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, 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 team, generating observations about both content and process in the session. Students will use this feedback, along with their growing knowledge of psychopathology, symptoms and character to prepare an in-depth case formulation of the patient they interviewed, and use this formulation as the basis for a detailed 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. Ideas about psychoanalytic theory and practice and its place in the contemporary world. We will discuss the contexts in which psychoanalytic theories developed, and
the intersections between analytic concepts and other branches of psychological science. We will consider the current treatment landscape, and psychodynamic therapy’s place in a world where psychopharmacology and CBT are also major players. We will also consider the evidence basis for psychodynamic therapy.

5. An experience conducting an interview in a psychodynamic frame and presenting this interview in class.
6. Basic skills in psychodynamic case formulation.
7. A sufficient elementary knowledge of psychodynamic technique to conduct a psychodynamic treatment, under the guidance of a supervisor.

Course Requirements:
Participation is the single most important thing that is expected of you. You are asked to listen closely, respond thoughtfully, share your reactions to discussions and readings, generate questions and, when warranted, express skepticism. When we discuss clinical material, demonstrate respect for both clinician and patient. When you share your own clinical work, know that we are not looking to be dazzled by your technical acumen. Instead, we hope to see your sincere effort to get to know a fellow human being and obtain as clear as possible a sense of his or her distress, character, history and life circumstances, with the aim of providing meaningful, theoretically informed treatment.

To this end, 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 make arrangements to get class notes from a peer. If you are sick, please email or text me in advance to let me know you will miss class. If you have more than one unexcused absence, please make an appointment with me to discuss remediation strategies.

In addition to participation, the course has the following 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. Instructions will be provided. The paper, which should be approximately four pages, not including the narration of the dream itself, is due by Class #4.

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. **Video-recorded Interview with a Client.** You will present part or all of an interview to the class. 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).** These papers will provide experience in psychodynamic formulation. As a class, we will view and discuss a videotaped interview, conducted by a senior clinician; 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:**

- Class Participation, homework, dream paper, effort shown in your interview and in helpful feedback to colleagues on theirs: 50%
- Formulation Paper #1: 20%
- Formulation Paper #2: 30%

**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. 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.

**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 supplemental readings, 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. 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/
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<tr>
<th>Class</th>
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<td>1</td>
<td>Introduction to the course. Basic psychoanalytic ideas</td>
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<td>2</td>
<td>Early Freud, the unconscious, dreams</td>
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<td>3</td>
<td>Late Freud, ego psychology, defenses</td>
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<td>4</td>
<td>Object relations, self psychology, levels of functioning</td>
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<td><strong>Dream Paper due</strong></td>
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<td>5</td>
<td>Introduction to the psychodynamic interview. Mechanics and procedures. View sample interview: part 1</td>
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<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>
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<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>
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<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>
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<td>9</td>
<td>Psychoanalytic diagnosis, character styles — part 1 Student case presentation</td>
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<tr>
<td>10</td>
<td>Psychoanalytic diagnosis, character styles — part 2 Student case presentation</td>
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Assessment of ego functions, identifications, relational patterns and self-esteem
Student case presentation

Formulation Paper 1 due

Student case presentation

Overview of psychoanalytic contributions to the treatment of underserved and diverse populations. The “relational turn.”
Student case presentation

More on relational psychoanalysis and psychotherapy. The contributions of attachment theory.
Student case presentation(s)

The psychodynamic therapist in the 21st century. Coexistence with other modes of treatment (CBT, psychopharmacology). Efficacy research. The relationship between psychoanalysis and other fields of psychology (developmental, social, cognitive, neuroscience).
Student case presentation(s)

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 assumes that the clinic is able to provide everyone with an appropriate case in a timely manner. Last year, I issued two syllabus revisions, so expect that we will revise things as we go.
Reading Assignments:

Class #1 (September 11): 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. Available at: http://www.psychsystems.net/Publications/Shedler/Shedler%20(2006)%20That%20was%20then,%20this%20is%20now%20R7.pdf


Class #2 (September 18) Early Freud, the unconscious, dreams.

Reading for Class 2:


Read pages 142-148 closely. Skim or read the rest of the article to sample Freud’s thought processes and writing style. Do not feel obligated to engage deeply with the details or commit them to memory.

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 25): 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 (October 2): Object Relations, Self Psychology, Levels of Functioning.
Dream paper due in class.

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”

Chapter 3 of Psychoanalytic Diagnoses introduces the powerful concept of distinguishing between neurotic, borderline and psychotic levels of functioning. We will return to this distinction later in the course.

Class #5 (October 9): 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.

Reading for Class 5:
Psychoanalytic case formulation:
Chapters 1 and 2
Chapter 2: Pages 29-43 only.

*Much of what’s covered here, especially the sections on defenses and levels of functioning, will review materials covered in the last couple of weeks.*

Chapter 6: Pages 51-60.

**Optional:**
Chapter 2: Pages 57-143.

**Class #6 (October 16):** Overview of treatment. 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.

New York: Guilford Press.
“Preparing the Client.” Pages 73-98.

**Class #7 (October 23):** 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 71-92.
  Pages 2-4: “Focal messages and meta-messages.”

  “Basic Therapy Processes.” Pages 132-142 only.

**Class #8 (October 30):** The Messer/Wolitzky model of case formulation; practice applying the model to case material.

**Reading for Class 8:**

  *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.

**Class #9 (November 6):** Psychoanalytic diagnosis: Character styles. Part 1.

**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.

**Class 10 (November 13):** Psychoanalytic diagnosis: Character styles. Part 2.

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

Schopenhauer’s Porcupines.
“Christmas in July”

There’s not much assigned reading this week. Get a jump on your case formulation paper.


Readings for Class 11:


First case formulation paper due.

I recognize that your paper is due this week, so you may choose to postpone the McWilliams chapters. However, you will want to read them early on in your work with your psychodynamic patient and before writing the second case formulation paper.


Reading for class 12:

Class #13 (December 4): Overview of psychoanalytic contributions to the treatment of underserved and diverse populations. Relational psychoanalysis and psychotherapy.

Reading for Class 13:

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

While we will start to define the relational movement this week, the discussion will continue next week. The Wallin chapter, ostensibly about the clinical applications of attachment theory, locates attachment-based work in a relational context, and in so doing, illustrates a number of core relational concepts.

Class #14 (December 11): What does relational therapy look like? Attachment and Attachment-Informed Therapies

Reading for Class 14:


Class #15 (December 18): Psychodynamic therapy in the 21st century.

Reading for class 15:

You will choose an article from the “Efficacy of Psychodynamic Therapy” or “Intersections with General Psychology” sections of the Supplemental Readings list, and be prepared to talk about it in class. More instructions will be provided.
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.)


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


Version 1: July 2017

See Sakai for additional readings and resources, including:

American Psychoanalytic Association (APSAA) 2015 Bibliography on Research

Bibliography on psychoanalysis and politics