



Experiential Dynamic Psychotherapy: The Theory and Technique of Emotion-Focused, Experience-Near Psychodynamic Therapy.

Title of course: Experiential Dynamic Therapy: The Theory and Technique of Emotion-Focused, Experience-Near Psychodynamic Psychotherapy.

Lecturers: Lindsay Chipman, MA, psychotherapist (with Dr. Mark C. Vail)

Date(s): Fall 2017 Semester. The course will be given on a weekly basis on Tuesdays from 9:00AM to 12:30PM. The first course will be held on Tuesday August 29, 2017.

Number of hours of class time: 45.5 hours

Location: courses will be held at Medipsy, 4610 Ste. Catherine W., Westmount, H3Z 1S3

Prerequisites: In order to register for and complete this course, participants need to be a licensed professional, or need to have completed a bachelor's degree in human relations (e.g., psychology, counseling, nursing, occupational therapy, social work/MFT, guidance counseling, psychoeducation).

Mandatory Texts:

- See below.

Contact person: Ms. Amalia Markakis at info@medipsy.ca

GENERAL DESCRIPTION

The course will provide an introduction into the emerging field of Experiential Dynamic Therapy (EDT –see the IEDTA website at www.iedta.net for more information). Rooted in a psychodynamic understanding of the human mind, EDT is clinically different from traditional psychodynamic psychotherapy in that it employs an integrative model that synthesizes multiple theoretical perspectives (clinicians drawn to emotion-focused, mindfulness-based, somatic, and attachment-oriented treatment modalities will be particularly enriched by the theory of technique and interventions covered in this course). This translates into a more focused and clinician-friendly theory of technique – a theory of technique that has demonstrated its effectiveness in over sixty research studies. In this method the therapist is considerably more active in mobilizing the client's participation in identifying and experiencing feelings in the here-and-now, in identifying and abandoning outdated defensive patterns during the session, and in recognizing and regulating anxiety on a moment-by-moment basis as it arises in the consulting room. The result is a powerful and efficient collaboration between therapist and client in which defensive avoidance of anxiety-laden emotions, which is viewed as the major cause of psychopathology, gives way to the visceral experience of chronically avoided feelings and a concomitant reduction in suffering across multiple areas of functioning. The course will provide a practical understanding of EDT's theory of technique and how it can be integrated into various treatment modalities to enhance the therapeutic process and improve outcomes.

GENERAL LEARNING OBJECTIVES

- **Establish an effective treatment focus and mobilize the client's will.** This includes creating an internal focus to reduce, rather than reinforce, a client's defenses. Similarly, it includes creating a clear and mutually agreed upon therapeutic goal – the absence of which contributes to high dropout rates, unfocused sessions, and treatment failures. Lastly, once therapist and client alike have a clear,

mutual therapeutic task, securing the client's will is essential to avoid therapeutic misalliances and compliance.

- **Establish a clear understanding of anxiety.** This includes the nature and function of anxiety, the physiological pathways of anxiety, the use of anxiety as a diagnostic tool, and clinical interventions for regulating anxiety in session.
- **Establish a clear understanding of defenses.** This includes the function of psychological defenses (intrapsychic and interpersonal), the use of defenses as a diagnostic tool, the major categories of defenses, and clinical interventions to restructure defenses.
- **Establish a clear understanding of emotions.** This includes understanding the nature and function of affects, how each emotion manifests physiologically, what constitutes the full experience of a feeling, and clinical interventions to enable clients to develop an internal awareness of emotional states in the service of affect regulation and expression.
- **Learn how to psychodiagnosis.** The use of descriptive measures alone (like the DSM-V) has shown to be inconsistent in establishing an effective diagnosis. The alternative is to also use a real-time method for assessing the client's difficulties and capacities. To do this EDT uses a unique form of assessment based on the moment to moment tracking of client responses to therapist interventions. You will learn how to identify each patient response as feeling, anxiety, or defense. Based on that assessment you will learn how to develop an intervention that will help the client's psychological need in that moment.

ORGANIZATION OF CLASS TIME

Videos and transcripts of actual sessions will be frequently shown and discussed, participants will have an opportunity to engage in various role-play activities to develop in-class mastery, and individuals will be supported in applying what they have learned in clinical settings. Relevant and clinically rich readings will be provided for each topic covered in class. The course will alternate between lectures, open class discussions, video and transcript presentations of clinical material, and experiential learning activities (role-plays, participant teaching, case presentations).

- An overview of the core concepts of psychodynamic theory, the emergence and uniqueness of experiential dynamic therapy, and the integration of theory into technique.
- Detailing the therapeutic interventions that comprise experiential dynamic therapy (EDT). This will include:
 - (a) Getting clarity on the therapeutic task
 - (b) Mobilizing the will to face the therapeutic task collaboratively
 - (c) Assessing and regulating anxiety
 - (d) Identifying the nature, function, and price of defenses and resistances
 - (e) Identifying and experiencing core emotions
 - (f) Consolidating experiential learning with mindfulness and mentalization
 - (g) Learning to track a session moment-by-moment to inform interventions
- Working with role plays to help participants develop mastery and confidence in integrating EDT interventions into their existing clinical approaches.
- Reviewing actual case material (both videos and transcripts) to assist in learning to track client responses on a moment-to-moment basis in order to know where and how to help.
- Research outcomes will be integrated in terms of how they inform clinical interventions.

EVALUATION

NOTE – Individuals who are completing this course for CE credit do NOT need to complete an evaluation.

However, an evaluation is required by the OPQ for individuals wishing to count this course toward the requirements for the psychotherapy license as per Bill 21. During and at the end of the coursework and training, participants wishing to count the training toward the requirements of Bill 21 will be required to complete the following assignment and examination. Please note that these assignments may be modified depending on the participants' background.

1. **Clinical presentation (40% of grade):** the student will present a clinical case that demonstrates mastery of the theory of technique taught during the course. This presentation will be 20 minutes in length and integrate the theory covered in class into detailed clinical work with a client. An accompanying paper building upon the case presentation will also be required (the paper counts for 70% of this grade; the presentation counts for 30%). Evaluations will also be based on class participation and participation in role-plays. The main goal of this course is to assist participants in helping clients as effectively and efficiently as possible, and to support participants in achieving this goal in a collaborative and supportive environment. To that end, the instructors will be available at any point during the semester to clarify interventions and the theory that informs them. Assistance for successfully preparing and completing the presentation and paper will also be offered. This is an individual assignment counting for 40% of the final grade. It will be held in the latter half of the course.
2. **Final examination (55% of grade):** the student will be required to complete a written examination following completion of the course. This examination is to be done individually.
3. **Evaluations will also be based on class participation and participation in role-plays (5% of grade).**

GENERAL NOTES

Participants who are taking the course to meet the requirements of Bill 21 may expect to invest 2 hours of personal work for each hour spent in class. This time will include readings, studying, preparing class presentations, and preparation for the presentation and term paper as well as for the examination.

SCHEDULE AND READINGS

Readings listed with each class are to be read PRIOR to the class itself.

Week One: Key Psychodynamic Concepts - Creating Clinical Clarity I (Anxiety)

Chapter One in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016.

Week Two: Key Psychodynamic Concepts - Creating Clinical Clarity II (Affects)

Chapter Three in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016.

Chapter Two in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013.

Week Three: Key Psychodynamic Concepts - Creating Clinical Clarity III (Defenses)

Chapter Two in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016.

Chapter One in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013.

Week Four: Advanced Psychodiagnosis of Anxiety & Assessment of Will

Chapter Three in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013 (Stop once you've reached "Transference Resistance Work" this Chapter).

Chapter Four in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

Chapter Four in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016

Week Five: Maintaining an Effective Affective Focus & Building Self-Observation

Chapter Six in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

Chapter Six in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016.

Week Six: Consensus on Therapeutic Task & Consolidation of Class-to-Date

Chapter Five in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

Chapter Five in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016.

Week Seven: Spectrum of Resistance: Fragility I

Chapter Eight in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

Week Eight: Spectrum of Resistance – Fragility II

Chapter Seven in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013.

Chapter Nine in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013.

Week Nine: Spectrum of Resistance – Repression I

Chapter Ten in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013.

Week Ten: Spectrum of Resistance – Repression II

Chapter Twelve in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013.

Chapter Thirteen in Wallin, D.J. *Attachment in Psychotherapy*. New York: Guilford Press; 2007. (H.O)

Week Eleven: Spectrum of Resistance – Transference Resistance

Chapter Three in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013 (Starting with Transference Resistance Work)

Chapter Twelve in Wallin, D.J. *Attachment in Psychotherapy*. New York: Guilford Press; 2007. (H.O)

Week Twelve: Spectrum of Resistance – Isolation of Affect I

Chapter Eleven in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

Chapter Two in Muller, R.T. *Trauma and the Avoidant Client: Attachment-Based Strategies for Healing*. New York: W.W. Norton & Company, Inc.; 2010. (H.O.)

Week Thirteen: Spectrum of Resistance – Isolation of Affect II

Chapter Thirteen in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

Week Fourteen: Consolidation

Chapter Eight in Coughlin, P. *Maximizing Effectiveness in Dynamic Psychotherapy*. New York, NY: Routledge; 2016.

Chapter Fifteen in Frederickson J. *Co-creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press; 2013

*H.O. – Hand Out will be given a week prior to the assigned reading.

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