

## Syllabus

**PP 785: Consultation and Supervision**  
**Spring Trimester, 2002**  
**Thursdays, 6:00-8:45 PM**  
**David L Downing, PsyD**

### Course Description and Course Objectives

Professional Psychologists occupy a number of roles and provide a number of functions and services across a range of settings. The settings may or may not be involved with the delivery of health care services. Increasingly, clinical psychologists, trained primarily in the delivery of psychological assessment and psychotherapeutic services, are moving into administrative, consultative, and supervisory roles. Many such functions were formerly provided by Industrial/Organisational psychologists, psychiatrists, social workers, sociologists, or even professionals holding a principally business-related background. These developments have expanded the notion of “client”; or even “patient”, if you will.

Utilising psychoanalytical theoretical paradigms and associated principles, the course will offer a set of templates for viewing the ways in which the intrapsychic world of individuals becomes manifested on the stage of organisational/institutional life. The transmission of organisational “culture”, the development of professional identities of trainees, and the symbolically-laden nature of such processes as well as the psychologically meaningful *functions* that they embody will be discussed. The dialectical nature of the projective-introjective process this establishes will be emphasized. Awareness of these processes as *derivatives* of more unconscious trends will enable the psychologist to better function as a “participant-observer”, assessing, containing/holding, and even modifying a variety of organisational, intra- and inter-personal dynamics. Methodologies for assessing organisational dynamics and vicissitudes so as to develop and implement relevant programs of institutional change will be covered.

### Office Hours

Office hours are by appointment. Students are encouraged to avail themselves of the instructor’s office hour times. The professor is in the office Monday through Friday, assuring student access, as needed. The Teaching Assistant can also be called for assistance and labs established for the integration of course materials and assignments.

### Course Expectations

1. It is anticipated that all readings be completed prior to the class session so as to permit a seminar-like style, ambience, and dialogue. Classroom discussion, including *Question & Answer*, as well as grappling with/containing ambiguity will be a principle way the course will proceed; and provide the instructor with a basis for assessing each member’s internalisation of course content.
2. On a weekly basis, students should submit one critical question of salience for them that arose in the context of perusing material from *at least one* of the assigned readings/chapters. It is expected that the students take a key concept, organisational, supervisory/clinical dynamic, and develop a question that is non-rhetorical or self-evident. In short, it should represent a clear area of interest, puzzlement, concern, etc, on the student’s part, regarding a matter they wish to

understand. These questions should be typed; note the author(s); chapter/article referenced; and the page number(s) wherein the material may be found.

Additionally, *sufficient copies should be made so that each student, as well as the professor, may receive a copy of the questions.*

3. On a weekly basis, the student will be expected to *apply* a key concept, organisational, supervisory/clinical dynamic from the readings and elaborate on this in a “vignette” or supervisory/organisational “moment”. The student may draw from their own current or past experiences as an administrator, supervisor, supervisee, employee, member of an organisation, etc. This should be pithy; no longer than one type-written page. Again, reference the author(s); the chapter/article referenced; and the page number(s) wherein the related material may be found.

Again, *sufficient copies should be made so that each student, as well as the professor, may receive a copy of the “vignettes”.*

4. Students will be expected to research and produce a scholarly term paper, minimally ten pages, in APA-format, based upon a matter of relevance to the *organisational-consultative* subject matter of the course, and of interest to the student. Examples of more detailed research projects are contained in the readings and texts, for reference and guidance. Topics may include attention to administration proper, related areas such as Quality Assurance, Utilisation Review, organisational analysis and restructuring, or program planning and development. The student must *consult* with the instructor regarding their topic and have this approved. Papers are due by the tenth week of class.
5. Students will pair off in “*supervisor-supervisee*” dyads during this portion of the course. Each student will have the opportunity to occupy both roles. The material to be supervised can be derived from current practica clinical responsibilities. A video- or audio-tape of the “session” needs to be submitted to the professor, along with the evaluations of the experience submitted by each member of the dyad. Additionally, a brief summation of the treatment session discussed should be included (brief background notation, treatment context, content of the session, main focus/question for the supervision). Completion of this project should be by the eleventh week of class.
6. The above requirements will be weighted as follows: A. Class participation and submission of weekly discussion materials: (25%); B. Scholarly paper: (35%); C. Supervisor-Supervisee project: (40%).
7. It is the responsibility of students with special needs to bring these to the attention of the Instructor.
8. Students will be held accountable to the School’s policy regarding academic integrity, with respect to matters including plagiarism, etc [Review *Argosy University, Illinois School of Professional Psychology/ Chicago Northwest Campus Academic Catalogue*]

### **Course Readings**

Required readings are purchased through MBS Book Services. They maintain twenty-four hour per day ordering through the Internet for your surfing convenience. All required texts are on reserve in the Library. The Instructor as necessary will provide other materials.

## **I. CONSULTATION AND ADMINISTRATION**

**Class One**     *Introduction to the course and general overview. Some tentative definitions and conceptual schemas. The identity and training of the Consultant.*

1. Czander, WM (1993). "Review of Current Methods of Consultation"; "Psychoanalytic Consultation" (Chapters 6 & 7). In The Psychodynamics of Work & Organisations.
2. Wallace, WA & Hall, DL (1996). "Ethical & Legal Dilemmas in Consultation"; and "Becoming a Consultant (Chapters 11 & 12). In Psychological Consultation: Perspectives & Applications.

**Class Two**     *Psychoanalytical principles as applied to the understanding of organisational dynamics, culture/life. The dialectical balance between the internal and external worlds.*

1. Czander, WM (1993). "Object Relations Theory & Work"; "The Relationship Between Intrapsychical Structure & Organisational Structure"; and "Understanding Work & the Organisation from the Psychoanalytical Perspective"(Chapters, 3,4,&5). In The Psychodynamics of Work & Organisations.
2. Diamond, MA (1993). "Psychoanalytic Organisation Theory" and "The Psychodynamics of Organisational Culture" (Chapters 1 & 3). In The Unconscious Life of Organisations.

**Class Three**     *Theoretical considerations (continued); with greater consideration of the impact of the organisation on individuals' mental health and adjustment. Organisational dysfunction.*

1. Czander, WM (1993). "Boundary Maintenance & Regulation"; "Task Analysis" (Chapters 8&9). In The Psychodynamics of Work & Organisations.
2. Diamond, MA (1993). "Organisational Identity" and "Individual and Group Regression in the Workplace: Striking a Balance Between Personal Identity and Group Affiliation" (Chapters 4&5). In The Unconscious Life of Organisations.

**Class Four**     *Class Three, continued.*

1. Czander, WM (1993). "Authority" and "The Taking of a Role" (Chapters 10&11). In The Psychodynamics of Work & Organisations.
2. Diamond, MA (1993). "Intimidation and Shame Anxiety at Work" and "A Public Agency Copes With Expansion and Transition" (Chapters 7&8). In The Unconscious Life of Organisations.

**Class Five**     *Can organisations be 'diagnosed'? Effecting organisational change. Other aspects of the Consultant's role, including agent d'change or agent provocateur.*

1. Czander, WM (1993). "Dependent and Autonomous Structures" (Chapter 13). In The Psychodynamics of Work and Organisations.
2. Kernberg, OF (1979). "Regression in Organisational Leadership" (Chapter 2). In Kets deVries, MFR [Editor] (1984). The Irrational Executive: Psychoanalytic Studies in Management. International Universities Press.
3. Stapley, LF (1996). "Managing Organisational Change" (Chapter 12). In The Personality of the Organisation: A Psycho-Dynamic Explanation of Culture and Change. Free Association Books.

- Wallace, WA & Hall, DL (1996). "Resistance & Reactance to the Consultation Process" (Chapter 5). In Psychological Consultation: Perspectives & Applications.

**Class Six**      *Practical applications and case studies.*

- Bond, Michael (1984). "The Use of Consultation in the Treatment of Suicidal Patients". In The International Journal of Psychoanalytic Psychotherapy, X, 117-130.
- Maltsberger, John T (1984). "DISCUSSION PAPER: Consultation in a Suicidal Impasse". In The International Journal of Psychoanalytic Psychotherapy, X, 131-158.
- Stapley, LF (1996). "A Case Study" (Chapter 13). In The Personality of the Organisation: A Psycho-Dynamic Explanation of Culture and Change.
- Szigthy, E; Ruiz, P; DeMaso, D; Shapiro, F; Beardslee, W (2002). "Consultation-Liaison Psychiatry: A Longitudinal & Integrated Approach". Journal of the American Psychiatric Association, 159(3) 373-378.
- Wallace, WA & Hall, DL (1996). "Measuring Consultation Efficacy" (Chapter 4). In Psychological Consultation: Perspectives and Applications.

## **II. SUPERVISION**

**Class Seven**      *Basic Models and assumptions; necessary precursors to developing/ securing a 'holding' & facilitating environment for the supervisee; professional identity formation.*

- Ekstein, R & Wallerstein RS (1958/1991). "The Professional Identity of the Psychotherapist (Chapter V). In The Teaching & Learning of Psychotherapy.
- Jacobs, D ; David, P ; & Meyer, D (1995). 'A Brief History of Supervision' ; 'Affet & Professional Development' (Chapters 1&6). In The Supervisory Encounter
- Lane, Robert C [Editor] (1990). "Selection of Patients for Psychotherapy Supervision"; "On Being Supervised & Supervision". In Psychoanalytic Approaches to Supervision.
- Yogev, S (1982). "An Eclectic Model of Supervision: A Developmental Sequence for Beginning Psychotherapy Students". Professional Psychology: Research & Practice, 13(2), 236-243

**Class Eight**      *Further comments on constructing the relationship between supervisor and supervisee; issues of "goodness of fit"; shared and divergent ideologies, philosophies, and aims.*

- Fleming, J & Benedek, T (1964). "Supervision : A Method of Teaching Psychoanalysis". Psychoanalytic Quarterly, 33, 71-96.
- Friedlander, SR; Dye, NW; Costello, RM; & Kobos, JC (1984). "A Developmental Model for Teaching & Learning in Psychotherapy Supervision". Psychotherapy, 21(2), 189-196.
- Jacobs, D, et al. (1995). "The Opening Phase" (Chapter 2). In The Supervisory Encounter.

4. Lane, RC [Editor] (1990). "Contemporary Issues in & Approaches to Psychoanalytic Supervision"; "The Supervision of Graduate Students Who Are Conducting Psychodynamic Psychotherapy". In Psychoanalytic Approaches to Supervision.
5. Pica, M (1998). "The Ambiguous Nature of Clinical Training & Its Impact on the Development of Student Clinicians". Psychotherapy, 35(3), 361-365.

**Class Nine** *Dialectical & psychodynamic processes evident in the psychotherapy-supervisory processes & patient-therapist/supervisor-supervisee relationships; the learning process & its vicissitudes.*

1. Dasberg, H & Winokur, M (1984). "Teaching & Learning Short-Term Dynamic Psychotherapy: Parallel Processes". Psychotherapy, 21(2), 184-188.
2. Hahn, WK (2001). "The Experience of Shame in Psychotherapy Supervision". Psychotherapy, 38 (3), 272-282.
3. Jacobs, D, et al. (1995). 'Inductive & Associative Modes of Thought' ; 'Creative & Self-reflective Modes of Thought' ; 'How Personal Should Supervision Be ?' (Chapters 3,4,5). In The Supervisory Encounter.
4. Phillips, GL & Kanter, CN (1984). "Mutuality in Psychotherapy Supervision". Psychotherapy, 21(2), 178-183.

**Class Ten** *Special Issues in the Supervisory Process I; including the importance of self-esteem within the supervisory/psychotherapeutic holding environment.*

1. Brightman, Baird K (1982). "Narcissistic Issues in the Training Experience of the Psychotherapist". In The International Journal of Psychoanalytic Psychotherapy, 10, 293-317.
2. Jacobs, D, et al. (1995). "Supervisory Intervention » (Chapter 7). In The Supervisory Encounter.
3. Lubin, Marc (1982). "Another Source of Danger for Psychotherapists: The Supervisory Introject". In The International Journal of Psychoanalytic Psychotherapy, 10, 25-45.
4. Slavin, Jonathan H (1998). "Influence & Vulnerability in Psychoanalytic Supervision & Treatment". Psychoanalytic Psychology, 15(2), 230-244.

**Class Eleven** *Better house-keeping: attending to neglected realms.*

1. Jacobs, D (2001). "Narcissism, Eroticism, & Envy in the Supervisory Relationship". Journal of the American Psychoanalytic Association, 49 (3) 813-829.
2. Jacobs, D, David, P, & Meyer, DJ (1995). "Termination" (Chapter 10). In The Supervisory Encounter.
3. Lane, RC [Editor] (1990). "Symposium: Gender Issues in Psychoanalytic Supervision". In Psychoanalytic Approaches to Supervision.
3. Yerushalmi, Hanoach (1993). "Stagnation in Supervision as a Result of Developmental Problems in the Middle-Aged Supervisor". The Clinical Supervisor, 11 (1) 63-81.

### **Required Texts**

Czander, Wm M (1993). The Psychodynamics of Work & Organisations: Theory and Application. New York: Guilford Press.

Diamond, Michael A (1993). The Unconscious Life of Organisations: Interpreting Organisational Identity. Westport, Connecticut: Quorum Books.

Jacobs, Daniel; David, Paul; and Meyer, Donald Jay (1995). The Supervisory Encounter. New Haven, Connecticut: Yale University Press.

Lane, Robert C [Editor] (1990). Psychoanalytic Approaches to Supervision. New York: Brunner/Mazel.