

Syllabus
PT 158 Countertransference
C. Melnik Fall 2020

Thurs. 5:30-7:30
NYGSP: 2 Credits

Course Description

This course will focus on an in-depth study of countertransference. Its theoretical development and application to clinical practice will be studied through assigned readings, discussion of case material, and class interaction.

Objectives

The student will be able to:

- demonstrate understanding and knowledge of the evolution of the concept and its clinical application;
- recognize and identify countertransference and countertransference resistance through the analyst's experience in relation to the patient's transference; and
- describe and explain how the experience of countertransference may be used as a source of information in understanding symbolic, verbal and non-verbal communications of patients at the narcissistic and genital levels, and also as an essential element in formulating interventions.

Method of Evaluation

Class participation, attendance of a minimum of ten (10) sessions, weekly logs, and a final paper. Logs can be emailed to melnikcs@hotmail.com

Twelve Written Logs

Logs are to be completed soon after each class meeting and emailed to the instructor before the following class meeting. The log is a private communication to the instructor covering intellectual and emotional responses to the readings and class process. The final log is a self-evaluation of how you met the course requirements. These responses make clear that you have read and engaged with the readings and are able to relate them to the class process. Questions and comments from the logs may serve as a springboard for class discussion. Student's name, PT 158, date of the class for that log, instructor's name, and log # are to be written at the top of each email.

Class Presentation

Each student will be responsible for one class presentation of 1 to 2 pages of dialogue or process recordings that demonstrate data used by the student to assess examples of countertransference and understanding of the concept of countertransference. This presentation should include any back and forth dialogue with another person, where you experience some level of emotion and the following:

- A brief introduction clarifying the focus of your presentation.
- Define terminology that you will be using.
- Explain concepts from the assigned reading and relate them to the subject matter of the course.
- Invite questions and comments from the class and respond appropriately.

Paper

A term paper that consists of a discussion on either a case presented in class, a case from one of the readings or a case of yours. The paper will be 8-10 pages, double-spaced, and contain quotes from at least 3 of the assigned readings which are to be included in the reference page. The paper:

- Describes the theoretical underpinnings of the concept using the assigned readings.
- Appropriately uses subject-specific vocabulary.
- Includes citations and reference list using APA format and appropriate academic language.

A paper that is well developed in all of the following areas will receive a Pass. A paper that is incompletely developed in some of the following areas, and/or has poorly integrated relevant developmental theories will receive a Low Pass. A paper that is incompletely developed in most areas and/or does not meet basic graduate level standards for written work will be returned to the student for improvement in order to receive credit.

Grading

Students may receive a Pass (P), Low Pass (LP), Incomplete (I), No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion, a class presentation, weekly logs, and a paper.

To earn a grade of “Pass,” the student

- Misses no more than two class meetings.
- Demonstrates understanding of the course subject matter in class, including the class presentation.
- Submits 12 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.

To receive a grade of “Low Pass,” the student

- Misses no more than two class meetings.
- Submits 12 logs.
- Demonstrates one or more of the following:
 - Minimal participation in class.
 - Problematic/disruptive participation in class.
 - Minimal understanding of the course subject matter in class discussion or presentation.
 - All assignments are completed but some are submitted late.
 - Logs do not regularly address the stated criteria.

To receive a grade of “Incomplete,” the student

- Does not submit acceptable written work by the last class meeting of the semester [or date specified by the instructor].

To receive “No Credit,” the student

- Does not submit acceptable written work within 30 days after the end of the semester *or*
- Regularly exhibits disruptive behavior that interferes with the functioning of the class *or*
- Misses more than two classes.

Academic Honesty

All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

To access full text documents from the PEP links, you'll need to first log into your PEP account.

Assigned Readings

Class 1

Gabbard, G. O. (2005). Joseph Sandler's contributions to the concept of countertransference.

Psychoanalytic Inquiry, 25(2), 184-195.

<http://www.pep-web.org/document.php?id=pi.025.0184a>

Jacobs, T. J. (1999). Countertransference past and present: A review of the concept. *International Journal of Psychoanalysis*, 80(3), 575-594.

<http://www.pep-web.org/document.php?id=ijp.080.0575a>

Class 2

Carpy, D. V. (1989). Tolerating the countertransference: A mutative process. *International Journal of Psychoanalysis*, 70, 287-294.

<http://www.pep-web.org/document.php?id=ijp.070.0287a>

Margolis, B. (1978). Narcissistic countertransference: Emotional availability and case management. *Modern Psychoanalysis*, 3(2), 133-151.

<http://www.pep-web.org/document.php?id=mpsa.003.0133a>

Class 3

Lotterman, A. (1990). Emotional induction: Communication via the countertransference. *Journal of the American Academy of Psychoanalysis*, 18(4), 587-612.

<http://www.pep-web.org/document.php?id=jaa.018.0587a>

Spotnitz, H. (1985). Countertransference: Resistance and therapeutic leverage. In *Modern psychoanalysis of the schizophrenic patient* (2nd ed., pp. 218-248). Human Sciences Press.

Class 4

Bernstein, J. (1993). Using the countertransference resistance. *Modern Psychoanalysis*, 18(1), 71-80.

<http://www.pep-web.org/document.php?id=mpsa.018.0071a>

Ernsberger, C. (1990). Modern countertransference theory: Some elaborations and clinical illustrations. *Modern Psychoanalysis*, 15(1), 11-31.

<http://www.pep-web.org/document.php?id=mpsa.015.0011a>

Liegner, E. (1987). Countertransference: Resistance and therapeutic leverage. *Modern Psychoanalysis*, 12(2), 179-186.

<http://www.pep-web.org/document.php?id=mpsa.012.0179a>

Class 5

- Bollas, C. (1990). Regression in the countertransference. In *Master clinicians treating the regressed patient* (pp. 339-352). Jason Aronson.
- McDougall, J. (1978). Primitive communication and the use of countertransference: Reflections on early psychic trauma and its transference effects. *Contemporary Psychoanalysis*, 14, 173-209.
<http://www.pep-web.org/document.php?id=cps.014.0173a>
- Searles, H. (1986). Countertransference as a path to understanding and helping the patient. In *My work with borderline patients* (pp. 189-200). Jason Aronson.

Class 6

- Ogden, T. (2004). The analytic third: Implications for psychoanalytic theory and technique. *Psychoanalytic Quarterly*, 73(1), 167-195.
<http://www.pep-web.org/document.php?id=paq.073.0167a>

Class 7

- Bollas, C. (2009). A specially intrinsic connection; Weaving in the factory of thought; Listening; To catch the drift; Scoring the unconscious. In *The infinite question* (pp. 5-32). Routledge.

Class 8

- Davids, M. F. (2011). A clinical study of a racist attack. In *Internal racism: A psychoanalytic approach to race and difference* (pp. 19-35). Palgrave Macmillan.
- Davids, M. F. (2011). Theoretical considerations. In *Internal racism: A psychoanalytic approach to race and difference* (pp. 37-64). Palgrave Macmillan.

Class 9

- Ferro, A. (2005). 'Evidence': Starting again from Bion. In *Seeds of illness, seeds of recovery* (pp. 63-68). Brunner-Routledge.
- Ferro, A., & Basile, R. (2008). Countertransference and the characters of the psychoanalytic session. *The Scandinavian Psychoanalytic Review*, 31(1), 3-10.
<http://www.pep-web.org/document.php?id=spr.031.0003a>
- Meltzer, D. (2005). Creativity and the countertransference. In M. H. Williams, *The vale of soulmaking: The post-Kleinian model of the mind* (pp. 175-182). Karnac Books.
<http://www.pep-web.org/document.php?id=zbk.155.0001a#p0175>

Class 10

- Meadow, P. W. (1989). How we aim to be with patients. *Modern Psychoanalysis*, 14(2), 145-162.
<http://www.pep-web.org/document.php?id=mpsa.014.0145a>
- Meadow, P. W. (1991). Resonating with the psychotic patient. *Modern Psychoanalysis*, 16(1), 87-103.
<http://www.pep-web.org/document.php?id=mpsa.016.0087a>

Class 11

- Kite, J. V. (2008). Ideas of influence: The impact of the analyst's character on the analysis. *Psychoanalytic Quarterly*, 77(4), 1075-1104.
<http://www.pep-web.org/document.php?id=paq.077.1075a>
- Margolis, B. (1978). Narcissistic countertransference: Emotional availability and case management. *Modern Psychoanalysis*, 3(2), 133-151.
<http://www.pep-web.org/document.php?id=mpsa.003.0133a>

Class 12

Ogden, T. (1995). Analysing forms of aliveness and deadness of the transference-countertransference. *International Journal of Psychoanalysis*, 76, 695-709.
<http://www.pep-web.org/document.php?id=ijp.076.0695a>

Additional Readings and Resources

- Epstein, L. (1979). Countertransference with the borderline patients. In L. Epstein & A. H. Feiner (Eds.), *Countertransference: The therapist's contribution to the therapeutic situation* (pp. 375-403). Jason Aronson.
- Epstein, L. (1979). The therapeutic function of hate in countertransference. In L. Epstein & A. H. Feiner (Eds.), *Countertransference: The therapist's contribution to the therapeutic situation* (pp. 213-234). Jason Aronson.
- Freud, S. (1953). Dora's dream. Fragment of a case of hysteria. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 7, pp. 64-111). Hogarth Press. (Original work published 1905)
- Freud, S. (1953). Postscript (on Dora). In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 7, pp. 112-122). Hogarth Press. (Original work published 1905)
- Kernberg, O. (1965). Notes on countertransference. *Journal of American Psychoanalytic Association*, 13, 38-56.
- Kernberg, O. (1976). Transference and countertransference in the treatment of the borderline patients. In *Object relations theory and clinical psychoanalysis* (pp. 161-184). Jason Aronson.
- Kernberg, O. (1984). Countertransference, transference, regression and the incapacity to defend. In H. C. Meyers (Ed.), *Between analyst and patient: New dimensions in countertransference*. Analytic Press.
- King, P. (1980). Life cycle as indicated by the nature of transference in psychoanalysis of middle aged and elderly. *International Journal of Psychoanalysis*, 61, 153-160.
- Little, M. (1951). Countertransference and the patient's response to it. *International Journal of Psychoanalysis*, 32, 32-40.
- Marty, P. (2010). The narcissistic difficulties presented to the observer by the psychosomatic problem. *International Journal of Psychoanalysis*, 91(2), 347-360.
- McDougall, J. (1990). Premature communication and the use of countertransference. In *Plea for a measure of abnormality* (pp. 274-290). Free Association Books.
- McLaughlin, J. (1981). Transference, psychic reality and countertransference. *The Psychoanalytic Quarterly*, 50, 639-664.
- Marshall, R.J. (1983). On the history of the concept of resistance. In *Resistance interactions: Child, family and psychotherapy* (pp. 17-39). Human Sciences Press.
- Mitrani, J. (2001). Taking the transference: Technical implications in three papers by Bion. *International Journal of Psychoanalysis*, 82(6), 1085-1104.
- Racker, H. (1957). *The meanings and uses of countertransference* (pp. 127-132, 160-173). International Universities Press.
- Reich, A. (1960). Further remarks on countertransference. In *Annie Reich: Psychoanalytic contributions* (1973), pp. 271-287, or *International Journal of Psychoanalysis*, 41, 389-395.
- Searles, H. (1963). Transference psychosis in the psychotherapy of a schizophrenic. In *Collected papers on schizophrenia and related subjects* (pp. 654-716). International Universities Press.

- Spotnitz, H. (1976). Trends in modern psychoanalytic supervision. *Modern Psychoanalysis*, 1(2), 201-217.
- Spotnitz, H. (1979). Narcissistic countertransference. *Contemporary Psychoanalysis*, 15, 545-559.
- Spotnitz, H. (1985). Recognition and understanding of resistance. In *Modern psychoanalysis of the schizophrenic patient* (2nd ed., pp. 143-162). Human Sciences Press.
- Spotnitz, H., & Meadow, P. W. (1976). The narcissistic transference. In *Treatment of the narcissistic neuroses* (pp. 64-74). Manhattan Center for Advanced Psychoanalytic Studies.
- Spotnitz, H. (1982). Supervision of psychoanalysts treating borderline patients. *Modern Psychoanalysis*, 7(2), 185-206.
- Spotnitz, H., & Meadow, P.W. (1976). The treatment partnership. In *Treatment of the narcissistic neuroses* (pp. 127-141). Center for Modern Psychoanalytic Studies.
- Winnicott, D.W. (1975). Clinical varieties of transference. In *Through paediatrics to psychoanalysis* (pp. 295-299). Basic Books. (Original work published 1955)