

## Psychology of Relationships (212)

Winter, 2014

Santa Clara University

Instructor: Arthur Bohart Ph.D.

Wednesdays 5:30-8:30

Office Hrs: Wednesday 3:30-4:30

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### **Course Description:**

The central focus of this course is relationships: how human beings develop as individuals within a relational matrix; how they orient toward themselves and toward others in relationship; how they orient within the therapeutic relationship; how relational templates may be the focus of therapeutic intervention. Several different points of view will be considered: neuropsychological, object relations theory, attachment theory, ego analysis, and humanistic-experiential theory.

The course will be designed partly as an intense readings seminar, and partly as a lecture course. Students will be exposed to a broad array of contributors to the field. Class time will be spent lecturing, discussing concepts from the readings, considering their implications for use in the process of therapy, and doing exercises and seeing films.

### Grading:

**Attendance:** You should be on time and attend every class. I believe that much of the learning occurs through discussions with me and with your fellow students, my lectures (hopefully), and through exercises and audiovisual material. Of course things happen, so with a reasonable excuse departmental policy allows you one miss. More than one miss will result in a deduction of 4% from the grade (and I still need a reasonable excuse). A third miss will result in a deduction of 7% from the grade. More than that will result in a fail, or an incomplete, in the class.

Participation:.....10%

Participation for me does not necessarily mean speaking up in class. I realize that some people are quieter than others and I have found over the years no correlation between degree of speaking up in class and necessarily doing the best on tests and papers. So for me participation consists of the following. First it consists of getting to class on time. I am not

going to formally keep track of this but students that persistently come late will be docked points in their grade unless they have a good reason (e.g., a job) and talk to me about it. Second, participation means coming back from breaks on time. It is important that students get back from breaks on time because sometimes we will be starting exercises and it is important everyone be back. Third, participation means that when you are broken up into discussion groups or doing exercises that it looks to me like you are actively participating in these activities. Actively participating means at the minimum looking like you are listening. This means no cell phones, or looking at computers when you are engaging in exercises.

“Aha” Journal ..... 20%  
 Students will develop an informal notebook of "aha" experiences related to their weekly reading and classroom discussions. Jot down concepts as you read, and be thoughtful about how they might apply to you, significant others, or clients you now see in therapy. Should include **all** books and articles read. Roughly 3 pages/ week for the nine weeks of reading, or a total of about 27 for the quarter. Due on the last day of class.

Final Project..... 70%.

Use the journal and the readings as the basis for a paper of 12 typed pages (double spaced). This paper should have the following three components.

First spend about 6 pages on reflecting on aspects of your own development and manner of being in terms of relationships. Pay attention to patterns, kinds of relationships you seem to find yourself in, ways that your present emotional life may reflect experiences you had growing up, and current ways of relating to yourself and others. Use what you’ve learned to see yourself in new ways. Use your personal experience to illustrate concepts from the reading and the reading to help understand your personal experience. The goal is *both* to see what you’ve learned about yourself and relationships *and* to see what you’ve learned from the readings and lectures in class. You may emphasize one or two readings or points of view over the others. You do not have to reference every reading in this paper. However please reference more than just one or two.

Second, spend four pages identifying significant ideas about relationships that you have found interesting from the class. Please try to integrate together your ideas from different theories.

Finally, spend two pages describing how what you have learned will impact on how you do therapy.

Your paper will be graded on the basis of organization, insight into the ideas and theories we have studied as you have applied them to your experience, and creativity. An “A” grade on your paper means that your paper is exceptional. A “B” means that it is very good.

The paper is due on the day of the final, June 10.

Grades will be assigned on the basis of percentage totals:

96 - 100 % A  
 91 - 95 % A-  
 87 - 90 % B+  
 82 - 86 % B  
 80 - 81 % B-  
 70 - 79 % C

## REQUIRED BOOKS

- Cashdan, S. (1988). *Object relations therapy*. New York: Norton.
- Gerhardt, S. (2004). *Why love matters*. New York: Routledge.
- Hendrix, H. (2007). *Getting the love you want*. New York: Henry Holt.
- Miller, A. (2008). *The drama of the gifted child*. New York: Basic Books.
- Wallin, D. (2007). *Attachment in psychotherapy*. New York: Guilford.
- Wile, D. (1995). *After the fight*. New York: Guilford.

## ADDITIONAL READINGS AND MEDIA (On Reserve in Camino)

- Bohart, A. (2013). *Journey to the heart of person-centered therapy*. Keynote presentation, British Association For The Person-Centered Approach, Cirencester, England, August 17, 2013 (DVD).
- Bohart, A. (2012). Helping clients heal broken hearts. In M. Hoyt (Ed.), *Therapist stories of inspiration, passion, and renewal: What's love got to do with it?* New York: Routledge.
- Gendlin, E.T. (1972). Therapeutic procedures with schizophrenic patients. In M. Hammer (Ed.), *The theory and practice of psychotherapy with specific disorders*, pp. 333-375. Springfield, IL: Charles C. Thomas.  
 From [http://www.focusing.org/gendlin/docs/gol\\_2061.html](http://www.focusing.org/gendlin/docs/gol_2061.html).
- Jordan, J. V. (1997). Relational development through mutual empathy. In A. C. Bohart & L. S. Greenberg (Eds.), *Empathy reconsidered*. Washington, DC: American Psychological Association.
- MacIsaac, D. (1997). Empathy: Heinz Kohut's contribution. In A. C. Bohart & L. S. Greenberg (Eds.), *Empathy reconsidered*. Washington, DC:

- American Psychological Association (available from instructor).
- Miller, W. R. (2000). Rediscovering fire: Small interventions, large effects. *Psychology Of Addictive Behaviors*, 14, 6-18.
- Norcross, J. C. (2010). The therapeutic relationship. In B. L. Duncan et al. (Eds.), *Heart & soul of change (2<sup>nd</sup> ed., pp. 113-141)*. Washington, DC: American Psychological Association.
- O'Hara, M. (1997). Relational empathy: Beyond modernist egocentrism to postmodern holistic contextualism. In A. C. Bohart & L. S. Greenberg (Eds.), *Empathy reconsidered*. Washington, DC: American Psychological Association (available from instructor).
- Wachtel, P. (2010). *Relational theory and the practice of psychotherapy*. New York: Guilford. (Chapter 6).

In addition I will hand out notes that supplement some of my lectures.

### Class Plan

CLASS STORY OUTLINE: The story of relationships will start with the issue of the nature of the self and its relationship to relationships. This will include looking at cultural issues. It then will move to looking at the neuropsychology of relationships, both in early childhood and in the here and now. It will then move to consider two important psychodynamic points of view on how early childhood experiences influence the development of relationships: Object Relations Theory and Attachment Theory. Then the story will move to here and now influences. This will include a focus on process and interactional models of the human being, including the psychodynamic models of Paul Wachtel and Dan Wile, and humanistic-experiential models. Empathy will be considered, including feminist and multicultural perspectives on empathy and relationships. We then consider two different approaches to couples and couples therapy. We conclude by considering issues of how to focus on relational healing in psychotherapy and on the role of the therapeutic relationship in psychotherapy. The class will include discussions of the readings, lecture, exercises, and films.

Week one (January 8): Introduction. The self-in-relation model as the core idea of the class. Beginning exploration of the neuropsychology of relationships.

**Reading for week two:** *Why Love Matters* (pp. 1-92, 193-end. Pick one of chapters 4-8 to read; skim the others).

Week two (January 15): The neuropsychology of relationships.

**Reading for week three:** Cashdan, S. *Object relations therapy* (pp. 3-132).

Week three (January 22). Object relations theory.

**Reading for week four:** *The Drama of the gifted child*.

Week four (January 29). Object relations theory.

**Reading for week five:** Wallin, D. *Attachment in Psychotherapy*, chapters 1-7.

Week five (February 5). Attachment theory

**Reading for week six:** Wachtel, P. Chapter six from *Relational theory and the practice of psychotherapy*.

Start on Wile, D. *After the fight* (chapters 1-16, 20, 22-25).

Week six (February 12): Process and interactive models of persons and relationships.  
Short quiz.

**Reading for week 7:** O'Hara, M. Relational empathy.

Jordan, J. Relational development through mutual empathy.

MacIsaac, D. Empathy: Heinz Kohut's contribution.

Week 7 (February 19): Empathy and Psychotherapy

**Reading for week 8:** Finish reading *After the fight* (chapters 1-16, 20, 22-25).

Hendrix, H. *Getting the love you want* (pp. 3-216).

Week 8 (February 26): Couples

**Reading for week 9:** Wallin chapters 12-13.

Norcross, J. The therapeutic relationship.

Week 9 (March 5): Relationship and Psychotherapy

**Reading for week 10 :**

Bohart, A. (2013). *Journey to the heart of person-centered therapy* (DVD presentation).

Bohart, A. (2012). Helping clients heal broken hearts.

Gendlin, E. Therapeutic procedures with schizophrenic patients.

Miller, W. Re-discovering fire.

Week 10 (March 12): Relationship and Psychotherapy. **Aha Journals due**

Week 11 [Finals week]. **Final projects due.**

**Class Exercises and Confidentiality:**

You will be expected to participate in class activities, discussions, and small groups, with the exception that you have the right to not participate in any particular exercise that you do not want to. However you will still be expected to observe the exercise and participate in the discussion about it.

Being actively involved in class sessions and small group discussions may entail some type of self-disclosure. In order to promote an atmosphere of trust and safety, it is important to maintain confidentiality. Please do not share any personal information that has been revealed by students in such discussions or exercises with anyone outside of class. Treat each exercise group working together as if it were a psychotherapy session.