

GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

Analytic Foundations Fall 2024

18:820:509

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Course Description:

This course is designed to introduce students to fundamental tenets of psychoanalytic theory and therapy, with an emphasis on clinically relevant models and concepts. We will examine ways in which practitioners working in the psychoanalytic/psychodynamic tradition think about the people we treat patients, the nature of their distress, and the potential benefits of psychoanalytically informed treatment. We will also discuss basic elements of psychodynamic technique.

After initial didactic exposure, students will be assigned a psychodynamic case through the Center for Psychological Services (CPS) and will present this case to the class. The class will function as a clinical consultation team, helping the student clinician create an initial formulation. Students will use a final paper to apply psychoanalytic concepts to their cases, and to create a flexible treatment plan.

Course Objectives:

By the end of the course, students will have:

- An introductory knowledge of the historical development of psychoanalytic theory, from early Freud through more recent contemporary models.
- An understanding of different ways in which analytic concepts help us understand people. This includes developing an awareness of:
 - Psychoanalytic developmental models
 - Defensive mechanisms/defensive processes
 - Psychoanalytic perspectives on psychopathology
- A familiarity with some of the different forms that psychoanalytic and psychodynamic treatment can take. Including:
 - Use of transference/countertransference
 - Corrective emotional experience / Use of the therapeutic relationship
 - Catharsis/working through
 - Free association / dream analysis
 - Uncovering / insight building
- Basic skills in psychodynamic case formulation and treatment planning
- A sufficient elementary knowledge of psychodynamic technique to conduct a psychodynamic treatment, under the guidance of a supervisor

*This is a note of gratitude and acknowledgement for the generosity of Brook Hersey, PsyD, and Karen Riggs-Skean, 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 Marissa Landrigan (Associate Professor of Writing at the University of Pittsburgh) for some of the language used in this syllabus.

Course Requirements:

Participation

The most important part of this class is active participation. This course demands a great deal of you. You'll be asked to do a lot of reading, take in and synthesize complicated ideas, and translate these concepts into in-class discussions and work with a patient. Your willingness to dive in, to share your reactions (and questions, and frustrations), and to support your fellow student-clinicians, is the single most important thing that's being asked of you.

There are different ways to demonstrate that you are engaging with the material. While I very much hope that there is room for everyone's voice when we meet in class, please note that you will also have the chance to weigh in via discussion boards on Canvas. In-class exercises and being a good member of the classroom community also fall under the umbrella of participation. Additionally, if there are questions related to psychodynamic theories/techniques that you would like to ask anonymously, there will be a structure in place to facilitate this.

Assignments:

1. Dream Analysis Paper

You will write a paper analyzing a dream (your own, a friend's, or one from a case provided for you). The purpose of the paper is to get a feel for examining unconscious material from a psychoanalytic perspective. The paper is due by class #6. Detailed instructions will be provided on Canvas.

2. Client Case Presentation

If things go optimally, each of you will have a first psychodynamic session, conducted during the fall semester, to present to the class. This has not always been possible, and some students have ended up presenting their cases in the spring. Please be assured that we will do our best to adapt flexibly to the limitations of scheduling. You won't be penalized for challenges that are beyond our control.

3. Case Formulation Practice Exercise

You will use a fictional case vignette (provided) to write a draft psychoanalytic case formulation using the Messer & Wolitzky model you will be reading about. This exercise is due the week of class #10. Detailed instructions will be provided on Canvas.

4. Final paper about your client

You will write a paper about your client and your individual clinical work. You will formulate your case using a method learned in class and use course concepts to create a flexible psychodynamic treatment plan. Again, detailed instructions will be provided on Canvas. The due date on this paper is the last class of the semester but may get carried over to the spring semester if you don't get a case assignment early enough. This happens for some students every year, and we expect and understand this.

Grading:

Your grade will be based on: (1) class participation as defined above (25%); (2) the dream paper (20%); (3) in-class case presentation (20%); (4) the formulation exercise (10%); (5) and the final paper (25%).

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 more than two unexcused absences will not pass the course. Schedule a meeting with me to address any attendance concerns.

Supervision Sections:

A key component of your training experience is the clinical work associated with the class. You will be assigned to a supervision group led by an experienced psychodynamic supervisor. Your supervisor has ultimate clinical responsibility for patient care. In class, we will discuss your case in detail and provide consultation. This discussion is intended to help clarify concepts and allow you to benefit from the insights and ideas of your classmates, but class discussion does not provide the final foundation of your treatment strategies. Your supervisor oversees your treatment.

Peer Consultation Experience with Advanced Student:

Another component of your training experience will involve working with an advanced student enrolled in the Supervision and Training Class. This will occur in the spring when your cases are in progress. You will be paired with a third-year student for a several-session consultation on either your CBT or your psychodynamic case. This will serve to supplement the work with your licensed supervisor, and suggestions that emerge from these meetings will be used at the discretion of the supervisor. Many first-year students have said they find this experience contributes meaningfully to their growth and their clinical work.

Required Texts:

McWilliams, N. (2011). *Psychoanalytic diagnosis* (2nd ed.). New York: Guilford.

All other required readings (book chapters, articles) will be posted on Canvas in a pdf format. If you require another format for accessibility reasons, please let me know ASAP.

Recommended Texts:

- Luepnitz, D. A. (2003). *Schopenhauer's porcupines: Intimacy and its dilemmas: five stories of psychotherapy*. New York: Basic Books.
- Yalom, I. D. (1989). *Love's executioner, and other tales of psychotherapy*. New York, N.Y: Harper-Perennial.

Instructor Contact Information and Availability:

I am happy to schedule individual in person or Zoom meetings with any of you for any reason. If you find yourself struggling with course content or if you feel unprepared to do your first session, please seek me out and ask for help. 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. My walk-in office hours are every Tuesday from 1-2pm.

Statement on Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. 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 a valuable 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 typically 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, AFAB person, 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.

Topics, Readings, and Assignments Schedule:

Class 1: September 3

Topic: What Psychoanalytic Therapy Is...and What it Isn't.

Readings Due:

1. Shelder, J. (2006), *That Was Then, This is Now: An Introduction to Contemporary Psychodynamic Theory*.
2. Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65, 277-289.

Class 2: September 10

Topic: Freud's History and Legacy

Readings Due:

1. McWilliams, N. *Psychoanalytic Diagnosis - Chapter 2, "Classical Freudian Drive Theory"*
2. Mitchell, S.A., & Black, M.J. (1995). Sigmund Freud and the classical psychoanalytic tradition. In *Freud and beyond* (pp. 1-22). New York: BasicBooks.
3. Gaztambide, D. (2021) *Do Black Lives Matter in Psychoanalysis*.

Class 3: September 17

Topic: Extensions of Freudian Theories

Readings Due:

1. McWilliams, N. *Psychoanalytic Diagnosis - Chapter 2, "Psychoanalytic Character Diagnosis"*
2. McWilliams, N. *Psychoanalytic Diagnosis - Chapter 3, "Developmental Levels of Personality Organization"*

Class 4: September 24

Topic: The Unconscious & Dreams

Readings Due:

1. McWilliams, N. *Psychoanalytic Diagnosis - Chapter 4, "Clinical Implications of Developmental Levels of Organization"*
2. Mendelsohn, B. *Freudian Thought - Chapter 2, "Dreams: Psychoanalysis Begins"*
3. "In Search of the Dreamer" - Chapter 10 from *Love's Executioner* by I. Yalom

Class 5: October 1

Topic: Introduction to the Psychodynamic Interview

Readings Due:

1. McWilliams, N. (1999). Psychoanalytic case formulation - Chapters 1 and 2.

Class 6: October 8

Topic: Preparing for First Psychodynamic Sessions

Readings Due:

1. Bender and Messner (2003). Becoming a Therapist – Chapters 1 - 4

Assignment Due: Dream Analysis Paper – 11:59PM

Class 7: October 15

Topic: Mechanisms of Defense

Readings Due:

1. McWilliams, N. Psychoanalytic Diagnosis - Chapter 5, “Primary (Primitive) Defensive Processes”

Class 8: October 22

Topic: Mechanisms of Defense continued

Readings Due:

1. McWilliams, N. Psychoanalytic Diagnosis – Chapter 6, “Secondary (Higher Order) Defensive Processes”
2. “Three Unopened Letters” – Chapter 8 from Love’s Executioner by I. Yalom

Class 9: October 29

Topic: What Psychodynamic Treatment Looks Like - The Frame & Mechanics

Readings Due:

1. McWilliams, N. (2004) Psychoanalytic Psychotherapy – Chapter 6, “Basic Therapy Processes”, pages 132-162
2. Eichler, S. (2010). Beginnings in psychotherapy – Chapter 8, “Guideposts for our work in listening and intervening.”

Class 10: November 5 – Election Day – DON’T FORGET TO VOTE IF ELIGIBLE!

Topic: Psychoanalytic Models of Case Formulation

Readings Due:

1. Messer S., & Wolitzky, D.L. (2007). The traditional psychoanalytic approach to case formulation. In Handbook of psychotherapy case formulation. Pages 67-100.
2. Summers & Barber (2010). Psychodynamic Therapy – Chapter 7 “Psychodynamic Formulation”

Assignment Due: Case Formulation Practice Exercise (in class time permitting)

Class 11: November 12

Topic: Character Styles - Part 1

Readings Due:

1. McWilliams, N. Psychoanalytic Diagnosis – Chapters 7-11 (pages 151 – 256)

Assignment Due: In-class presentations (1 presenter, TBD)

Class 12: November 21/22 (virtual)

Topic: In-class presentations

Readings Due:

1. McWilliams, N. *Psychoanalytic Diagnosis* – Chapters 12-15 (pages 257 – 346)

Assignment Due: In-class presentations (1 presenter, TBD)

Class 13: November 26 (virtual)

Topic: Character Styles - Part 2

Readings Due:

1. Nothing new...catch up week!

Assignment Due: In-class presentations (3-4 presenters, TBD)

Class 14: December 3

Relational Theories & Moving Toward a Two Person Psychology

Readings Due:

1. Mitchell, S. (1990), Discussion: A Relational View. *Psychoanalytic Inquiry*, 10(4): 523-540.
2. Aron, L. (1991), The Patient's Experience of the Analyst's Subjectivity. *Psychoanalytic Dialogues*, 1(1): 29-51

Assignment Due: In-class presentations (1-2 presenters, TBD)

Class 15: December 10

Intersectionality & Relational Theory

Readings Due:

1. Saketopoulou, A. "Minding the gap: intersections among gender, race, and class in work with gender-variant children"
2. "A Darwinian Finch" – Chapter 4 from *Schopenhauer's Porcupines* by D. Luepnitz

Assignment Due: In-class presentations (1-2 presenters, TBD)

Final: December 17

Assignment Due: FINAL PAPER – 11:59PM

RECOMMENDED BONUS READINGS

(Papers I love/students seem to learn from that didn't make the cut):

1. Freud, S. (1940), An Outline of Psycho-Analysis. *International Journal of Psycho-Analysis*, 21: 27-84.
2. Freud's 10th Lecture "The Dream – Symbolism in the Dream"
3. Freud's 12th Lecture "The Dream – Analysis of Sample Dreams"
4. Winnicott, D. (1949), Hate in the Countertransference
5. Klein, M. (1946), Notes on Some Schizoid Mechanisms. *International Journal of Psycho-Analysis*.
6. Winnicott, D.W. (1958), The Capacity to be Alone. *International Journal of Psycho-Analysis*, 39: 416-420.

7. Holmes, D. (2016), Culturally Imposed Trauma: The Sleeping Dog Has Awakened. Will Psychoanalysis Take Heed? *Psychoanalytic Dialogues*, 26(6): 641-654.
8. Iverach, L. (2014), Death anxiety and its role in psychopathology: Reviewing the status of a transdiagnostic construct. *Clinical Psychology Review*, 34 (2014) 580-593.
9. Yalom, I. (2009) *Staring at the Sun: Overcoming the Terror of Death*