

Syllabus
PT 172 Clinical Investigations and Ethics in Psychoanalysis
J. Wade Fall 2020

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

Course Description

This course introduces students to the distinctly psychoanalytic mode of observation and expression of clinical thinking. We'll focus on the single-case study and the ways different analysts conceptualize their understanding of patients and the dynamics of treatment. How do individual authors utilize enactments, countertransference, transference, dreams, repetitions, and other treatment variables to hypothesize unconscious motivation? What is truth when it comes to describing the unique drama that plays out between each psychoanalytic couple? What is the meaning and purpose of the analyst's expression of their own subjectivity? Because writing about patients correctly brings up ethical questions regarding confidentiality, we will take time here to consider more broadly ethical issues in clinical practice and writing. Finally, students will throughout the semester and in stages write a psychoanalytical "case" study about someone they know.

Objectives

The student will be able to:

- describe psychoanalysis as a therapeutic technique and a method of inquiry;
- formulate hypotheses about unconscious mental processes;
- develop an increasing capacity to select and analyze data to test such questions;
- critically distinguish between observation, assumption, and inference;
- identify characteristics of good clinical writing; and
- discuss and assess the ethical dilemmas involved in psychoanalytic research and practice

Methods of Evaluation

Students will be evaluated based on class participation, oral presentations, written logs, and a case study written over the course of the term. This case study should be a thoughtful narrative description of an individual in which the student formulates questions about the unconscious motivations for specific repetitive behaviors. The student will consider issues of confidentiality and the effect of the student's writing upon the subject.

Logs

Twelve written logs are to be completed soon after each class meeting and emailed to mswadejennifer@gmail.com before the following class meeting. The log is a private communication to the instructor exploring thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics and a short critique of the assigned reading for that class (not a synopsis). In the final log please write a self-evaluation of how you met the course requirements.

The subject line of the log email should include PT172 and the date of the class. Student's name, PT172, class date, instructor's name, and log # should be at the top of each email. If you write in a page or word document, please copy the text into the body of the email.

Paper

The final paper will be developed in stages over the course of the semester. Stage one will be a two-page introduction to the individual, including tentative and brief theories about the subject's emotional conflicts. Stage two will elaborate on evidence to support the theories as they are understood on deeper reflection. Stage three will revise and further elaborate support for the theories as they are presently understood. In its final form the paper, 8-11 pages formatted in the APA style, will be well-organized with introduction, thesis sentence, supporting paragraphs, and conclusion. Throughout each stage the student is required to mask the identity of the subject, who may be a patient (if the student is in clinical practice) or personal acquaintance (known in enough depth to write with such detail) but must not be a member of the institute's community or a famous person.

A paper that fulfills the above requirements will receive a Pass. A paper that has a thesis and some supporting evidence, but is disorganized will receive a Low Pass. A paper that does not offer a thesis or support for that thesis and does not meet basic graduate level standards for written work will be returned to the student for improvement in order to receive credit. A paper that does not mask the identity of the subject or treats a subject who is famous or a member of our community will not 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, in the assigned class presentation, and by the quality of writing in the logs and 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.
- Submits 12 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.
- Submits a well-developed final paper that meets all criteria requested.

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.
- Term paper does not fulfill the above requirements, but includes a thesis and some supporting evidence, but is disorganized.
- Logs do not regularly address the two 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. CMPS and NYGSP consider 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

Sacks, O. (1973, 1999). *Awakenings*. Vintage.

I recommend you read Oliver Sacks’ full 1973 account of his L-Dopa treatment with sleeping sickness victims from an earlier flu pandemic (fifty years after they first got sick) or for class read its Prologue and the following case studies: Hester Y, Rolando P, and Leonard L.

Class 2

Freud, S. (1955). From the history of an infantile neurosis. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 17, pp. 1-124). Hogarth Press. (Original work published 1918)

<http://www.pep-web.org/document.php?id=se.017.0001a#p0003>

Class 3

Bernstein, J. (1992). The research method in the making of a psychoanalyst. *Modern Psychoanalysis*, 17(2), 183-195.

<http://www.pep-web.org/document.php?id=mpsa.017.0183a>

Liegner, E. (2003). Solving a problem of countertransference resistance in a case of psychosis. *Modern Psychoanalysis*, 28(1), 37-47.

<http://www.pep-web.org/document.php?id=mpsa.028.0037a>

Class 4

Bernstein, A. (2001). A session with Jack: A demonstration of mirroring ego-syntonic joining. *Modern Psychoanalysis*, 26(2), 221-235.

<http://www.pep-web.org/document.php?id=mpsa.026.0221a>

Ogden, T. H. (2005). On psychoanalytic writing. *International Journal of Psychoanalysis*, 86(1), 15-29.

<http://www.pep-web.org/document.php?id=ijp.086.0015a>

Class 5

Spotnitz, H. (1988). Introduction to the case of Harry; Development of the narcissistic transference. *Modern Psychoanalysis*, 13(1), 5-33.
<http://www.pep-web.org/document.php?id=mppsa.013.0005a>

Class 6

Scharff, J. S. (2000). On writing from clinical experience. *Journal of the American Psychoanalytic Association*, 48(2), 421-447.
<http://www.pep-web.org/document.php?id=apa.048.0421a>

Class 7

Eigen, M. (1999). A bug-free universe. In *Toxic nourishment* (pp. 57-84). Routledge.

Class 8

Altstein, R. (2016). Finding words: How the process and products of psychoanalytic writing can channel the therapeutic action of the very treatment it sets out to describe. *Psychoanalytic Perspectives*, 13(1), 51-70.
<http://www.pep-web.org/document.php?id=ppersp.013.0051a>

Stoller, R. (1988). Patients' responses to their own case reports. *Journal of the American Psychoanalytic Association*, 36, 371-391.
<http://www.pep-web.org/document.php?id=apa.036.0371a>

Class 9

Gabbard, G.O. (2003). Miscarriages of psychoanalytic treatment with suicidal patients. *International Journal of Psychoanalysis*, 84(2), 249-261.
<http://www.pep-web.org/document.php?id=ijp.084.0249a>

Class 10

Maroda, K. (1991). *The power of countertransference: Innovations in analytic technique*. Wiley.
Pages to be announced.

Class 11

Casement, P. (1982). Some pressures on the analyst for physical contact during the re-living of an early trauma. *International Review of Psychoanalysis*, 9, 279-286.
<http://www.pep-web.org/document.php?id=irp.009.0279a>

Dimen, M. (2011). Lapsus linguae, or a slip of the tongue? A sexual violation in an analytic treatment and its personal and theoretical aftermath. *Contemporary Psychoanalysis*, 47(1), 35-79.
<http://www.pep-web.org/document.php?id=cps.047.0035a>

Class 12

Luiz, C. (2006). Pushing through boundaries of inner space: The need for analytic transparency in the treatment of a juggler. *Modern Psychoanalysis*, 31(2), 151-181.
<http://www.pep-web.org/document.php?id=mppsa.031.0151a>