

**Syllabus**  
**PT 111 Fieldwork Discussion Group**  
**Spring 2020**

NYGSP: 1 Credit

**Course Description**

Taken with fieldwork placement and PT 185 Fieldwork Seminar, this course is a small discussion group which provides a setting where students can talk about their fieldwork placement experience, from both an objective point of view and an experiential point of view. Fieldwork students discuss the dynamics of their interactions with observed members/residents with the PT 111 instructor and fellow students.

**Objectives**

Semester 1:

The student will be able to:

- describe the observed member/residents' communication style(s), including both internal and external aspects
- begin to use psychoanalytic concepts in the description of the observed member/residents

Semester 2:

*The student continues to elaborate on Semester 1 objectives.*

The student will be able to:

- elaborate on his/her internal responses to the observed member/residents
- further elaborate on the observed member/residents' communication style(s) as the student's internal reflections deepen

Semester 3

*The student continues to elaborate on Semester 1 and 2 objectives.*

The student will be able to:

- make inferences regarding symbolic and/or unconscious meaning of the observed member/residents' speech and behavior
- demonstrate understanding of psychoanalytic concepts observed in member/residents

**Course Requirements:** **Class attendance, Observation notes, End-of-semester Summary**

**1. Class attendance:** Students are expected to attend all classes. Credit will not be given to students who have more than two absences. When feasible, notification of an intended absence is expected prior to the class that will be missed.

**2. Observation notes:** Students are expected to write observation notes for each visit to the field placement and to submit them to the PT 111 instructor.

Observation Notes for **semester 1 students** should include, at minimum:

- A description of the environmental influences at their setting, including staffing, surroundings, size of membership, nature of the facility, etc.
- A summary of the day's activities, including all interactions with observed member/residents and staff.
- A summary of the contents, mood, and emotional tone of each meeting with observed members/residents, including a description of the quality of each member/resident's communications in
  - ✓ coherent conversation
  - ✓ repetitive verbal communications, e.g., topics, stories, dreams, etc.

- ✓ physical communications made by the member/resident, e.g., rocking in a chair, gesticulating, moving particular body parts repetitively, etc.
- ✓ symbolic verbal communications made by the member/resident, e.g., fantasies, dreams, material related to reality, and material that seems *unrelated* to reality.
- A *verbatim* account of the interaction when a member/resident **contacts the student verbally** (directly speaking, making comments or directing questions to the student)
- A description of the interaction when a member/resident **contacts the student nonverbally** (sitting near the student, walking past the student, watching the student from afar, smiling, gesticulating, walking away from the student, etc.)
- An account of the student's personal impressions of and reactions to the experience

Observation Notes for **semester 2 students** should include **all of the above, and:**

- A summary of the contents, mood and emotional tone, and psychodynamic interactions of each meeting with each observed member/resident, noting evidence of transference states of mind in each member/resident
- A mention of psychoanalytic concepts which seem to apply—e.g., resistance, transference, countertransference, symbolic communication, etc.
- An account of the student's countertransference, including when a member/resident
  - sits near the student
  - speaks to the student directly
  - speaks coherently to the student
  - speaks incoherently to the student

Observation Notes for **semester 3 students** should include **all of the above, and:**

- A summary of the contents, mood and emotional tone, and psychodynamic interactions of each meeting with each observed member/resident, noting evidence of transference states of mind in each member/resident, and, particularly, evidence of narcissistic transference.
- An account delineating the distinction between the student's subjective and objective countertransference vis-à-vis the observed members/residents.
- A more thoroughgoing indication of psychoanalytic concepts which apply, including references to relevant readings assigned in other classes
- Comments on the functioning of the class (i.e., the PT 111 discussion group), noting anything which the student feels is missing or necessary.

### **3. End-of-semester Summary:**

At the end of every semester, all fieldwork students submit a written synopsis of their experience with each member/resident observed during the semester. These summaries are printed on 8 ½" x 11" standard white paper; a separate sheet is used for each member/resident observed during the semester. The heading of each summary includes the member/resident's *first name only and case number (if applicable)*, name of student/candidate, name of PT 111 instructor, and the semester.

### **Method of Evaluation**

Students may receive a Pass (P), Low Pass (LP), Incomplete (I), or No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the fieldwork experience. This understanding is demonstrated in

class in the student's weekly presentation of the fieldwork experience and interaction with fellow students, in the observation notes, and in the end-of semester summaries.

#### **For a grade of "Pass"**

- Absent for no more than two class meetings.
- Actively and constructively participate in class (i.e., the PT 111 discussion group)
- Submit observation notes for each visit to the field placement
- Submit observation notes on time.
- Submit an end-of semester summary for each member/resident observed during the semester

#### **For a grade of "Low Pass"**

All of the above, but one or more of the following are present:

- Minimal participation in class (i.e., the PT 111 discussion group)
- Inappropriate participation in class
- Minimal understanding of the fieldwork experience is demonstrated in class, the observation notes, and in the end-of semester summaries.
- All assignments are completed but some are submitted late.

#### **For a grade of "Incomplete"**

- Observation notes are not submitted by the last class meeting of the semester.
- The end-of semester summaries for each member/resident observed during the semester are not submitted by the last class meeting of the semester.

#### **For a grade of "No Credit"**

- Observation notes are not submitted within 30 days after the end of the semester  
*or*
- The end-of semester summaries for each member/resident observed during the semester are not submitted within 30 days after the end of the semester.
- Regularly disruptive behavior interferes with the functioning of the class *or*
- More than two absences

#### **Recommended Readings:**

Margolis, B. (1983). The contact function of the ego: its role in the therapy of the narcissistic patient. *Psychoanalytic Review*, 70, 69-81.

Meadow, P. W. (1991). Resonating with the psychotic patient. *Modern Psychoanalysis*, 16, 87-103.

Spotnitz, H., & Meadow, P. W. (1995). Toward an understanding of emotional contagion. In *Treatment of the narcissistic neuroses* (Rev. ed.) (pp. 69-90). Northvale, NJ: Jason Aronson.

Spotnitz, H. (1985). Recognition and understanding of resistance. In *Modern psychoanalysis of the schizophrenic patient* (2<sup>nd</sup> ed.) (pp. 142-162). New York, NY: Human Sciences Press