Syllabus
PT 172 Clinical Investigations and Ethics in Psychoanalysis
R. Garcia Spring 2016

Mon. 7:30-9:00
CMPS: 30 Clock Hours
NYGSP: 2 Credits

Course Description
Psychoanalysis, as a paradigm for understanding human existence and an approach for dealing with the mental problems inherent in human life and development, has been in existence for some 130 years during which time it has faced, and continues to face, critics of both its findings and methodology. This common fate of intellectual ideas imposes the continuous burden of refining those ideas—a process of refinement that is termed research. As such, research is inseparable from the continued existence of psychoanalysis as both an idea and a therapeutic approach. As its architect and first researcher, Freud was indefatigable in developing this method of research and refinement, and in the process, he refined his initial topographical idea into a structural one based on a more comprehensive dual-drive theory that resulted in his therapeutic approach’s becoming more sensitive to the problematic nuances of human life. The individual case-study was the product of that mode of research, and it remains the basis for developing, evaluating, and communicating psychoanalytic theory as well as the core of the student’s psychoanalytic education. For all of these reasons, the case-study is central to this course.

In addition to understanding the nature of the case-study, this course also introduces students to some of the research methodologies used in studying psychoanalytic questions—inferring the unconscious meaning of irrational behaviors, beliefs, perceptions, and emotions—a well as the ethical issues arising from the practice of psychoanalysis.

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

Method of evaluation
Students will be evaluated on the basis of several factors: weekly logs; an oral presentation; and a written case-study of a sustained interaction of six to eight weeks’ duration with a particular person. The oral presentation will describe the interaction between that person and the student. The paper is a write-up of that interaction structured generally along the lines of the Center’s Final Project. A hand-out outlining the particulars of the paper will be available at our first meeting.
Assigned Readings

I. Treatment Dynamics as Research Elements in Psychoanalytic Case Studies: Resistances; Transference; Countertransference

Class 1: The Original Case Study: Josef Breuer and Bertha Pappenheim

Class 2: Josef Breuer and Bertha Pappenheim Continued

Class 3: Freud’s First Non-Hypnotic Case: Ilona Weiss

Class 4: Freud and Ilona Weiss Continued

Class 5: A Case-Study in Modern Psychoanalysis: Nagelberg and Harry

Class 6: A Case-Study in Modern Psychoanalysis: Nagelberg and Harry Continued

II. Treatment Dynamics: Repetition

Class 7: Transference Communications: Resistances; Actions
III. Treatment Dynamics: Countertransference

Class 8: Listening.

Class 9: Inductions


IV. Psychoanalytic Research and Ethical Issues

Class 11: Ethical Considerations in Psychoanalytic Research

Class 12: Ethical Considerations Continued