

**Syllabus**  
**PT 172 Clinical Investigations and Ethics in Psychoanalysis**  
**J. Oppenheim      Spring 2018**

**Mon. 7:30-9:30**  
**CMPS: 30 Clock Hours**  
**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.
- develop an increasing ability to sustain multiple, sometimes contradictory, explanations of data; and
- discuss and assess the ethical dilemmas involved in psychoanalytic research and practice

**Method of evaluation**

Students will be evaluated based on class participation, written logs, and a case study written over the course of the term. This study should be a thoughtful attempt to capture in writing an individual subject. Students will describe the case in narrative form without recourse to theory or interpretation. How to select material that *reflects* the case but does not explain it will be explored in class. The narrative is meant to function as a platform from which the student can begin to consider the psychical determinants of observed behavior.

**Assigned Readings**

**Class 1**

- Ellenberger, H. (1970). The emergence of dynamic psychiatry. In *Discovery of the unconscious* (pp. 53-57). New York, NY: Basic Books.
- Midelfort, H. E. (2005). Healing. In *Exorcism and enlightenment: Johann Joseph Gassner and the demons of eighteenth-century Germany* (pp. 59-86). New Haven, CT: Yale University Press.

## **Class 2**

- Ellenberger, H. (1970). Janet's work: II – Psychological automatism. In *Discovery of the unconscious* (pp. 358-364). New York, NY: Basic Books.
- Makari, G. (1994). Franz Anton Mesmer and the case of the blind pianist. *Hospital and Community Psychiatry, 45*, 106-110.

## **Class 3**

- Freud, S. (1955). Frau Emmy von N., Studies on Hysteria. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 2, pp. 48-105). London, England: Hogarth Press. (Original work published 1895) (PEP)

## **Class 4**

- Ferenczi, S. (1988). 17 March 1932; 20 March 1932; 22 March 1932; 25 March 1932. In J. Dupont (Ed.), *The clinical diary of Sándor Ferenczi* (M. Balint & N. Z. Jackson, Trans.)(pp. 62-70). Cambridge, MA: Harvard University Press.
- 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. (PEP)

## **Class 5**

- Bick, E. (1968). The experience of the skin in early object-relations. *International Journal of Psychoanalysis, 49*, 484-486. (PEP)
- Klein, M. (1927). The psychological principles of infant analysis. *International Journal of Psychoanalysis, 8*, 25-37. (PEP)

## **Class 6**

- Searles, H. F. (1962). The differentiation between concrete and metaphorical thinking in the recovering schizophrenic patient. *Journal of the American Psychoanalytic Association, 10*, 22-49. (PEP)

## **Class 7**

- Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psychoanalysis, 27*, 99-110. (PEP)
- Tustin, F. (1988). Psychotherapy with children who cannot play. *International Review of Psycho-Analysis, 15*, 93-106. (PEP)

## **Class 8**

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

## **Class 9**

- Bion, W. R. (1958). On hallucination. *International Journal of Psychoanalysis, 39*, 341-349. (PEP)
- Boesky, D. (2008). Psychoanalytic controversies contextualized: A model of clinical disputes. In *Psychoanalytic disagreements in context* (pp. 23-46). Lanham, MD: Jason Aronson.

**Class 10**

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

Ferro, A. (1993). From hallucination to dream: From evacuation to the tolerability of pain in the analysis of a preadolescent. *Psychoanalytic Review*, 80, 389-404. (PEP)

**Class 11**

Meadow, P. (2011). Why a psychoanalytic code? *Modern Psychoanalysis*, 36, 141-157. (PEP)

**Class 12**

Stoller, R. (1988). Patients' responses to their own case reports. *Journal of the American Psychoanalytic Association*, 36, 371-391. (PEP)