

Graduate School of Applied and Professional Psychology

School Psychology Program

Rutgers University

Foundations of Intervention: Analytic

18:820:503:01

Spring 2019

Instructor: Catherine Bianchi, PhD.

Course Objectives

By the end of the course, the student should have:

1. An understanding of the basic concept of human nature represented by psychodynamic/psychoanalytic traditions
2. Psychodynamic/psychoanalytic literacy: familiarity with themes, terms, and concepts such as the unconscious, transference, countertransference, defenses, resistance, the repetition compulsion, affect regulation, and terms related to attachment processes and complex developmental trauma
3. An introduction to how theory relates to work with clients and to theories of therapeutic action within the analytic schools of thought
4. An introduction to attachment theory and affect regulation as it affects executive functioning disorders in the classroom
5. An understanding of some of the issues involved in applying psychodynamic thinking to groups, organizations, and diverse populations, with an emphasis on bullying

Criteria for Grading

1. 25% : Class attendance and participation. Missing classes will negatively impact your grade for class participation. Should you become ill during the semester, please let the Instructor know.

2. 25% : Paper on topic chosen in consultation with the Instructor. You will have the opportunity to re-write in response to feedback should you not get the grade you would like.
3. 25% : In class presentation on topic chosen in consultation with the Instructor. If any student doesn't have a case or client, they may consider any of the following topics: play observation, presentation of a character style, a special reading, or a presentation of a theory of dynamic treatment. In addition, everyone will also work in a small group to present a chapter on a personality style from McWilliams.
4. 25% : Final Take Home Exam. Due the last class. You will have the option to re-write in response to feedback should you not get the grade you would like.

Departmental and University Policies:

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: <http://apastyle.apa.org/> (full access via Login to Rutgers University Libraries home page: <http://www.libraries.rutgers.edu/>)

Students with disabilities who qualify for reasonable accommodations may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu. Please inform the Instructor of your accommodations directly as well.

Academic Integrity. Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: <http://academicintegrity.rutgers.edu/students.shtml>

Instructor Availability

I'll be available to you in person on campus before or after class. You will also have my contact information so we can arrange other times to talk in person, by phone, Skype, or in my office.

Required Texts

Luepnitz, D. (2002). *Schopenhauer's porcupines*. New York: Basic Books.

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

Safran, (2012). *Psychoanalysis and psychoanalytic therapies*. Washington D.C.: APA Press.

Winnicott, D.W. (2008). *The Piggle: An Account of the Psychoanalytic Treatment of a Little Girl*. United Kingdom: Penguin Books.

Class 1: Overview of Psychodynamic and Psychoanalytic Approaches

-Schedler, J. (2010). "The efficacy of psychodynamic psychotherapy." *American Psychologist*. 65, 277-289.

-Safran, J.D. (2012). *Psychoanalysis and Psychoanalytic Therapies*. Washington D.C.: The APA Press.

Chapters 1- Introduction

Chapter 2- History

Chapter 3- Theory

Chapter 4- The Therapy Process

-And on Sakai: My handout, "Arc of the Theory"

Class 2: The Unconscious in Dreams, Fairytales and Play

-Bettleheim, B. (1977). *The uses of enchantment: The meaning and importance of fairy tales*. NY: Vintage Books.

Pages 3-28

-Freud, "Revision of the Theory of Dreams," *Standard Edition*.

Please focus especially on the definitions of condensation, symbolization, and displacement.

-Kahn, M. (2002) *Basic Freud*. NY: Basic Books.

Chapter 9, “Dreams,” pps 155-170.

-Slade, A & Wolf, D.P, eds. (1994). *Children at Play*. NY: Oxford University Press.

Chapter 4 Drucker, J. “Constructing Metaphors: The Role of Symbolization in the Treatment of Children”

Chapter 5 Slade, A. “Making Meaning and Making Believe: Their Role in the Clinical Process”

Class 3: Psychoanalysis as a Theory of Development

-Luepnitz, D. (2002). *Schopenhauer’s Porcupines*, pp 197-249 re: treatment of borderline patient.

-McWilliams, *Psychoanalytic Diagnosis*, pg 43-99

McWilliams reading will be spread out through classes 3 to 5.

Class 4: The Mechanisms of Defense

-McWilliams, N. *Psychoanalytic Diagnosis*, pp 100-150

-Vallant, G. (1977). *Adaptation to Life*. Cambridge, MA: Harvard University Press

TBD

Class 5: Character Styles and Psychoanalytic Diagnosis

-McWilliams, N. *Psychoanalytic Diagnosis*, 151-357

These chapters on the specific personality styles will be divided & assigned to groups of students for presentation during class. In other words, you will be asked to focus more on the chapters/personality styles that you will be asked to present with your group and to skim the rest.

Class 6: Psychodynamic Treatment

-Altman, N. et al. (2002) *Relational Child Psychotherapy*.

Chapter 9, "Play in Child Treatment" pp. 187- 215

Chapter 10, "Transference & Countertransference in Child Treatment" pp. 215- 230

Chapter 11, "Launching Therapy with the Child" pp. 231-252

-McWilliams, N. (2004). *Psychoanalytic Psychotherapy*. NY: Guilford Press

Chapter 6 "Basic Therapy Processes," pp. 132-162.

-Winnicott, D.W. (2008). *The Piggle: An Account of the Psychoanalytic Treatment of a Little Girl*. UK: Penguin Books.

Class 7: Diversity and Psychoanalytic Concepts Applied to Groups & Organizations

-Luepnitz, D. *Schopenhauer's Porcupines*, pp21-102, 150-196. These cases represent a range of clinical issues and raise issues of diversity in class, religion, and ethnicity and race.

-Safran, (2012). *Psychoanalysis and Psychoanalytic Therapies*. Washington D.C.: APA Press.

Chapter 5 Evaluation, esp section on diversity

Chapter 6, Future Developments, esp section on "social, cultural and political critique"

-Kerzner, S. (2103). "The Crucial Role of the 'Third' in Bully/Victim Dynamics." *Psychoanalytic Inquiry*, 33:116-123.

-Moreno, K.J. (2007). "Scapegoating in Group Psychotherapy." *International Journal of Group Therapy*, 57(1), 93-105.

Class 8: Attachment Theory

-Karen, F. (1990) "Becoming Attached," *The Atlantic Monthly*.

<https://www.theatlantic.com/magazine/archive/1990/02/becoming-attached/308966/>

-Schore, J.R. & Schore, A. N. (2008). "Modern Attachment Theory: The Central Role of Affect Regulation in Development and Treatment." *Clinical Social Work Journal*, 36:9-20.

-Wallin, D.J. (2007). *Attachment in Psychotherapy*. NY: Guilford Press.

Chapter 2 "Foundations of Attachment Theory" pp 11 -24

Chapter 6 "The Varieties of Attachment Experience" pp 84-98

Class 9: Mentalization & Emotional Regulation in the Classroom

-Wallin, D.J. (2007) *Attachment in Psychotherapy*. NY: Guilford Press.

Chapter 4 "Fonagy & Forward" pp 43-55

-Fonagy & Target, (1998). "Mentalization and Changing Aims of Child Psychoanalysis." *Psychoanalytic Dialogues*, 8(1):87-114

-Coates, S.W. (1998). "Having a Mind of One's Own and Holding the Other in Mind: Commentary on Paper by Peter Fonagy and Mary Target." *Psychoanalytic Dialogues*, 8(1):115-148.

Class 10: Complex Developmental Trauma in the Classroom: The Great Mimic of Executive Functioning Disorders

-Van der Kolk, B. A. (2014). *The Body Keeps the Score*. NY: Viking.

Chapter 4, "Running for Your Life: The Anatomy of Survival" pp. 51-73

Chapter 10, "Developmental Trauma: The Hidden Epidemic" pp. 149-170