

Syllabus
PT 172 Clinical Investigations and Ethics in Psychoanalysis
J. Oppenheim Spring 2020

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

Course Description

This course introduces students to the distinctively psychoanalytic mode of observation and comprehension of clinical phenomena. The single case study will be investigated as a method of research that allows, through its circumscribed focus, theoretical implications to be drawn from large amounts of clinical data. Readings illustrate how psychoanalytic thinkers have been able to utilize their scientific curiosity and aesthetic sensibilities to create meaningful research that explores and illuminates the psychoanalytic terrain of unconscious processes, symbolic communication and the dynamics of the treatment situation. Ethical concerns that may arise in psychoanalytic practice and research will be discussed.

Objectives

The student will be able to:

- describe psychoanalysis as a therapeutic technique and a method of inquiry;
- describe how symbolic communication both obscures and reveals unconscious fantasy and what that means for psychoanalytic research.
- discuss how treatment dynamics may be illuminated for the analyst through formal, psychoanalytic research.
- Discuss the difficulties and benefits of disciplined observation of a human subject.
- develop an increasing ability to sustain multiple, sometimes contradictory, explanations of data

Methods of Evaluation

1. Twelve written logs (approximately 250 words by email) are to be completed soon after each class meeting and submitted to the instructor before the following class meeting. The log is a private communication to the instructor enumerating:

1. thoughts, feelings, and reactions from class regarding course content and class interactions/class dynamics.
2. a short critique of the assigned reading for that class
3. for the final log, a self-evaluation of how you met the course requirements

Logs are considered to be writing assignments. They should demonstrate the student's ability to translate inchoate thoughts and feelings into written language that modifies and clarifies the student's experience of the readings and of class dynamics. Questions and comments from the logs may serve as a springboard for class discussion.

Student's name, PT 172, date of class for which log is written, instructor's name, and log # should be at the top of each email.

2. Term paper: The paper will be the beginning of a single case study with an emphasis on the narrative, worked on over the course of the semester. The paper will demonstrate the student's ability to observe and present in writing a subject without the addition of theory or the inclusion of the student's subjective (countertransference) experience. There will be three submissions during the semester. Each submission should demonstrate how disciplined observation can provide useful data for understanding a case. A paper that does not meet basic graduate level standards for written work or that does not meet the criteria of disciplined observation 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, in the assigned class presentation, and by the quality of writing in the logs and in the term 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 class presentations.
- Submits 12 logs.
- Demonstrates understanding of the course subject matter in the logs.
- Submits assignments on time.
- Submits a term paper that utilizes disciplined observation of a subject of study and 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 papers do not meet the requirement as described above
 - Logs do not regularly address the requirements in terms of content or method of expression.

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* date specified by instructor.
- 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

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

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

Class 2

Darwin, C. (1896). Comparison of the mental powers of man and the lower animals. In *The descent of man and selection in relation to sex* (2nd ed.)(pp. 65-96). New York, NY: D. Appleton. (Original work published 1874). Retrieved from <https://archive.org/details/cu31924022544633/page/n87>

Class 3

Power, D. (2016). The use of the analyst as an autistic shape. *International Journal of Psycho-Analysis*, 97, 975-998.

<https://www.tandfonline.com/doi/full/10.1111/1745-8315.12284>

(will link to full article only when accessed on campus)

Class 4

Searles, H. F. (1960). Man's kinship with the nonhuman environment. In *The nonhuman environment in normal development and in schizophrenia* (pp. 3-25). New York, NY: International Universities Press.

Class 5

Anderson, M. K. (1999). The pressure toward enactment and the hatred of reality. *Journal of the American Psychoanalytic Association*, 47, 503-518.

<http://www.pep-web.org/document.php?id=apa.047.0503a>

Rhode, M. (2011). The 'autistic' level of the Oedipus complex. *Psychoanalytical Psychotherapy*, 25, 262-276.

<http://www.pep-web.org/document.php?id=pptx.025.0262a>

Class 6

Searles, H. F. (1960). The infant's subjective oneness with his nonhuman environment. In *The nonhuman environment in normal development and in schizophrenia* (pp. 29-53). New York, NY: International Universities Press.

Class 7

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

Class 8

Boesky, D. (2008). Psychoanalytic controversies contextualized: A model of clinical disputes. In *Psychoanalytic disagreements in context* (pp. 23-46). Lanham, MD: Jason Aronson.

Class 9

Kirmayer, L. J. (1992, December). The body's insistence on meaning: Metaphor as presentation and representation in illness experience. *Medical Anthropology Quarterly, New Series*, 6, 323-346. Retrieved from <http://www.jstor.org/stable/649358>

Class 10

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 11

Klein, M. (1930). The importance of symbol-formation in the development of the ego. *International Journal of Psychoanalysis*, 11, 24-39.
<http://www.pep-web.org/document.php?id=ijp.011.0024a>

Class 12

Winnicott, D. W. (1965). A clinical study of the effect of a failure of the average expectable environment on a child's mental functioning. *International Journal of Psychoanalysis*, 46, 81-87.
<http://www.pep-web.org/document.php?id=ijp.046.0081a>