

GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

**Psychoanalytic Theory of Personality and Psychopathology**

**18:821:535:01**

**Fall 2024**

**Wednesdays 5pm-7:45pm**

**A223**

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**Office Hours:** Wednesdays 1-2pm

**Zoom Link (if necessary):**

<https://rutgers.zoom.us/j/9444747642?pwd=ekhLM29LSnkvNERiVzJlL0FhcTBJdz09>

**Course Description:**

This course is designed to provide students with a deeper understanding of psychoanalytic and psychodynamic theories and concepts, with a particular emphasis on how to apply these principles when working with clients. Each theory provides a valuable lens through which to view human development, psychopathology, and treatment, and this course will examine both the unifying ideas and important areas of divergence among the various psychoanalytic/psychodynamic theories discussed. This course will focus on concepts such as transference and countertransference, defenses, drives and affects, resistance, and other key issues in psychoanalytic/psychodynamic psychotherapy, as well as highlight how these have been operationalized in treatment manuals used to research the efficacy of psychodynamic psychotherapy. Treatment issues raised by differing levels of psychopathology and by different socio-cultural backgrounds will also be discussed.

Students will learn to use theory and research to guide psychodynamic case formulation, to use formulations to identify and observe in real time the operation of dynamic mental processes (e.g., conflict, regression, etc.), and to combine formulation and observation to inform their interventions with clients. They will also develop an appreciation for the impact of personality on the development and expression of psychopathology. Because this course is closely related to clinical practice, theory and technique will be discussed and depicted via case material, videos, and role-plays, and attention will be devoted to moment-to-moment clinical interactions. Assignments will focus on helping students to apply the various theories and principles discussed in class to their ongoing clinical work.

**Course Objectives:**

By the end of the course, the successful student will...

- Have a thorough understanding of psychoanalytic and psychodynamic theories for personality and psychopathology and how psychoanalytic theory shapes treatment planning and intervention
- Be able to compare and contrast different psychoanalytic theories with an emphasis on understanding the strengths and limitations of each theoretical model for treating clients
- Have a psychoanalytic understanding of anxiety, defenses, drives and affects, conflict,

resistance, transference and countertransference and how these concepts relate to treatment

- Be able to discuss the psychoanalytic treatment issues associated with varying levels of psychopathology and different socio-cultural backgrounds
- Develop an understanding of how psychoanalytic concepts are operationalized in treatment manuals used to investigate the efficacy of psychodynamic psychotherapy
- Be able to use psychodynamic theory and research to inform assessment and case formulation which will guide choice of intervention and timing of intervention with clients

### **APA Core Competencies/Profession Wide Competencies:**

Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention

### **Readings:**

#### Required Readings:

All readings from primary sources will be provided on Canvas. These readings are listed in the weekly course outline. Students will be required to read a series of chapters and articles that address the major principles and techniques of psychoanalytic theory as well as related research. There is an expectation that the readings you are assigned will be closely read.

### **Statement on Disabilities:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you 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 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/>

### **Names and Pronouns:**

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### Respect for Diversity:

An effective learning environment values diversity, and diverse perspectives will be celebrated and treated with respect in this class. It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit.

Every student, regardless of sex, gender, race, ethnicity, socioeconomic status, religion, size, ability, 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.

I recognize that I have gaps in my understanding when it comes to aspects of diversity, equity, and inclusion. If there are any 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.

### Tentative Weekly Course Outline and Reading List:

*Note:* The following schedule may be subject to change. It is expected that you will have completed the assigned readings **prior** to each class.

| Date | Topic  | Assignment/Reading due:  |
|------|--|--|
| 9/4  | Introduction to Psychoanalytic Theory and Technique                              | No reading due   |
| 9/11 | What is Personality?   | Kernberg, O.F. (2016). What is personality? <i>Journal of Personality Disorders</i> , 30, 145-156<br><br>American Psychiatric Association (2013). <i>Alternative Model for Personality Disorders</i> . New York: APA Press.<br><br>PDM-2 Psychodiagnostic Chart (2015)                                 |
| 9/18 | Integrating Diversity, Equity, Inclusion, and Social Justice into Psychoanalysis | Tummala-Narra, P. (2015). Cultural competence as a core emphasis of psychoanalytic psychotherapy. <i>Psychoanalytic Psychology</i> , 32, 275-292.<br><br>Portugues, S.H. (2022). Psychoanalytic neutrality, race, and racism. <i>Journal of the American Psychoanalytic Association</i> , 70, 323-334. |

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| 9/25  | Freudian<br>Psychoanalysis                                       | Freud – <i>The Interpretation of Dreams</i> – read Chapters 2 & 3 only<br><br>Freud – <i>Mourning and Melancholia</i><br><br><b>Case Presentation:</b>  |
| 10/2  | <i>No in-person class – asynchronous learning activity</i>       | Westen, D. (1998). The scientific legacy of Sigmund Freud: Toward a psychodynamically informed psychological science. <i>Psychological Bulletin</i> , 124, 333-371.<br><br><b>** This is a long article, use class time to read it, reflect on it, and perhaps discuss with a peer. All students must submit a reflection paper on this article due by the next class.</b>  |
| 10/9  | Ego Psychology, Defense Mechanisms, and Understanding Resistance | Mitchell & Black (1995). Ego psychology. In <i>Freud and Beyond</i> (pp. 23-59). New York: Basic Books.<br><br><b>Case Presentation:</b>  |
| 10/16 | British Object Relations – Klein, Fairbairn, & Winnicott         | Segal, H. (1973). <i>Introduction to the work of Melanie Klein</i> . New York: Basic Books.<br>Chapter 3 - the paranoid-schizoid position (pp. 24-38),<br><br>Mitchell & Black (1995). The British Object Relations School: Fairbairn & Winnicott. In <i>Freud and Beyond</i> (pp. 112-138). New York: Basic Books.<br><br><b>Case Presentation:</b>  |
| 10/23 | Understanding Transference & Countertransference                 | Levy, K.N., & Scala, J.W. (2012). Transference, transference interpretations, and transference-focused psychotherapies. <i>Psychotherapy</i> , 49, 391-403.<br><br>Berg, J. & Lundh, L. (2021). General patterns in psychotherapists' countertransference. <i>Psychoanalytic Psychology</i> , 39, 145-153.<br><br>Fors, M. (2021). Power dynamics in the clinical situation: A confluence of perspectives. <i>Contemporary Psychoanalysis</i> , 57, 242-269.<br><br><b>Case Presentation:</b> |

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| 10/30 | Kernberg's Object Relations Theory & Transference-Focused Psychotherapy      | <p>Kernberg, O.F. (1984). Structural diagnosis. In <i>Severe personality disorders</i> (pp. 3-26). New Haven: Yale University Press.</p> <p>Yeomans, F.E., Clarkin, J.F., &amp; Kernberg, O.F. (2015). Techniques of treatment: Moment-to-moment interventions and mechanisms of change. In <i>Transference Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide</i> (pp. 149-212). New York: APA Press.</p> <p>Review Caligor et al. (2023) Table 1</p> <p>Review Kernberg model slide</p> <p><b>Case Presentation:</b></p> |
| 11/6  | Pathological Narcissism & Malignant Narcissism                               | <p>Caligor, E., &amp; Stern, B. (2020). Diagnosis, classification, and assessment of narcissistic personality disorder within the framework of object relations theory. <i>Journal of Personality Disorders, 34</i>, 104-121.</p> <p><b>Case Presentation:</b></p>  |
| 11/13 | Pathological Narcissism and Self Psychology                                  | <p>Kohut, H. &amp; Wolf, E. (1978) The disorders of the self and their treatment: An outline. <i>International Journal of Psychoanalysis, 59</i>, 413-425.</p> <p>Adler, G. (1986). Psychotherapy of the narcissistic personality disorder patient: Two contrasting approaches. <i>American Journal of Psychiatry, 143</i>, 430-436.</p> <p><b>Case Presentation:</b></p>   |
| 11/20 | Interpersonal Psychoanalysis and Contemporary Interpersonal Treatment Models | <p>Cain, N.M., Hopwood, C.J., &amp; Pincus, A.L. (2023). Psychotherapy through the lens of Contemporary Integrative Interpersonal Theory. In F.T.L. Leong (Ed.) <i>APA Handbook of Psychotherapy: Volume 1. Theory-Driven Practice and Disorder-Driven Practice</i> (pp. 141-156). Washington DC: APA.</p> <p>Benjamin, L.S. (1993). Every psychopathology is a gift of love. <i>Psychotherapy Research, 3</i>, 1-24.</p> <p><b>Case Presentation:</b></p>  |

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| 11/27 | <b><i>No in-person class – asynchronous learning activity</i></b>                           | Schechter et al. (2022). The psychoanalytic study of suicide. <i>Journal of the American Psychoanalytic Association</i> , 70, 103-137.<br><br><b>** All students must submit a reflection paper on this article due by the next class.</b>  |
| 12/4  | Clinical Implications of Attachment Theory and Mentalization-Based Therapy<br><br>MBT Video | Wallin, D. (2007). <i>Attachment in Psychotherapy</i> . New York: Guilford.<br>Chapters 2, 3, and 4 (pp. 11-59)<br><br>Bateman, A & Fonagy, P. (2004). Mentalization based treatment of borderline personality disorder. <i>Journal of Personality Disorders</i> , 18, 36–51.<br><br><b>** Last Day to Submit a Reflection Paper</b><br><br><b>Case Presentation:</b> |
| 12/11 | Course Wrap-Up  | <b>Case Presentation:</b><br><b>Case Presentation:</b>  |

### **Course Requirements and Evaluation of Student Performance:**

Assignments are focused on applying course material to ongoing clinical cases. Student grades will be based on the following activities:

#### ***Participation***

I wish to acknowledge that there are individual differences in talkativeness, assertiveness, etc. which can contribute to it being easier or more difficult to participate in discussions. Participation is evaluated on *quality not* quantity of one’s contribution. This means that “floor time” is not the major dimension of the evaluation. Quality of participation includes facilitation of group discussion, thoughtful comments and questions related to course readings and lecture material, discussion of clinical material and experiences, and integrating others’ ideas and comments. It is expected that students will come to class prepared to discuss how course material applies to their clinical cases. In addition, we will be sensitive to how we interact and engage with each other; therefore, we will have periodic check-ins to examine our own dynamics within the classroom. Participation also involves arriving for class on time. If you are having difficulty getting to class on time due to family obligations or other issues, please speak to the instructor as soon as possible.

**Classroom Climate:** In this class, we will be sensitive to how we interact and engage with each other; therefore, we will have check-ins to examine our own dynamics within the classroom.

**Attendance Policy:** It is expected that each student attends every scheduled class. If you are unable to attend a class due to illness or will be late, please email me prior to class. Students are

excused from class when observing religious holidays, in accordance with Rutgers University policy. An excused absence can also occur if the student is ill, and/or the student has been told to quarantine, and/or are experiencing symptoms of any transmittable disease. Students will be responsible for all material covered during their absence. Credit will be given if no more than 2 classes are missed, all written assignments are submitted, and you participate in class presentations and small group discussions. Note, you may need to submit a brief assignment to make up for a missed class.

### ***Reaction Papers***

Students will be asked to complete 8 brief **weekly** reaction papers submitted in advance of class time responding to the assigned readings. These papers should be no more than two (2) pages double spaced 12-point font, and are designed to enhance your critical thinking and make course material more meaningful throughout the semester.

The goal of these reaction papers is not to summarize the reading, but rather to reflect on your thinking about the reading and course material. They can be personal reactions to any part or parts of what you read (no need to comment on every assigned article!), clinical experiences related to the material, questions, comments, balanced criticisms, and/or associations to other aspects of psychology. No references are required unless you wish to make explicit what you are referring to. Your grade on these papers will be primarily based on the thought, depth, and creativity of ideas related to the readings.

Please upload your papers to Canvas. Papers are due in advance of class (e.g., no later than 10pm on Tuesday so I can skim/review them before class) in response to the assigned readings due for the class, with the first paper due no later than Tuesday 9/10 at 10pm (responding to the readings due for Wednesday 9/11). **Out of 13 possible weeks, students are only required to submit 8 reaction papers over the course of the semester. The only exception is that all students must submit a reaction paper in response to the assigned asynchronous articles for 10/2 and 11/27.** These reaction papers will be worth 40 points toward your final grade (5 points x 8 reaction papers).

### ***Case Presentation***

Students will be asked to give one (1) oral case presentation in class on a rotating basis. When it is your turn to present, you should come to class prepared to discuss your client from a psychodynamic perspective and you should highlight the related intervention techniques you might use with your client from a psychodynamic perspective. You should prepare a video recording of about 10 minutes of a psychotherapy session to illustrate psychoanalytic technique with this client. If you cannot show a video recording of your client, then you must prepare a transcript of at least 10 minutes of a session with your client. Your case presentation should be about 45 minutes, including time for discussion/questions (think: 20-minute presentation, 10-minute video-clip/transcript reading, 15 minutes for discussion/questions). Your case presentation will be worth 100 points toward your final grade.

## Psychoanalytic Theory of Personality and Psychopathology: Rubric for Weekly Brief Reaction Papers

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Students will be asked to complete 8 brief **weekly** reaction papers submitted in advance of class time responding to the assigned readings. These papers should be no more than two (2) pages double spaced 12-point font, and are designed to enhance your critical thinking and make course material more meaningful throughout the semester.

The goal of these reaction papers is not to summarize the reading, but rather to reflect on your thinking about the reading and course material. They can be personal reactions to any part or parts of what you read (no need to comment on every assigned article!), clinical experiences related to the material, questions, comments, balanced criticisms, and/or associations to other aspects of psychology. No references are required unless you wish to make explicit what you are referring to. Your grade on these papers will be primarily based on the thought, depth, and creativity of ideas related to the readings.

Below are the areas to include in your paper, and this is the grading system by which I will be evaluating your assignment. Be sure to review this as you work on the assignment to ensure that you have covered all of the important areas.

| Domain to be Evaluated  | Possible Points/Your Score |
|---|----------------------------|
| <p><b>Clearly Articulates the Student's Unique Perspective on the Assigned Readings</b></p> <ul style="list-style-type: none"> <li>• Is the paper organized well, meaning is the information presented in a clear and concise manner?</li> <li>• Are sentences free of typos and grammatical errors?</li> <li>• Did the student proofread the paper?</li> <li>• Commentary on readings makes an original statement, is thoughtful, has depth and complexity.</li> <li>• The student's unique perspective on the readings shines through.</li> </ul> | 5/ _____                   |



## Psychoanalytic Personality Theory and Application of Psychoanalytic Theory: Rubric for the Case Presentation

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Students will be asked to give one (1) oral case presentation in class on a rotating basis. When it is your turn to present, you should come to class prepared to discuss your client from a psychodynamic perspective and you should highlight the related intervention techniques you might use with your client from a psychodynamic perspective. You should prepare a video recording of at least 10 minutes of a psychotherapy session to illustrate psychoanalytic theory with this client. If you cannot show a video recording of your client, then you must prepare a transcript of at least 10 minutes of a session with your client. Your case presentation should be about 45 minutes.

Below are the areas that I use to evaluate your performance on this assignment. Be sure to review this as you prepare your case presentation.

| Domain to be Evaluated   | Possible Points/Your Score |
|--|----------------------------|
| <p><b>Clearly Articulates Presenting Problem and Symptoms</b></p> <ul style="list-style-type: none"> <li>• Student provides a clear and succinct description of the presenting problem</li> <li>• Student highlights the symptoms that the client is reporting and/or experiencing</li> <li>• Student provides relevant background information (e.g., psychosocial history, current functioning, DSM diagnosis, etc.)</li> </ul>   | 10/_____                   |
| <p><b>Provides a Clear Psychodynamic Conceptualization of the Client's Problems, Conflicts, and Strengths</b></p> <ul style="list-style-type: none"> <li>• Student articulates how the client's problems, conflicts, and strengths can be understood within a psychodynamic framework, through a discussion of (as applicable):             <ul style="list-style-type: none"> <li>• the influence of unconscious cognitive, affective, and motivational processes</li> <li>• relevant identifications and identity issues</li> <li>• the client's use of defenses (e.g., primitive defenses, mature defenses)</li> <li>• interpersonal/relational patterns</li> <li>• relevant developmental themes</li> </ul> </li> </ul>  | 25/_____                   |
| <p><b>Clearly Identifies Relevant Transference and Countertransference Themes</b></p> <ul style="list-style-type: none"> <li>• Student identifies possible transference themes that may be relevant for their client</li> <li>• Student discusses their countertransference to the client (e.g., what does the client evoke in them)</li> <li>• Student discusses how they may use their countertransference to inform their interventions with the client</li> <li>• Student articulates how transference has or will impact the therapy</li> </ul>   | 25/_____                   |
| <p><b>Clearly Identifies Relevant Treatment Goals and Intervention Techniques Linked to the Psychodynamic Conceptualization of the Client's Problems, Conflicts, and Strengths</b></p> <ul style="list-style-type: none"> <li>• Student articulates how the client's problems, conflicts, and strengths can be approached using psychoanalytic/psychodynamic psychotherapy</li> <li>• Student highlights why a psychoanalytic/psychodynamic approach may be beneficial for this particular client</li> <li>• Student describes specific treatment techniques that may be applicable to their treatment of the client from a psychodynamic perspective (e.g., free association, interpretation, transference interpretation, mirroring, confrontation, etc.)</li> </ul> | 20/_____                   |

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|---|------------------|
| <p><b>Clearly Presents Case Material Via Video-Recording or Transcript</b></p> <ul style="list-style-type: none"> <li>• Student selects a relevant 10-minute segment of a psychotherapy session to illustrate their client's psychopathology and treatment from a psychodynamic perspective</li> <li>• Therapy session is relevant to the student's presentation</li> </ul> | 10/ _____        |
| <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Is the student clear and concise in their presentation?</li> <li>• Is the student respectful toward the client when presenting case material?</li> <li>• Is the student open to feedback from peers during the case presentation?</li> </ul>   | 10/ _____        |
| <b>TOTAL SCORE</b>  | <b>100/_____</b> |

Instructor Comments: