Course Description:
This course is designed to introduce students to fundamental tenets of contemporary 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, 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 pick up a psychodynamic case through the Psychological Clinic. Each student will conduct an initial interview, video-record the session, and present this session to the class. The class will function as a clinical consultation team, sharing observations and helping the student clinician create an initial formulation. He or she will then prepare a case formulation and treatment plan.

Course Objectives:
By the end of the course, students will have:
1. A beginner’s knowledge of the historical development of psychoanalytic theory, from early Freud through to contemporary models.
2. An understanding of different ways in which analytic concepts help us understand people. We will look at different theorists’ views of how the developmental process shapes experience and functioning. Students will increase their ability to recognize defense mechanisms, the functions they serve, and the ways in which they can be maladaptive.
3. A familiarity with some of the different forms that psychoanalytic and psychodynamic treatment can take, and with the language (transference, resistance, enactment, etc.) commonly used to understand clinical process.
4. Basic skills in psychodynamic case formulation and treatment planning.
5. A sufficient elementary knowledge of psychodynamic technique to conduct a psychodynamic treatment, under the guidance of a supervisor.
Course Requirements:

1. **Dream Analysis paper.** You will write a paper analyzing a dream. The purpose of the paper is to get a feel for examining material from a psychoanalytic perspective, and to demonstrate knowledge of this approach to dreams and the unconscious. The paper is due by Class #5. Instructions will be provided.

2. **Psychoanalytic Exercises.** There will be written homework assignments designed to help you engage more deeply with the concepts of the class and to apply them clinically.

3. **Videorecorded Interview with a Client.** You will present part or all of a first session. The goal is to have as many students as possible present their interviews in the fall term while the class is in progress. We depend on appropriate patients presenting to the Clinic; if cases don’t come in in time, this may mean that the process will stretch into the next term. If you do not get a case in the fall, you may present in the elective Elements of Psychodynamic Therapy course in the spring (even if you are not enrolled in the class). If that’s logistically impossible, we will work to find an alternative setting.

4. **Formulation Papers (2)**
   The papers will provide experience in psychodynamic formulation. We will view and discuss a videotaped interview as a class; you will write your first formulation of this case. The second paper will be on your patient. A specific format for the papers will be provided.

Grading:
Your grade will be based on: (1) class participation, classroom etiquette (i.e. not using your laptop for non-course-related purposes), homework, effort shown in your interview and in providing helpful feedback to colleagues on theirs; (2) the dream paper; (3) the two formulation papers.

Please note that attendance is mandatory, and unexcused absences or persistent lateness will negatively affect your grade. If the issue is chronic, I may determine that you have not had enough time in class to receive a passing grade. If a religious holiday falls on a day that class meets, let me know in advance and make arrangements to get class notes from a peer. If you are sick, please email or text me to let me know you will miss class. If you miss more than two classes, please make an appointment to discuss this with me.
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. 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 is in charge of your treatment.

Required Texts:


At the end of this syllabus, you will also find a list of books and articles that I will refer to in class: They are not required but the references are provided in case you’d like to delve deeper into a given topic. Additionally, under the Resources tab on the course’s Sakai site, you will find a number of articles, sorted by topic. I will be adding to these resources as the semester progresses.

Instructor Contact Information and Availability:
I am at GSAPP on Mondays. I am happy to meet individually with any of you for any reason. If you find yourself struggling with course content or if you feel unprepared to do your interview, please seek me out and ask for help. We can make an appointment in advance, or you can grab me during a class break and we can meet in my office. We can also make an appointment to talk on the phone. I also meet with each student towards the end of the semester, to give you individual feedback. I am in full-time clinical practice when I am not at GSAPP, so I prefer to communicate about logistics by email: brook.hersey@gmail.com. (Please note that while I have a GSAPP email address, I don’t check it as regularly as the gmail account.) You can also leave me a message at my office number, 212-874-1426. It’s also okay to text to that number.

Accommodations Policy
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 on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Academic Integrity
Please follow this link to review Rutgers University policy on academic integrity: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Peer Consultation Experience with Advanced Student
Another component of your training experience will involve pairing up with a third-year student enrolled in the Supervision and Training Class. This will occur not this first term, but next term when your cases are in progress. This year you will be the trainees; in your third year you will come full circle to be the ones providing the consultation. Past first-year students have found this a valuable experience, an opportunity to receive additional input on their case and to have support and guidance from an advanced student.

You will be paired with a third-year student for a consultation on either your CBT or your dynamic case during the Spring semester. The peer consultant will conduct an initial get-acquainted and goal-setting meeting, followed by three to four sessions with you, focusing on one of the Foundation cases. 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.
## SCHEDULE OF CLASS TOPICS

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course. Basic psychoanalytic ideas</td>
</tr>
<tr>
<td>2</td>
<td>Early Freud, the unconscious, dreams</td>
</tr>
<tr>
<td>3</td>
<td>Late Freud, ego psychology, defenses</td>
</tr>
<tr>
<td>4</td>
<td>Object relations, self psychology, levels of functioning</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to the psychodynamic interview. Mechanics and procedures. View sample interview: part 1&lt;br&gt;&lt;b&gt;Dream paper due in class.&lt;/b&gt;</td>
</tr>
<tr>
<td>6</td>
<td>Overview of psychoanalytic/psychodynamic treatment. Introducing the patient to psychodynamic therapy; establishing and working with the frame. View sample interview: part 2</td>
</tr>
<tr>
<td>7</td>
<td>Orienting principles for student therapists as they conduct early sessions. Cultivating a psychodynamic stance. What to do and say? Student case presentation</td>
</tr>
<tr>
<td>8</td>
<td>The Messer/Wolitzky model of case formulation. Why formulate? Practice applying the model to case material. Student case presentation</td>
</tr>
<tr>
<td>9</td>
<td>Psychoanalytic diagnosis, character styles — part 1 Student case presentation</td>
</tr>
<tr>
<td>10</td>
<td>Psychoanalytic diagnosis, character styles — part 2 Student case presentation</td>
</tr>
</tbody>
</table>
Assessment of ego functions, identifications, relational patterns and self-esteem.
Student case presentation

**Formulation Paper 1 due**

Attachment and attachment-informed therapies. Introduction to vocabulary and key concepts of relational psychoanalysis/psychotherapy.
Student case presentation

Relational theory and practice.
Student case presentation

Power and privilege — part 1
Student case presentation

Power and privilege — part 2
Student case presentation. Re-cap of other student cases.

The due date for **Formulation Paper 2** will be determined in consultation with instructor, and will depend on when you do your interview/class presentation.

Please note that this outline of topics is provisional, and may shift to accommodate the pace of student case assignments.
Reading Assignments:

Class #1 (September 9): Introduction to the class. Basic psychoanalytic ideas.

Reading for Class 1:
Shedler, J. (2006). That was then, this is now: Psychoanalytic psychotherapy for the rest of us.


Class #2 (September 16) Early Freud, the unconscious, dreams.

Reading for Class 2:

Psychoanalytic Diagnosis:
“Freudian Drive Theory” section of Chapter 2
Pages 23-27

Schopenhauer’s porcupines.
“A Darwinian Finch.”

You may wish to skim the introduction to the Luepnitz book.

Class #3 (September 23): Late Freud, Ego Psychology, Defenses.

Reading for Class 3:
Psychoanalytic Diagnosis:
“Ego Psychology” section of Chapter 2
Pages 27-31
Chapters 5 and 6
Pages 100-150

If you’d like another clear explanation of common defense mechanisms, you may preview the Cabaniss reading, assigned for Class 11.

Class #4 (September 30): Object Relations, Self Psychology, Levels of Functioning.

Reading for Class 4:
Psychoanalytic Diagnosis:
“The Object Relations Tradition” and “Self Psychology” sections in Chapter 2.
Pages 31-38.
“Developmental Levels of Personality Organization”
Pages 43-69.

Schopenhauer’s Porcupines.
“The Sin Eater”

Class #5 (October 7): Introduction to the psychodynamic interview. Mechanics and procedures. Planning for and structuring the interview. What is distinctly psychodynamic? How does the dynamic focus interact with more theory-neutral interview tasks, such as alliance building, determination of a DSM diagnosis, and risk assessment? Is psychodynamic therapy indicated? View sample interview, part 1.

Dream paper due in class.

Reading for Class 5:
Chapters 1 and 2


Optional while you’re preparing for your interview:
Chapter 2: Pages 57-143.

Chapter 2: Pages 29-43 only.
Class #6 (October 14): Overview of treatment. Is psychodynamic therapy indicated? Introducing the patient to psychodynamic work. Setting and negotiating the frame. View sample interview, part 2

Reading for Class 6:
Chapter 3: Pages 51-69.

Chapter 6: Pages 51-60.

Class #7 (October 21): More on launching the treatment. Orienting principles for student therapists as you conduct early sessions. What does the therapist actually do and say?

Reading for Class 7:
Pages 45-63: “Guideposts for our work in listening and intervening.”

Chapter 4: Pages 71-79.

Pages 2-4: “Focal messages and meta-messages.”

“Basic Therapy Processes.” Pages 132-142 only.
Class #8 (October 8): The Messer/Wolitzky model of case formulation; practice applying the model to case material.

Reading for Class 8:

If you like, you may choose to skim the “Historical Background of the Approach” and the “Conceptual Framework” sections. Read pages 38-50 closely.

Schopenhauer’s porcupines:
“Don Juan in Trenton.”

We will practice using the Messer/Wolitzky model to create a formulation of the patient portrayed in “Don Juan in Trenton.” No need to prepare for this in advance, but be sure to read the case closely.


Reading for Class 9:
Psychoanalytic Diagnosis:
Pages 95-97.
Pages 151-357.

Part 2 of Psychoanalytic Diagnosis runs over 200 pages. You are not expected to read the full section for this class. For class 9, focus on reading the chapters on the Depressive/Manic, Narcissistic and Obsessive-Compulsive styles. For Class 10, I will divide up other chapters, and ask you to read one. Then, with one or two partners, you will informally present the chapter you read to the class. More information to come on this.

Reading for Class 10:
Continue “Character Styles” reading from Class #8.

Schopenhauer’s Porcupines:
“Christmas in July”


Readings for Class 11:

First case formulation paper due.

Class #12 (November 25): Attachment and attachment-informed therapies. Introduction to the vocabulary and key concepts of relational psychoanalysis/psychotherapy.

Reading for Class 12:
Understanding mentalizing. A Menninger Clinic handout.


The first two articles illustrate ways in which concepts derived from attachment research inform psychotherapeutic approaches (mentalandization-based therapy and Accelerated-Experiential Dynamic Psychotherapy). The Wallin chapter explores the way attachment-derived concepts complement and support relational approaches. This chapter introduces relational concepts which we will talk about for the remainder of the course, and may be read for this class or next.
Class #13 (December 2): Relational theory and practice.

Reading for Class 13:

Psychoanalytic Diagnosis:
“The Contemporary Relational Movement” section in Chapter 2.
Pages 39-40.

Pages 3-23.

Class #14 (December 9): Power and privilege: Part 1

Reading for Class 14:


Optional:


Class #15 (December 16): Power and privilege: Part 2

Reading for Class 15:

Supplemental readings:

For more on comparative psychoanalysis:


To supplement your reading on character styles:


For more on attachment and its relationship to psychodynamic treatment:


For more on psychotherapy technique:


**On the efficacy of psychodynamic psychotherapy:**


(The four articles above are the responses to Shedler’s article; the article below is Shedler’s response to the critics.)


Milrod, B.L., Leon, A.C., Busch, F., Rudden, M., Schwalberg, M., Clarkin, J., et al. (2007). A randomized controlled clinical trial of psychoanalytic


For more on intersections between psychoanalytic concepts and general psychology (cognitive neuroscience, social-cognitive psych, memory, emotion theory):


Mancia, M. (2006). Implicit memory and early unrepressed unconscious: Their role in the therapeutic process (How the neurosciences can contribute to


See Sakai for additional readings and resources, including:

American Psychoanalytic Association (APSAA) 2015 Bibliography on Research
Bibliography on psychoanalysis and politics