# SYLLABUS

**Foundations of Intervention: Analytic**  
**Spring, 2018**  
Psychology 18:820:503:01

Instructor: Karen Riggs Skean, Psy.D.  
kskean@aol.com  
(732) 247-7489  
Room A317

**SCHEDULE OF CLASSES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan. 22</td>
<td>1</td>
<td>Organization of Course. Overview Lecture</td>
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<td>Jan. 29</td>
<td>2</td>
<td>Freud - The Unconscious and Dreams</td>
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<td>Exercise #1 Due</td>
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<td>Feb. 5</td>
<td>3</td>
<td>Psychoanalysis as a Theory of Development</td>
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<td>Exercise #2 Due</td>
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<td>Feb. 12</td>
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<td>The Mechanisms of Defense</td>
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<td>Exercise #3 Due</td>
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<td>Feb. 19</td>
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<td><strong>NO CLASS TODAY</strong></td>
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<td>This is Clinical Interview Day, and they use our room!</td>
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<tr>
<td>Feb. 26</td>
<td>5</td>
<td>Character Styles and Psychoanalytic Diagnosis</td>
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<td>Exercise #4 Due</td>
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<td>March 5</td>
<td>6</td>
<td>Psychoanalytic Treatment</td>
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<td>DREAM PAPER DUE</td>
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<td>Exercise #5 Due</td>
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<td>March 12</td>
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<td><strong>NO CLASS: SPRING BREAK</strong></td>
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<td>March 19</td>
<td>7</td>
<td>Diversity Issues in Psychoanalysis</td>
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<td>and</td>
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<td>Psychoanalytic Concepts Applied to Groups and Organizations</td>
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<td>Exercise #6 Due</td>
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March 26       8    Fairy Tales and the Unconscious Life of Children
Research in Psychoanalysis
Exercise #7 Due

April 2        9    Attachment Theory and Psychodynamic Therapy

April 9        10   Object Relations and Self Psychology
Post-Freudian Developments in Theory & Technique
FINAL EXAM DUE

Required Texts
Collection of articles - available on Sakai.

Criteria for Grading
1. Class attendance and participation. (25%)
2. Dream Analysis Paper (25%)
3. Psychoanalytic Exercises (25%)
4. Final Exam (25%)

Course Objectives

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

1. A basic knowledge of the concept of human nature represented by the psychoanalytic/psychodynamic tradition, an overview of its history and development.

2. "Psychoanalytic literacy," that is, an understanding of key terms and concepts as they are used in psychological discourse: transference, countertransference, resistance, defense, unconscious processes.

3. An introduction to psychoanalytic assessment and treatment, i.e., how the theory relates to actual work with clients.

4. An introduction to the mechanisms of defense and how they relate to character style and psychoanalytic diagnosis.

5. An understanding of some of the issues involved in applying psychoanalytic thinking to groups, organizations and diverse populations.
Assignments and Evaluation

**Dream Analysis Paper** (4-6 pages)  Due March 19

You will have the choice of writing about either a personal dream or one from a friend, acquaintance or client, so long as you have access not only to the dream but to a number of associations. The purpose of this paper is to get the feel of examining an experience from a psychoanalytic perspective and to demonstrate some knowledge of this approach to dreams and the unconscious. A specific format for the assignment will be given in class.

**Psychoanalytic "Exercises"**

There will be 6-7 homework handouts during the course designed to provide further practice in thinking about and working with some of the concepts we are studying. These will be not be graded except on a pass/fail basis only (done or not done): the point here is not to get the "right or wrong" answer, but to engage actively with the material. Psychoanalytic material can sometimes be dense and comes more alive as we apply it to case material or lived experiences. The homework will usually serve as a springboard to discussion in the following class.

**Final Exam**

The take-home exam will be available in Class 7 and due the final class. Though the exam will be graded, I view it much like the exercises, primarily as a learning device. Should you not get the grade you want, you will have the option to rewrite it in response to feedback.

**Instructor Availability**

I will be at GSAPP on most days. Appointments for other times can be arranged either at GSAPP or in my office in Highland Park. Leave a message on my office phone at 732-247-7489 or at kskean@aol.com.

**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/

Readings

Readings are divided into required and recommended. The required readings reflect the minimum necessary for participating meaningfully in class discussion and having a basic understanding of the topic. The recommended readings are to help you pursue a topic further or to serve as future reference.

READING ASSIGNMENTS BY WEEK

Class 1: Freud - Basic Concepts; Course Overview

Required: 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: The Unconscious and Dreams

Rock, A. (2004). The mind at night: The new science of how and why we dream. New York: Basic Books, pp. 101-120. 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.

Class 3: Psychoanalysis as Theory of Development

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.

Recommended: Vaillant, G. (1977). Adaptation to life. Cambridge, MA: Harvard University Press. This is a lovely, readable book which gives you a good feel for how defenses play out in the lives of people over the life cycle.
Class 5: 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 over the break or when the reading assignment is lighter.*

Class 6: Psychoanalytic Treatment I

**Required:** Luepnitz, D. *Schopenhauer’s porcupines*. pp. 103-149.


Also continue with the McWilliams readings from Class 5, paying special attention to the sections on Transference and Countertransference and Therapeutic Implications for work with each character style.

Class 7: Diversity Issues in Psychoanalysis and Psychoanalytic Concepts Applies to Groups and Organizations

**Required:** 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 8: Fairy Tales and the Unconscious Life of Children and Research and Psychoanalysis


Class 9: Attachment Theory and Psychodynamic Therapy


Class 10: Object Relations and Self Psychology


*These are the sections on Kohut and Kernberg.*

**Recommended:** Mitchell, S.A. & Black, M.J. *Freud and beyond*, pp. 60-205. *For those of you with the time and interest, a good overview of developments in analytic thought.*