

**Syllabus**  
**PT 185c Clinical Experience in Institutional Settings**  
**E. Barz      Fall 2019**

**(185-1) Wed. 7:30-9:30**  
**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 in mental health settings or other placement settings. All aspects of the fieldwork placement experience, from administrative procedures to interacting with members, 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 in the field work setting; and
  - b. observing and describing how each member 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.

**Method of Evaluation**

- Ongoing presentation of interactions with members throughout the three semester course
- Personal logs (see log criteria below) sent to ellenbarz@gmail.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 185c, 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. 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
- 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* (2<sup>nd</sup> 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. (1976). Emotional induction. In *Psychotherapy of preoedipal conditions* (pp. 25-30). New York, NY: Jason Aronson.

Spotnitz, H. (1976). The need for insulation. In *Psychotherapy of preoedipal conditions* (pp. 117-136). New York, NY: Jason Aronson.

#### **Class 2**

Meadow, P. (2003). The language of emotion. In *The new psychoanalysis* (pp. 47-66). Lanham, MD: Rowman & Littlefield.

#### **Class 3**

Robbins, M. (2002). The language of schizophrenia and the world of delusion. *International Journal of Psycho-Analysis*, 83, 383-405.

<http://www.pep-web.org/document.php?id=ijp.083.0383a>

#### **Class 4**

Ernsberger, C. (1979). The concept of countertransference as therapeutic instrument: Its early history. *Modern Psychoanalysis*, 4, 141-164.

<http://www.pep-web.org/document.php?id=mpsa.004.0141a>

#### **Class 5**

Spotnitz, H. (1979). Narcissistic countertransference. *Contemporary Psychoanalysis*, 15, 545-559.

<http://www.pep-web.org/document.php?id=cps.015.0545a>

#### **Class 6**

Lippincott, J. (1990). The use of narcissistic transference/countertransference in the analysis of a schizophrenic man. *Modern Psychoanalysis*, 15, 185-213.

<http://www.pep-web.org/document.php?id=mpsa.015.0185a>

#### **Class 7**

Eisenberg, A. M. (1997). Institutional countertransference: The matrix of social structure and psychic structure. *Journal of the American Academy of Psychoanalysis*, 25, 237-254.

<http://www.pep-web.org/document.php?id=jaa.025.0237a>

**Class 8**

Searles, H. F. (1963). The place of neutral therapist-responses in psychotherapy with the schizophrenic patient. *International Journal of Psycho-Analysis*, 44, 42-56.  
<http://www.pep-web.org/document.php?id=ijp.044.0042a>

**Class 9**

Margolis, B. (1983). The contact function of the ego: Its role in the therapy of the narcissistic patient. *Psychoanalytic Review*, 70, 69-81.  
<http://www.pep-web.org/document.php?id=psar.070.0069a>

**Class 10**

Semel, V. G. (2004). Understanding the fieldwork experience: How do we know when students “get it” about narcissism. *Modern Psychoanalysis*, 29, 193-213.  
<http://www.pep-web.org/document.php?id=mpsa.029.0193a>

**Class 11**

Kaufman, N. (2015). Clinical notes: A beginner’s mistake. *Modern Psychoanalysis*, 40, 217-222.  
<http://www.pep-web.org/document.php?id=mpsa.040.0217a>

**Class 12**

Reik, T. (1948). The courage not to understand. In *Listening with the third ear* (pp. 503-512). New York, NY: Farrar, Straus.