy
2. Apply the principles of deliberate practice for career-long clinical skill development
3. Demonstrate key psychodynamic skills
4. Evaluate how they can integrate psychodynamic skills into their developing therapeutic framework
5. Employ psychodynamic approaches with patients from diverse cultural backgrounds
6. Describe the ways in which modern (two-person) psychodynamic psychotherapy differs from older (one-person) psychodynamic approaches
7. Understand how the central tenets of psychodynamic psychotherapy are part of an evidenced-based practice
8. Maintain self-awareness while being present in the relationship with the patient

Date	Lecture and Discussion	Skills Lab	Relevant Readings and Videos
Week 1	Introduction to psychodynamic therapy (PDT) theory, history, and research Principles of deliberate practice	Find your way around the Sentio University site: https://sentio.org/	Blagys & Hilsenroth (2000); Levenson (2017, Chapter 2); Levy et al. (2019); Shedler (2022); Wachtel (2011, Chapter 1); Wolitzky (2011)
Week 2	Maintaining a curious stance Types of questions and when to use Listening with the third ear	Exercise 1: Engaging in a therapeutic inquiry	Binder (2004, Chapter 5); Hill (2020, Chapter 9)
Week 3	The therapeutic relationship Transference and countertransference The real relationship	Exercise 2: Being aware of countertransference reactions	Eubanks et al. (2018); Fauth & Williams (2005); Gelso et al. (2005); Hayes et al. (2011); Hill (2020, Chapter 3); Levenson (1995, Chapter 3)
Week 4	Accessing, deepening, and expressing emotion	Exercise 3: Deepening emotional experience	Geller (2017); Goldman et al. (2021); Levenson (2020); Schore & Schore (2008). Video: Geller (2015)
Week 5	Working with the process Immediacy in the session	Exercise 4: Making process comments	Hill (2020, Chapter 13); Teyber & Teyber (2014)
Week 6	Defenses	Exercise 5: Pointing out defenses and inquiring about underlying fear	Howard (2017, Chapter 11); McCullough et al. (2003, Chapter 5)
Week 7	Developing a working alliance Providing a treatment rationale Concepts/processes of PDT	Exercise 6: Introducing the rationale for treatment	Levenson (2017, Chapter 3); McWilliams (2004, Chapter 4); Shedler (2022). Video: Levenson (2018)
Week 8	Working in the here and now	Exercise 7: Making Transference interpretations	Høglend et al. (2006); Levy & Scalia (2012)
Week 9	Gaining entrance to the patient's inner world	Exercise 8: Using metaphors	Angus & Rennie (1989); Lloyd (2017); Malkomsen et al. (2021); Sims (2003)
Week 10	The power of the unconscious	Exercise 9: Exploring fantasy	Cabaniss et al. (2011, Chapter 24); Glausiusz (2014); Levin (1996)
Week 11	Formulation in PDT	Exercise 10: Case formulation: gathering data for the cyclical maladaptive pattern	Binder & Betan (2022); Inderbitzin & Levy (1990); Levenson (2017, Chapter 4); McWilliams (1999, Chapter 8). Video: Levenson & Carlson (2010, Brief Dynamic Therapy Over Time [transcript is provided in Exercise 13])
Week 12	Reenactments in PDT Parallel process Use of supervision	Exercise 11: Using supervision to recognize reenactments	Levenson (2013); Safran & Kraus (2014); Sarnat (2016). Video: Levenson (1999, Time-Limited Dynamic Therapy)
Week 13	Corrective emotional experiences Primary change mechanisms	Exercise 12: Providing a corrective emotional experience	Christian et al. (2012); Levenson et al. (2020); Sharpless & Barber (2012). Video: Levenson & Carlson (2010, Brief Dynamic Therapy Over Time [transcript is provided in Exercise 13])
Week 14	Working with real sessions	Exercise 13: Annotated interpersonal-psychodynamic therapy session transcripts	Friedlander et al. (2018); Wachtel (2011)
Week 15	Putting it all together: Self-evaluation Skill coaching Mutual feedback	Exercise 14: Mock psychodynamic therapy sessions	Paper: design a psychodynamic deliberate practice exercise or identify psychodynamic skills in a trainee's therapy session

Format of Class

Classes are 3 hours long. Course time is divided into three parts: learning psychodynamic principles, observing video demonstrations, and practicing psychodynamic skills.

Lecture/Discussion Class: Each week, there will be one lecture/discussion class for 1.5 hours focusing on psychodynamic theory and related research.

Psychodynamic Skills Lab: Each week there will be one psychodynamic skills lab for 1.5 hours. Skills labs are for practicing psychodynamic skills using the exercises in this book. The exercises use therapy simulations (role-plays) with the following goals:

1. Build trainees' skill and confidence for using psychodynamic skills with real patients
2. Provide a safe space for experimenting with different therapeutic interventions, without fear of making mistakes
3. Provide plenty of opportunity to explore and "try on" different styles of therapy, so that eventually trainees can discover their own personal, unique therapy style

Annotated Session Transcript: Toward the end of the semester (Week 14), trainees could do the Annotated Interpersonal–Psychodynamic Therapy Session Transcripts (Exercise 13). The repeated readings of the transcripts under various instructions will facilitate the trainees in seeing how all 12 psychodynamic exercises in this book might appear in the context of real sessions. If they haven't done so already, the students could watch a video of the actual sessions being conducted by the first author (H. L.) and gain yet another level of context—that of the nonverbal and paralinguistic. There are also four published studies using these transcripts and accompanying video (Friedlander et al. 2018, 2020; Levenson, 2020; Levenson et al., 2020). Reading these studies could provide yet another layer of information—ways researchers identify various skills and processes in real sessions.

Mock Therapy Sessions: For the last class, a Mock Psychodynamic Therapy Session (Exercise 14) is assigned. In contrast to the highly structured and repetitive deliberate practice exercises, a psychotherapy mock session is an unstructured and improvised role-played therapy session. Mock sessions let trainees

1. practice using psychodynamic skills responsively,
2. experiment with clinical decision making in an unscripted context,
3. discover their personal therapeutic style, and
4. build endurance for working with real patients.

Homework

Homework will be assigned each week and will include reading, 1 hour of skills practice with an assigned practice partner, and occasional writing assignments. For the skills practice homework, trainees will repeat the exercise they did for that week's skills lab. Because the instructor will not be there to evaluate performance, trainees should instead complete the Deliberate Practice Reaction Form, as well as the Deliberate Practice Diary Form, for themselves as a self-evaluation.

Writing Assignments

Students could be assigned a writing assignment. Some possible topics for the papers are as follows:

- Using a partial transcript of one of the trainees' therapy cases with a real patient, the trainee names where each of the 12 psychodynamic skills was used, and in other

places where one of the 12 skills could have (more effectively) replaced what the trainee did say.

- Write a deliberate practice exercise delineating another psychodynamic skill that was not one of the 12 skills used in this book, using the format used in this book.

Multicultural Orientation

This course is taught in a *multicultural context*, defined as “how the cultural worldviews, values, and beliefs of the patient and therapist interact and influence one another to co-create a relational experience that is in the spirit of healing” (Davis et al., 2018, p. 3). Multicultural competencies are included in accreditation requirements and American Psychological Association's (APA's; 2017b) *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. These include multicultural awareness, knowledge, and skills. Core features of the multicultural orientation include cultural comfort, humility, and responding to cultural opportunities (or previously missed opportunities). Throughout this course, students are encouraged to reflect on their own cultural identity and improve their ability to attune with their patients' cultural identities (Hook et al., 2017). For further guidance on this topic and deliberate practice exercises to improve multicultural skills, see the book *Deliberate Practice in Multicultural Therapy* (Harris et al., in press).

Vulnerability, Privacy, and Boundaries

This course is aimed at developing therapy skills, self-awareness, and interpersonal skills in an experiential framework and as relevant to clinical work. This course is not psychotherapy or a substitute for psychotherapy. Using psychodynamic psychotherapy with patients requires balancing emotional vulnerability, openness, and presence while simultaneously maintaining appropriate personal boundaries and the psychotherapeutic frame. Students should interact at a level of self-disclosure that is personally comfortable and helpful to their own learning. Although becoming aware of internal emotional and psychological processes is necessary for a therapist's development, it is not necessary to reveal all that information to the trainer. It is important for students to sense their own level of safety and privacy. Students are not evaluated on the level of material that they choose to reveal in the class.

In accordance with APA's (2017a) *Ethical Principles of Psychologists and Code of Conduct*, students are **not required to disclose personal information**. Because this class is about developing both interpersonal and psychodynamic competence, the following are some important points for students to consider as they make choices to self-disclose:

- Students choose how much, when, and what to disclose. Students are not penalized for the choice not to share personal information.
- The learning environment is susceptible to group dynamics much like any other group space, and therefore students may be asked to share their observations and experiences of the class environment with the singular goal of fostering a more inclusive and productive learning environment.

Confidentiality

Due to the nature of the material covered in class, there are many occasions when personal life experience (self, friends, or family) may be pertinent for the learning envi-

ronment. While it cannot be required to share personal experiences, some trainees may be inclined to do so. Additionally, the content of patient case material is sensitive and demands ethical consideration. To create a safe learning environment that is respectful of patient and therapist information and of diversity, and to foster open and vulnerable conversation in class, class members are required to maintain strict confidentiality within and outside of the instruction setting.

Evaluation

Self-Evaluation: At the end of the semester (Week 15), trainees will perform a self-evaluation. This will help trainees track their progress and identify areas for further development. The "Guidance for Trainees" section in Chapter 3 of this book highlights potential areas of focus for self-evaluation.

Grading Criteria

As designed, students would be accountable for the level and quality of their performance in

- the readings and discussion in class,
- the skills lab (exercises, transcribed and mock sessions),
- homework, and
- the final paper.

Required Readings and Other Media

- Angus, L. E., & Rennie, D. L. (1989). Envisioning the representational world: The client's experience of metaphoric expression in psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 26(3), 372–379. <https://doi.org/10.1037/h0085448>
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- Glausiusz, J. (2014). Living in an imaginary world. *Scientific American Mind*, 23(1). <https://www.scientificamerican.com/article/living-in-an-imaginary-world/>
- Goldman, R. N., Vaz, A., & Rousmaniere, T. (2021). *Deliberate practice in emotion-focused therapy*. American Psychological Association. <https://doi.org/10.1037/0000227-000>
- Hayes, J. A., Gelso, C., & Hummel, A. (2011). Managing countertransference. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed., pp. 239–258). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199737208.003.0012>
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Supplemental Readings

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