

**HISTORY, THEORY,
AND PRACTICE OF PSYCHOTHERAPY I**

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Fall 2009

Orienting Comments:

This course is designed to introduce students to the theory and practice of psychotherapy from a historical perspective. We will trace the history of ideas about psychotherapy from its earliest roots in shamanism and organized religious practices, through the first emergence of a scientific psychotherapy in the late 19th century, and onto the evolution of psychotherapeutic thought up to the present. In the psychoanalytic realm, we will examine the influence of Freud's early observations, methods, and ideas on the successive versions and branches of psychoanalytic theory and practice. We will look as well at how, over the last half century, the ideas of behavior therapy, cognitive therapy, and cognitive-behavioral therapy emerged as a major challenge to psychoanalytic work and will consider where these alternative meta-paradigms clash and where they can be significantly integrated to produce a more powerful synergistic therapy. Although family therapy is primarily focused upon in another course, consideration of the emergence of family systems thinking during the same time period, the challenges it presents to individually focused approaches, and the ways in which it can enrich and be integrated with those approaches will also be considered. Additionally, from the very outset of the course, psychotherapy will be examined as a social and cultural product, arising out of particular cultural assumptions and practices and embodying often unexamined cultural values.

Course Requirements

(1) Each week I want each of you to email me no later than two days before the scheduled class B at least one question or comment about the assigned readings for that week. You can simply describe a statement or term you don't understand or would like clarification about; you can question or challenge a point (or, of course, more than one point) in any of the assigned readings, with the idea that I will discuss your challenge to the paper in class. (You needn't worry about being politic about what you challenge. First of all, some of the papers are ones that I disagree with myself, and am asking you to read because they represent prominent views that need to be examined closely, not because I endorse them. More important, you needn't worry even if you challenge a view I myself hold strongly. In fact, that is what I welcome and value most in our class discussions. You will find that the students I favor are not the ones who try to be clones of my view (and then try to be clones of other faculty members with different views when they are in their classes) but rather the students who, whatever conclusions they finally reach, probe, challenge, and make me and all of us think.)

(2) Course Paper (due one week before last day of class)

As part of an effort to promote your integration of the ideas and perspectives introduced in the various courses you are taking in the program, and to encourage you to think about the relation

between the readings in this course and those you are doing in your other courses, the assigned paper in this course is the following:

Write a paper that essentially constitutes a dialogue between the ideas and perspectives introduced in this course, and the readings associated with them, and those that you have been introduced to in one or more of the other courses you are taking in the program. Of course, this course, like your others, introduces multiple ideas, some of which in fact may seem to conflict with each other. Thus, the paper is not a dialogue between this course and another per se but between some set of ideas from this course and another set of ideas from another.

The ideas from the two courses need not clash. They may be complementary, expanding on the same issue or conception from different directions. That is up to you. The Dialogue may take the form of an argument (in the everyday sense) in which you support one side and challenge the other. It may take the form of an integration or synthesis. Again that will be up to you. Similarly, its form may literally be a dialogue (a kind of play-writing in which there is a back and forth conversation or debate between two or more characters) or it may be a conventional paper that simply addresses the issues raised in the two (or more) courses. That again is up to you. Your task is simply to probe deeply the ideas and their relation to each other and to consider in depth the evidence for the various ideas. That evidence can include clinical observations, observations from everyday life, and controlled research studies.

Do not just say some version of “these theorists say this but these say that.” I want you to think about why different theorists say or emphasize different things. What are different observations on which their conceptions are based? What are the differing assumptions they bring to bear? What kinds of methodological and interpretive tools do they employ that lead them to their differing (or complementary) conclusions? Etc.

Alternative Paper Topic:

Take some issue or controversy discussed in the course about which you are genuinely unsure or undecided. Explicate why you are unsure (the two sides of the issue), weigh the arguments and the evidence, and offer your best assessment to this point.

The paper should be about 20 pages double spaced (please no playing around with font sizes, using 1 1/2 or 2 1/2 spaces instead of double, changing the margin settings, etc; I’ve used all those tricks myself).

I want you to work very hard on the paper and to work very hard in the course generally. But I also want perhaps even more for you to have *fun*. Our very first task together will be to create an atmosphere in which we can have intense exchanges while feeling safe, secure, and respected. It will be the responsibility of each of you (as it will be of me) to stick your neck out, play with ideas openly, take risks, think hard. But it will also be your responsibility (and, most certainly mine) to make sure that everyone in the class feels listened to and respected in their struggle with ideas. If we succeed together, it will not feel humiliating to be confused, to not know something, to ask a stupid question. Instead, it will feel like you are fulfilling your responsibility to advance our knowledge together by being the one to dare to ask the question that probably half the class would have loved to ask but felt hesitant to.

Learning Objectives:

The overall aim of the course is to understand the evolution of the theory and practice of psychotherapy from its earliest roots to the most current contemporary developments. Students completing the course should be able to look critically at the underlying assumptions that have guided therapeutic work and at the implications for practice of those assumptions. The course will also focus on the concrete challenges of actually doing psychotherapy and, through the use of video tapes, role-playing, and other means, aims to enable students to be more skilled and confident in conducting clinical interviews, establishing a therapeutic relationship, and promoting the process of therapeutic change.

Weekly Reading Assignments and Class Topics:

Note that there are listed for each week additional optional readings. For most of you, reading these as well will probably be too much, given your other course work, etc. (Despite the length of the reading list, I do have some reality testing about these matters.) But these are useful resources for further delving into the topic in the future, and you may want to look at some of them right now if there is a theme or topic that particularly interests you.. They also may represent important resources for thinking about your papers.

Please note: I am not listing specific publishers or editions for the Freud references. Freud's work is available in many forms, and all of the assigned readings are available in more than one paperback edition or collection. Any collection or edition containing these readings is fine, with the one proviso that they should be derived from the Standard Edition of Freud's works. The dates listed are the original publication dates.

Week 1. Psychotherapy in context: The social, cultural, and historical roots of psychotherapy

In this introductory section of the course, we will look at the origins of psychotherapy in long established cultural and religious traditions (and at how modern, scientifically rooted psychotherapy both follows and departs from those early practices), and also more generally at the relation of psychotherapeutic practice and theory to its cultural context. We will look as well at the reverse perspective B the ways in which our theories of therapy and personality can be used to *shed light* on significant cultural and social issues, how the assumptions we make as psychotherapists tell us important things about the culture we live in and the assumptions and experiences it privileges or prioritizes.

In both respects, the aim is to alert us, as best we can, to the blinders and tunnel vision that inevitably afflict us. This, indeed, is an aim of the entire course.

Frank, J. D. & Frank, J. B. (1993). Persuasion and Healing, 3rd Edition. Baltimore: Johns Hopkins Univ. Press. Chapters 3, 4, 5, 7.

Ellenberger, H. (1970). The Discovery of the Unconscious: The History and Evolution of Dynamic Psychiatry. New York: Basic Books. Chapter 1

Optional Additional Readings and Resources for Further Study:

Theme: You are not being trained just to be psychotherapists; how else can your skills and knowledge as a clinical psychologist be used to help people.

Nisbett, R. E. (2003). The geography of thought: How Asians and Westerners think differently and why. New York: Free Press.

Cushman, P. (1990). Why the self is empty: Toward a historically situated psychology American Psychologist, 45, 599-611.

Wachtel, P. L. (1983) The Poverty of Affluence: A Psychological Portrait of the American Way of Life. New York: Free Press.

Wachtel, P. L. (1999). Race in the Mind of America: Breaking the Vicious Circle between Blacks and Whites. New York: Routledge.

Wachtel, P. L. (2003). Full pockets, empty lives: A psychoanalytic exploration of the contemporary culture of greed. American Journal of Psychoanalysis, 63, 101-120.

Week 2. The Origins of Freudian psychoanalysis: From Trauma to Fantasy

Breuer, J. & Freud, S. (1895) On the psychical mechanism of hysterical phenomena. In Breuer & Freud, Studies in Hysteria.

Freud, S. Letter to Wilhelm Fliess, September 21, 1897

Wachtel, P. L. (1997). Psychoanalysis, Behavior Therapy, and the Relational World (Washington, DC: American Psychological Association) Chapters 2-3

Optional Additional Readings and Resources for Further Study:

Freud, S. (1914). On the history of the psycho-analytic movement.

Eagle, M. & Wolitzky, D. L. (1997). Psychoanalytic theories of psychotherapy. In P. L. Wachtel & S. B. Messer (Eds.), Theories of Psychotherapy: Origins and Evolution, pp. 39-96.

Mitchell, S. & Black, M. (1996). Freud and Beyond. New York: Harper Collins, Chap 1

Wachtel, P. L. (2003). The surface and the depths: The metaphor of depth in psychoanalysis and the ways in which it can mislead. Contemporary Psychoanalysis, 39, 5-26.

Week 3. The Original Core of Freudian Technique

Freud, S. (1912). Recommendations for physicians on the psycho-analytic method of treatment

Freud, S. (1913). Further recommendations in the technique of psycho-analysis: On beginning the treatment; the question of the first communications; the dynamics of the cure

Freud, S. (1914). Further recommendations in the technique of psycho-analysis: Recollection, repetition and working through

Wachtel, P. L. (1993). Therapeutic Communication. New York: Guilford, pp. 173-184

Optional Additional Readings and Resources for Further Study:

McWilliams, N. (2004). Psychoanalytic Psychotherapy. New York: Guilford.

Lohse, B. & Newton, P. (1996). Unorthodox Freud. New York: Guilford.

Ellman, S. (2002). Freud=s Technique Papers. New York: Other Press.

Week 4. A Widening Perspective: Taking into Account Defenses and Character

Freud, S. (1923). The Ego and the Id

Optional Additional Readings and Resources for Further Study:

Cramer, P. (2008). Seven pillars of defense mechanism theory. Social and Personality Psychology Compass, 2008, 2: 1963-1981

Shapiro, D. (1999). Psychotherapy of Neurotic Character. New York: Basic Books.

Erikson, Erik. Childhood and Society. New York: Norton.

Freud, Anna (1936). The Ego and the Mechanisms of Defense. New York: International Universities Press.

Reich, W. (1949). Character Analysis (New York: Noonday) , Part One.

Greenson, R. (1967). Technique and Practice of Psychoanalysis. New York: International Universities Press.

Mitchell, S. A. & Black, M. (1995). Freud and Beyond. New York: Basic Books, Chapter 2

Arlow, J.& Brenner, C. (1964). Psychoanalytic concepts and the structural theory. New York, International Universities Press.

Week 5. The Unnoticed Revolution: The Radical Implications of a New Understanding of Anxiety

Freud, S. (1926). Inhibitions, Symptoms, and Anxiety

Wachtel (1993), Therapeutic Communication, chapter 3

Wachtel (1997), Psychoanalysis, Behavior Therapy, and the Relational World, chapter 6

Optional Additional Readings and Resources for Further Study:

Wolfe, B. (2005). Understanding And Treating Anxiety Disorders. Washington, DC: APA Books.

McCullough, L. et al (2003). Treating Affect Phobia. New York: Guilford.

Wachtel, P. L. (1987). Action and Insight. New York: Guilford, Chapter 5

Dollard, J. & Miller, N. (1950). Personality and Psychotherapy. New York: McGraw- Hill, chapters 10-13, 22.

Week 6. The Emergence of an interpersonal point of view

Wachtel (1997), Psychoanalysis, Behavior Therapy, and the Relational World, Chapters 4-5

Horney, K. (1939). New Ways in Psychoanalysis. New York: Norton, chapters 3, 8-10, 12, 16

Horney, K. (1945). Our Inner Conflicts. New York: Norton, Introduction, chapters 2-6, Conclusion

Sullivan, H. S. (1949). Psychiatry: Introduction to the study of interpersonal relations. In P. Mullahy (Ed.) A Study of Interpersonal Relations: New Contributions to Psychiatry. New York: Grove Press.

Optional Additional Readings and Resources for Further Study:

Wachtel (1987), Action and Insight B chapters on AKaren Horney=s ironic vision@ (chapter 21) and on vicious circles (chapter 3)

Berk, M. S. & Andersen, S. M. (2000). The impact of past relationships on interpersonal behavior: Behavioral confirmation in the social-cognitive process of transference.

Journal of Personality and Social Psychology, 79, 546-562.

Zeanah, C. H., Anders, T. F., Seifer, R. & Stern, D. N. (1989). Implications of research on infant development for psychodynamic theory and practice. Journal of the American Academy of Child and Adolescent Psychiatry, 28, 657-668.

Wachtel, P. L. (1991). The role of accomplices in preventing and facilitating change. In R. Curtis & G. Stricker (Eds.), How people change: Inside and outside therapy (pp. 21-28). New York: Plenum.

Sullivan, H. S. (1953). The Interpersonal Theory of Psychiatry

Thompson, C. (1950). Psychoanalysis: Evolution and Development.

Ehrenberg, D. (1992). The Intimate Edge : Extending the Reach of Psychoanalytic Interaction. New York: Norton.

Fromm-Reichman, F. (1964). Principles of Intensive Psychotherapy. Chicago: University of Chicago Press.

Week 7. Transference, the therapeutic alliance and the corrective emotional experience: Controversies, challenges, and the return of the repressed. I.

Alexander, F. & French, T. (1946). Psychoanalytic Therapy. New York: Ronald Press.

This book is out of print. You will receive a packet of selected portions when the semester begins

Gill, M. M. (1954). Psychoanalysis and exploratory psychotherapy. Journal of the American Psychoanalytic Association, 2, 771-797.

Gill, M. M. (1984). Psychoanalysis and psychotherapy: A revision. International Review of Psycho-Analysis, 11, 161-179.

Wachtel, P. L.(1987). Transference, schema, and assimilation: The relevance of Piaget to the psychoanalytic theory of transference. In Action and Insight, chapter 2.

Optional Additional Readings and Resources for Further Study:

Andersen, S. M., Saribay, S. A., & Kooij, C. S. (2008). Contextual variability in personality: The case of the relational self and the process of transference. In F. Rhodewalt (ed.), Personality and social behavior. Frontiers of social psychology. (pp. 79-116). New York: Psychology Press.

Andersen, S. M. & Chen, S. (2002). The relational self: An interpersonal social-cognitive theory. Psychological Review, 109, 619-645.

Hoffman, I. Z. (1983). The patient as interpreter of the analyst's experience. Contemporary Psychoanalysis, 19, 389-422.

Wachtel, P. L. (1987). You can't go far in neutral. In Action and Insight, chapter 11

Eissler, K. (1953). The effect of the structure of the ego on psychoanalytic technique. Journal of the American Psychoanalytic Association, 1953, 1, 104-143.

Compare with Action and Insight, chapter 12 and Psychoanalysis, Behavior Therapy, and the Relational World, Chapter 12.

Wallerstein, R. (1988). Psychoanalysis and psychotherapy: Relative roles reconsidered. The Annual of Psychoanalysis, 16, 129-151.

Wallerstein, Robert S, (1990). The corrective emotional experience: Is reconsideration due? Psychoanalytic Inquiry, 10(3), 1990, 288-324

Week 8. Transference, the therapeutic alliance and the corrective emotional experience: Controversies, challenges, and the return of the repressed. II.

Messer, S. B. & Wolitzky, D. L. (2009). The therapeutic alliance: A psychodynamic perspective on theory and practice. In Muran, J. C. & Barber, J. P. (Eds.), The therapeutic alliance: An evidence-based approach to practice and training. New York: Guilford.

Lambert, M. J. & Barley, D. E. (2002). Research summary on the therapeutic relationship and psychotherapy outcome. In J. Norcross (Ed.), Psychotherapy Relationships That Work: Therapists Contributions and Responsiveness to Patients. New York: Oxford University Press.

Frank, K. (1999). Psychoanalytic Participation. Hillsdale, NJ: Analytic Press, Chapter 5

Optional Additional Readings and Resources for Further Study:

Safran, J. D., Muran, J. C., & Proskurov, B. (2009). Alliance, negotiation, and rupture resolution. In R. A. Levy & J. S. Ablon (Eds.), Handbook of evidence-based psychodynamic psychotherapy: Bridging the gap between science and practice. (pp. 201-225). Totowa, NJ, US: Humana Press.

Weiss, J. (1998). Patients' Unconscious Plans for Solving Their Problems. Psychoanalytic Dialogues, 8, 411-428

Compare with Wachtel, P. L. & DeMichele, A. (1998). Unconscious plans, or unconscious conflicts? Psychoanalytic Dialogues, 8, 429-442.

Norcross, J. (Ed.), (2002). Psychotherapy Relationships That Work: Therapists Contributions and Responsiveness to Patients. New York: Oxford University Press.

Safran, J. and Muran, J. C. (2000). Negotiating the Therapeutic Alliance : A Relational Treatment Guide. New York: Guilford, chapters 1 and 2

Horvath, A. O. & Greenberg, L. S. (Eds.) (1994). The Working Alliance: Theory, Research, and Practice. New York: Wiley.

Safran, J. D., Muran, J. C. Samstag, L. W. & Stevens, C. (2002). Repairing alliance ruptures. In J. C. Norcross (Ed.), Psychotherapy relationships that work: Therapist contributions and responsiveness to patients. (pp. 235-254). New York: Oxford University Press.

Week 9. Active intervention: Cognitive and behavioral model

As we proceed, and see how our pace, discussion, and coverage are going, we may reevaluate the last part of the sequencing, perhaps dividing this unit into two weeks, or combining it with the next unit for a 3-week composite. Other Amid-course corrections@ may also occur, either earlier or later.

Goldfried, M. & Davison, G. (1994). Clinical Behavior Therapy, Expanded Edition, New York: Wiley, Chapters 1, 3, 6

Young, J. E., Klosko, J. S., & Weishaar, M. E. (2003). Schema Therapy: A Practitioner= A Guide. New York: Guilford, Chapter 1

Wachtel, P. L. (1997). Psychoanalysis, Behavior Therapy, and the Relational World, chapter 16

Linehan, M. (1998). An illustration of dialectical behavior therapy. In Session: Psychotherapy in Practice, 4 (2), 21-44.

Deacon, B.J. & Abromowitz, J.S. (2004) Cognitive and behavioral treatments for anxiety disorders: A review of Meta-analytic findings. Journal of Clinical Psychology, 60, 429-441.

Foa, E.B, & Kozak, M.J. (1986) Emotional processing of fear: Exposure to corrective information. Psychological Bulletin, 99, 20-35.

Recommended Additional Readings and Resources for Further Study:

Barlow, D. H., Allen, L. B., and Choate, M. L. (2004). Toward a unified treatment for emotional disorders. Behavior Therapy , 35, 205-230.

Beck, J. S. (2005). Cognitive therapy for challenging problems: What to do when the basics don't work. New York: Guilford.

Beck, A. T., Freeman, A. & Davis, D. D. (2007). Cognitive therapy of personality disorders: Second Edition, paperback. New York: Guilford.

Mahoney, M. J. (Ed.) (1995). Cognitive and constructive psychotherapies: Theory, research, and practice. New York: Springer.

Wolpe, J. (1982). The practice of behavior therapy , 3rd ed. New York : Pergamon Press.

Mineka, S., & Ohman, A. (2002) Learning and Unlearning Fears: Preparedness, Neural Pathways and Patients: Phobias and Preparedness: The Selective, Automatic, and Encapsulated Nature of Fear. Biological Psychiatry, 52, 927-937.

Johnstone, K.A. & Page, A.C. (2003). Attention to Phobic Stimuli During Exposure: The effect of Distraction on anxiety reduction, self-efficacy and perceived control. Behaviour Research and Therapy, 42, 249-275.

Turner, R. M., Barnett, B. E. & Korlund, K. E. (1998) The application of dialectical behavior therapy to adolescent borderline clients. In Session: Psychotherapy in Practice, 4 (2), 45-66.

Week 10. Integrating psychodynamic exploration and active intervention {C}

Wachtel, P. L. (1997). Psychoanalysis, Behavior Therapy, and the Relational World, Chapters 7-11, 14

Wachtel, P. L. (1993). Therapeutic Communication, chapters 2-4

Wachtel, P. L. (1991). From eclecticism to synthesis: Toward a more seamless psychotherapeutic integration. Journal of Psychotherapy Integration, 1, 43-54.

Shapiro, F. (1999). Eye movement desensitization and reprocessing (EMDR): Clinical and research implications of an integrated psychotherapy treatment. Journal of Anxiety Disorders, 13, 35B67.

Wachtel, P. L. (2002). EMDR and psychoanalysis. In F. Shapiro (Ed.), EMDR as an integrative psychotherapy approach: Experts of diverse orientations explore the paradigm prism (pp. 123-150).. Washington, DC: American Psychological Association.

Recommended Additional Readings and Resources for Further Study:

Arkowitz, H. (1997). Integrative theories of therapy. In Wachtel & Messer (Eds.), Theories of Psychotherapy: Origins and Evolution.(pp. 227-288)

Frank, K.A. (2001). Extending the Field of Psychoanalytic Change: exploratory-assertive motivation, self-efficacy, and the new analytic role for action. Psychoanalytic Inquiry, 21:620-639.

Frank, K. A. (1990). Action techniques in psychoanalysis: background and introduction. Contemporary Psychoanalysis, 26:732-756 2

Frank, K. A. (1992). Combining action techniques with psychoanalytic therapy. International Review of Psycho-Analysis, 19:57-79.

Gold, J. (1996). Key Concepts in Psychotherapy Integration. New York: Plenum.

Wachtel, P. L. (1987). Action and Insight, chapters 6, 13

Read chapter 13 in conjunction with Mischel, W. (1968). Personality and Assessment. New York: Wiley, chapters 1, 2, 5

Shapiro, F. (2001). Eye Movement Desensitization and Reprocessing, Second Edition. New York: Guilford.

Special issue, EMDR overview: Theory, research, and areas of controversy (2002). Journal of Clinical Psychology, Vol 58, No. 1. *This entire issue is a useful resource for evaluating the controversies over EMDR. It is mostly authored by Aapro@EMDR authors, but the references throughout (especially to Rosen, Lohr, Lilienthal, McNally, and Foa provide a good sampling of the Aanti@ positions.*

Other valuable resources containing a large number of articles and chapters relevant to issues of psychotherapy integration are all issues of the Journal of Psychotherapy Integration and two important handbooks: Norcross, J. & Goldfried, M. (2005). Handbook of Psychotherapy Integration, 2nd Edition. New York: Oxford University Press and J. Gold & G. Stricker (Eds.), Case Studies in Psychotherapy Integration. Washington, DC: APA Books

Week 11. The Talking Cure: What Do We Say? How Do We Establish Appropriate Rapport?

Wachtel, P. L. (1993). Therapeutic Communication, chapters 1, 5, 6

Wile, D. B. (1984). Kohut, Kernberg, and accusatory interpretations. Psychotherapy: Theory, Research and Practice, 21, 315-329.

Recommended Additional Readings and Resources for Further Study

Wile, D. B. (1985) Psychotherapy by precedent: Unexamined legacies from pre-1920 psychoanalysis. Psychotherapy, 22, 793-802.

McKinnon, R., Michels, R. & Buckley, R. J. (2006). The Psychiatric Interview in Clinical Practice. Washington, DC: American Psychiatric Publishing.

Gill, Newman, & Redlich, (1954). The Initial Interview in Psychiatric Practice. New York: International Universities Press.

Sullivan, H. S. (1954). The Psychiatric Interview. New York: Norton.

Wolpe, J. (1990). The Practice of Behavior Therapy, 4th Edition. New York: Pergamon, chapters 3, 4.

Week 12. Facilitating change by building on the patient=s strengths

Wachtel (1993), Therapeutic Communication, chapters 7, 8

Rogers, C.R. 1957, "The Necessary and Sufficient Conditions of Therapeutic Personality Change, Journal of Consulting Psychology, 12, 95-103.

Linehan, M. (1994) Acceptance and change: The central dialectic in psychotherapy. In N. Jacobson, V. Follette, & M. Dougher (Eds.), Acceptance and change in psychotherapy. Reno, NV: Context Press, 73-86.

Wachtel, E. F. (2001). The language of becoming: Helping children change how they think about themselves. Family Process, 40, 369-384.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2003). Acceptance and commitment therapy: An experiential approach to behavior change. New York: Guilford (paperback)

Hayes, S. C. (2005). Stability and change in cognitive behavior therapy: Considering the implications of ACT and RFT. Journal of Rational-Emotive & Cognitive Behavior Therapy, 23, 131-151.

Recommended Additional Readings and Resources for Further Study:

Gendlin, E. (1998). Focusing-Oriented Psychotherapy: A Manual of the Experiential Method. New York: Guilford. chapters 2-5

Hayes, S. C. (2008). Climbing our hills: A beginning conversation on the comparison of acceptance and commitment therapy and traditional cognitive behavioral therapy. Clinical Psychology: Science and Practice, 15, 286-295.

This is part of a special section on ACT in this issue. All of it is relevant to consider in thinking about ACT, its relation to more standard CBT, and the evidence addressing these issues.

Twohig, M. P. & Hayes, S. C. (2008). ACT verbatim for depression and anxiety: Annotated transcripts for learning acceptance and commitment therapy. Oakland, CA: New Harbinger Publications.

Luoma, J. B., Hayes, S. C. , & Walser, R. D. (2007). Learning ACT: An acceptance and commitment therapy skills-training manual for therapists. Oakland, CA: New Harbinger Publications.

Hayes, S. C., Follette, V. M., & Linehan, M. M. (Eds.) (2004). Mindfulness and acceptance: Expanding the cognitive-behavioral tradition. New York: Guilford.

Greenberg, L. (1994). Acceptance and Experiential Therapy. In N. Jacobson, V. Follette, & M. Dougher (Eds.), Acceptance and change in psychotherapy. Reno, NV: Context Press,.

Week 13: Attribution, Reframing, and the Reconfiguration of Meaning

Wachtel (1993), Therapeutic Communication, chapters 9, 10

Recommended Additional Readings and Resources for Further Study:

Angus, L. E. & McLeod, J. (Eds.) (2003). Handbook of narrative and psychotherapy: Practice, theory and research. Thousand Oaks, CA: Sage Publications.

Schafer, R. (1992). Retelling a life: Narration and dialogue in psychoanalysis. New York: Basic Books.

Spence, D. P. (1984). Narrative truth and historical truth. New York: W. W. Norton.

White, M. & Epston, D.(1990). Narrative Means to Therapeutic Ends. New York: Norton.

Wachtel, E. F. & Wachtel, P. L. (1986). Family dynamics in individual psychotherapy: A guide to clinical strategies. Chapters 5 and 6.

Week 14. Anonymity vs. Self-disclosure

Wachtel, (1993). Therapeutic Communication. Chapter 11.

Frank, K. (1999), Psychoanalytic Participation, Chapters 6-8.

Renik, O. (1995). The Ideal Of The Anonymous Analyst And The Problem Of Self-Disclosure. Psychoanalytic Quarterly, 64:466-495

Renik, O. (1999). Playing One's Cards Face up in Analysis. Psychoanalytic Quarterly, 68:521-539

Recommended Additional Readings and Resources for Further Study:

Burke, W. (1992). Countertransference disclosure and the asymmetry/mutuality dilemma. Psychoanalytic Dialogues, 2, 241-271.

Burke, W. & Tansey, M. (1991). Countertransference disclosure and models of therapeutic action. Contemporary Psychoanalysis, 27, 351-384.

Week 15. Resistance and the process of working through

Wachtel, (1993), Therapeutic Communication, chapter 12

Aron, L. (1991). Working through the past-working toward the future. Contemporary Psychoanalysis, 1991, 27, 81-109.

Recommended Additional Readings and Resources for Further Study:

In Session: Psychotherapy in Practice (1995), Vol. 2, No. 1. Special issue on Resistance to Change in Psychotherapy@

Greenson, R. (1967). The problem of working through. In Greenson, Explorations in Psychoanalysis (p. 255-267). Madison, CT: International Universities Press.

Fosha, D. (2000). The transforming power of affect: A model for accelerated change. New York: Basic Books

