

Syllabus
PT 185a Fieldwork Seminar
R. Sacks Spring 2020

(PT 185-2) Thu. 5:30-7:30
NYGSP: 5 Credits

Course Description

Taken with fieldwork placement, this course integrates understanding of basic psychoanalytic psychopathology, including the vicissitudes of primitive conflicts and defenses, with student experiences of observing members/residents in mental health settings or other placement settings. All aspects of the fieldwork placement experience, from administrative procedures to interacting with members/residents, are discussed in this seminar.

Objectives

The student will be able to:

- develop a working knowledge of modern psychoanalytic theory through:
 - a. establishing a rudimentary relationship with three members/residents in the fieldwork setting; and
 - b. observing and describing how each member/resident speaks (and behaves) to communicate his/her dynamics in the terms of transference and defense; and
- identify and articulate countertransference responses experienced with each member/resident.

Method of Evaluation

- Ongoing presentation of interactions with members/residents throughout the three semester course
- Personal logs (see log criteria below) sent to richardjsacks@hotmail.com
- Participation in class process
- Fieldwork placement forms, submitted weekly
- 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 is to be missed.

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

These responses make clear that you have read and engaged with the readings and are able to relate them to class process. Questions and comments from the logs may serve as a springboard for class discussion.

Student's name, PT 185a, date of class for which log is written, instructor's name, and log # should be at the top of each email.

Class Presentations

Each student will be responsible for one class presentation of an interaction with a member/resident. This presentation should include the following:

- A brief introduction describing the setting of your observations
- Define terminology you will be using
- Describe student's reactions to interactions with members/residents
- Invite questions and comments from the class
- The presentation should be 30 minutes in length in total. 20 minutes for a presentation and 10 minutes for discussion

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.

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.
- Submits a weekly field placement report that includes the student's observations on their experience at the placement including their observations of themselves and their fellow students in their field placement discussion seminars. These reports should demonstrate the student's ability to observe psychodynamically.

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 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. 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.

Text

Spotnitz, H. (1999). *Modern psychoanalysis of the schizophrenic patient* (2nd ed.). New York, NY: Human Sciences Press.

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

Assigned Readings

Class 1

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

Class 2

Margolis, B. D. (1986). Joining, mirroring, psychological reflection: Terminology, definitions, theoretical considerations. *Modern Psychoanalysis, 11*, 19-35.
<http://www.pep-web.org/document.php?id=mpsa.011.0019a>

Class 3

Spotnitz, H., & Meadow, P. W. (1976). The analyst intervenes. In *Treatment of the narcissistic neuroses* (pp. 142-175). New York, NY: Manhattan Center for Advanced Psychoanalytic Studies.

Class 4

Winnicott, D. W. (1975). Primitive emotional development. In *Through paediatrics to psycho-analysis* (pp. 145-156). New York, NY: Basic Books.
<http://www.pep-web.org/document.php?id=ipl.100.0001a>

Class 5

Laub, L. (1990). From symbolic communication to narcissistic transference. *Modern Psychoanalysis, 15*, 237-253.
<http://www.pep-web.org/document.php?id=mpsa.015.0237a>

Class 6

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.

Class 7

Meadow, P. W. (1987). The myth of the impersonal analyst. *Modern Psychoanalysis, 12*, 131-150.
<http://www.pep-web.org/document.php?id=mpsa.012.0131a>

Class 8

Lidz, T., Masterson, J., Spontitz, H., & Volkan, V. (1977-78). Emotional communication and countertransference in the narcissistic and borderline disorders: A symposium. *Modern Psychoanalysis*, 2, 149-179.

<http://www.pep-web.org/document.php?id=mpsa.002.0149a>

Class 9

Searles, H. F. (1963). Transference psychosis in the psychotherapy of chronic schizophrenia. *International Journal of Psychoanalysis*, 44, 249-281.

<http://www.pep-web.org/document.php?id=ijp.044.0249a>

Class 10

Lutz, C. (2018). Searching for Anita. In *The making of a psychoanalyst: Studies in emotional education* (pp. 51-65). London, England: Routledge.

St. John, R. (2001). Transference and countertransference contributions toward understanding the phenomenon of institutionalization of schizophrenic patients. *Journal of the American Academy of Psychoanalysis*, 29, 17-32.

<http://www.pep-web.org/document.php?id=jaa.029.0017a>

Class 11

Epstein, L. (1987). The problem of the bad analyst feeling. *Modern Psychoanalysis*, 12, 35-45.

<http://www.pep-web.org/document.php?id=mpsa.012.0035a>

Class 12

Liegner, E. (2003). The silent patient. *Modern Psychoanalysis*, 28, 69-85.

<http://www.pep-web.org/document.php?id=mpsa.028.0069a>

Additional Recommended Readings:

- Ahumada, J. (1990). On narcissistic identification and the shadow of the object. *International Review of Psychoanalysis*, 17, 177-187.
- Baker, R. (1993). The patient's discovery of the psychoanalyst as a new object. *International Journal of Psychoanalysis*, 74, 1223-1233.
- Bateman, A. (1998). Thick- and thin-skinned organizations and enactments in borderline and narcissistic disorders. *International Journal of Psychoanalysis*, 79, 13-25.
- Buie, D. H., Meissner, W. W., Rizzuto, A. M., & Sashin, J. I. (1983). Aggression in the psychoanalytic situation. *International Review of Psychoanalysis*, 10, 159-170.
- Etchegoyen, R. H. (1985). Identification and its vicissitudes. *International Journal of Psychoanalysis*, 66, 3-18.
- Haas, S. (1990). *Hearing voices: Reflections of a psychology intern*. New York, NY: Penguin Books.
- Keller, M., & Baker, L. (1991). Bipolar disorder. *Bulletin of the Menninger Clinic*, 55, 172-181.
- Margolis, B. (1983). The contact function of the ego: its role in the therapy of the narcissistic patient. *Psychoanalytic Review*, 70, 69-81.
- McLaughlin, J. (1991). Clinical and theoretical aspects of enactment. *Journal of the American Psychoanalytic Association*, 39, 595-614.
- Meadow, P. W. (1991). Resonating with the psychotic patient. *Modern Psychoanalysis*, 16, 87-103.
- Meissner, W. (1991). *What is effective in psychotherapy: The move from interpretation to relation*. Northvale, NJ: Jason Aronson.
- Myers, W. (1987). Actions speak louder. *International Journal of Psychoanalysis*, 56, 645-666.
- Porter, R. (1987). *A social history of madness*. New York, NY: Dutton.
- Rinsley, D. (1989). *Developmental pathogenesis and treatment of borderline and narcissistic personalities*. Part I. Northvale, NJ: Jason Aronson.
- Robbins, M. (1998). The adaptive significance of destructiveness in primitive personalities. *Journal of the American Psychoanalytic Association*, 36, 627-652.
- Robbins, M. (2002). The language of schizophrenia and the world of delusion. *International Journal of Psychoanalysis*, 83, 383-406.
- Roughton, R. (1993). Useful aspects of acting out: repetition, enactment and actualization. *Journal of the American Psychoanalytic Association*, 41, 443-472.
- Spotnitz, H. (1967). Techniques for the resolution of the narcissistic defense. In B. Wolman (Ed.), *Psychoanalytic Techniques* (pp. 273-289). New York, NY: Basic Books,
- Stone, M. H. (1986). *Essential papers on borderline disorders: One hundred years at the border*. New York, NY: New York University Press.
- Vermote, R. (2002). The nature of the problems of psychoanalysis with so-called "difficult" patients. *International Journal of Psychoanalysis*, 83, 689-694.
- Willick, M. S. (1990). Psychoanalytic concepts of the etiology of severe mental illness. *Journal of the American Psychoanalytic Association*, 38, 1049-1081.
- Willick, M. (2001). Psychoanalysis and schizophrenia: a cautionary tale. *Journal of the American Psychoanalytic Association*, 49, 27-56.