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 homepage: 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


**Class 1: Overview of Psychodynamic and Psychoanalytic Approaches**


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**


Pages 3-28


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


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**


-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


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**


*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*


**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.


Chapter 5 Evaluation, esp section on diversity

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


Class 8: Attachment Theory


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


Chapter 4 “Fonagy & Forward” pp 43-55


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


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