

Syllabus
PT 172 Clinical Investigations and Ethics in Psychoanalysis
R. Garcia Fall 2019

Wed. 7:30-9:30
NYGSP: 2 Credits

Course Description

The basis for psychoanalysis as a paradigm for understanding human existence and the mental health problems inherent in human life was laid down some 140 years ago, and since that time it has faced, and continues to face, critics of both its underlying ideas and its clinical findings. This common fate of intellectual ideas, and in this case, of an implicit therapeutic application, has imposed a continuous burden of proof on the validity of those ideas (its metapsychology) and on the efficacy of its therapeutic interventions. One result of this burden of ideas and therapeutic approach has been that any refinement of either the ideas or of the therapeutic approach had to come through its practitioners' experimenting (i.e., researching) with those therapeutic interventions. In other words, research in psychoanalysis was rooted implicitly in its clinical method, or to phrase it differently, its clinical method and findings drove the refinement of psychoanalytic ideas. Indeed, Freud's clinical work over the years led him to refine, for example, his initial topographical-libido theory into a structural/dual-drive theory that provided psychoanalysis with a more comprehensive psychology and a more sensitive therapeutic approach to the problematic nuances of psychic life. And because these refinements were born out of the individual case-study, even when those studies were not published as specific cases, the case-study became the model for psychoanalytic research and continues to be the basis for developing, evaluating, and communicating psychoanalytic theory as well as comprising a core area of the student's psychoanalytic education. For this reason, the case-study is central to this course.

More specific, it is the case-study's components as both case-dynamics and research variables that constitutes the subject matter of this course, though it should be understood that case-dynamics are not synonymous with the research question that underlies a given case-study. For example, resistances, transference, and counter-transference are case-dynamics that occur in any psychoanalytic treatment alongside other, broader, metapsychological case-dynamics such as unconscious/conscious features, dreams, affect, repetitions, enactments, ego, id, superego structures, sexuality, etc. The sum of these case-dynamics has to be studied as both treatment dynamics and research variables before one can determine which kind of research question the data in a given case can support and before those variables can be formulated into the research question that will underlie the case-study. This course is not designed to formulate research questions, but rather, to analyze the components of a research question by identifying the case-dynamics as the research variables that will go into a case-study. The formulation of research questions from the dynamics of a particular case is a subject that is addressed in more advanced research courses in CMPS's training program. What this course is going to do, through a close analysis of three case-studies, is to demonstrate how case-dynamics can be seen as research variables, and finally, to reiterate the ethical issues involved in publishing psychoanalytic research.

The readings are organized according to research variables and treatment dynamics, beginning with the discovery of hysteria and proceeding to a deepening understanding of the treatment dynamics that would become the concepts of transference and counter-transference that are essential in treating narcissistic conditions. While the course is unfortunately limited to discussing only a fraction of historical developments in psychoanalytic ideas and the treatment techniques that impinge on case-study research, the readings do provide three examples of essential case-studies representing the beginning of

psychoanalytic thinking and its later development. The implementation of what has been learned about treatment dynamics, research variables, and case-study design will be written up in a paper answering three questions, the procedure for which is described below.

Objectives

The student will be able to:

- describe psychoanalysis as a therapeutic technique and a method of inquiry;
- formulate questions about unconscious mental processes;
- describe a systematic method of selecting and analyzing data to test such questions;
- develop an increasing ability to sustain multiple, sometimes contradictory, explanations of data;
- critically distinguish between observation, assumption, and inference; and
- discuss and assess the ethical dilemmas involved in psychoanalytic research and practice

Course Requirements

- **Class attendance:** Students are expected to attend all classes. Credit will not be given to students who have more than two absences. Notification of an intended absence is expected prior to that class's being missed.
- **Class preparation:** Students are expected to study the required readings before class and to be prepared to discuss them.
- A written log (approximately 250 words by email) is to be completed after each class meeting and emailed at least a day before the next meeting.
- A log is a private communication to the instructor that includes thoughts, feelings, and reactions from the previous class regarding course content and observation of class dynamics; a short critique of the assigned reading for the class may also be added; the final log should include a self-evaluation of how you met the course requirements.
- These logs make clear that you have engaged with the readings and any questions or comments from the logs may serve as a prompt for class discussion.
- A paper that fully follows the established format and length as described in the "Procedure for the Paper" (see below) and also demonstrates an understanding of the material will receive a Pass. A paper that only partially follows the paper format or demonstrates a poor integration of the material will receive a Low Pass. A paper that does not follow the format or does not meet basic graduate-school level standards for written work will be returned to the student for improvement before credit can be granted.

Elements of Evaluation

- Class participation, attendance, quality of writing in the logs and in the final paper.
- **Grading:** 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 readings and class discussions. This understanding is demonstrated in classroom discussion, in the writing quality of the logs, and in the writing of the paper.

For a grade of “Pass”

- Miss no more than two class meetings.
- Demonstrate understanding of the course subject matter in class.
- Submit 12 logs.
- Demonstrate understanding of the course subject matter in the logs.
- Submit assignments on time.
- The final paper follows the established format and length completely as described in the “Procedure for the Paper.”
- Subject specific vocabulary is used correctly.
- APA format is used appropriately.

For a grade of “Low Pass”

- Miss no more than two class meetings.
- Submit 12 logs.
- One or more of the following are present: minimal participation in class; problematic participation in class; minimal understanding of the course subject matter demonstrated in class and in the logs.
- All assignments are completed but some are submitted late.
- The final paper only partially follows the format for coverage or length; vocabulary is used incorrectly.
- The paper fails to follow appropriate APA format.
- The paper is submitted after the due date.

For a grade of “Incomplete”

- Acceptable written work is not submitted by the due date.

For a grade of “No Credit”

- Acceptable written work is 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.

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 subverts 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.

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Assigned Readings:

I. The Discovery of Research Variables in the Treatment Dynamics of Hysteria: Resistances

Class 1: The Original Case Study: Josef Breuer and Bertha Pappenheim: Breuer, J. (1955). Fraulein Anna O., Studies on Hysteria. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 2, pp. 21-39). London, England: Hogarth Press. (Original work published 1895)

<http://www.pep-web.org/document.php?id=se.002.0000a>

Class 2: Josef Breuer and Bertha Pappenheim Continued: Breuer, J. (1955). Fraulein Anna O., Studies on Hysteria. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 2, pp. 41-47). London, England: Hogarth Press. (Original work published 1895)

<http://www.pep-web.org/document.php?id=se.002.0000a>

Class 3: Freud's First Non-Hypnotic Case: Ilona Weiss: Freud, S. (1955). Fraulein Elizabeth von R., Studies on Hysteria. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 2, pp. 135-160). London: Hogarth Press. (Original work published 1895)

<http://www.pep-web.org/document.php?id=se.002.0000a>

Class 4: Freud and Ilona Weiss Continued: Freud, S. (1955). Fraulein Elizabeth von R., Studies on Hysteria. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 2, pp. 160-181). London: Hogarth Press. (Original work published 1895)

<http://www.pep-web.org/document.php?id=se.002.0000a>

II. Research Variables in the Treatment Dynamics of Schizophrenia: Resistances

Class 5: A Case-Study in Modern Psychoanalysis: Nagelberg and Harry: Spotnitz, H. (1988). Introduction to the case of Harry; Development of the narcissistic transference. *Modern Psychoanalysis*, 13, 5-65.

<http://www.pep-web.org/toc.php?journal=mps&volume=13>

Class 6: A Case-Study in Modern Psychoanalysis: Nagelberg and Harry Continued: Spotnitz, H. (1988). Introduction to the case of Harry; Development of the narcissistic transference. *Modern Psychoanalysis*, 13, 66-86.

<http://www.pep-web.org/toc.php?journal=mps&volume=13>

III. Research Variables in Treatment Dynamics: Transference Communications, Action

Class 7: Freud, S. (1958). Dynamics of transference; Observations on transference-love. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 12, pp. 98-108; 158-171). London, England: Hogarth Press. (Original works published 1912; 1915 [1914])

<http://www.pep-web.org/document.php?id=se.012.0000a>

Class 8: Searles, H. (1965). Phases of patient-therapist interaction in the psychotherapy of chronic schizophrenia. In *Collected papers on schizophrenia and related subjects* (pp. 521-559). New York, NY: International Universities Press.

IV. Research Variables in Treatment Dynamics: Counter-transference and Counter-transference Resistances

Class 9: Listening: a) Meadow, P. (1996). How we aim to be with patients. *Modern Psychoanalysis*, 21, 137-154; b) Schwaber, E. (1983). Psychoanalytic listening and psychic reality. *International Review of Psycho-Analysis*, 10, 379-392.

<http://www.pep-web.org/document.php?id=mpsa.021.0137a>

<http://www.pep-web.org/document.php?id=irp.010.0379a>

Class 10: Inductions: Casement, P. (1982). Some pressures on the analyst for physical contact during the reliving of an early trauma. *International Review of Psychoanalysis*, 9, 279-286.

<http://www.pep-web.org/document.php?id=irp.009.0279a>

Class 11: Subjective and Objective Counter-transference: Spontitz, H. (1982). Supervision of psychoanalysts treating borderline patients; Participants and members of the audience: General discussion. *Modern Psychoanalysis*, 7, 185-206; 215-225.

<http://www.pep-web.org/document.php?id=mpsa.007.0185a>

<http://www.pep-web.org/document.php?id=mpsa.007.0215a>

V. Psychoanalytic Research and Ethical Issues

Class 12: Ethical Considerations Continued: a) Gerson, S. (2000). The therapeutic action of writing about patients: Commentary on papers by Lewis Aron and Stuart A. Pizer. *Psychoanalytic Dialogues*, 10, 261-266; b) 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=pd.010.0261a>

<http://www.pep-web.org/document.php?id=apa.036.0371a>

Procedure for the Paper

The purpose of this paper is to analyze a case-study and to practice how one might formulate its treatment dynamics for research, keeping in mind that one is not writing an actual case-study as that would involve one's having a patient in treatment. This paper, then, is an applied psychoanalysis on someone else's case-study. **Choose one of the three cases discussed in class (Anna O, Elizabeth von R., or Harry), but rather than merely reiterating the facts of the case, frame your answers, and paper, according to the following questions:**

1) Provide a **detailed summary of the case** according to these specific sub-questions: a) the outbreak or presenting problem; b) the course of treatment; c) what one might categorize (list these) as: i) interventions, ii) resistances/defenses, iii) transference, iv) counter-transference, v) any ethical issues. (6 pp.)

2) This question involves **your response** to the case: a) **How would you have understood the case?** (You might consider thinking about "What strikes you as unusual about it?" "Which variables would you consider the most surprising?" "Which resistances [of the ones you have listed] are being acted

out?"; and **b) In which directions might research go?** (What is acted out/enacted is significant because it is the acting out [enacting resistances] that indicates the area of unconscious motivation.) (4 pp.)

3) This question asks you to put the case-studies you chose into a **critical context** by answering the following questions: **a) How did Freud/Spotnitz use this case to develop or confirm theory? (Which theory?);** and **b) How has this case been criticized in the literature? Address** yourself to the **two/three critiques cited below** of either Freud's theory of hysteria or Spotnitz's theory of schizophrenia and **i)** discuss how these critics either agreed with or argued against Freud/Spotnitz; and **ii)** how might you either agree or disagree with the critics? (5 pp.) If you would like to make reference to a third/fourth piece of critical literature from the readings for the class, you may do so, but this is not a substitute for addressing the two/three required readings.

The critical literature to be used for answering #3:

For Freud, refer to both: **1)** Lear, Jonathan. (2005). *Freud*: chapter 2, sections 1, 2 (pp. 55-68 pb ed); and **2)** Gilhooley, D. (2002). Misrepresentation and misreading in the case of Anna O. *Modern Psychoanalysis, 1*:75-100.

For Spotnitz, refer to the following three references: **1)** Pacella, B. L. (1971). Review of Modern Psychoanalysis of the Schizophrenic Patient. Theory and Technique: By Hyman Spotnitz, M.D. New York: Grune & Stratton, Inc. 1969, in *The Psychoanalytic Quarterly, 40*, 693-695. **2)** Ikenberry, J. (1978). Review of Psychotherapy of Preoedipal Conditions. Hyman Spotnitz. New York: Jason Aronson, Inc., 1976, in *The Psychoanalytic Review, 65*, 491-493. **3)** Silver, A.-L. S. (1988). Review of Modern Psychoanalysis of the Schizophrenic Patient: Theory of the Technique, Second Edition: Hyman Spotnitz, M.D. Med. Sc.D., Human Sciences Press, New York, 1985 in *The Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 16*, 256-258.

<http://www.pep-web.org/document.php?id=paq.040.0693a>

<http://www.pep-web.org/document.php?id=psar.065.0491a>

<http://www.pep-web.org/document.php?id=jaa.016.0256a>