

Units; meetings. This seminar will meet once every two weeks for approximately one and one-half hours, and be offered for one unit each quarter.

Reading requirements. This is not a "reading" seminar, so the only reading may occur if specifically requested by a guest speaker, or if decided upon by the group as a whole as being particularly appropriate to a given topic.

Abstract

This seminar is intended to provide an opportunity to discuss the types of questions not normally explored in other academic classes. Relevant topics may include the following:

1. The therapist as human being.

- 1.1 How to stay "centered" when dealing with the intensely personal problems of individuals every day. Discussion of group member's strategies that have worked, and experiential practice of other possible strategies: including meditation, poetry writing, and "centering" techniques.
- 1.2 What is involved in the healing process? What is the relationship between our personal and professional lives? Do we stop being "healers" once we leave the office? Is there any distinction between the two roles? What is the extent to which personal relationships are developed with clients/patients? What is the extent to which therapeutic relationships are developed with friends/relatives?
- 1.3 Why choose the role of "psychologist"? Exploration of personal reasons involved in choosing to become a member of the helping and healing professions.

2. Psychology and the future. This aspect of the course will involve appropriate guest speakers who are doing research and clinical work on the "cutting" edge of psychology, or who are involved in innovative roles involving the application of professional psychology.

- 2.1 Possible clinical/research topics:
  - The psychology of sex roles: Women, madness, and psychotherapy.
  - Meditation, biofeedback, and behavioral self-control:  
An East--West approach to psychotherapy
  - Parapsychology
  - Other topics generated by group

## Summary of Professional Seminar #1

### Week One

1. Discussion of expectations for course
2. Free association exercise to term "professional seminar"
3. Discussion of tentative model for course \* student input, feedback
4. Visual fantasy; professional setting, 10 years hence
5. Discussion of questionnaire items; friendship vs. therapeutic relationship
6. Materials handed out; professional seminar questionnaire, k professional questionnaire #1, professional questionnaire #2 (Therapist as Human Being)

### Week Two

1. Concept of professional journal explored
2. Professional bulletin board explained
3. Kantor - presentation
4. Discussion; dealing with stress of therapy; centering
5. Assignment; monitoring of centeredness, failure of centeredness while functioning in therapeutic manner
6. Materials handed out; outline of course, Patterson reading (re relationship of therapy to friendship)

### Week Three

1. Bodin - presentation
2. group discussion; stresses and pleasures of the profession of psychotherapy; importance of personal ethics in therapy; suicidal clients; humility of therapist
3. Materials handed out; suggested topics for professional journal; explanation of centering assignment

### Week Four

1. Leiderman - presentation
2. Group discussion; model of the woman as psychologist
3. Centering techniques
  - a. feedback regarding monitoring
  - b. discussion of terminology/ definition of terms
  - c. coping with failures of centeredness
4. Assignment; prepare questions for discussion next week of relevant issues raised by questionnaires, speakers, own concerns

### Week Five

1. Group discussion; evaluation procedures
2. Group discussion; centering vs. authenticity
3. Group discussion; miscellaneous questions
4. Materials handed out; summary of professional seminar, course evaluation forms

Memo from ...

DR. DEAN SHAPIRO, JR.

Content 5.2 (overall)

5.3 (only 1)

5.1 (only 10)

Instructors J=5.8 (incl. 12)

D=5.8 (incl. 12)

J=6.1 (only 13)

D=6.0 (only 13)

~~Specific content 5-10~~

~~Overall rating  
1, 2, 3, 4~~

student input (4, 12a)

4.8

specific content (5, 6, 7, 8, 9, 11)

5.2

insightful/meaningful (2, 3)

4.6

how well filled initial goals

## Strengths

guided fantasy

emphasis of speakers, questionnaires  
on therapist as human being

exposure to professionals

team teaching

combination of outside speakers  
or group discussion

authenticity of instructors:

willingness to share, listen & discuss;  
openness to ideas of others

team approach

opp. to come together as budding  
professionals, to explore what  
it means to ourselves or our

colleagues  
goal of helping ourselves & each  
other become more prof.

## Weaknesses

~~not enough~~ <sup>real</sup> time to relate personal  
impressions of leaders (speakers)

~~exposure to professi~~

excessively controlled;

little flexibility for genuine group process

too short

need to meet every week;

more dynamic & controversial speakers

lack of time

lack of time

EVALUATION SUMMARY

Course Title Therapist as Human Being

Instructors D. and J. Shapiro

Quarter Winter

5.2 1. Overall content of course (Questions 1-12)

5.3 2. How would you rate this course?

6.1 3. Overall instructor rating (J. Shapiro)

6.0 4. Overall instructor rating (D. Shapiro)

5. Preparation

6.5 J. Shapiro

6.5 D. Shapiro

6. Involvement in course

6.1 J. Shapiro

5.9 D. Shapiro

7. Concern with students

6.4 J. Shapiro

6.2 D. Shapiro

8. Openness to student ideas

6.0 J. Shapiro

6.0 D. Shapiro

9. Willingness to share relevant personal/professional experiences

5.4 J. Shapiro

5.7 D. Shapiro

10. Ability to guide group discussion

6.0 J. Shapiro

6.2 D. Shapiro

11. Availability for additional discussion

5.5 J. Shapiro

5.5 D. Shapiro

- 4.8 12. Opportunity for student input (Questions 4, 12a)
- 4.6 13. Personal insight, professional meaningfulness of course (Questions 2,3)
- 5.5 14. How well did the instructors fulfill their initial goals?
- 5.2 15. Overall quality of specific content aspects of course  
(Questions 5,6,7,8,9,11) \*

STRENGTHS of course

Guided fantasy

Emphasis of course on therapist as human being

Exposure to professionals

Team teaching

Combination of outside speakers and group discussion

Authenticity of instructors: willingness to share, listen, discuss;  
openness to ideas of others; team approach

Opportunity to come together as professionals, to explore what this means

Goal of helping ourselves and each other become more professional

WEAKNESSES of course

Too short

Not enough time to relate personal impressions of leaders

Excessively controlled; little flexibility for genuine group process

Need to meet weekly; more dynamic and controversial speakers

Too short

Lack of time

Lack of time

\* Means include all student evaluations except Sue Brifman's, whose form was not complete at the time of computation.

Professional Seminar #1:  
The Therapist as Human Being

Guest Speaker Tape Topics

1. 1/29/76 Robert Kantor, Ph.D., clinical psychologist in private practice; President of Multimedia, Inc., makers of educational films about psychology.

- \* Why become a psychological generalist rather than a specialist
- \* Discussion of Maslow's scheme of varying need levels relevant to different client populations and different types of therapy
- \* Dealing with the stresses of the profession of psychology
- \* Centeredness
- \* Limits of therapist responsibility to client
- \* Accepting feelings of professional helplessness

2. 2/6/76 Art Bodin, Ph.D., clinical psychologist in private practice; staff psychologist, Mental Research Institute; co-director, Emergency Treatment Center; President California State Psychological Association

- \* Goals of psychotherapy: eclectic approach; problem-orientation
- \* Elitist vs. populist view of therapy
- \* Personal goals in practicing psychotherapy: satisfaction, helping, money
- \* Attraction to role of healer: influence of father, of Freud's writings
- \* Stresses of the profession: being on call as therapist and as professional
- \* Pleasures of profession: talking to people about their problems
- \* Dealing with stresses: by enjoying them; leisure activities
- \* Qualities and competencies of the professional psychologist
- \* Why chose psychology as a profession: challenge; few people do it well; alternative career choice of professional canoeing
- \* How he would like to be perceived by colleagues and clients: broad, competent, sharp, warm
- \* What he has learned about himself through therapy
- \* How people change, and how this change can be facilitated
- \* Therapist as the "good guy" - need to be liked by client - vs. the adversary relationship with a client
- \* Importance of personal ethics in therapy: free will vs. determinism
- \* Humor in therapy
- \* How he deals with suicidal clients
- \* Lesson of humility as a therapist

3. 2/26/76 Gloria Leiderman, Ph.D., licensed psychologist, executive director and chief staff psychologist, Peninsula Children's Center, a day-treatment unit in Palo Alto serving children and adolescents with a wide variety of behavioral and emotional problems.

- \* Research literature vs. soul-searching in response to questionnaire
- \* The social scientist as professional
- \* Advantages of profession of psychology
- \* The woman as professional psychologist (personal/anecdotal)
- \* What attracted her to psychology
- \* Research vs. clinical work
- \* Balance of family/career
- \* Problems of female therapist; transference, authority relationships
- \* Typical work day; administration, supervision, liason, lecturing

Professional Seminar:  
The Therapist as Human Being

Tape Topics

Dr. Norma Davies, president-elect, Santa Clara County Psychological Association; research associate, Mental Research Institute; consultant, Kaiser Hospital; part-time private practice.

- \* Why initially entered psychology
- \* Impact of personal crises on career
- \* Relation of women to the field of psychology
- \* Importance of keeping therapy tied to research findings
- \* Consciousness-raising vs. problem-solving; superficial vs. deep-rooted problems
- \* Stresses of the profession (suicide, helplessness)
- \* Issue of acceptance of new professional schools by the professional community

Monitoring of Centered and Non-centered  
Therapeutic Interactions

1. In the professional journal, discuss personal signs of centeredness; physical and mental calm, receptivity to client, empathy, perceptivity etc.
2. Explore some personal and professional reasons which suggest the value of being centered; pleasurable feeling, facilitates therapeutic interaction etc.
3. Note personal signs of a failure of centeredness; tension; lack of congruity with self; lack of congruity with client; sleeplessness; displaced anger towards others; preoccupation with personal concerns etc.
4. Over a period of 1-2 weeks, monitor centeredness and the failure of centeredness while functioning in a therapeutic manner (either with clients, with patients, with staff, or with general "others"), in terms of antecedents, behavior, and consequences.

Explanation of Terms

In this context, "antecedents" refer to precipitating factors which might give rise to either centeredness or lack of centeredness. For example, antecedents of non-centeredness might include disappointment of your expectations about the client's performance, or about your own behavior in the therapeutic context; feelings of impotence regarding the efficacy of therapy; unrelated personal crises. Antecedents of centeredness might include the practice of a centering technique (e.g., meditation); awareness of the client's needs; doing therapy after some unrelated activity.

The "behavior" under observation refers either to notable feelings of centeredness or non-centeredness. Try to note specific indications of these two states of being; i.e., what types of physical sensations, covert self-statements, external actions etc. make you aware that you are either centered or not centered while engaged in therapeutic interaction?

Finally, "consequences" may include the results of centeredness/non-centeredness either in terms of yourself (your own thoughts and feelings), in terms of the client (any relevant client statements, or indirect verbal/nonverbal client messages which you observe), or in terms of an interaction between the two (perceived deterioration of communication, etc.).

Example of Monitoring

Date	Time	ANTECEDENTS	BEHAVIOR	CONSEQUENCES
2/4	10-11	awareness of client's enthusiasm for session	centered; feeling of competency, no self-preoccupation, congruity with client	sense of growth, working well together in session
2/4	3-4	feeling of client overload; no sense of personal space	uncentered; mind wandering during therapy	feeling of lack of rapport with client; signs of poor communication with client

Professional Seminar #1

Name \_\_\_\_\_

Monitoring Sheets

Centered and Non-centered Therapeutic Interactions

Date	Time	ANTECEDENTS	BEHAVIOR	CONSEQUENCES

PROFESSIONAL QUESTIONNAIRE # 1

On becoming a psychologist.

1. What is a psychologist? (Free associate).
  
2. What is a clinical psychologist?
  
3. What were the main influences that were involved in your decision to pursue a program of professional psychology? Include significant models; readings; etc.
  
4. Do you have a particular theoretical orientation in psychology? Please describe that orientation briefly, and note how it might actually effect the way you would (or do) practice psychology.
  
5. What professional journals do you currently read?
  
6. What types of books on psychology do you currently read?
  
7. Do you have a particular area of clinical research interest: i.e., is there a particular problem in psychology, that affects human welfare, that you would be interested in pursuing in greater depth, and about which you might be interested in becoming an expert?
  
8. Is there a particular "clinical" population with which you want to specialize? (e.g., families, children, adolescence, adults, etc). Please comment and note the reasons for your choice.

Questionnaire 1

9. There are many different specialties which engage in the practice of psychotherapy (as defined by the business and professions code). Please describe briefly the role of each of the following professions and how they differ from psychology.

Psychiatrists.

Marriage, Family, Child Counselors

Social Workers

School psychologists

Also please do the same for the following:

Mental Health Professionals (MHP)

Art therapists

Dance Therapists, music therapists

10. There are also many different types of practice in professional psychology. Please comment on the particular speciality that each of the following types have, and how they are different from clinical psychology?

Consulting psychology

Counseling psychology

School psychology

Educational psychology

Community psychology

Psychotherapy

11. Do you currently belong to any professional organizations? Please list and note reasons for joining.

12. Please describe as accurately as possible how you see yourself in ten years professionally. Describe the setting, (physical setting; location; nature of people in setting with you); describe the type of work you are doing; (Visualization). If you are in several different settings, please note how you would like to see your time apportioned (e.g., writing, teaching; consulting; research; clinical cases; groups; etc.)
  
13. Please describe--free associate--how you see the relationship between your practice of professional psychology, and your personal life.
  
14. Look back over your answer to number 13, and try to draw your answer using two bell-shaped curves. Make the curve on the left represent your personal life; the curve on the right your professional life; and the degree of overlap between the two curves, the continuity and congruity between the two.

Professional Seminar #1:  
The Therapist as Human Being  
Shapiro and Shapiro

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Professional Questionnaire #2:  
You as Therapist

1. What do you view the goals and purposes of psychotherapy to be?
2. What are your personal goals in practicing psychotherapy?
3. What draws you personally to the role of healer?
4. What do you consider the stresses and pleasures of the profession to be?
5. How do you deal with the stresses of the profession?
6. What qualities and competencies comprise a "professional psychotherapist" and what does this term mean?
7. Why choose therapy as a profession, rather than an avocation?
8. At the end of this program, what changes do you expect to have occurred in you to make you a professional clinical psychologist?
9. How do you want to be perceived by your colleagues? by your clients?
10. What have you learned about yourself through the practice of professional psychology?