GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

Theoretical Foundations of Intervention: Analytic
18:820:509:01
Fall 2018
Mondays, 1:45-4:30

Instructor: Karen Riggs Skean, Psy.D.
Email: kskean@aol.com
Phone: (732) 247-7489
Office: Room A226

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 work with, the nature of their distress, and the potential benefits of psychoanalytically informed treatment. We will additionally discuss technique and what practitioners do in the room with their clients and how they make clinical decisions moment to moment.

After initial exposure, students will videotape a first session with a client assigned through the Psychological Clinic conducted from a psychodynamic framework and present this session in class. Students will then use their growing knowledge of psychodynamic case formulation to write a thoughtful paper on that client.

Course Objectives:
By the end of the course, students should 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. We will practice applying Nancy McWilliams’ model of psychoanalytic diagnosis to case material, including cases students begin seeing in the clinic.

3. A familiarity with some of the different forms that psychoanalytic and psychodynamic treatment can take, and with the language (transference, resistance, etc.) commonly used to understand clinical process.

4. A sense of the place of psychoanalytic treatment in today’s world. We will discuss analytically informed work with diverse and underserved populations. We will examine research on the efficacy of psychoanalytic therapy, and consider its place in a treatment world where CBT and psychopharmacology are also dominant players.
5. An experience conducting an interview in a psychodynamic frame and presenting this interview in class, receiving guidance in relating the clinical material to the concepts of the class.

6. Basic skills in dynamic case formulation.

7. Knowledge of the evidence base of psychodynamic treatment and its place in a world CBT and psychopharmacological conceptualizations also play important roles.

**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](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](https://ods.rutgers.edu/students/registration-form).

**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/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 10</td>
<td>1</td>
<td>Organization of Course. Get Acquainted. Overview: Basic Psychoanalytic Ideas</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>2</td>
<td>Early Freud - The Unconscious and Dreams Exercise #1 Due</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>3</td>
<td>Psychoanalysis as a Theory of Development Levels of Functioning Exercise #2 Due</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>4</td>
<td>The Mechanisms of Defense Exercise #3 Due</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>5</td>
<td>Introduction to the Psychodynamic Interview Mechanics and procedures: Time management of the interview View Sample Interview: Part 1 DREAM PAPER DUE</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>6</td>
<td>What psychodynamic treatment looks like. Mechanisms of change. View Sample Interview: Part 2 Exercise #4 Due</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>7</td>
<td>Character Styles and Psychoanalytic Diagnosis Student Interview #1: Exercise #5 Due</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>8</td>
<td>Messer/Wolitzky Model of Case Formulation; Practice Applying Model to Cases. Student Interview #2:</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>9</td>
<td>Contemporary developments in theory and practice Psychoanalytic therapy’s place in 2016 Student Interview #3:</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>10</td>
<td>Psychoanalysis and Attachment Theory; Therapist as Affect Regulator and Secure Base Student Interview #4:</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>11</td>
<td>Trauma and Psychodynamic Therapy Student Interview #5:</td>
</tr>
</tbody>
</table>
FIRST FORMULATION PAPER DUE

Nov. 26  12  Working with Defenses and Resistances  
Student Interview #6:

Dec. 3  13  Diversity Issues and Psychoanalytic Treatment  
Student Interview #7:

Dec. 10  14  Research and Psychodynamic Psychotherapy; Efficacy  
Student Interviews #8 and #9:

Dec. 17  15  Course Wrap-Up  
Student Interview #10 and #11

Second Formulation Paper Due Date to be determined in consultation with the instructor depending on when your interview was completed. This may result in an incomplete assigned temporarily for the semester. This delay in grading for those who complete their interview late or whose cases are not picked up till early next term has been approved by the faculty and will not reflect badly on you.

Course Requirements:

1. **Dream Analysis paper.** You will write a paper analyzing a dream. It may be a dream of your own, or that of a friend, or that of a patient; any of these options are appropriate, as long as you know enough about the dreamer and his/her associations to be able to engage meaningfully with the material. The purpose of the paper is to get a feel for examining material from a psychoanalytic perspective, and to demonstrate some knowledge of this approach to dreams and the unconscious. More explicit instructions will be provided. The paper, which should be 4-6 pages, not including the narration of the dream itself, is due by Class #5.

2. **Psychoanalytic Exercises.** These will be written homework assignments designed to help you engage more deeply with the concepts of the class and to apply them clinically. They will not be graded, but your effort and involvement in these will be taken into account in determining your final grade.

3. **Videotaped Interview with a Client.** Each student will present part or all of an interview. The class will function as a workgroup in discussing the case, but you should come prepared with some ideas about formulation as well as questions you would like the class to help you in conceptualizing. The goal is to have as many students as possible present in the Fall term while the class is in progress. However, clinic flow issues may mean that this process will stretch into the next term. Every effort will be made to create a supportive alternate context for the viewing of any session that was not able to be seen in the Fall class.

4. **Papers (2)**  
The papers should provide experience in doing a psychodynamic formulation of a person. In the first paper, we will be viewing a videotaped interview as a class and writing our first formulation. The second paper will be on the person you interview for your class presentation. Incorporate in this
the feedback from class discussion. These reports are intended to provide supervised practice for the preparation of professional clinical write-ups. In your professional work, reports are a chief source of communication, a part of the clinical/legal record, and a foundation for the treatment. A specific format for the papers will be provided as well as a rubric to operationalize expectations.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation, Homework, Effort shown in own interview and in helpful feedback to colleagues on theirs</td>
<td>30%</td>
</tr>
<tr>
<td>Dream Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>20%</td>
</tr>
<tr>
<td>Paper #2</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Supervision Sections:**

A key component of your training experience is the clinical work associated with the class, which is supervised by your section leader, and continues on through the Spring semester when the class is over. In groups of three, you will be meeting weekly with an experienced psychodynamic supervisor. In class, we discuss clinical material extensively, as part of your didactic training. These discussions are intended to help clarify concepts, practice formulations etc. They will of course commonly be helpful in your clinical work, but do not provide the final foundation of your treatment strategies. Your supervisor has ultimate clinical responsibility for patient care. You practice under his or her license. It is their judgment that offers the last word on what you do.

**Peer Consultation Experience with Advanced Student:**

Another component of your training experience will be a 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 students have found this a valuable experience, an opportunity to receive additional coaching and skill building and to have some support and guidance from an advanced student (first and third year students are not much in contact in the regular course of events).

This is how it works. 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 only to supplement the work with your licensed supervisor, and suggestions that emerge from these meetings will be used at the discretion of the supervisor.

**Required Texts:**


4. Collection of articles and book chapters (available on our course Sakai site)

Optional Resource Texts:


*This book is not required, but is a useful beginner’s guide, giving a lot of examples of specific things to say in various clinical situations, from the first phone call to greeting the client in the waiting room to managing the first session.*


*Selections from this book are required for the course; a copy of these will be on Sakai. But students who are interested in exploring important analytic theorists in more detail may want to purchase this clearly written book.*

Reading Assignments:

**Class #1: Introduction to the class. Basic psychoanalytic ideas.**

**Required:** Shedler, J. (2006). That was then, this is now: Psychoanalytic Psychotherapy for the rest of us. Available on our Sakai site and at: [http://www.jonathanshedler.com/PDFs/Shedler%20(2006)%20That%20was%20then,%20this%20is%20now%20R9.pdf](http://www.jonathanshedler.com/PDFs/Shedler%20(2006)%20That%20was%20then,%20this%20is%20now%20R9.pdf)


*For this first class, give primary attention to the 2006 article, and just read the 2010 article for the main points. We will return to the 2010 article later in the course to examine more closely.*

**Class 2: The Unconscious and Dreams**


*Feel free to skim this to get the main points of the argument, but don’t feel obliged to master it. The specifics of Freud’s dream theory are no longer widely or literally...*
endorsed, but use it to get a feel for him as an author, and we will discuss main points and key takeaways in class.


An accessible, well-written account of the scientific field of dream research from the discovery of REM sleep in the 50's through the sophisticated neuroscience of today. Some of this work supports Freudian theory in various aspects, and some does not. This chapter will give you a look at some of the material most relevant to the rest of today’s readings. The entire book is recommended for those with an interest in the topic.


This is recommended rather than required in order not to have the reading assignment unrealistically long, but it will be very helpful in your use of this basic text if you read from the beginning. In this section, Nancy gives a nice overview of the major developments in psychoanalytic history and a rationale for the kind of diagnosis presented in the book.

**Class 3: Psychoanalysis as Theory of Development; Levels of Functioning**

**Required:** McWilliams, N. *Psychoanalytic diagnosis*. pp. 43-99.


Luepnitz, D. *Schopenhauer’s porcupines*, pp. 197-249. *This chapter describes the author’s long-term treatment of a borderline patient.*

**Class 4: The Mechanisms of Defense**

**Required:** McWilliams, N. *Psychoanalytic diagnosis*. pp. 100-150.

**Class #5: Introduction to the Psychodynamic Interview; Mechanics and procedures**


Class #6: What psychodynamic treatment looks like; Establishing and working within the frame; Mechanisms of change


Class 7: Character Styles and Psychoanalytic Diagnosis

Required: McWilliams, N. *Psychoanalytic diagnosis*. pp. 151-357.

This is obviously a very large reading assignment, and a thorough reading of all the material is not expected for this class. This entire portion of the book relates powerfully to this week's topic and was not easily broken down into smaller bites. Read carefully pp. 151-155 and skim over the remainder to provide yourself an overview to get the most out of class. Then read more carefully and systematically as you have time or in weeks where the reading is lighter. You will find this helpful as you conceptualize your client interviews.

Class #8: Messer/Wolitzky Model of Case Formulation


Luepnitz, D. *Schopenhauer’s porcupines*, pp. 103-149. “Don Juan in Trenton”

Class 9: Contemporary developments in theory and practice;

Required: Mitchell, S.A., & Black, M.J. *Freud and beyond*. pp, 149-169, 172-180. These are the sections on Kohut and Kernberg.


Class #10: Psychoanalysis and attachment theory; therapist as affect regulator and secure base


Bateman, A. & Fonagy, P. (2010). Mentalization based treatment for borderline personality disorder. World Psychiatry, 9(1), 11-15. Mentalization is a contemporary psychoanalytic concept rooted in attachment theory. On Sakai, there is a website link in the left menu to a Menninger clinic webpage that further explains this concept in clear and understandable terms.


Class #11: Trauma and Psychodynamic Therapy


TBA

Class #12: Working with Defenses and Resistances


Class #13: Diversity Issues and Psychoanalytic Treatment


Recommended: Luepnitz, D. *Schopenhauer’s porcupines*, pp. 21-102, 150-196. *These cases represent a range of clinical issues and presenting problems and also raise issues of diversity in class, religion and ethnicity/race.*


**Class #14: Research and Psychodynamic Psychotherapy: Efficacy**


**Class #15: Course Wrap-Up; Topic and Additional Readings According to Class Needs/Interests**