PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM
Semester II
Psychodynamic Theory & Its Application to Clinical Practice
2019-2020
Tuesdays 6:30-8:30 p.m.

AMENDED SYLLABUS-REVISED

January 7, 2020
The Beginning Phase of Treatment: The Evaluation
Janet Sharp, M. A. LPCC-S.

This class will address the key concepts of the evaluation phase, including how to assess the patient, formulate the case and recommend treatment using the Problem-Person-Goals-Resources model.

Learning Objectives:
1. Describe a safe therapeutic space
2. Describe important elements of the initial clinical formulation
3. Recognize differences between psychodynamic and supportive approaches

Readings

January 14, 2020
The Beginning Phase of Treatment: Beginning the Treatment
Janet Sharp, M.A. LPCC-S.

This class will address the goals of beginning a psychoanalytic psychotherapy, including setting goals, setting the frame, establishing boundaries and developing a therapeutic alliance. We will discuss the key concepts of empathic listening and that thoughts and feelings have meaning.

Learning Objectives:
1. Describe the process of giving recommendations for treatment
2. Describe the purpose and components of the frame
3. Define therapeutic alliance

Reading
January 21, 2020
Psychodynamic Understanding of Mourning: Loss and Bereavement
Anna Janicki, M.D.

In this seminar we will compare and contrast healthy and morbid grief. We are also going to learn the link between morbid grief and depression.

Learning objectives:
1. Participants will be able to define healthy and morbid grief
2. Participants will be able to identify classical theories of dynamics of depression

Readings
3. CPC Blog Healthy Bereavement, Anna J. Janicki, M.D. Posted on October 5, 2010

January 28, 2020
Trauma and the Complex PTSD
Anna Janicki, M.D.

In this seminar discussion will focus on the linking of concept of trauma from neuroscience perspective with psychoanalytic view. Trauma affects neurochemical changes in the brain and the body, and, traumatic memory formation. Introduction of the memories threatening survival activates amygdala system. This will help us to understand of how trauma affects personality, emotional suffering, and psychoanalytic psychotherapy as means of recovery. We will review very briefly history of psychology of trauma: Charcot, Janet, Freud as well as the different names for it like shell shock, traumatic neurosis, hysteria, borderline states and PTSD. There will be brief review of anatomy: roles of hippocampus and amygdala and of neurochemical changes; HPA axis, steroids, nor-epinephrine, etc. Yovell’s paper introduces clinical usefulness of meanings of traumatic memory through discovery of its unconscious meaning. Coates’ explores in the clinical case basics of transformation of these memories.

Learning objectives:
1. Describe how trauma affects explicit and implicit functioning;
2. Apply understanding of functioning of traumatic memory in clinical situations;
3. Review the history of the psychology of trauma.

Readings
February 4th, 2020
Transference
Vera Camden, Ph.D.

Learning Objectives for February 4 and February 18, 2020:
1. To define in their clinical work in terms of unconscious conflict, transference love and hate as Winnicott defines these states
2. Understand transference and counter-transference relationally and not as a something mustered for psychoanalytic evidence
3. Use transference interpretations of unconscious conflict to enable patients and clients to diminish destructive acting out behaviors

Readings

February 11, 2020
Case Presentation
Tracie Luther, M.D.

February 18, 2020 RESCHEDULED FOR MARCH 10th at 7:00 p.m.
Counter-Transference
Vera Camden, Ph.D.

February 25, 2020
Resistance
Ms. Joanne Naegele, M.A., LPCC-S and Rimvydas Augis, Ph.D.

In 1912 S. Freud wrote: “resistance/.../represent a compromise between the forces that are striving towards recovery and the opposing ones.”
In the Gabbard article we will initially “cover the waterfront” and look at the topic broadly.
In the second article we will look at clinical examples of resistance.

Learning Objectives:
1. To become familiar with the forms which resistance can take.
2. To understand the multifaceted purposes of resistance.
3. To learn to work with the psychodynamics of resistance to uncover the internal life of the patient.

**Readings**


**March 3, 2020**

**Projective Identification**

Ms. Joanne Naegele, M.A., LPCC-S and Rimvydas Augis, Ph.D.

In the first hour we will read Betty Joseph’s paper and begin to understand how this contemporary Kleinian analyst understands this concept and uses it clinically.

In the second hour we will use Ogden and his thinking to clarify what projective identification is and how it is clinically used in his own and in Betty Joseph’s examples.

“…one can think of projective identification as a process involving the following sequence: first, there is the fantasy of projecting a part of oneself into another person and of that part taking over the person from within; then there is a pressure expected via the interpersonal interaction such that the ‘recipient’ of the projection experiences pressure to think, feel and behave in a manner congruent with the projection; finally, the projected feelings, after being psychologically processed by the recipient, are re-internalized by the projector.” Ogden (1979) p. 357.

Learning objectives:
1. You will become familiar with the concept of projective identification.
2. You will understand how patients use projective identification to master their anxiety.
3. You will learn how to interpret projective identifications to the patient.

**Readings**


**March 10, 2020**

**Counter-Transference**

Vera Camden, Ph.D.

**Readings**

March 17, 2020
Ethics in Psychoanalytic Psychotherapy
Catherine P. Sullivan L.I.S.W.

This class will address two important ethical issues - confidentiality and the avoidance of exploitation. Two cases and a variety of vignettes will be presented for discussion.

Learning Objectives:
1. To understand the ethics concepts of confidentiality and avoidance of exploitation
2. To appreciate the importance of ethics in the therapeutic relationship
3. To consider the applicability of ethical concepts in clinical work

Readings

March 24, 2020
Case Presentation
Patrick Enders. M.D.

March 31, 2020
Enactments
Yael Greenberg Psy.D.

Learning Objectives:
1. Participants will understand the concept of enactment as an interaction between analyst and patient. Both unconsciously enact and role play something together.
2. Participants will be able to grasp the therapeutic potential of enactments.
3. Participants will be able to identify and utilize enactments in their work with their patients.

Readings

NO CLASSES: APRIL 7th and 14th

April 21, 2020
Challenges to the Frame
Yael Greenberg Psy.D.
Learning Objectives:
1. Participants will understand the concept of the frame.
2. Participants will be able to understand the situations in which it is challenged.
3. Participants will be able to identify and utilize these challenges in their work with patients.

Readings

Optional Reading:

April 28, 2020
Impasses
Yael Greenberg Psy.D.

Learning Objectives:
1. Participants will understand the concept of Impasse.
2. Participants will be able to identify an impasse in a work with a patient.
3. Participants will have the tools to deal with therapeutically approaching an impasse, i.e., through use of the therapist's countertransference feelings and interpretation.

Readings

Optional readings:

See page 139: Diagnosing Impasse:

“Counter-transference problems in a long analysis frequently occur when the analysis is not making progress and an impasse is threatening. Impasses, however, are of different kinds, and it is important to try to differentiate them. One type occurs during the final stages of an analysis when some of the patient’s symptoms which have been analyzed before appear again in an exaggerated form.” (This is a positive development and represents an opportunity to look at something that one has looked at before, and perhaps find more meaning.) A second type of impasse occurs when a patient has made particularly good progress but suddenly exhibits a negative reaction…. (It is likely that hidden envy has been mobilized
and is being acted out through destructive behavior aimed against the analytic progress.—such as a wish to defeat the analyst.)

These impasses are different from a third type, one in which “severe negative reactions to analysis do not follow real progress.” (Example would be one in which the patient and analyst collude with the idea that no analysis is really going on. “The analyst is out of touch with what is going on in the patient. Patient feels rejected and still more frightened to express his criticism, because he feels the analyst will not listen. In these cases there is a severe deterioration of the relationship between analyst and patient and a gradual worsening of the patient’s mental and physical state are invariable…an important source of such an impasse is some difficulty in the counter-transference.”)


May 5, 2020
Case Presentation
Catherine P. Sullivan, L.I.S.W.

May 12 & 19, 2020
Working Through and Ending
Kim Thompson-Schinagle, Ph.D.

These two classes will explore issues related to the ending of a psychodynamically informed treatment relationship.

Learning Objectives:
1. To acquire a beginning knowledge of issues related to the ending phase of treatment.
2. To develop an initial understanding of the complexity embedded in endings and breaks in treatment and how these may be connected to or informed by the process of mourning.
3. To consider the importance of context and use of self in the clinical encounter in this phase of the work.

Readings 5/12/20
1. Freud, (1937) Analysis Terminable and Interminable
2. Freud, (1917) Mourning and Melancholia

Readings 5/19/20
1. Kantrowitz (2015) Myths of Termination, Ch. 1&2