

# GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

## Elements of Psychodynamic Therapy Spring 2022\*

18:820:640:01

Mondays 1:45PM – 3:15

Instructor: Stephanie Lyon, Ph.D. (she/her/hers)

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### **Course Description:**

This 1.5-credit course is designed to provide students with a deeper understanding of psychodynamic treatment, building on the groundwork of Psychoanalytic Foundations. Students will develop pragmatic skills that will allow them to conceptualize ongoing work with patients from a broadly psychodynamic perspective, and to implement conceptually sound intervention strategies.

### **Course Objectives:**

By the end of the course, students will have:

- Have experience using an initial psychodynamic assessment to inform treatment goals and clinical choices.
- Be familiar with psychodynamic strategies for addressing common clinical presentations and be able to articulate the conceptual basis for clinical choices.
- Have read texts on verbal and non-verbal interventions; have practiced employing various strategies that facilitate psychodynamic exploration.
- Have increased confidence in their ability to work effectively with defenses, resistance and enactment, and to use the therapist-patient relationship as a vehicle for change.
- Begin to understand how psychodynamic perspectives fit within their developing clinical identities.
- Have reflected on how identity-related factors (race, ethnicity, SES, sexual orientation, gender) of both the therapist and patient may impact treatment.
- Have developed skills to manage commonly occurring clinical dilemmas.

### **Course Requirements:**

The most important parts of this class are attendance and active participation. The success of this course depends on engagement and discussion. In class you will be asked to share your clinical experiences, reactions to readings and topics discussed in class, and to support your fellow student-clinicians. Additionally, there will be one written assignment due on the last day of class.

\*This is a note of gratitude and acknowledgement for the generosity of Brook Hersey, PsyD who developed this course in its current form and provided support, materials, and wisdom to me as I prepared to teach the class for the first time this semester. I am also grateful to Meridith Ambrose, PhD for her help choosing several course readings and to Marissa Landrigan (Associate Professor of Writing at the University of Pittsburgh) for some of the language used in this syllabus.

## Assignment:

### Final Paper

For your final paper you will write about your psychodynamic client and your clinical work. Please choose one or more topics from the course that resonate with your clinical perspective, your work with your client, and your developing clinical identity. You should identify 3-5 outside sources that enhance your understanding of the concept you have chosen to write about and synthesize the information from these sources with ideas discussed in class. Please describe how the psychodynamic concept(s) you've chosen to write about inform your work with your client (conceptually, theoretically, and/or practically). Paper length should be 4-7 double spaced pages.

### **Grading:**

Your grade will be based on: (1) class participation as defined above (70%); (2) and the final paper (30%).

### **Attendance:**

Attendance is mandatory, and unexcused absences or persistent lateness will negatively affect your grade. If a religious holiday falls on a day that class meets, let me know in advance, and we will discuss how you can make up the material. If you are sick, please email or text me to let me know you will miss class. A student with three or more unexcused absences will not pass the course. Schedule a meeting with me to address any attendance concerns.

### **Required Texts:**

None. All readings will be posted on CANVAS.

### **Instructor Contact Information and Availability:**

I am happy to schedule individual in person or Zoom meetings with any of you to discuss course content, clinical work, professional development, or for any other reason. I am in private practice when I am not at GSAPP, so I prefer to communicate about logistics by email. I can also be reached by phone and text via the contact information provided at the top of this syllabus.

### **Statement on Disabilities:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for official accommodations, a student with a disability should contact the appropriate disability services office at the campus where they are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them

as early in your courses as possible. To begin this process, please complete the Registration form:

<https://webapps.rutgers.edu/student-ods/forms/registration>

Anyone who is not willing or able to navigate this process should feel free to contact me directly, in whatever method works best, to let me know how the classroom environment and our assignments can be tailored to meet your needs. You do **not** need to disclose diagnoses to me to receive support or unofficial accommodation.

**Statement on Academic Integrity:**

The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

**Statement on Diversity and Identities:**

An effective learning environment values diversity, and diverse perspectives will be celebrated and treated with respect in this class.

Every student, regardless of sex, gender, race, ethnicity, socioeconomic status, religion, size, disability, or any other identity category, is an invaluable addition to our community. In fact, it is the diversity of our experiences that will enrich the course content, as our fundamental goal is to expand and deepen our understanding of the human condition. I encourage every student to share their own experiences as they choose, but I also stress that no student is ever presumed or asked to speak for anything or anyone more than their own experience.

In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to determine your own pronouns. You have the right to adjust any of these at any point.

Please note that class rosters are provided to me with students' legal names. Please advise me at any time if your name and/or preferred pronouns differ from what is on the roster so that I may make necessary adjustments.

As a privileged, white, cisgender woman, I know I have gaps in understanding when it comes to many of these subjects. If there are aspects of this course that result in barriers to your inclusion in our learning community, or if anything at all comes up that impacts your ability to participate fully in this course, please contact me privately without fear of reprisal. Any suggestions for how I can make this class a more inclusive and inviting space are encouraged and appreciated.

**COVID-19 Pandemic Protocols:**

Masks are required in this classroom, and in all non-private indoor spaces on campus. Refusal to wear a mask (when physically able) makes this space less safe for all of us,

especially the immunocompromised members of our community. I know these are strange and challenging times and our learning environment isn't ideal, but I promise I'll be as flexible and accommodating as possible as we navigate this strange world together.

### **Topics, Readings, and Assignments Schedule:**

Class 1: January 24

Topic: Can Psychoanalytic Thinking Be Taught?

Readings Due:

1. Gargiulo, G. (1998). Meaning and Metaphor in Psychoanalytic Education. *Psychoanalytic Review*, 85(3) 413-422.

Class 2: January 31

Topic: Choosing How to Treat

Readings Due:

1. Hazanov, V. (2012). The fear of doing nothing. *Contemporary psychoanalysis*, 48, 512-532.

Class 3: February 7

Topic: Working with Dreams

Readings Due:

1. Blechner, M.J. (2001). *The dream frontier*. New York: Routledge. Pages 122-153: "How to analyze dreams."

Class 4: February 14

Topic: Clinical PsyD Interview Day (likely no class)

Please consider topics of interest to be discussed in future classes

Class 5: February 21

Topic: Clinical challenges: Resistance

Readings Due:

1. Cabaniss, D.L, Cherry, S., Douglas, C.J., & Schwartz, A. (2011) *Psychodynamic psychotherapy: A clinical manual*. John Wiley & Sons. Pages 203-214: "Free Association and resistance."

Class 6: February 28

Topic: Clinical Challenges – Hate & Boredom in the Countertransference

Readings Due:

1. Carlson, S. (2009). Who's Hate Is It? *Psychoanalytic Review*, 96(6), 895-915.
2. Kulick, E. (1985). On Countertransference Boredom. *Bulletin of the Menninger Clinic*, 49(2), 95-112.

Class 7: March 7

Topic: Clinical Challenges – Erotic Transference/Countertransference

Readings Due:

1. Davies, J.M. (1994). Love in the Afternoon: A Relational Reconsideration of Desire and Dread in the Countertransference. *Psychoanal. Dial.*, 4:153-170
2. Ackerman, A (2019). First Encounters With Erotic Desire In Treatment. *Psychoanalytic Perspectives*, 16(1), 9-18.

Class 8: March 21

Topic: Clinical Challenges - Working with Narcissism

Readings Due:

1. Shaw, D. (2013) *Traumatic Narcissism*. Pages 1 – 42: “The Relationality of Narcissism” & “The Adult Child of the Traumatizing Narcissist”.

Class 9: March 28

Topic: Subjectivity, Relationality, and the Analytic Third – Part 1

Readings Due:

1. Benjamin, J. (2012). Beyond Doer and Done To. In: *Relational Psychoanalysis* Volume 4. 91-130.

Class 10: April 4

Topic: Here & Now Metacommunication

Readings Due:

1. Safran, J.D. & Muran, J.C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. New York: Guilford Press. Pages 108-139: “Therapeutic metacommunication.”

Class 11 : April 11

Topic: Metaphor & Creativity

Readings Due:

1. Model, A. (2005). Emotional Memory, Metaphor, and Meaning. *Psychoanalytic Inquiry*, 25(4), 555-568.
2. Bollas, C. Creativity and Psychoanalysis. In Fromm, A. (2014). *A Spirit That Impels*.

Class 12: April 18

Topic: Non-verbal communication

Readings Due:

1. Wallin, D.J. (2007). *Attachment in psychotherapy*. New York: Guilford Press. Pages 259-291. “The Nonverbal realm: Working with the evoked and the enacted.”

Class 13: April 25

Topic: TBD (based on student interest)

Readings Due:

1. TBD

Class 14: May 2

Topic: TBD (based on student interest)

Readings Due:

1. TBD

Class 15: May 9

Topic: TBD (based on student interest)

Readings Due:

1. TBD

**Assignment Due:** Final Paper