

SOWK 599

ADVANCED PRACTICE WITH PERSONALITY DISORDERED CLIENTS

SPRING 2007

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Section: TBA
Location: TBA
Day/Time: Thursday, 8:00 am to 10:50 am

I. COURSE DESCRIPTION

This advanced practice elective is designed to expand and deepen students' understanding of working with clients who have a range of personality disorders as well as with those who have features of these disorders. The most current theoretical models being utilized at present will be presented and used to teach practice skills, thus building upon the students' knowledge from previous courses. These include Dialectical Behavioral Therapy (DBT and CBT: Marsha Linehan), Mentalization (Peter Fonagy), Object Relations (Otto Kernberg, James Masterson), Self Psychology (Heinz Kohut), and the psychosocial theories of Eda Goldstein and others.

Personality disordered clients make up the bulk of mental health settings and have been found to be a drain on agency resources due to their labor and time intensive needs. These disorders have also been found to be correlated with substance abuse and trauma including child abuse and neglect, often the result of poverty, immigration, and family role disintegration. The course outline emphasizes the Borderline Personality Disorder because this is the one most commonly seen in agency practice, it overlaps with others, and its characteristic behaviors (suicidality, substance abuse, impulsivity, volatility) are a challenge for even the most experienced workers. Despite their complexity personality disordered clients are often assigned to novice workers who feel ill equipped to deal with them. This course will provide the student who is about to graduate with the current state of knowledge in the field as well as the skills required to intervene effectively with these clients. Work with individuals as well as with couples and families in which there is a personality disordered member will be addressed.

II. COURSE OBJECTIVES

When students complete the course they will be able to do the following:

- a. Identify and describe the various personality disorders in terms of their DSM criteria
- b. Differentiate between the various personality disorders and between personality disorders and Axis 1 disorders.
- c. Describe the explanatory theories of etiology relevant to these disorders
- d. Apply various practice models in treating clients with these disorders
- e. Describe and apply the research relevant to these disorders and be able to critique the research.
- f. Identify the impact that diversity variables have on the diagnosis and treatment of various personality disorders.

III. COURSE FORMAT

This course will combine didactic and experiential exercises. Video (DVD) media of clinical interviews and treatment processes will also be utilized. Class participation will include role plays in dyads and fish bowl modes. The instructor will also demonstrate working with clients. Students will be expected to have read the material for that day in order to be able to participate meaningfully in class discussions.

IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

MID-TERM ASSIGNMENT:	40%
FINAL ASSIGNMENT:	50%
CLASS PARTICIPATION	10%

WRITTEN ASSIGNMENTS

Mid-Term: The mid-term assignment will consist of vignettes developed by the instructor to which the student will respond drawing upon class material and assigned readings.

Final: The final paper is a demonstration of how well the student has integrated the course material. Students will choose someone to analyze using theoretical models presented in class and in the readings and discuss a treatment approach based upon these models. They may choose a client with whom they have worked in the past or with whom they are currently working who has a personality disorder or relevant features. The student will necessarily draw upon research to complete an evidence-based treatment approach. Diversity factors will need to be addressed in terms of their impact on the various treatment models, i.e. what modifications would need to be made to account for the culture and/or SES of the client.

V. ATTENDANCE POLICY

Students are expected to attend all classes. **Students with more than two unexcused absences (or 6 hours absence from alternative class schedule) may risk failure.** This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES

It is expected that students will come to class prepared from the readings assigned to discuss the day's topic and to adhere to the attendance policies.

VII. REQUIRED TEXTBOOKS

Required Text:

Millon, T. (2000). *Personality Disorders in Modern Life*. Hoboken, N.J: John Wiley.

- Historical development of this diagnostic category
- Continuum from normality to abnormality
- Wide range of perspectives: Biological, Interpersonal, Psychodynamic, Cognitive
- Theory and practice of each personality disorder

Optional Texts:

Bateman AW, and Fonagy P. (2004). *Psychotherapy for Borderline Personality Disorder: Mentalization-Based Treatment*. New York, Oxford University Press.

Clarkin, J; Yeomans, F, and Kernberg. O. (1999). *Psychotherapy for Borderline Personality*. New York: John Wiley and Sons.

Goldstein, E. (2001). *Object Relations theory and self psychology in social work practice*. New Jersey: Simon and Shuster: The Free Press.**

Linehan, M. (1993). *Cognitive Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford Press.

Linehan, M. (1993). *Skills training manual for treating Borderline Personality Disorder*. New York: Guilford Press.

**Note: The Goldstein text has been required for previous Mental Health courses. Thus, if the student has not read it s/he should get it as a foundational text.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. COURSE OUTLINE AND ASSIGNMENTS

Weeks 1-3 Theoretical Models

Week 1: Person-in-Environment

- The Sociocultural-historical context of Personality Disorders
- Review of Attachment Theory and Neurobiology: the intersection
- Use and abuse of the personality disorder diagnosis
- History of the development of perspectives on Personality Disorders
- Research base for the categories

The brain develops in a socio-emotional context, the infant's brain is highly influenced by the psychosocial context into which it is born.

Reading:

Millon: chapter 2: The interpersonal perspective; focus on culture P. 38-43.

Millon: chapter 3: Sociocultural influences (poverty, etc.): P. 112-116.

Millon: chapter 4: Assessment and Therapy of the Personality Disorders.

Siegel, D. (2003). Interpersonal neurobiology of psychotherapy: the developing Mind and the resolution of trauma. In Solomon, M. and Siegel, D. (eds.) *Healing Trauma*. New York: W.W. Norton. 1-56

Optional:

Millon: chapters 1-3: Classic and contemporary perspectives on Personality Disorders.

Goldstein, E. (2001). Review as needed chapters 1-5

Schore, A. (1994). The developmental psychopathology of Personality Disorders. *Affect regulation and the origin of the self*. Hilldale, NJ: Lawrence Erlbaum Associate. Ch. 31. 415 – 442. (classic chapter).

Week 2: Overviews of major theoretical models: review and expansion

- DBT, CBT, Mentalization, Object Relations, Self Psychology
- Evidence-base for these models
- Impact on families and society

Readings:

Bateman AW, and Fonagy P. (2004). *Psychotherapy for Borderline Personality Disorder: Mentalization-Based Treatment*. New York, Oxford University Press.

Beck, A. and A. Freeman. (1990). *Cognitive Therapy of Personality Disorders*. New York: Guilford Press. (Classic book)

Gacono, C; Meloy, J; and Berg, J. (1992). Object relations, defensive operations, and affective states in narcissistic, borderline, and antisocial personality disorder. *Journal of Personality Assessment*. 59. (1). 32-49. (research article distinguishing various personality disorders).

Kernberg, O. F. (2004). *Aggressivity, Narcissism, and Self-Destructiveness in the Psychotherapeutic Relationship: New Developments in the Psychopathology and Psychotherapy of Severe Personality Disorders*. New Haven, CT: Yale University Press.

Stolorow, R. (2004). Autobiographical reflections on the Intersubjective history of an intersubjective perspective in psychoanalysis. *Psychoanalytic Inquiry*. 24. (4). 542.

Optional

Kohut, H. & Wolf, E. (1978). The disorders of the self and their treatment: An outline. *Journal of Psycho-Analysis*. 59. 413-425. (classic article)

Linehan, M. (1993). *Cognitive Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford Press.

Roberts, D. (2006) Attachment theory and the Masterson approach: psychotherapeutic reprocessing of the Real Self. *The personality disorders through the lens of Attachment theory and the neurobiologic development of the self*. (ed.)

Masterson, J. (2006). Phoenix, AZ: Zeig, Tucker, and Theisen, Inc.

Week 3: Theoretical Models continued: Psychosocial factors

- How diversity and other social variables impact the development and treatment of disorders
- Trauma-based models of Borderline Personality disorder
- Impact on families and society

Readings:

Alarcon, R; Foulks, E. and Vakkur, M. (1998). *Personality disorders and culture: clinical and conceptual interactions*. New York: Wiley and sons.

Golier, J; Yehuda, R, Bierer, L; Mitropoulou, V; et. Al. (2003) The relationship of borderline personality disorder to PTSD and traumatic events. *The American Journal of Psychiatry*. 160. (11). 2018-2025.

Stein, P. and Kendall, J. (2004). Complex PTSD in children: brain and behavior. *Psychological trauma and the developing brain*. New York: Haworth Maltreatment and Trauma Press. 97-132.

Widiger, T. (2000). Gender bias in the diagnosis of personality. *Harvard Mental Health Letter*. 16. (10). 5-7.

Optional

Paris, J. (1996). *Social factors in the personality disorders: a biopsychosocial approach to etiology and treatment*. Cambridge: Cambridge University Press. 316-322. (includes discussion of culture and other diversity factors).

Whitsett, D. and Whitsett, D. (1996). Anti-black racism and its consequences: A self psychological/object relations perspective. *Jl. of Analytic Social Work*. 3. (4). 61-81.

Week 4 thru 10: Practice with Specific Personality Disorders

Week 4-6: Narcissistic Personality Disorder

- Dealing with shame
- Transference disruption and repair
- Cultural contributions

Readings:

Millon: chapter 10: The Narcissistic Personality, 330-369. (Cultural contributions, P. 334)

Kainer, R. (1999). Lifting the shadow of the object. *Collapse of the Self*. Hillsdale, N.J: he Analytic Press. ch. 10. 175-184.

Sarasohn, M.K. (2004). Balanced on the horns of a dilemma: Observations on work with chronic depression. *Clinical Social Work Journal*. 32. (2). 171-183.

Optional.

Millon: chapter 9: The Histrionic Personality

Glickauf-Hughes, C. and Mehlman, E. (1995). Narcissistic issues in therapists: diagnostic and treatment considerations. *Psychotherapy*. 32. (2). 213-221.

Goldberg, C. (1996). The role of shame in the impediment of intimacy. in M. Commons; J. Demick; and C. Goldberg (eds.) *Clinical Approaches to Adult Development*. Norwood, N.J. Ablex Publishers. 253-266.

Goldstein, E: Review as needed, ch. 6-8: Beginning and Middle Phases, 155-215.

Karen, R. (1992) Shame. *Atlantic Monthly*. February. P. 40-70.

Kohut, H. (1978). Thoughts on narcissism and narcissistic rage. *Psychoanalytic Study of the Child*. 27. 360-400. (landmark article)

Wolf, E. (1988). The therapeutic process. *Treating the self*. New York: Guilford Press. 102- 123. (landmark chapter)

Week 7-9: Borderline Personality Disorder and co-occurring disorders

- Dealing with anger, substance abuse, acting out behaviors
- Psychoeducation, Psychotherapy, Integrative approaches
- Working with projective identification
- Medication issues
- Cultural issues

Readings:

Millon: chapter 14: The Borderline Personality

Bateman AW, and Fonagy P. (2004). *Psychotherapy for Borderline Personality Disorder: Mentalization-Based Treatment*. New York, Oxford University Press.

Celani, D. (1993). *The Treatment of the Borderline Patient: Applying Fairbairn's Object Relations Theory in the Clinical Setting*. Madison, CT: International Universities Press. Ch. 3: Therapeutic strategies and techniques..." 67-107.

Clarkin, J; Yeomans, F, and Kernberg. O. (1999). *Psychotherapy for Borderline Personality*. New York: John Wiley and Sons. Ch. 4: Specific interventions; 72-101. Ch. 8: Impulse containment; 191-208.

Goodwin, J. (2005). Redefining borderline syndromes as posttraumatic and rediscovering emotional containment as a first stage in treatment *Journal of Interpersonal Violence*. 20, (1). 20

Linehan, M. (1987). Dialectical Behavioral Therapy for borderline personality disorder. *Bulletin of the Menninger Clinic*, 51, (3). 261-276. (classic article)

McGinn, L. (1998). Interview with Otto Kernberg, developer of object relations psychoanalytic therapy for borderline personality disorder. *American Journal of Psychotherapy*. 52, (2). 191-102.

Miller, S. (1996). Borderline personality disorder in cultural context. *Psychiatry*. 59, (2). 193-197.

Preston, J. (2006). Psychopharmacology. *Integrative treatment for Borderline Personality Disorder*. Oakland, CA: New Harbinger Publications. Ch. 10.

Optional

Celani, D. (1993). *The Treatment of the Borderline Patient: Applying Fairbairn's Object Relations Theory in the Clinical Setting*. Madison, CT: International Universities Press. Ch. 1: Fairbairn's intellectual development and contributions to object relations theory. Ch. 2: A clinical description of the borderline client. 1-66.

Clarkin, J; Yeomans, F, and Kernberg. O. (1999). *Psychotherapy for Borderline Personality*. New York: John Wiley and Sons.

Young, J.E. (1994). *Cognitive therapy for personality disorders : a schema-focused approach*. rev. ed. Sarasota, Fla.: Professional Resource Press.

Zanarini, M; Frankenburg, F; Hennen, J; Reich, D; and Silk, K. (2004). Axis I Comorbidity in Patients With Borderline Personality Disorder: 6-Year Follow-Up and Prediction of Time to Remission. *The American Journal of Psychiatry*. 161. (11) 2108.

Week 10: Other Cluster A disorders: odd or eccentric: Paranoid, Schizoid, Schizotypal

Readings:

Millon: chapters 11-13: The Schizoid, Schizotypal, and Paranoid Personalities

- Cultural aspects of paranoia P. 440, 447

Optional:

Goldstein, E: ch. 9: Treatment of clients undergoing stressful life events, p. 216-240.

Goldstein, E: ch. 10: Treatment of clients with special problems, p. 241-266.

Reed, S. (2006). Psychotherapy of the disorder of the self with trauma. *The personality disorders through the lens of Attachment theory and the neurobiologic development of the self*. (ed.) Masterson, J. (2006). Phoenix, AZ: Zeig, Tucker, and Theisen, Inc.

Week 11: Other Cluster B and C: dramatic, erratic, anxious/fearful: Antisocial, Obsessive Compulsive, Dependent

- The prison population

Readings:

Millon: chapters 5-8: The Antisocial, Avoidant, Obsessive-Compulsive, and Dependent Personalities.

Kainer, R. (1999). Compulsive Eating. *Collapse of the Self*. N.J: Analytic Press. 77-96.

Mahoney, D. (2000). Panic disorder and self states. *Clinical Social Work Journal*. 28. (2). 197-212.

Schore, A. (2003). Early relational trauma, disorganized attachment, and the development of a predisposition to violence. In Solomon, M. and Siegel, D. (eds.) *Healing Trauma*. New York: W.W. Norton. Ch. 3. 107 – 167.

Scott, C. and Gerbasi, J. (2005). *Handbook of correctional mental health*. APA: Washington, D.C. (chapter to be assigned).

Optional

Beitzel, L. (2005). Best practices in corrections: using literature to guide interventions. *Corrections Today*. 67. (1) 42.

Karr-Morse, R. and Wiley, M. (1997). Grand Central: Early brain anatomy and violence. *Ghosts from the Nursery*. New York: Atlantic Monthly Press. 17-45.

Neuroscience (Feb. 5, 2005)The dopinergic system is involved in obsessive- compulsive disorder etiology. *Obesity, Fitness and Wellness Week*. Atlanta. 1116.

Weeks 12 thru 15: Practice with Specific Populations

Week 12: Children and Adolescents

- Issue of diagnosis
- Risk factors for development; warning signs
- Prevention strategies

Readings:

Stein, P. and Kendall, J. (2004). Healing the brain: an interactive approach to treating complex PTSD in children. *Psychological trauma and the developing brain*. New York: Haworth Maltreatment and Trauma Press. 133-182.

Washburn, J; McMahon, S; King, C; Reinecke, M; and Silver, C. (2004). Narcissistic features in young adolescents: relations to aggression and internalizing symptoms. *Journal of Youth and Adolescence*. New York: 33. (3) p. 247

Week 13 - 14: Couples

Readings:

Clulow, C. (2002). Attachment, narcissism and the violent couple. *Adult Attachment and Couple Psychotherapy*. Clulow, C. (ed.) East Sussex, England: Brunner-Routledge. 133-151.

Fisher, J. and Crandell, L. (2002). Patterns of relating in the couple. *Adult Attachment and Couple Psychotherapy*. Clulow, C. (ed.) East Sussex, England: Brunner-Routledge. 15-27.

McCormack, C. (2000). The borderline marriage and the role of projective identification. *Treating Borderline States in Marriage*. Northvale, N.J: Jason Aronson, Inc. 43-69.

Mc.Cormack, C. (2000). The creation of the holding environment: being vs. reacting. 197-233.

Mc.Cormack, C. (2000). Thirdness. 263-289.

Optional:

Goldstein, E. ch. 11: Couple and Family Treatment

Seider, K. (2006). Couples therapy: movement from dependence on the false self to a real relationship. *The personality disorders through the lens of attachment theory and the neurobiologic development of the self*. (ed.) Masterson, J. (2006). Phoenix, AZ: Zeig, Tucker, and Theisen, Inc.

Week 15: Other Issues and Termination

- Endings with class, with personality disordered clients

Optional Reading:

Millon: chapter 15: The appendices of DSM 1V-R AND DSM-1V. Self-defeating, sadistic, depressive, passive-aggressive personality disorders

Lewis, C. Female offenders in correctional settings. In *Handbook of correctional mental health*. (eds). Scott, C. and Gerbasi, J. (2005). 155-179. Washington, DC: American Psychiatric Publishing.

Suggested:

Management of offenders with mental illnesses in outpatient settings. 229-255. Erik Roskes.

I can put it on reserve, it is from Norris. WA 305 H2359 2005.