

Theories & Techniques of Psychoanalysis I
The Center for Psychoanalytic Study

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Dates to-be-arranged, 25 September – 15 January 2010

Semester I 2009

COURSE OUTLINE AND READINGS

Course Description and Course Objectives

This course will provide candidates with a framework for various elements of psychoanalytical theory and associated technique. Owing to the dialectical praxis that constitutes the psychoanalytical enterprise, it is felt that one cannot be articulated without the other. In this manner, we avoid a reductive, rarefied valorization of pure theory; as well as a destructive emphasis on technique which transforms the psychoanalyst into a mere technician. As such, the importance of the historical development and evolution of basic psychoanalytical constructs will be covered, along with their variegated inter-relationships.

Topics that will be covered include: the principles of character formation, symptom formation, anxiety, conflict, and defense. Additionally, we will examine how psychoanalysis is related to, but distinct from, psychotherapy – including psychoanalytical psychotherapy. This necessarily leads us into discussions regarding the aims and goals of psychoanalysis, proper. Furthermore, we will explore what constitutes the ‘psychoanalytic situation’; the rationales for arrangements in the psychoanalytical setting; the practicalities of beginning the treatment. Parameters, and concepts regarding neutrality, transference, counter-transference, and interpretation will also be articulated.

While it will have been tremendously helpful to have taken the course, *Freud II: The Early Phase of Psychoanalysis*, this is not a firm pre-requisite.

Office Hours

Office hours are by appointment. Candidates are encouraged to avail themselves of the instructor’s office hour availability. The Instructor is in the office Monday through Friday, and available for assuring student access, as needed.

Course Expectations

1. It is anticipated that all readings be completed prior to the class session so as to permit a seminar-like style, ambiance, and dialogue. Classroom discussion, including *Question & Answer*, struggling creatively with the ambiguities often inherent in such work will be a principle way in which the course will proceed; and provide the instructor with a basis for assessing each member’s internalisation of course content.
2. Confidentiality: Due to the nature of this course, all conversations regarding clinical matters are strictly confidential. Furthermore, many topics which are mentioned in class are also of a highly personal nature and are also to be held confidential. Confidentiality is the fabric of our profession. Any information learnt about others in this class may not be shared outside of class, either with each

- other or with others. Any breach of confidentiality or other ethical standards could result in dismissal from the class or other consequences.
3. Attendance: Candidates are expected to attend all class sessions. Class attendance and participation are critical both to the development of professional knowledge, skills, attitudes, and values.
 4. Pagers and Cellular telephones: Please turn all cellular telephones and beepers off before entering the class. While many professionals carry such devices for employment or convenience reasons, they are disruptive in the educational environment. If you are expecting an important call, or are experiencing a crisis or emergency in which you must be available, please turn the device to vibrate or silent mode.
 5. Plagiarism: It is unfortunate that it is necessary to include a section on plagiarism. Plagiarism is academic theft. It is also often done accidentally, which does not lessen the offense or the impact. Plagiarism includes copying directly out of the text, but also failure to cite paraphrasing, use of others' words, or use of others' ideas represented as one's own. Other instances of academic dishonesty, including but not limited to, cheating, failure to write your own papers, etc. are also unacceptable. Please refer to 'Academic Integrity and Confidentiality Agreement' for additional information.
 6. Disability/Accommodations: If you have a documented need for accommodations please let the instructor know as soon as possible so that your learning needs may be met. Efforts will be made to provide reasonable accommodation for documented disability.
 7. Diversity Issues: We live in a diverse society/environment. The people we serve represent the vast differences which comprise humanity. Diversity includes class, educational level, race/ethnicity, sexual orientation, gender, relationship status, religion, language, culture, country of origin, [dis]ability, and life structure. Multicultural competence will be integrated into coursework and discussed.
 8. Candidates will be expected to research and produce a scholarly paper, in APA-format, based upon a matter of relevance to the subject matter of the course, and of interest to the candidate. The paper should provide additional focus or extend into an area beyond what was covered in the course.
 9. Grading: Candidates seeking the Doctorate of Psychoanalysis [DPsa] are required to receive a letter grade. All other candidates and students-at-large received an evaluation of Pass/Fail, unless otherwise requested.

Course Readings

Required readings are available through various on-line book-sellers and inter-net resources [PSYCHINFO, Psychoanalytic Electronic Publishing [PEP] Archives, etc..

Class One

The "Early Phase of Psychoanalysis". Introduction to the course and general overview. Some conceptual, phenomenological, and philosophical considerations. On beginning the treatment. Brief comments regarding Freud and his treatment recommendations.

Freud, S (1912). "Recommendations for Physicians on the Psycho-analytic Method of Treatment". In Ellman, S [Editor] (1991). Chapter Nine: *Freud's Technique Papers: A Contemporary Perspective*. New York: Jason Aronson.

Freud, S (1913). "Further Recommendations in the Technique of Psycho-analysis – On Beginning the Treatment. *The Question of the First Communications. The Dynamics of the Cure*". In Ellman, S [Editor] (1991). Chapter Nine: *Freud's Technique Papers: A Contemporary Perspective*. New York: Jason Aronson.

Freud, S (1915). "Further Recommendations in the Technique of Psycho-analysis – *Observations on Transference-Love*". In Ellman, S [Editor] (1991). Chapter Three: *Freud's Technique Papers: A Contemporary Perspective*. New York: Jason Aronson.

Class Two *Elements of the clinical action of psychoanalysis and the 'real' relationship.*

Strachey, J (1934). "The Nature of the Therapeutic Action of Psychoanalysis". In Langs, R [Editor] (1990). *Classics in Psychoanalytic Technique*. Lanham, Maryland: Jason Aronson Books.

Greenson, R (1971). "The 'Real' Relationship Between the Patient and the Psychoanalyst". *Ibid.*

_____ (1972). "Beyond Transference and Interpretation". *Ibid.*

Class Three *On the matter of empathy and the evenly suspended attentiveness of the psychoanalyst (revisited).*

Beres, D & Arlow, J (1974). "Fantasy and Identification in Empathy". *Ibid.*

Bion, WR (1967). "Notes on Memory and Desire". *Ibid.*

Greenson, R (1960). "Empathy and its Vicissitudes". *Ibid.*

Kohut, H (1984). "The Role of Empathy in Psychoanalytic Cure". *Ibid.*

Class Four *On the psychoanalytical setting: the Frame, Holding-in-the-Environment, etc.*

Eissler, KR (1953). "The Effect of the Structure of the Ego on Psychoanalytic Technique". *Ibid.*

Bleger, J (1967). "Psycho-analysis of the Psycho-analytic Frame". *Ibid.*

Modell, AH (1976). "'The Holding Environment' and the Therapeutic Action of Psychoanalysis". *Ibid.*

Class Five *Further comments on the therapeutic and working alliances in the psychoanalytical situation.*

Sterba, R (1934). "The Fate of the Ego in Analytic Therapy". *Ibid.*

Greenson, R (1965). "The working Alliance and the Transference Neurosis". *Ibid.*

Langs, R (1975). "Therapeutic Misalliances". *Ibid.*

Kanzer, M (1975). "The Therapeutic and Working Alliances". *Ibid.*

Class Six *The Therapeutic Action of Psychoanalysis.*

Baranger, M & Baranger, W (1966). "Insight in the Analytic Situation". *Ibid.*

Khan, MMR (1969). "Vicissitudes of Being, Knowing, and Experiencing in the Therapeutic Situation". *Ibid.*

Loewald, HW (1976). "The Therapeutic Action of Psycho-analysis" [Full text paper to be supplied by Dr Downing].

Mailn, A and Grotstein, JS (1966). "Projective Identification on the Therapeutic Process". *Ibid.*

Class Seven *Additional considerations.*

de Racker, GT (1961). "On the Formulation of the Interpretation". *Ibid.*

Fliess, R (1942). "The Meta-psychology of the Analyst". *Ibid.*

Sandler, J (1976). "Counter-Transference and Role Responsiveness". *Ibid.*

Class Eight

Some introductory comments on transference and counter-transference.

Freud, S (1912). "The Dynamics of the Transference". In Ellman, S [Editor] (1991). Chapter Three: *Freud's Technique Papers: A Contemporary Perspective.*: New York: Jason Aronson .

Sandler, J; Holder, A; Kawenoka, M; Kennedy, HE; Neurath, L (1969). "Notes on Some Theoretical & Clinical Aspects of Transference". *Ibid.*

Gill, MM (1979). "The Analysis of the Transference". *Ibid.*

Heimann, P (1954). "On Counter-Transference". *Ibid.*

Racker, H (1972). "The Meanings and Uses of Counter-transference". *Ibid.*

Kernberg, OF (1965). "Conter-transference". *Ibid.*

C'EST FIN

Required Readings:

Langs, Robert [Editor] (1990). *Classics in Psychoanalytic Technique.* Lanham, Maryland: Jason Aronson Books.

Ellman, Steven J (1991). *Freud's Technique Papers: A Contemporary Perspective.* New York: Jason Aronson.

Young-Buehl, Elisabeth & Dunbar, Christine (2009). *One Hundred Years of Psychoanalysis: A Time-line – 1900-2000.* Toronto: Caversham Productions – Psychoanalytic Educational Resources.