Centre for Training in Psychotherapy
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CTP TRAINING PROGRAM FOUNDATION PHASE LECTURE SERIES SYLLABI 2014-2015

The Centre for Training in Psychotherapy offers in Canada a full program for training psychodynamic psychotherapists

LECTURES

Lectures & Lecture Seminars an Overview

Overall Syllabus

Each portion of the lecture series is meant to be an introduction and preliminary exploration of various theorists and topics within psychodynamic theory. Since Sigmund Freud first developed his ideas, psychodynamic theory has gone through a number of changes and modifications over the succeeding hundred years. Beginning with Freud, the lectures trace the development of the theory as it moved from Europe to Britain to North America, with Ferenczi and Jung, with Object Relations, Self Psychology, Intersubjective Theory, existential philosophy, developments in infant observation and with neurobiological research.

The students are given readings for each lecture series and attend several lectures on each topic that relate to the readings. See the individual lectures for specific outlines and competencies covered.

The lecture/seminar portion of the CTP program has three assessment components:

1. Individual Seminar Presentation: 25%
2. Seminar participation: 25%
3. Three papers (2000-2500 words each) and Freud oral examination: 50%

1. **Lecture Seminars:**

   3.5 hours per lecture topic.

   The seminar will function as a tutorial for the lecture series, where the concepts are explored in a small group setting and students begin to find ways of integrating the material. One student will lead a discussion on the topic of the lecture, provide handouts if necessary and direct more specific readings from the texts of the seminar. The format of the seminar is a group discussion.

   The seminar leader will be looking for evidence that the students have begun fulfilling the learning objectives set by the lecturer. The students are expected to engage with the theory in ways that show this fulfillment, through dialogic discussion with the other participants and the seminar leader. This assessment is based on the quality of the discussion in terms of the examples the students bring which should exemplify the theory, or their comprehension of clinical examples the seminar leader brings.

Based on the learning objectives set by the lecturer the students will be assessed on:

1. Individual Seminar Presentation

The quality of the individual student-led seminar

The seminar leader will assess the quality of the readings selected, and the student's ability to lead the discussion in ways that demonstrate achievement of the learning objectives, and shows the student is capable of communicating, facilitating the discussion and integrating the material. They will be assessed on their familiarity of the material which will be shown by their ability to communicate the ideas that reflect the learning objectives.

2. Seminar Participation

How well they have begun integrating the theory though the discussion with other students

The other students will be assessed on their ability to show evidence that they are beginning to integrate these objectives through discussion with each other and the seminar leader that shows the ability to listen and learn in a discussion format. The seminar leader will be looking for use of the material from the learning objectives by the students that demonstrates integration, usually in the context of personal examples from therapeutic or personal situations. In the students' responses to clinical examples brought by the seminar leader, similar evidence based on the learning objectives of comprehension and integration will be found.

The seminar leader will be looking for evidence that the participants have read and comprehended the relevant literature set by the lecturer. This will be shown in how well the student can find examples in their own and in the examples given by the seminar leader that reflect the theory being discussed.

All seminars will contribute to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning.

1.2 Work within a framework based upon established psychotherapeutic theory.

1.3 Integrate knowledge of comparative psychotherapy relevant to practice.

1.4 Integrate awareness of self in relation to professional role.

2.1 Use effective professional communication.

2.2 Maintain effective relationships.

2.3 Contribute to a collaborative and productive atmosphere.

4.2 Establish and maintain core conditions for therapy.

4.3 Ensure safe and effective use of self in the therapeutic relationship.

4.5 Structure and facilitate the therapeutic process.

5.1 Remain current with professional literature.

3. Three papers and Freud Oral Examination

Three papers of 2000-2500 words are required in the course of the two year lecture cycle. The papers are written on a topic provided by a lecturer or a topic approved by a lecturer. There will be one paper required in one of the two years (the year the Freud oral exam is taken) and two papers the other year. For each lecture topic, the lecturer has provided essay topics and guidelines for the paper that students are strongly advised to follow the guidance of the lecturer of the topic they will write on.

The papers will explore a specific topic that will demonstrate the student's comprehension of the theory, their ability to communicate this understanding and show evidence that the integration process for the theory has begun.

Essays should reflect fluency in and a capacity to use the learned objectives for each lecture topic in an exploratory and creative manner. Specific use of secondary materials as well as primary literature should demonstrate an integration of the learning objectives for the lectures relating to the paper topic in the formulation of thoughts, assessments and conclusions.

At the end of the first term of the year the student has chosen to do the Freud Oral exam with at least one other student. This collaborative learning allows the students to learn fluency with and to integrate and develop their understanding of difficult material.

The Freud oral exam is three hours in length with two members of the faculty who will engage the students in an in-depth dialogue relating to their understanding of the theory that will draw upon their reading, and their experience, showing integration between this subjective experience and how it relates to the theories of Freud. This will demonstrate to the examiners that the student has a solid foundation and comprehension of the theory from which all other psychodynamic theories spring.

Fairbairn and Guntrip
FDN-001-FG

CTP – LECTURE SERIES
(3) Lectures
Lecturer: Sharon Bedard, RP, BA, BEd, CTP Dipl

Location: The Centre for Training in Psychotherapy
               316 Dupont St
               Toronto, On
               Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
                                     Or
Guest in Program[1]

Course Description

William R.D. (Ronald) Fairbairn

Ronald Fairbairn was both a deconstructionist and an integrationist. He extracted from the seminal writings of Freud a sense of the power of unconscious process and from the writing of Melanie Klein the power of an inner object world. Out of these two influences he developed a clinically rich theory that re-centered the actual relationship of the child with his or her early caregivers. His theory moved away from the internal and instinctual basis of the infant's relations to caregivers as pleasure seeking and towards a model that saw libido as object seeking.

Fairbairn focused his university thesis on a delineation of the distinctions between repression and dissociation. This original writing has formed a foundation for our current approaches to developmental trauma.

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[1] See CTP.net – CTP Guest in Program tab for registration requirements

From these modifications Fairbairn developed a model of mind as a relational construct and developed a theory of the individual's endopsychic structure that is comprised of a process of identification, internalization, splitting, repression and dissociation with respect to self states; in other words a dynamically interacting system of internalized objects and aspects of self in relationship to those internal objects. These internal configurations of self and self-with-other enhances the clinician's capacity to track the various transference and counter-transference configurations in a more nuanced way.

Psychopathology then, no longer resides in the intrapsychic domain and can be traced through the degrees of splitting necessary to maintain early ties to the caregiver. These processes come alive in the therapeutic encounter.

Fairbairn was early amongst those who placed the person of the therapist as central to the therapeutic process and the actual counter-transference experiences of the therapist as relevant to the client's recovery from the closed circle of the client's inner world of objects.

Fairbairn also radically reconsidered the oedipal relationships in a manner that departed from strict considerations of gender acquisition and sexual orientation. He opened new possibilities for thinking about the place of either parental figure and the child's developmental experience of sexuality, gender, sexual orientation and embodiment.

Harry Guntrip

Harry Guntrip was also an integrationist. Through his experience of both Fairbairn and Winnicott, Guntrip elaborated a more experience near understanding of Fairbairn's complex theories. Guntrip's clinical writings flesh out the therapeutic encounter as Fairbairn described it. He provides the clinician with a better picture of the operations on Fairbairn's basic endopsychic structure.

Guntrip's major and original contribution is his addition of a third and final spilt leading to the "passive regressed ego". This configuration is clinically relevant to understanding those clients whose psychic and emotional retreat leads to a schizoid withdrawal. This is characterized by a desperate need for safety so extreme that it threatens the overall personality.

While this final splitting process deviates slightly from Fairbairn's overall relational model of the structuring of unconscious relational pairs and the basic endopsychic structure, Guntrip adds depth to understanding the schizoid dilemma and the schizoid compromise.

More contemporary writers like David Celani will help elaborate that aspect of Fairbairn's theory as it reveals itself in the client's shifting self states and the client's efforts to involve the psychotherapist in his or her object world through the medium of transference and counter-transference.

Learning Objectives

By the end of these lectures students should be able to:

1. Understand the formation of psychic structure from Fairbairn's metapsychology. Specifically through   : splitting/dissociation
> : repression
> : internalization
> : projection
> : dissociation
> : projective - identification

> This helps orient the clinician to the use of transference and counter-transference configurations particular to Fairbairn's Endopsychic Structure as outlined below.

2. Understand and respond appropriately from a knowledge of the various transference and counter-transference configurations possible between the client and therapist depending on which subego: i.e. part object, part self, is present in the client and projected into the therapist.

3. Use the nuanced differences between Fairbairn's and Guntrip's metapsychology in order to: assess and respond to the likely onset of developmental trauma, the degrees of splitting and dissociation present in the client and discern appropriate clinical responses.

4. Use appropriate therapeutic language to assist the client in their understanding and self exploration.

5. Understand Fairbairn's major reorientation of the developing child's libidinal investments and the consequent trauma. This will develop the therapist's capacity to recognize and respond appropriately to the client's attachment pattern's in a safe and effective manner.

6. Understand the key objective of Fairbairn's focus on actual qualities of the therapist and the therapeutic relationship as transformative. This requires

the therapist to engage in an ongoing self reflective stance in order to understand their active effect on the client.

7.   Work comfortably within Fairbairn's theoretical shifts in the meanings of: libido, structure, impulse and psychic energy, ego and object. This will facilitate the therapist's orientation to a more relational and intersubjective stance towards the client. It will also enhance the therapist's understanding and use the ameliorative effect of the therapeutic relationship.

Course Outline

Overview

The first two lectures focus on understanding Fairbairn's Endopsychic structure and the manner in which it changes the clinical understanding of:
- The primary constituents of Personality
- Psychic Structure
- Individual Motivational Systems
The third lecture introduces Guntrip's unique contribution to the understanding of the passive regressed ego and the schizoid defense.

All three lectures will orient the student to the importance of a self-reflective stance. The person of the therapist is a significant aspect of Fairbairn's theory as it rests heavily on the interaction between the client's inner world of object relationships and the manner in which they are used to interpret the external world and the therapist. These interpretations form the transference and counter-transference patterns that the therapist is drawn into and which the therapist must recognize and be able to interpret and use in the therapeutic dialogue.

This contributes to developing the following competencies:
1.4 Integrate awareness of self in relation to professional role.
1.5 Integrate knowledge of human and cultural diversity.
4.3 Ensure safe and effective use of self in the therapeutic relationship.

What is also fundamental to the therapeutic stance is an understanding of the ways in which the therapist's own self structure is experienced and restructured into the client's experience. This requires a thorough examination by the therapist of their particular biases and beliefs in order to facilitate a safe and effective use of the self.

This contributes to developing the following competencies:
1.2 Work within a framework based upon established psychotherapeutic theory.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

Appropriate Film Clips are used throughout the lecture to facilitate understanding of the concepts and to promote student assessment and discussion of the key elements of theory and clinical work being discussed. Through these facilitated peer discussions students learn to evaluate and understand their strengths and areas they may need to examine further.

This contributes to developing the following competencies:

1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
2.1 Use effective professional communication.
3.4 Evaluate and enhance professional practice.

Lecture 1

This lecture begins with a historical overview of Fairbairn's place in Object Relations theory and his own unique contributions and reorientations of classical theory. The students are introduced as well to the concept of theory as autobiographical and the examination of their own theoretical affinities as part of their orientation to clinical work based on their own individual self structures.

Students learn to distinguish between:
- Vertical and Horizontal Splitting
- Various degrees of Dissociation - Mild to Extreme
- What is repressed and why - model of psychic structuring
- Fairbairn's Dissociation based model of psychic structuring
- Object Relational based model of psychic structuring

The capacity to make these discernments in therapeutic work directly affect the form of therapeutic dialogue that the client can tolerate and the therapeutic approach the therapist must attempt.

Students also learn to understand the developmental process and level of trauma involved in the formation of the child's and later adult's functional Endopsychic structure as based on either self experience or internalization:
Anti-Libidinal Ego (ALE) and Libidinal Ego (LE)

- Structuring through self-experience
Rejecting Object (RO) and Exciting Object (EO)
- Structuring through identification with the other's perspective on the self
This understanding directly assists the therapist in being able to locate which aspect of the self-other pair is operating and influencing the transference and counter-transference pairing.

Variations on the development of ambivalence are also discussed in order to facilitate the student's understanding of the possible conflicts that might arise with the client and the appropriate manner in which to respond and resolve conflicts.

Variations on the operation of guilt as a defense structure are explored and help the student understand the unconscious dynamics that are at play in their client's interpersonal interactions.

This contributes to developing the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.4 Integrate awareness of self in relation to professional role.
1.5 Integrate knowledge of human and cultural diversity.
3.3 Maintain self-care and level of health necessary for responsible therapy.
4.2 Establish and maintain core conditions for therapy.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
4.5 Structure and facilitate the therapeutic process.

See reading list

Lecture 2

Students continue to learn about dissociation as a process occurring along a spectrum. This awareness helps the therapist to discern the client's degree of splitting and dissociation in response to the therapeutic dialogue and the material being presented. This also assists the therapist in intervening appropriately to help the client remain in contact with the therapist during periods of emotional distress.

The students are introduced to multiple levels of consciousness and a self state model. This helps the therapist appreciate and respond appropriately to the client's different and possibly conflicting states of awareness and beliefs.

There is a detailed exploration of the qualities and characteristics, determining conditions and therapeutic responses to each component of Fairbairn's Endopsychic Structure:
A) Antilibidinal Ego (ALE)
B) Rejecting Object (RO)
C) Libidinal Ego (LE)
D) Exciting Object (EO)

This assists the students in recognizing which aspect of the client's structure might be in ascendance, what might have prompted the client's state shift and how to respond, particularly if there has been conflict within the session.

There is a specific and detailed discussion of the various transference and counter-transference paradigms that can present in therapy. This requires that the therapist be in a constant self-reflective stance in order to appreciate and respond appropriately to the way in which they are being positioned within the client's inner object world. This informs the therapeutic interpretation. It requires the therapist to be informed of their own inner structure and the manner in which they might typically respond from that personal structure.
A) Libidinal- Ego Client / Exciting Object Therapist
B) Antilibidinal Ego Client / Rejecting Object Therapist
C) Rejecting Object Client / Antilibidinal Therapist
D) Exciting Object Client / Libidinal Ego Therapist

Students learn to recognize what the therapeutic exchange might look like, what the transference and counter-transference exchange might be like and how to use their responses to these configurations in order to assist the client in exploring and becoming aware of their own relational dynamics.

This contributes to developing the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 Integrate awareness of self in relation to professional role.
4.1 Orient client to therapist's practice.
4.2 Establish and maintain core conditions for therapy.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
4.5 Structure and facilitate the therapeutic process.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

See reading list

Lecture 3

This lecture introduces the contributions of Guntrip's elucidation and clinical picture of Fairbairn's model of development; as well as Guntrip's own particular contributions: his theory of the schizoid defense and his understanding of the Passive Regressed Ego. It also provides a critique of a section of Guntrip's theory as it deviates from Fairbairn's model.

Students will learn the distinguishing characteristics of a schizoid personality. This will help orient the therapist towards an appropriate exploration of the client's early developmental experiences and defense patterns.

Students will also learn to recognize Mourning and Melancholia and the characteristic qualities that the person might show as part of Freud's model of understanding loss; and to discern these presentations from what Guntrip described as Schizoid Withdrawal. These fundamental distinctions allow the therapist to recognize where areas of trauma exist and the relational patterns that likely led to the client's psychic structuring and response patterns.

Students will also learn to distinguish between Schizoid and Depressive states in the domain of the client's capacity or incapacity to sustain meaningful relationships relating. This awareness will directly assist understanding the quality and dynamics of the therapeutic relationship, where conflict and defenses might lie and how to respond appropriately to the client's experiences of the therapist.

Schizoid characteristics and the therapist's experiences in the relationship are also examined as a useful way for the therapist to employ their own emotional responses to the client's use of the therapist.

Students also learn to understand and recognize indicators of regression and potential breakdown of the client's defenses in order to facilitate appropriate care and response to the client's needs for safety and security while also allowing the client to continue their own self exploration at a pace that the client sets.

This contributes to developing the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.4 Integrate awareness of self in relation to professional role.
4.2 Establish and maintain core conditions for therapy.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
4.4 Conduct an appropriate risk assessment.
4.5 Structure and facilitate the therapeutic process.
4.6 Refer client.
5.1 Remain current with professional literature.

Course Competencies

This contributes to developing the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 Integrate awareness of self in relation to professional role.
1.5 Integrate knowledge of human and cultural diversity.
2.1 Use effective professional communication.
3.3 Maintain self-care and level of health necessary for responsible therapy.
3.4 Evaluate and enhance professional practice.
4.1 Orient client to therapist's practice.
4.2 Establish and maintain core conditions for therapy.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
4.4 Conduct an appropriate risk assessment.
4.5 Structure and facilitate the therapeutic process.
4.6 Refer client.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

Fairbairn - Required Texts Lecture 1

Please watch the movie: ***Trompe Le Silence*** (Silence Lies)
(Thwarted Silence)

Please Read:

1.   Fairbairn, W. R. D. (1996). Endopsychic Structure Considered in Terms of Object Relationships (1944). In *Psychoanalytic Studies of the Personality* (pp. 82-136). London: Routledge. **[Available through PEP Web]**

2.   Fairbairn, W. R. D. (1958). On the Nature and Aims of the Psycho-analytic Treatment (1958b). In E. F. Birtles & D. Scharff (Eds.), *From Instinct to Self Clinical and Theoretical Papers* (Vol. 2, pp. 74-92). Northvale: Jason Aronson. **[Available through PEP Web]**

3.   Fairbairn, W. R. D. (1996). The Repression and Return of Bad Objects (1943b). In *Psychoanalytic Studies of the Personality* (pp. 59-81). London: Routledge.
   [Available through PEP Web, in a digital copy of his book "Psychoanalytic Studies of the Personality - Chapter 3]

4.   Ogden, T. (2012). Why Read Fairbairn? In *Creative Readings Essays on Seminal Analytic Work* (pp.55-75). London: Routledge.

5.   Hughes, J. (1989) Fairbairn's Revision of Libido Theory: The Case of Harry Guntrip. In *Fairbairn and the Origins of Object Relations* (pp.250-272). London: Guilford Press. **Please read pages 250-259.**

6.   Please Review: First Diagram Provided - Endopsychic Structure

7.   Please Review: Third Diagram Provided – Dinner Scene
                                                                for Trompe Le Silence

Background Reading: (Optional)

A.   Beattie, H. (2003). "The Repression and Return of Bad Objects": W.R.D. Fairbairn and the historical roots of theory. *International Journal of Psycho-Analysis, 84,* 1171-1187. **[Available through PEP Web]**

Fairbairn - Required Texts Lecture 2

Please watch the movie: ***Jack Goes Boating***

Please Read:

1.   Celani, D. (2010). The Dynamic Relationship Between The Pathological Ego Structures. In *Fairbairn's Object Relational Theory in the Clinical Setting* (pp. 85-115). New York: Columbia University Press.

2.   Ogden, T. (1983). The Concept of Internal Object Relations. *International Journal of Psycho-Analysis, 64,* 227-241. **[Available through PEP Web] Note:** This article provides an extremely useful overview of the distinctions between different Object Relations theorists, as well as a clear outline of Fairbairn's Endopsychic Structure.

3.   Skolnick, N. (1998). The Good, the Bad, and the Ambivalent Fairbairn's Difficulty in Locating the Good Object in the Endopsychic Structure. In N. Skolnick & D. Scharff (Eds.), *Fairbairn Then and Now* (pp. 137-159). London: The Analytic Press.

4.   Celani, D. (2010). A Fairbairnian Approach to the Therapeutic Relationship. In *Fairbairn's Object Relational Theory in the Clinical Setting*(pp. 115-151). New York: Columbia University Press.

Background Reading: (Optional)

A.   Skolnick, N. (2006). "What's A Good Object To Do?" Psychoanalytic Dialogues, <u>16:</u>1-27. **[Available through PEP Web]**

If Time Permits:

I   Case Presentation: A Client's Dream

II   Short Story: Hatred in a cup of Tea

Guntrip - Required Texts Lecture 3

Please watch the movie: *A Single Man*

Please Read:

1.   Guntrip, H. (1992). The Schizoid Personality and the External World (1952). In *Schizoid Phenomena, Object Relations and the Self* (pp. 17-48). London: Karnac Books.

2.   Guntrip, H. (1992). The Schizoid Problem, Regression and the Struggle to Preserve an Ego (1961). In *Schizoid Phenomena, Object Relations and the Self* (pp. 49-86). London: Karnac Books.

3.   Guntrip, H. (1992). The Regressed Ego, The Lost Heart of the Self, and the Inability to Love. In *Schizoid Phenomena, Object Relations and the Self* (pp. 87-114). London: Karnac Books.

4.   Hughes, J. (1989) Fairbairn's Revision of Libido Theory: The Case of Harry Guntrip. In *Fairbairn and the Origins of Object Relations* (pp.250-272). London: Guilford Press. **Please read pages 259-272.**

5.   Please Review: Second Diagram Provided - Endopsychic Structure – Regressed
        Ego

Background reading: (Optional)

A.   Guntrip, H. (1992). The Schizoid Compromise and the Psychotherapeutic Stalemate (1963). In *Schizoid Phenomena, Object Relations and the Self* (pp. 222-309). London: Karnac Books.

B.   Guntrip, H. (1975). Analysis with Fairbairn and Winnicott: (How Complete a Result Does Psycho-Analytic Therapy Achieve?). *International Review of Psycho-Analysis, 2,* 145-156.
[Available through PEP Web]
        Highly Recommended

For Extended Interest: (Also Optional)

A.   Glatzer, Henriette; Evans, William. (1977) On Guntrip's Analysis with
        Fairbairn and Winnicott. *International Journal of Psychotherapy*, 6, 81-98.

B.   Eigen, Michael. (1981) Guntrip's analysis with Winnicott – A Critique of
        Glatzer and Evans. *Contemporary Psychoanalysis*, 17, 103-111. **[Available through PEP Web]**

Assignments, Assessment, and Grading

Essay Topic or Oral Exam choices should reflect fluency in and a capacity to use the learned objectives in an exploratory and creative manner. Specific use of film, documentaries or interviews as well as selected literature should demonstrate an integration of the above objectives in the formulation of your thoughts, assessments and conclusions.

Oral Exam Option

If a student chooses the oral exam option, they agree to meet with a minimum of two other students in ongoing dialogue for three to four months. The objective of the oral exam is to develop the capacity to converse in the language and terminology appropriate to Fairbairn and Guntrip. The oral exam will also provide an opportunity to expand those self-reflective skills that are necessary for professional communication. To promote this development students will attempt to speak to each other from an open, respectful and honest way about those aspects of their own idiomatic structures of meaning making and understanding in order to examine as much as possible the ways in which they view their own understanding of the theory and their manner of making it meaningful.

Where possible students will employ the use of film(s) to highlight and demonstrate the key concepts and relational dynamics that they are learning. Students have the option of choosing a film, which facilitates their application of the specific theory and orientation of Fairbairn or Guntrip as practice for clinical application. In practical terms this begins the process of understanding the impact they might have on their clients.

Students then meet with the lecturer and through conversation and film analysis they will demonstrate the use of appropriate terminology, their capacity for professional and collegial exchange and their creative understanding of the application of Fairbairn's and Guntrip's theory. This is useful practice as anticipatory of a clinical exchange.

Essay Exam Option

The students are also offered several essay topic options. The essay topics are grouped under three possible directions:

1) A self reflective piece demonstrating the use of Fairbairn's and Guntrip's unique perspective and terminology. Student's are encouraged to explore a creative understanding through the use of memories, dreams, journals or other media that enhances their self-reflection and understanding, as well as communicates their clear appropriation and interpretive use of the lecture material.

2) Students may choose a film or documentary for analysis using the specific theoretical perspectives of Fairbairn and Guntrip. In doing so the film and analysis should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.

3) The student may design and propose their own essay topic. It should follow logically and theoretically from the lecture and the theories of Fairbairn and Guntrip. The topic should be novel and exploratory and should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.

Papers are graded on a pass or fail basis.

A Note on British Object Relations

In early psychoanalytic history, "object relations" found its origins in the work of Freud and Ferenczi. However not until Klein and Fairbairn and slightly later Winnicott, does" object relations" become developed as an integrated theory. Guntrip offers very useful additions to the theory still later. This theory has its major development in Britain but has become very influential on a much wider scale since the 1970's. For example, it is one of the most significant sources of theorizing in Relational Psychoanalysis whose birth was in the U.S. in the 1980's and has proven to be a very useful paradigm in actual psychotherapeutic work.

The psychology "of object relations puts the individual's needs to relate to others at the centre of human development"; the early thinkers, Klein and Fairbairn, "thought that the efforts of each infant to relate to the mother constituted the first and most important tendency in the baby. Winnicott's work ....soon became a central part of this legacy." (Scharff, 1998)

This lecture series seeks to give the students a good understanding of the importance of British Object Relations theory and clinical practice and its application to psychodynamic/ psychoanalytic psychotherapy. As well, it gives the students knowledge and appreciation of the three major theorists who shaped and developed Object Relations into an integrated body of theory and practice that emphasizes the importance of relationships both within the therapeutic process and in everyday life.

Fairbairn and Guntrip - Assignments and Assessments

RUBRIC

Essay Question or Oral Exam	Rewrite		Rewrite of specific Sections		Pass	Marking Breakdown
Accuracy of use of material and personal reflections for the chosen question	Accuracy of material and personal reflections not appropriate to the accomplishment of the question chosen		Accuracy of material and personal reflections too general to demonstrate understanding of the chosen question		Accuracy of material and personal reflections clearly in line with the chosen question	Rewrite or Pass
Insightfulness and creativity of approach - should demonstrate a capacity for self reflection	Insight insufficiently demonstrates an understanding of the chosen question, self reflection lacking		Insight moderately demonstrates an understanding of the chosen question, self reflection lacks depth		Insights demonstrate clarity and breadth of understanding of the chosen question, self reflection demonstrates depth and flexibility of thought	Rewrite or Pass
Reflections and critical analysis of the literature referenced	Analysis shows little or no critical perspective of the literature referenced		Analysis shows some critical perspective but lacks a fully developed perspective of the literature referenced		Analysis shows a developed critical perspective, demonstrating cross references to related material of the literature referenced	Rewrite or Pass
Conclusions appropriate to chosen question and methodology	Conclusion do not demonstrate an understanding of the chosen question and methodology used		Conclusions show an understanding of the chosen question but methodology does not fully support the conclusion		Conclusions relate specifically to an understanding of the chosen question and methodology clearly supports the conclusion	Rewrite or Pass
Awareness of any ethical cultural or social issues relevant to the chosen question	Lack of awareness of any ethical, cultural or social issues relevant to the chosen question		Moderate but inadequate awareness of any ethical, cultural or social issues relevant to the chosen question		A highly developed and integrative approach to any ethical, cultural or social issues relevant to the question chosen	Rewrite or Pass
Use of other media where appropriate for the chosen question - eg. film, audio, documentaries or interviews as well as selected literature should demonstrate an integration of the learning objectives in the formulation of your thoughts,	Supporting media was inappropriately selected for the question chosen		Supporting media was loosely related to the question chosen		Supporting media was interesting and clearly related to the question chosen	Rewrite or Pass

assessments and conclusions.						
Essay Topic or Oral Exam choices should reflect fluency in and a capacity to use the learning objectives in an exploratory and creative manner	Fluency in use of the learning objectives was poor and did not demonstrate either exploration or creative application of the objectives in answering the chosen topic		Fluency in use of the learning objectives was adequate but demonstrated very little exploration or creative application of the learning objectives in answering the chosen topic		Exemplary fluency in the use of learning objectives as well as a developed exploration and creative application of the objectives in answering the chosen topic	Rewrite or Pass
Overall Impressions	Essay was rambling, poorly organized and tedious to read		Essay was readable and organized but was not very engaging		Essay was delightful, evocative and engaging to read	Rewrite or Pass
Follow up to responses to chosen question	Showed little interest or responsiveness to follow up discussion		Showed a moderate but indifferent responsiveness to follow up discussion		Showed a lively and engaging responsiveness to follow up discussion	Rewrite or Pass

Sigmund Freud
FDN-001-SFR

CTP -   LECTURE SERIES
(12) Lectures (total)
Lectures 7-12

Lecturers: Jackie Herner,   RP, BA, ECE, CTP Dipl
                                    Sharon MacIsaac McKenna, PhD, RP
Freud Graduate Fellow Kristin Casady, RP CTP Dipl, MA

Location: The Centre for Training in Psychotherapy
                                    316 Dupont St
                                    Toronto, On
                                    Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
                                    Or
Guest in Program[2]

Course Description

Sigmund Freud (1856-1939) was one of the pioneers of psychodynamic psychotherapy and founder of psychoanalysis, the earliest form of psychotherapy and still a pivotal contributor to the profession. Freud's early training in neuro-psychiatry helped develop his remarkable powers of observation, continual reworking of clinical theory, his genius for systematizing, and his penchant for ongoing collegial conversations. These conversations stimulated creativity, originality, new directions and dissent in others. The "Psychoanalytic Movement" quickly became international, its family tree increasingly intricate. Freud's prodigious and still seminal input continued until his death, a span of over 50 years.

Students in the Freud lecture/seminar course learn that Freud's theories and lasting impact derive from the psychotherapy sessions that were his laboratory—and with which they too are familiar. Students find they are able to read Freud more as interlocutors, listening to, discovering, weighing and identifying his observations in the context of their own experience. Students also discover the necessary place of conversation in stimulating their ongoing understanding of psychodynamic therapy. They learn its terminology and develop a more confident literacy in psychodynamic discussions.

Students develop a growing sense of the intricate, interconnected, evolving, sometimes inaccessible nature of human beings and the breadth of their "being in the world" that is signatory of Freud's contribution. It is reflected especially in the opening Foundations competencies.

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[2] See CTP.net – CTP Guest in Program tab for registration requirements

Learning objectives – Lecture Series

By the end of these lectures students should be able to:

1.1 integrate a theory of human psychological functioning.
Integrate knowledge of human development across the lifespan
integrate knowledge of contextual and systemic factors that facilitate or impair human functioning
integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.

1.2 Work within a framework based upon established psychotherapeutic theory
Integrate the theory or theories upon which the therapist's practice is based;
integrate knowledge of how human problems develop, from the view point of the therapist's orientation
establish a therapeutic relationship informed by the theoretical framework; integrate a theory of change consistent with the therapist's theoretical orientation
integrate knowledge of the impact of trauma on psychological functioning.

1.3 Integrate knowledge of comparative psychotherapy relevant to practice
Integrate key concepts common to all psychotherapy practice.

1.4 Integrate awareness of self in relation to professional role.
Integrate knowledge of the impact of the therapist's self on the therapeutic process
recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients
recognize the cognitive, emotional and behavioural patterns of the therapist that may influence the therapeutic relationship.

1.5 Integrate knowledge of human and cultural diversity
Integrate knowledge of human diversity
recognize how oppression, power and social injustice may affect the client and also the therapeutic process
adapt the therapist's approach when working with culturally diverse clients.

2. Collegial & Interprofessional Relationships

2.1 Use effective professional communication.
Use clear and concise oral communication; communicate in a manner appropriate to the recipient
use effective listening skills; differentiate fact from opinion
recognize and respond appropriately to non-verbal communication.

2.2 Maintain effective relationships
Show respect to others; recognize and address conflict in a constructive manner
demonstrate personal and professional integrity.

2.3 Contribute to a collaborative and productive atmosphere.
Create and sustain working relationships with colleagues of diverse socio-cultural identities.

4. Therapeutic Process

4.2   Establish and maintain core conditions for therapy.
          Employ empathy, respect, and authenticity; establish rapport
           assume non-judgmental positions; dependability.

 4.4   Ensure safe and effective use of self in the therapeutic relationship.
          Demonstrate awareness of the impact of the therapist's subjective context on
          the therapeutic process
           recognize the influence of power dynamics within the therapeutic relationship
           employ effective and congruent verbal and non-verbal communication.

5.   Professional Literature & Applied Research
5.1   Remain current with professional literature
           Read current professional literature relevant to practice area; access information from a
           variety of current sources; analyze information critically

Learning objectives – Freud Oral

At least once in each of the 2 years of the Freud lectures, students participate in a monthly seminar on Freud.
In addition, over the course of the 2 years, students study a lexicon of Freudian terms: "A Psychoanalytic
Literacy Index." These are terms and themes of the conversation begun with Freud and taken up by the authors
and approaches that follow in the Foundation lecture series.
Students work together in study groups of 2 to 4 members. Early in the second semester each study group meets
with their lecturers and graduate fellow for a 3 hour oral examination on the Psychoanalytic Literacy Index.
During the 2 to 3 months leading up to the oral exam, the graduate fellow joins in each of the study group
conversations at least once and invites their questions and comments throughout.

Learning objectives – Freud Lectures

Students who have completed the Freud Lectures are expected to have learned the historical, theoretical, and
technical foundations of psychodynamic psychotherapy.
They will also have developed collegial habits and relational qualities such as respect, empathy, learning how
to establish a working rapport, dependability, recognition of boundaries, integrity, and the invaluable experience
of relationships with others of different racial, ethnic and cultural backgrounds. All of these are qualities that
ensure safe and effective use of self—both in their ongoing learning and their eventual practice.

Course Outline

Lecture 1

Part 1
On studying Freud
Lecturer: Sharon MacIsaac McKenna
Students have read the Freud Lecture/Seminar syllabus beforehand and have received copies of the
Psychoanalytic Literacy Index. They are invited to bring forward their questions and comments about any
sections of the syllabus.
In this opening lecture students meet Freud in his dialogue with "an impartial listener," who questions,
challenges and sometimes agrees with his psychoanalytic explanations (in *The Question of Lay Analysis).* In this
clear, often witty conversation Freud lays out the elements of psychoanalysis, who should practice it, and what
their training should include.

Though it is referred to as the best introduction to Freud's work, he was moved to write the *Question of Lay Analysis* by the threat, in 1927 Austria, of psychoanalytic practice being declared illegal for non-doctors. It was successful. The striking ways in which many of his questions and positions have been revisited in the regulatory process of psychotherapy in Ontario is discussed with students.

Freud. *The Question of Lay Analysis,* in *Wild Analysis*, NPF

Competencies 1.2, 1.3

Lecture 7

Part 1

On Studying Freud

Lecturer: Sharon MacIssac McKenna

This lecture is also an introductory one for students beginning in the alternate year and begins as Lecture 1 did. Students have read the Freud Lecture/Seminar syllabus beforehand and have received copies of the Psychoanalytic Literacy Index. They are invited to bring forward their questions and comments about any sections of the syllabus.

Again or for the first time students meet Freud in his dialogue with "an impartial listener," who questions, challenges and sometimes agrees with his psychoanalytic explanations (in *The Question of Lay Analysis).* It ends up being an excellent, clear presentation of the elements of psychoanalysis, who should practice it, and what their training should include.

Students learn that "in psychoanalysis we love to stay in touch with popular ways of thinking" and to use our own language, our mother tongue. This is especially relevant to our next topic.

Readings: Freud, *The Question of Lay Analysis in Wild Analysis* NPF

Competencies: 1.1, 1.3, 2.1, 4.5

Lecture 7

Part 2

The nature of things psychical; 'the unparalleled fact of consciousness

('*bewusstsein'* , lit., 'being conscioused')

Lecturer: Sharon MacIsaac McKenna

Students read together passages from Freud's last work, An *Outline of Psychoanalysis,* on how the interrelated characteristics of the psyche evolve in complexity: the psyche at birth (the "It" or Id*)* already communicating with the mother, and developing an "I"(Ego*)* that is increasingly conscious of the external as well as the internal world; "being conscioused" by its sensory perceptions and its movements—an I that is a "bodily I" and conscioused by its life-giving relationship with its caregivers, constantly identifying with others, mirrored by them, developing a healthy narcissism.

Photographs and/or videos of infants and toddlers well as students' experience with very young children ground and amplify these insights.

Readings*: Outline of Psychoanalysis*, selected texts. Lear's *Freud,* chapter 6.

Lecture 8

I keep coming into being

Lecturer: Sharon MacIsaac McKenna

Students explore Freud's profound insight into how I come to be especially through critical separations from close others, brought about by the birth of a sibling, by exclusions, departures and worst of all death of beloved

others—unbearable but inevitable losses that can be survived by internalizing the other into our inner world. This may lead with the help of others to change; or to serious illnesses if one is without help.

We look at expressions such as "I don't why I did that." Ordinary language that indicates that my self or I is active in multiple ways. And "I don't know what came over me." recognizes that I am dealing with an It that also has agency. I am acting out of an early sometimes primitive self, and sometimes out of an observing, critical self, childishly internalized from my parents--an "Above I" (or "Superego"), that are both unconsciously involved in what I do. Their actions account for the term "psychodynamic." As conflicting emotions overwhelm the young I, it resorts to the distancing defenses such as denial, repressing, projecting.

Students learn how Freud's clinical techniques respond to these developmental realities, and how much further analysts up to the present day have probed the behaviour of infants and young children in order to practice more effectively.

Readings: Freud: "The Ego and the Id;" "Mourning and Melancholia;" *The Question of Lay Analysis; Outline of Psychoanalysis.* Lear's *Freud*,

Competencies: 1.1, 1.2, 1,4, 4,2, 4.4, 5.1

Lecture 9

Psychosexual development, gender identity and object love

Lecturer: Jackie Herner

This lecture introduces students to Freud's conception of "libido", the process of internalization and the stages of psychosexual development in the human being. Students learn about Freud's conceptualization of the Oedipal complex and how the formation of the super-ego results from this phase of development, forming the basis for the socialization of the growing child and on into adulthood. We explore gender identity and object choice in love through Freud's theories as well as the intricacies of the sensuality/sexuality of the human being throughout the life span.

Readings: Freud, S. (2003), *An Outline of Psychoanalysis,* Part One, Chapters 2&3

Lear, Jonathan. (2005*), Freud*, Ch. 6

Freud, S. (2003). *Beyond the Pleasure Principle; The Ego and the Id*, Part III

Freud, S. (2006). *Psychology of Love; Three Essays on Sexual Theory*, Parts II and III

Competencies: 1.1, 1.2, 1.5

Lecture 10

Freud's lifelong privileging of dreams in psychoanalysis

Lecturer: Sharon MacIsaac McKenna

This lecture examines how dreams and free association was the kind of intuitive discovery for Freud that was the source of learning for most of his theory and his practice. He said late in life that when all else failed him he turned to dreams for help.

We discuss how richly our dreams instruct us about our early experience, about another inner culture of understanding conveyed without words, about how multiple and divided our self is, how embodied we are, how significant our everyday experiences are, about our desires, fears, disturbances, and glimpses into how intelligent and sophisticated our self understanding is. They reveal how we experience our therapy, our therapist.

Since discussing one's dreams is so personal, the lecturer brings in dreams and associations of unknown clients, with their permission, to discuss with students. Students also bring forward dreams.

Readings: Freud. "On Dreams" SE V. *The Interpretation of Dreams* SE IV & V. Lear's *Freud,* chapter 3.
Competencies: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 4.2, 4.4

Lecture 11

The Overwhelmed "I"
Lecturer: Jackie Herner

> This lecture discusses what happens when conditions in infancy are not optimal for the child's developing sense of self. It introduces developmental trauma, sometimes called relational trauma, and discusses its impact on the processes of internalization, identification, attachment and affect regulation. In this lecture we study Freud's theories on trauma, anxiety, ego defense mechanisms, projection and introjections. We examine and explore the relationship between the compulsion to repeat and dissociative defense. The lecturer introduces students to the writings of contemporary authors on trauma: Bromberg, Schore, Perry and van der Kolk.

Readings: Lear, Jonathan. (2005). Freud Ch. 5
　　　　　Freud, S. (2003). *Beyond the Pleasure Principle (*in NPF volume of same title)
　　　　　Freud, S. (2003*) An Outline of Psychoanalysis*, "Fear and the Drives"
Competencies: 1.1, 1.2, 1.4, 4.2, 4.4, 5.1

Lecture 12

Part 1
Narcissism: Loving ourselves and others
Lecturer: Jackie Herner
Students learn about the genesis of narcissistic love, the differences between primary and secondary narcissism and how Freud conceptualized these processes. Through Freud's theories we explore the relationships between narcissism and object choice, idealization and repression.
Readings: Freud, S. (2003). *Beyond the Pleasure Principle,* "On the Introduction of Narcissism"
Competencies: 1.1, 1.2

Lecture 12

Part 2
Summary and Review, review of terms in Psychoanalytic Literacy Index, as well as those not yet discussed. An open discussion among students, lecturers and graduate fellow.
Competencies: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1. 2.1, 4.2, 4.4, 5.1

Resources available to students in the Freud lectures

The reading list covers both years of the Freud lecture series. It includes the works of Freud in the new English translation under the General Editorship of Adam Phillips, (Penguin), recommended for its excellent translation of Freud's fine German prose into contemporary English. The PEP website (Psychoanalytic Electronic Publishing- www.pep-web.org) also gives students access to the classic Complete Psychoanalytical Works of Sigmund Freud (SE) with its invaluable editorial information; as well as access to a wealth of published books and articles by later and contemporary clinicians in dialogue with Freud. The complete SE is also available in the CTP library. Students have access to CTP Foundation lectures in audio form at ctp.net.
Reading list for the two year Freud lectures and seminars
Freud, S. (2002). *Wild Analysis*. New Penguin Freud (NPF) Edition, Gen. Ed. Adam Phillips
Freud, S. (2003) *An Outline of Psychoanalysis*. New Penguin Freud (NPF) Edition
Freud, S. (2003). *Beyond the Pleasure Principle. New* Penguin Freud (NPF) Edition
Freud, S. (2006). *Psychology of Love*. New Penguin Freud (NPF) Edition
Freud, Sigmund & Breuer, Joseph. (2004). *Studies In Hysteria*. New Penguin Freud (NPF) Edition

Lear, Jonathan. (2005*). Freud.* New York: Routledge
Laplanche, L. & J-B Pontalis. *The Language of Psychoanalysis*. Karnac books, 1988

Assignments, Assessment, and Grading

Freud oral exam
The lecturers and graduate fellow look for the following competencies and qualities in each study group:
  - students have an accurate understanding of the terms and themes in the Psychoanalytic Literacy Index; they are also aware of what questions they are left with.
   - students have tried to read authors with open minds, and are more able to identify the difference in their responses between reaction and thoughtful critique.
  - students grow in their capacity to express their views clearly and more effectively to others.
   - the students' conversation makes apparent their collaborative effort to learn and to change: they listen to each other, stimulate each other, respect each other; they encourage and draw each other out in discussion; they express their differences.
   - students have worked at integrating the meanings of the terms and themes. They have explored what Freud identified by reflecting on their own life experience and their individual and group therapy.
   - students have recognized the holistic nature of Freud's explorations: each term examined is identified as part of an interactive whole.
Taken together these capacities and qualities show that students have engaged together in a transformative learning experience. Students frequently identify their study group as yielding their deepest and most solid understanding of Freud's work.
Lecturers invite students to describe their experience of the oral exam. The lecturers and graduate fellow speak to the study group of their own evaluation. Students may pass the oral exam, be asked to write brief papers on selected terms in addition or, rarely, to repeat the study group/oral exam requirement.

Gender, Sexual Orientation and Sexuality
FDN-001-GSOS

CTP – LECTURE SERIES
(3) Lectures
Lecturer: Sharon Bedard, RP, BA, BEd, CTP Dipl

Location: The Centre for Training in Psychotherapy
                   316 Dupont St
                   Toronto, On
                   Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
<div align="center">Or</div>

Guest in Program[3]

Course Description

Sexuality, the experiences of our desires, our physical, sensual, imaginative, erotic and affective life; are part of the organization of our experiences of our self, our relationships and our attachments – within and across gendered lines – throughout our life span. Sexuality is complex and develops out of multiple determinants. As therapists we remain individuals with unique psychosexual histories and we work with individuals who are equally particular.

We will begin and continue a conversation with Freud, moving in a direction that he could not have anticipated. A solid grounding in Freud's Oedipus Complex is necessary, but we will be branching out from there in order to see how other writers have transformed, challenged, enlarged and opened out theories of sexuality, orientation and gender. It will be our task to enter these conversations creatively and to engage in the same exploratory efforts with theories around sexual orientation as well. Gender and sexual orientation have been lock-stepped for many years in theoretical writing; as if in talking about one we are implicitly talking about and understanding the other.

Sexuality is a psychodynamic creation and a provisional proposition. As such sexuality is not an end product; it is the ongoing aliveness of our transference and counter-transference recapitulations, our various object-relations, defensive organizations, our conflicts and self structures. Psychodynamic, as the term insists, is not a static arrangement. Rather, sexuality is labile, subject to repression or dissociation, available and capable of transformation.

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[3] See CTP.net – CTP Guest in Program tab for registration requirements

Theories are a way of seeing; psychotherapy is a way of listening for both parties, and being a therapist is a way of speaking; a way of entering into a conversation. The many theoretical developments with regard to gender and sexual orientation by other theorists since Freud allow us as therapists to develop our capacities to listen to our clients freshly as they explore their sexuality, gender and sexual orientation.

The importance of these lectures rests on understanding of one's own psychosexual development to facilitate the safe use of the self, to promote an understanding of the psycho/emotional and sexual development of the client in order to respond appropriately to their relational capacities and to effectively use the therapist's understanding of theory, transference patterns and counter-transference responses.

Course Objectives

By the end of these lectures students should be able to:

1.   Understand key themes to consider when conducting an initial intake interview. This requires an understanding of the developmental nature of sexuality and what meaning accrues to sexuality at various life stages.

2.   Recognize and track underlying themes when exploring in depth a client's early relational patterns, adolescent and adult relationships and emergent psychosexual capacities. This requires an understanding of gender, sexual orientation and sexuality as a developmental process that occurs across entire lifespan.

3.   Respond appropriately to changing family patterns with regard to single parent and same sexed family arrangements. This requires an awareness of both the   client's and the therapist's spiritual, moral, social, emotional, cognitive, behavioral, sexual, gender and biological development.

4.   Demonstrate cultural sensitivity. This requires a more general appreciation of the cultural factors that influence theory and it's depictions of sexuality. Such forces include: medicine, economics, religion, law, literature and other cultural presentations; and world events. To balance this particularity of cultural understanding, it is also important to be aware that our situatedness in current Western culture limits the applicability of our theories across cultural domains.

5.   Recognize their own interpersonal dynamics through their self-reflective capacities - aiming at their awareness of their counter-transference patterns with regard to gender, orientation, sexuality and a variety of erotic engagements and relational patterns.
6.   Determine transference paradigms that are influenced by early emotional/psychosexual developmental requirements. This requires an understanding of sexuality as built relationally and intrapsychically as a meaningful array of self states and self-with-other experiences that contribute to self understanding. Sexuality situates us bodily, interpersonally and in the world.

7.   Possess and employ an expanded understanding of the Oedipus Complex based   on current theoretical perspectives as useful in understanding and exploring a client's lived experience. This requires understanding and a capacity for   recognizing that there are multiple developmental lines, that sexuality intersects with these and that they are all mutually interdependent and do not proceed in a linear or staged fashion.

8.   Be able to effectively use supervision to identify areas of examination for both personal blind spots and areas for understanding in the client's ongoing personal exploration of their own developmental history as it has impacted their adolescent and adult relational experiences.

9.   Employ critical thinking in their therapeutic interventions that are rooted in current clinical writing and theoretical development. This requires a thorough understanding of Freud's Oedipal Complex as an initial outline for psychosexual development. This is a model that many theorists refer to and so often interpreted from. Contemporary psychodynamic theory also uses this model as a springboard to outline other theoretical approaches to understanding sexual and erotic development.

10.   Be able to enter into informed dialogue and professional exchanges with other   colleagues, using current terminology: this requires a clear understanding of the   specific terminology often used in discussions of sexuality:

Gender	Perversion/perversion
Gender Identity	Homosexuality/Heterosexuality
Gender Role Identity/Social Sex Role	Bisexuality
Biological Sex	
Sexual Orientation	
Excitation	Sexual Object
Arousal	Aim
Erotic	Libido
Sexual	Active/Passive Aims
Sexuality	Phallus vs Penis
Desire	
Developmental Line	
Masculine	Transsexual
Feminine	Transgenderd
	Transvestite
	Intersex

Course Outline

Overview

All three lectures will orient the student to the importance of a self-reflective stance, awareness of cultural diversity, changing family patterns; as well as medical, economic and religious factors during historical periods. These are also more specifically addressed in the required reading "Historical Overview" for the third lecture.

This contributes to developing the following competencies:

1.4 Integrate awareness of self in relation to professional role.
1.5 Integrate knowledge of human and cultural diversity.
4.3 Ensure safe and effective use of self in the therapeutic relationship.

Students are repeatedly throughout the lectures referenced back to key concepts outlined in Freud's Oedipus Complex and forwards in time through contemporary writing.

This contributes to developing the following competencies:

1.2 Work within a framework based upon established psychotherapeutic theory.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

Appropriate Film Clips are used throughout the lecture to facilitate understanding of the concepts and to promote student assessment and discussion of the key elements of theory and clinical work being discussed. Through these facilitated peer discussions students learn to evaluate and understand their strengths and areas they may need to examine further.

This contributes to developing the following competencies:

1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
2.1 Use effective professional communication.
3.4 Evaluate and enhance professional practice.

Lecture 1

This lecture focuses more specifically on understanding terminology relevant to understanding, communicating and exploring a range of sexual experiences. It also refreshes the student's understanding of key psychodynamic concepts relevant to a client's gender, sexual orientation and sexuality. Stress is placed on acquiring a variety of Psychodynamic Theories to facilitate an open, respectful, comprehensive and bias free approach to clinical work.

Students will develop a clear understanding of Freud's Oedipus Complex.   Students then learn the distinguishing features of different developmental lines that intersect with psychosexual development. This facilitates the students' ability to assess a client's developmental state alongside their psychosexual growth, relational dynamics and emergent capacities.

Students are also asked to participate in an exercise that will help orient them to an understanding of bodily states as part of appreciating the introduction of psychodynamic theories that reference physical development. This enhances the student's capacity to reference their own counter-transference experiences as part of the therapeutic process.

This contributes to developing the following competencies:
1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 Integrate awareness of self in relation to professional role.
2.1 Use effective professional communication.
3.2 Apply an ethical decision making process.
4.2 Establish and maintain core conditions for therapy.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
4.5 Structure and facilitate the therapeutic process.

See reading list

Lecture 2

Students are exposed to a variety of developmental theories as a means of expanding their understanding of psychosexual development as it occurs alongside of cognitive, emotional, information processing and motor development. This expands the student's assessment skills and capacity to understand a client's current life experiences in relationship to their early life experiences, level of early developmental trauma and adolescent experiences.

Students continue to understand the specific use of key concepts used in psychodynamic theories; particularly self state theories, bisexuality, and developmental theory.

Students are exposed to the way language itself structures thinking, theory and understanding.

Students are also exposed to and asked to examine older clinical literature in terms of the additional and more contemporary literature they have been exposed to thus far in the lectures.

This contributes to developing the following competencies:
1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

See reading list

Lecture 3

Students learn in more detail the developmental stages of that lead to an integrated sense of gender and sexual orientation. This enhances a clear understanding of the distinctions between how bisexuality operates in human development, the different experiences of gender and the multiple pathways involved in heterosexual and homosexual development. Emphasis is placed on understanding both the non-pathological nature of these developmental paths and those areas where development may have been impacted.

Students explore early childhood expressions of sexuality and then proceed to recognize integrated and un-integrated adult sexuality and relational patterns. They are expected to develop an understanding of the place of healthy and unhealthy aggression in human development.

This contributes to developing the following competencies:
1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
5.1 Remain current with professional literature.

See reading list

Gender, Sexual Orientation and Sexuality - Required Texts

While the lectures will generally proceed from a discussion of sexuality to sexual orientation, to gender and then back to sexuality - again; it is actually quite impossible to isolate the discussion as if these are discreet categories. The lecturer will be ranging around and trying to touch on all three as interrelated experiences. The following direction for your readings will be augmented by reference to other theorists during the lecture.

Required Texts Lecture 1

1. Bedard, S. (2015). *An Outline of Psychosexual Development* (pp.1-6)
2. Corbett, K. (2009). Introduction. From: *Boyhoods Rethinking Masculinities*. (pp.1-16)
3. Harris, A. (2005). Tomboys' Stories. From: *Gender as Soft Assembly.* (pp. 131-153)
4. McWilliams, N. (1996). *Therapy across the Sexual Orientation Boundary*. *Gender and Psychoanalysis, 1*(2), 203-221. AVAILABLE ON PEP WEB

Recommended – Not Required

5. Cornell, W. (2009). *An Eruption of Erotic Vitality Between a Male Analyst and a Male Patient.* In B. Reis & R. Grossman (Eds.), *Heterosexual Masculinities: Contemporary Perspectives from Psychoanalytic Gender Theory.*
6. Bollas, C. (2000). Wording and Telling Sexuality. In *Hysteria* (pp. 158-166). London: Routledge.
7. Diamond, D. (1993). The Paternal Transference : A Bridge to the Erotic Oedipal Transference. *Psychoanalytic Inquiry*, 13, 206-225. AVAILABLE ON PEPE WEB

Required Texts Lecture 2

1. Harris, A. (1991). Gender As Contradiction. *Psychoanalytic Dialogues, 1*(2), 197-224. AVAILABLE ON PEP WEB
2. Bollas, C. (2000). In the beginning is the mother. In *Hysteria* (pp. 41-60). London: Routledge.
3. Magee, M., & Miller, D. (2002). What Sex Is an Amaryllis? What Gender Is Lesbian?: Looking for Something to Hold It All. In M. Dimen & V. Goldner (Eds.), *Gender in Psychoanalytic Space Between Clinic and Culture.* AVAILABLE ON PEP WEB

Recommended – Not Required

4.   Benjamin, J. (1991). Father and daughter: Identification with difference - a
                contribution to gender heterodoxy. *Psychoanalytic Dialogues, 1*(3), 277-
        299.   AVAILABLE ON PEP WEB
5.   Benjamin, J. (2002). Sameness and difference: Toward an "Overinclusive"
        Model of Gender Development. *Psychoanalytic Inquiry 15 125-142.*
        AVAILABLE ON PEP WEB
6.   Elise, D. (2002). The Primary Maternal Oedipal Situation and Female Homoerotic
        Desire. *Psychoanalytic Inquiry, 22,* 209-228. AVAILABLE ON PEP WEB
7.   Elise, D. (1997). Primary Femininity, Bisexuality, And The Female Ego Ideal: A
        Re-Examination Of Female Developmental Theory. *Psychoanalytic
        Quarterly, 66,* 489-517. AVAILABLE ON PEP WEB

Required Texts Lecture 2

1.   Bedard, S. (Revised 2015) *Rivers and Streams: A Historical Overview
        and Introduction to Sexual Orientation.*

2.   Davies, J.M. (1998). Between the Disclosure and Foreclosure of Erotic
        Transference-Countertransference   Can Psychoanalysis Find a Place for
        Adult   Sexuality? *Psychoanalytic Dialogues, 8(6), 747-766.*
        AVAILABLE ON PEP WEB

Recommended – Not Required

3.   Davies, J. M. (2006). The Times We Sizzle, and the Times We Sigh: The
        Multiple Erotics of Arousal, Anticipation and Release. *Psychoanalytic
        Dialogues,16*(6), 665-686.   AVAILABLE ON PEP WEB

FILMS

Again, the lecturer will be moving back and forth through several films to highlight various concepts.
It is recommend you watch them in roughly this order and hopefully all of them before the second
lecture.

American Beauty
Me and You and Everyone We Know
Tomboy

Recommended – Not Required

If you are interested (<u>but not required</u>), the lecturer will also be using short clips from:

Brokeback Mountain
Shortbus
A History of Violence
Ma Vie En Rose

Course Competencies

This contributes to developing the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 Integrate awareness of self in relation to professional role.
1.5 Integrate knowledge of human and cultural diversity.
2.1 Use effective professional communication.
3.2 Apply an ethical decision making process.
3.4 Evaluate and enhance professional practice.
4.2 Establish and maintain core conditions for therapy.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
4.5 Structure and facilitate the therapeutic process.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

Assignments, Assessment, and Grading

Essay Topic or Oral Exam choices should reflect fluency in and a capacity to use the learned objectives in an exploratory and creative manner. Specific use of film, documentaries or interviews as well as selected literature should demonstrate an integration of the above objectives in the formulation of your thoughts, assessments and conclusions.

Oral Exam Option

If a student chooses the oral exam option, they agree to meet with a minimum of two other students in ongoing dialogue for three to four months. The objective of the oral exam is to develop the capacity to converse in the language and terminology appropriate to the multiple theories on Gender, Sexual Orientation and Sexuality that the student learns through the lecture cycle. The oral exam will also provide an opportunity to expand those self-reflective skills that are necessary for professional communication. To promote this development students will attempt to speak to each other from an open, respectful and honest way about those aspects of their own idiomatic structures of meaning making and understanding in order to examine as much as possible the ways in which they view their own understanding of the theory and their manner of making it meaningful.

Where possible students will employ the use of film(s) to highlight and demonstrate the key concepts and relational dynamics that they are learning. Students have the option of choosing a film, which facilitates their application of the specific theories and perspectives learned in the Gender, Sexual Orientation and Sexuality lectures as practice for clinical application. In practical terms this begins the process of understanding the impact they might have on their clients.

Students then meet with the lecturer and through conversation and film analysis they will demonstrate the use of appropriate terminology, their capacity for professional and collegial exchange and their creative understanding of the application of the relevant contemporary theories on Gender, Sexual Orientation and Sexuality. This is useful practice as anticipatory of a clinical exchange.

Essay Exam Option

The students are also offered several essay topic options. The essay topics are grouped under three possible directions:

1) A self reflective piece demonstrating the use of the unique perspectives and terminology of current theory relevant to Gender, Sexual Orientation and Sexuality. Their writing should reflect a critical and integrative capacity. Student's are encouraged to explore a creative understanding through the use of memories, dreams, journals or other media that enhances their self-reflection and understanding, as well as communicates their clear appropriation and interpretive use of the lecture material.

2) Students may choose a film or documentary for analysis using the specific and varied theoretical perspectives from the Gender, Sexual Orientation and Sexuality lectures. In doing so the film and analysis should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.

3) The student may design and propose their own essay topic. The topic should follow logically and theoretically from the lectures on Gender, Sexual Orientation and Sexuality. The topic should be novel and exploratory and should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.

Papers are graded on a pass or fail basis.

Gender, Sexual Orientation and Sexuality - Assignments and Assessments

RUBRIC

Essay Question or Oral Exam	Rewrite		Rewrite of specific Sections		Pass	Marking Breakdown
Accuracy of use of material and personal reflections for the chosen question	Accuracy of material and personal reflections not appropriate to the accomplishment of the question chosen		Accuracy of material and personal reflections too general to demonstrate understanding of the chosen question		Accuracy of material and personal reflections clearly in line with the chosen question	Rewrite or Pass
Insightfulness and creativity of approach - should demonstrate a capacity for self reflection	Insight insufficiently demonstrates an understanding of the chosen question, self reflection lacking		Insight moderately demonstrates an understanding of the chosen question, self reflection lacks depth		Insights demonstrate clarity and breadth of understanding of the chosen question, self reflection demonstrates depth and flexibility of thought	Rewrite or Pass
Reflections and critical analysis of the literature referenced	Analysis shows little or no critical perspective of the literature referenced		Analysis shows some critical perspective but lacks a fully developed perspective of the literature referenced		Analysis shows a developed critical perspective, demonstrating cross references to related material of the literature referenced	Rewrite or Pass
Conclusions appropriate to chosen question and methodology	Conclusion do not demonstrate an understanding of the chosen question and methodology used		Conclusions show an understanding of the chosen question but methodology does not fully support the conclusion		Conclusions relate specifically to an understanding of the chosen question and methodology clearly supports the conclusion	Rewrite or Pass
Awareness of any ethical cultural or social issues relevant to the chosen question	Lack of awareness of any ethical, cultural or social issues relevant to the chosen question		Moderate but inadequate awareness of any ethical, cultural or social issues relevant to the chosen question		A highly developed and integrative approach to any ethical, cultural or social issues relevant to the question chosen	Rewrite or Pass
Use of other media where appropriate for the chosen question - eg. film, audio, documentaries or interviews as well as selected literature should demonstrate an integration of the learning objectives in the formulation of your thoughts, assessments and	Supporting media was inappropriately selected for the question chosen		Supporting media was loosely related to the question chosen		Supporting media was interesting and clearly related to the question chosen	Rewrite or Pass

conclusions.

Essay Topic or Oral Exam choices should reflect fluency in and a capacity to use the learning objectives in an exploratory and creative manner	Fluency in use of the learning objectives was poor and did not demonstrate either exploration or creative application of the objectives in answering the chosen topic		Fluency in use of the learning objectives was adequate but demonstrated very little exploration or creative application of the learning objectives in answering the chosen topic		Exemplary fluency in the use of learning objectives as well as a developed exploration and creative application of the objectives in answering the chosen topic	Rewrite or Pass
Overall Impressions	Essay was rambling, poorly organized and tedious to read		Essay was readable and organized but was not very engaging		Essay was delightful, evocative and engaging to read	Rewrite or Pass
Follow up to responses to chosen question	Showed little interest or responsiveness to follow up discussion		Showed a moderate but indifferent responsiveness to follow up discussion		Showed a lively and engaging responsiveness to follow up discussion	Rewrite or Pass

John Bowlby and Attachment Theory

FDN-001-JBAT

CTP – LECTURE SERIES
(3) Lectures
Lecturer: Ken Ludlow, RP, MA, MEd

Location: The Centre for Training in Psychotherapy
              316 Dupont St
              Toronto, On
              Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy

Or

Guest in Program[4]

Course Description

This course, which is presented through three two-hour lectures, introduces students to the theoretical and research based contributions of the British psychoanalyst, John Bowlby (1907-1990). It provides a description of the historical context in which he developed his influential ideas concerning the lasting effects of the early parent-child relationship. The course explains the place Attachment Theory holds within the psychoanalytic discourse by presenting Bowlby's innovations through a detailed comparison with Classical Psychoanalysis and early Object Relations Theory. It also introduces students to a number of the methodological contributions of some of Bowlby's early collaborators such as Mary Ainsworth and Mary Main. The course also explores the various clinical implications of Bowlby's ideas and research, and how their lasting influence continues to inform both psychodynamically oriented clinicians as well as current research in the areas of infant and childhood development.

 Students will become familiar with concepts and terminology specific to Attachment Theory and learn how these conceptual tools can inform their eventual assessments of their clients' relational patterns. They will also gain some understanding of how early relational trauma can give rise to a wide array of pathological or dysfunctional adaptations. They will learn to distinguish "secure" attachment patterns from various forms of anxious or "insecure" relational strategies. They will be invited to examine their own relational patterns from an Attachment Theory perspective and to integrate this enhanced self-awareness into their eventual role as psychotherapists. With Attachment Theory's

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[4] See CTP.net – CTP Guest in Program tab for registration requirements

emphasis on regarding adult relational dysfunction as a result early relational trauma, it provides a valuable psychotherapeutic stance that sensitizes the therapist to the dangers of possible re-traumatization. This has major implications with regard to the safe and effective use of the self as defined by the Transitional Council of the College of Registered Psychotherapists. Because Attachment Theory places such emphasis on the relational aspects of psychotherapy, it encourages the learning therapist to give interpersonal considerations a central place in the therapeutic process.

Learning Objectives

By the end of this course the students will be able to demonstrate their understanding of the significance of John Bowlby's success at shifting the collective focus of Psychoanalysis from it exclusive concentration on unconscious "phantasy" to including close consideration and observation of the actual lived experiences of childhood. (addresses competencies 1.1, 1.3)

They will able to utilize Attachment Theory concepts and terminology such as *Internal Working Models, defensive exclusion, mentalization, and metacognitive monitoring* within their professional communication as psychotherapists. (competencies 2.1, 5.2)

Their knowledge of Attachment Theory will enhance their understanding of a various relational patterns that will help guide them in establishing and maintaining effective therapeutic relationships. (competencies 1.2, 1.4)

They will be able identify secure and various forms of insecure attachment patterns and apply this knowledge in their assessments of their clients' relational styles and needs. (competency 4.5)

Their knowledge of this theory will heighten students' awareness of their own unconscious relational patterns and thereby inform their safe and effective use of self within the therapeutic process. (competencies 4.2, 4.3)

Students will also be capable of using Attachment Theory's science based terms of reference regarding healthy and pathological development in their assessments of the psychological functioning of their psychotherapy clients. (competency 4.4)

They will learn to apply relevant aspects of this theory in establishing a clear framework for their psychotherapy practice. (competency 4.1)

Course Outline

Lecture 1

What makes John Bowlby and his work important?

The content of this lecture is aimed at developing a working knowledge of this unique theory of human development and psychological functioning.

It explains how and why John Bowlby's work came to be considered a major innovation in psychoanalytic thinking as well as providing important scientific advancements in our general understanding of both pathological and normal psychological development.

It provides biographical background and relates it to the direction and scope of Bowlby's life's work.

It familiarizes students with his early attachment research conducted for the World Health Organization that is presented in his 1952 publication of Maternal Care and Mental Health.

Students learn how he integrated contemporary developments in the fields of ethology and biological research into his studies of parent-child relationships, and how these findings gradually became part of the psychoanalytic discourse.

This lecture also provides a detailed description of the stages and dynamics of the early parent-child attachment process and relates these experiences to the child's psychological and emotional development.

It presents Bowlby's research based theories regarding the causes and origins of the excessive anxiety as evidenced in various anxiety disorders. His theories are explained through contrast with the contemporary psychoanalytic understanding of anxiety that he successfully modified.

This lecture contributes to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning
1.2 Work within a framework based upon established psychotherapeutic theory
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
2.1 Use effective professional communication.
4.2 Establish and maintain an effective therapeutic relationship.
5.2 Use research findings to inform clinical practice.

Lecture 2

What specific research methods does Attachment Theory use?

This lecture explains how Bowlby's contributions to our understanding of anxiety are connected to current neurobiological research in "affect regulation".

It introduces students to the work of Bowlby's collaborator, Mary Ainsworth, and explains in detail how her diagnostic procedure known as the "Strange Situation" is applied in research with mothers and their infants.

It instructs students in the identification of the four attachment categories as defined and described by the "Strange Situation".

It also teaches the student to identify the four parenting styles that are correlated with those attachment categories with the goal of enabling the learning therapist to apply these categories in his/her assessment of client attachment patterns.

This lecture also introduces the work of another Bowlby collaborator, Mary Main, and her "Adult Attachment Interview". The student learns how this assessment tool is currently used in conjunction with the "Strange Situation" and other assessment tools to understand how both "Secure" and various forms of "Insecure" attachment patterns are transmitted inter-generationally.
The lecture also emphasizes the value of the student's developing ability to apply his/her knowledge of attachment patterns in the establishment of an effective therapeutic relationship.

Bowlby's concept of the "Internal Working Model" is introduced. How these unconscious cognitive structures act as templates that shape an individual's experience of self in relation to others is explained.

This contributes to developing the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework of an established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 Integrate awareness of self in relation to professional role.
2.1 Use effective professional communication.
4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy.
4.2 Establish and maintain an effective therapeutic relationship.
4.3 Apply safe and effective use of self in the therapeutic relationship.
4.4 Conduct an appropriate risk assessment.
5.2 Use research findings to inform clinical practice.

Lecture 3

How does Attachment Theory relate directly to the process of psychotherapy?

This lecture explains how Bowlby applied the findings of contemporary cognitive scientists such as Edmund Tulving to support the changes he proposed to the psychoanalytic understanding of repression and how it is addressed in the psychotherapeutic process.

It also explains how he used research that demonstrates the existence of multiple memory systems, as well as advancements in the understanding of information processing, to bring about important modifications to the psychoanalytic understanding of transference and dissociation. Understanding these phenomena from an Attachment perspective will have direct bearing on how the learning therapist will approach them as they manifest within the therapeutic relationship.

The concept of "metacognitive monitoring" is introduced and the important role that this reflective function plays in reducing the intergenerational transmission of dysfunctional attachment patterns is explained.

The concept "mentalization" is introduced and the important part this cognitive capacity plays in enabling an individual to distinguish thoughts from external reality is explained. The connection between an underdeveloped capacity for mentalization and advent of severe forms of psychopathology is explored. The major role that the ongoing development of this capacity plays in the psychotherapy process is emphasized, and the student is encouraged include its development as a central therapeutic goal.

There is an explicit summary of some of the major ways that being informed by Attachment Theory will have direct effect on how the therapist will assess and interact with his/her clients as well as how the therapy itself will be framed.

This contributes to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon an established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 Integrate awareness of self in relation to professional role.
2.1 Use effective professional communication.
4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy.
4.2 Establish and maintain an effective therapeutic relationship.
4.3 Apply safe and effective use of self in the therapeutic relationship.
4.5 Structure and facilitate the therapeutic process.
5.2 Use research findings to inform clinical practice.

Required Text:

John Bowlby& Attachment Theory by Jeremy Holmes. (Routledge, 1993)

Assignments, Assessments & Grading

An expository paper of 2000 to 3000 words on a specific topic pertaining to Attachment Theory is agreed upon by the student and the instructor.

The paper will focus on the clinical applications of the theory and evaluation is based on how well it demonstrates the student's grasp of central Attachment Theory concepts as they pertain to the psychotherapeutic process. Students are encouraged to use this assignment to illustrate their ability to assess various clinical situations from the perspective of John Bowlby's theory of human development and psychological functioning. They are not, of course, required to completely adopt Attachment Theory as their preferred psychotherapeutic modality but their written assignment should show that they have a working knowledge of it therapeutic stance.

Grading is on a pass or fail basis

Melanie Klein
FDN-001-MK

CTP – LECTURE SERIES
(3) Lectures
Lecturer: Judy Dales, BA, RP

Location: The Centre for Training in Psychotherapy
                 316 Dupont St
                 Toronto, On
                 Upper Lecture Room

 Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
                                    Or
Guest in Program[5]

Course Descriptions

Melanie Klein (1882-1960) is considered to be the theorist who established object relations as a coherent theory and applied it to clinical practice emphasizing the importance of the therapeutic relationship between therapist and client. Her theory involves objects from the beginning of life, especially, internal part - objects and whole objects and how these internal objects are influenced by and interact with external objects. In other words, she believed that the infant from birth had an innate awareness of its mother and was in relationship with its mother from the very beginning. She believed that people live simultaneously in an internal and external world with each impacting and influencing the other.

Melanie Klein is considered to be one of the most influential psychoanalysts in the world. Mitchell and Black in their book, Freud and Beyond, stated that "Melanie Klein has had more impact on contemporary psychoanalytic thinking both theoretically and clinically than any other psychoanalytic theorist since Freud". She was the first and the most influential female theorist within the male dominated world of psychoanalysis.

Melanie Klein's theory is mother centred; it focuses on the pre-oedipal phase of development. Klein explored the unchartered territory of the infant's mind. She was the first theorist to claim that the

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[5] See CTP.net – CTP Guest in Program tab for registration requirements

infant's mind is not, a blank screen. The infant has a great deal going on in his/her mind, unconscious phantasies, physical sensations that are connected to feelings and object relations.

Klein's theory focuses on unconscious phantasy*, internal objects, part objects, whole objects, anxiety, and the defenses to cope with intolerable anxiety. In short it's about the infant's struggle from birth with fears and anxieties about existence itself.

* (Note: phantasy that is unconscious is spelled with ph and fantasy that is conscious is spelled with f)

Because Klein focused on anxiety related to existence, splitting, disintegration and annihilation associated with the first year of life she opened the way for working with more disturbed individuals - borderline and psychotic patients. In fact, she encouraged her followers, Hanna Segal, Wilfred Bion, and many others to begin to work with more disturbed patients at a time when this was not thought possible using psychoanalytic methods.

Kleinian concepts and clinical practices are helpful to analysts and psychotherapists working with all levels of disturbance.

Learning Objectives

At the end of the three lectures the students should be able to:

1. Understand the basic concepts introduced by Melanie Klein: the paranoid schizoid position, the depressive position, anxiety, splitting, projection, introjection, part objects, whole objects, ambivalence, guilt, reparation, the reparative gesture, gratitude, envy, and projective identification.
2. Understand how these concepts shaped and expanded the practice of psychoanalysis and psychoanalytic psychotherapy.
3. become familiar with the application and importance of Kleinian concepts to current clinical practice
4. become familiar with the borderline personality and acquire some idea of how to work with borderline dynamics
5. Appreciate how concepts such as ambivalence, gratitude, reparative gesture, guilt, the evasion of guilt and anger are a major component of all psychotherapeutic dynamics

Course Outline

Lecture 1

The focus of this lecture is to:
- <u>Introduce the students to Melanie Klein as a major figure both theoretically and clinically</u> within psychoanalysis.
- Introduce the students to important aspects of Klein's personal and professional life and to place her within the historical perspective of psychoanalysis
- Explain her enormous influence on the British Psychoanalytic Society which because of her split theoretically into 3 groups, the Freudians, the Kleinians and the Middle, Independent Group.
- Explain Klein's psychoanalytic play technique and how her child analysis led her to important discoveries about analysis with adult patients.
- Introduce Klein as the first Object Relations Theorist and explain the term Object Relations
- Discuss the similarities and differences between Freudian and Kleinian theories

See reading list

This lecture addresses the following competencies:
1.2 Work within a framework based upon established psychotherapeutic theory
1.2 a Integrate the theory or theories upon which the therapist's practice is based
12 b. Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation

Lecture 2

The focus of this lecture is to**:**
- Explain Klein's paranoid-schizoid position and its therapeutic relevance
- Explain the terms anxiety, splitting, part-objects, whole objects, introjections, projection
- Apply the paranoid schizoid position to clinical practice using the case example of the patient, Rachel, from the book, **Freud and Beyond**, by Mitchell and Black. Clinical examples of borderline clients and sound therapeutic practice are supplied by the lecturer.

See reading list

This lecture addresses the competencies under the following headings:

1. Foundations
4. Therapeutic Process

Lecture 3

The focus of this lecture is to:
- Continue the discussion of the depressive position and its therapeutic relevance with emphasis on ambivalence, the manic defense, gratitude, reparative gestures, and the concept of love
- Explain the terms whole objects, guilt, reparation
- Discuss Klein's contributions to psychoanalysis and clinical practice with emphasis on the need for working with the positive and negative transferences for a complete therapy
- Discuss projective identification and its importance to clinical work, its wider significance in human interactions in everyday relationships and in understanding psychological reactions to world events e.g. the attack on the twin towers in New York.
- Discuss how projective identification has contributed to the development of the concepts of container/contained and countertransference
- Discuss the application of envy, guilt and the evasion of guilt to clinical practice

    See reading list

This lecture addresses the competencies under the following headings:

1. Foundations
4. Therapeutic Process

Required reading Lecture 1

1. **Handout**: Janet Sayers, "Melanie Klein" Section V, in Mothers Psychoanalysis, Norton & co. New York
 2. **Handout:** Glossary of Terms, pp. 125-128, **Introduction to the Work of Melanie Klein,** Hannah Segal

Recommended Reading
Pepweb: "Melanie Klein and Mothering – A Feminist Perspective", Janet Sayers, 1989
(Find under J. Sayers, # 5)
http://latw.nfshost.com/wp2/?p=196 The play, Mrs. Klein, by Nicholas Wright (audio only)

http://www.melanie-klein-trust.org.uk/audiovisual

Required reading Lecture 2

1. **Pepweb**, Melanie Klein, "Notes on Some Schizoid Mechanisms", (1946)
 2. **Handout**: Hannah Segal, **Introduction to the Work of Melanie Klein,** Chapter 3, "The
Paranoid Schizoid Position", p. 24-38,
3. **Handout:** Hannah Segal, **Introduction to the Work of Melanie Klein, Chapter** 6, The Depressive
Position

SPECIAL NOTE: Some people find Melanie's Klein work easy to read, some find it difficult. For
those who find it difficult I'm recommending that you read the two chapters by Hannah Segal first and
then read Klein's "Notes on Some Schizoid Mechanisms" – this paper is extremely important. Please
take your time with it.

Required reading Lecture 3

1. **Handout**: Hannah Segal, **Introduction to the Work of Melanie Klein, Chapter** 6, The Depressive
Position (again)
2. **Pepweb:** Thomas Ogden, (1979) "On Projective Identification", **The International Journal of
Psychoanalysis,** 60: 357-373

Assignments, Assessment, and Grading

At the end of the three lectures the students are expected to have gained a familiarity with the
competencies listed above in the context of application to Kleinian theory and clinical practice.

Should the students wish to write one of his/her required essays on Klein, or if they wish to present
Klein in their lecture seminar or simply learn more about Kleinian theory and clinical practice they
have the following bibliography to assist them.

Essay Topics for Melanie Klein Lectures

1. Define projective identification and discuss how one encounters it in psychotherapy using Thomas Ogden's paper on "Projective Identification". You may also want to explain how it manifests in relationships in everyday life.

2. Explain the paranoid-schizoid position and the depressive position.

3. Write a paper in which Klein's baby talks about his or her experiences during the paranoid-schizoid position and the depressive position.

4. You may choose a topic of your own on Kleinian theory but it must meet with my prior approval.

If the student chooses to write one of his/her required papers on Klein, one of the above essay topic may be chosen. The paper should demonstrate a good knowledge of Kleinian theory and its application to clinical practice. The essays are graded on a pass or fail basis.

Papers are graded on a pass or fail basis.

Competencies

These lectures contribute to the development of the following competencies as set out by the Transitional Council of the College of Registered Psychotherapists in Ontario: Competencies

1. **Foundations**

1.1 Integrate a theory of human psychological functioning
1.2 Work within a framework based upon established psychotherapeutic theory
1.2 a Integrate the theory or theories upon which the therapist's practice is based
12 b. Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation
1.2 g. Integrate knowledge of the impact of trauma on psychological functioning

4. **Therapeutic Process**

4.2 Establish and maintain core conditions for therapy
4.2c Demonstrate awareness of the impact of the client's context on the therapeutic process
4.3 Ensure safe and effective use of self in the therapeutic relationship

4.5 Structure and facilitate the therapeutic process

4.5c Respond non-reactively to anger, hostility and criticism from the client

4.5e Anticipate and respond appropriately to the expression of intense emotions and help the client to understanding and management

Notes on British Object Relations Lecture Course

In early psychoanalytic history, "object relations" found its origins in the work of Freud and Ferenczi. However not until Klein and Fairbairn and slightly later Winnicott, does" object relations" become developed as an integrated theory. Guntrip offers very useful additions to the theory still later. This theory has its major development in Britain but has become very influential on a much wider scale since the 1970's. For example, it is one of the most significant sources of theorizing in Relational Psychoanalysis whose birth was in the U.S. in the 1980's and has proven to be a very useful paradigm in actual psychotherapeutic work.

The psychology "of object relations puts the individual's needs to relate to others at the centre of human development"; the early thinkers, Klein and Fairbairn, "thought that the efforts of each infant to relate to the mother constituted the first and most important tendency in the baby. Winnicott's work ....soon became a central part of this legacy." (Scharff, 1998)

This lecture series seeks to give the students a good understanding of the importance of British Object Relations theory and clinical practice and its application to psychodynamic/ psychoanalytic psychotherapy. As well, it gives the students knowledge and appreciation of the three major theorists who shaped and developed Object Relations into an integrated body of theory and practice that emphasizes the importance of relationships both within the therapeutic process and in everyday life.

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20. Shafer, Roy, editor, **The Contemporary Kleinians of London**, International University Press, Inc., Madison, Connecticut, 1997

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Pre-Freudian Psychodynamic Psychotherapy
FDN-001-PFPP

CTP – LECTURE SERIES
(4) Lectures 10 hours

Lecturer: Jackie Herner, RP, BA, ECE, CTP Dipl

Location: The Centre for Training in Psychotherapy
                316 Dupont St
                Toronto, On
                Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
                                Or
Guest in Program[6]

Course Description

This course constitutes the first of the two-year cycle of lectures in psychodynamic psychotherapy. It gives students an understanding of the long and important history of psychodynamic psychotherapy preceding the work of Sigmund Freud. Starting with the discovery of artificial somnambulism (then called "magnetic sleep") in 1784, it shows how this discovery began the development of the concept of the dynamic unconscious as a crucial element in modeling the human psyche.

The course identifies the key people who, through experiential knowledge of individuals in the somnambulistic state, developed the skill to heal and devise a theory to explain the unconscious dynamic involved, a theory to make sense of what they were discovering.

In this course, contributing factors to the formation of the psychodynamic tradition are presented. Among these particular emphasis is laid on the sociological conditions that surrounded the formation of the chief concepts involved.

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[6] See CTP.net – CTP Guest in Program tab for registration requirements

The exposition of this history and its significance to the practice of psychotherapy today runs as the central theme throughout. Many examples are discussed of how the alternate consciousness paradigm, with its notion of a powerful unconscious dynamic, manifests both in psychopathology and in the ordinary conduct of everyday life. The overall intention of the course is to show how modern psychodynamic psychotherapy evolved from the discovery of unconscious elements in the human psyche and means for integrating those elements into our conscious understanding of ourselves.

Learning objectives

By the end of this course students will be able to:

Understand the nature of psychodynamic psychotherapy in the context of its evolution over the decades before Freud, and be able to identify how psychodynamic psychotherapy compares to other forms of psychotherapy. (Competencies 1.1, 1.3)

Carry on further research on the way psychodynamic dynamics are at work in life and in the psychotherapeutic process. (Competencies 1.2, 1.4)

Detect how social and cultural forces influence both the way psychotherapy evolve and use that knowledge in their work as a psychotherapist. (Competencies 1.3, 1.5, 2.3)

Identify how altered states of consciousness are involved in human life and how these states can be utilized in their psychotherapeutic process. (Competencies 3.4, 4.1, 4.2, 4.5)

Integrate the therapy client's initially unconscious awarenesses and motivations into their conscious understanding of themselves. (Competencies 1.1, 1.2, 1,4)

Course Outline

Lecture 1

Beginnings of Psychodynamic Psychotherapy

The lecture begins with a definition of psychodynamic psychotherapy as a form of therapy that explores unconscious dynamics at work in the psychotherapy client. It then uncovers effects that these dynamics have on the life of the psychotherapy client, and discover ways to resolve problematic unconscious elements. Psychodynamic psychotherapy is placed in the context of a history that involves the discovery of artificial somnambulism and the exploration of its meaning for our understanding of the human psyche. The first exploration of the hidden alternate consciousness led to the notion of a divided consciousness in the psyche of the individual: one consciousness that operates within awareness in the ordinary situations of life, and one that, although always at work, operates outside of everyday awareness and affects the thoughts, feelings, and behavior of the individual.

This lecture contributes to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 integrate awareness of self in relation to professional role.
2.3 Contribute to a collaborative and productive atmosphere
4.2 Establish and maintain core conditions for therapy

Lecture 2

The Evolution of the Key Concepts of the Alternate Consciousness Paradigm

The existence of an alternate consciousness within human beings and the notion of a double consciousness led to the exploration of what would today be called dissociative states of consciousness. The first cases of double consciousness were reported in 1891. In the last quarter of the 19th century cases of multiple personality began to be reported, and in some cases worked with therapeutically. The earlier phenomena of "table moving" revealed the action of an aspect of the psyche that was operating outside the awareness of the agent of that action and demonstrated that the

unconscious dynamic was not active only in the state of artificial somnambulism, but also worked in the background of ordinary daily life.

These developments helped two important figures in this history to formulate novel ideas about the nature of the human consciousness and the forms it can take in both normal life and in pathological psychological manifestations. These two persons were Pierre Janet, who did pioneering work with hysterics, and Frederic Myers, who developed the notion of the "subliminal self" that was broad enough to include both normal and pathological functioning.

This lecture contributes to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 integrate awareness of self in relation to professional role.
3.4 Evaluate and enhance professional practice.
4.2 Establish and maintain core conditions for therapy.

Lecture 3

Frederic Myers and Pierre Janet and the Coming of Age of Psychodynamic Psychotherapy

This lecture explores the pioneering work of Pierre Janet and Frederick Myers.

Myers taught at Cambridge University and carried out experiments with automatic writing and hypnosis. His experimentation was with individuals who did not suffer from a psychological pathology but were considered "normal" in the eyes of their contemporaries. His work with automatic writing was important in establishing that the alternate consciousness, or in his terms the "subliminal self" is always active, although only occasionally consciously recognized. This subliminal self exhibits the qualities of intelligence, initiative, and originality that we associated with ordinary persons. It could be communicated with through several techniques, including automatic writing and hypnosis.

Janet, through his work with hysteria, established certain important characteristics of the alternate consciousness. The alternate consciousness was 1) intelligent, capable of understanding facts and events and making judgments based on reasoning; 2) reactive, aware of what is happening in the individual's environment and capable of responding to those events; 3) purposeful, able to pursue its own goals and take action based on its own criteria; 4) co-conscious, existing simultaneously with the consciousness of daily life (even though unrecognized by that consciousness) and carrying out its own operations concurrently with those of normal consciousness. These characteristics are still seen today as descriptive of dissociative elements of the subconscious mind.

This lecture contributes to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 integrate awareness of self in relation to professional role.
3.4 Evaluate and enhance professional practice.
4.2 Establish and maintain core conditions for therapy.

Lecture 4

Josef Breuer and Sigmund Freud in Relation of the Alternate Consciousness Paradigm

Josef Breuer was a German physician who was well acquainted with the alternate consciousness tradition deriving from Puységur. As part of his medical practice he undertook to work with Bertha Pappenheim (identified as "Anna O") who was suffering what at the time was labeled "hysteria." Breuer spoke about Bertha with Sigmund Freud, and this started Freud down a path of therapeutic exploration that would eventually lead to his formulation of psychoanalysis. The differences between Freud and Janet led to a debate about the nature of what Freud called the Unconscious and what Janet called the Subconscious. Janet believed that a person could have many subconscious centers of consciousness unknown to ordinary consciousness and simultaneous with it, while Freud believed there was only one unconscious stream occurring at any particular moment. This fundamental difference remained unresolved.

This lecture constitutes the lead-in to the series of lectures on Freud that follow in the lecture sequence.

This lecture contributes to the development of the following competencies:

1.1 Integrate a theory of human psychological functioning.
1.2 Work within a framework based upon established psychotherapeutic theory.
1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
1.4 integrate awareness of self in relation to professional role.
2.3 Contribute to a collaborative and productive atmosphere.
4.2 Establish and maintain core conditions for therapy.

Required Texts for the Course:

Crabtree, Adam. 1993. *From Mesmer to Freud: Magnetic Sleep and the Roots of*

Psychological Healing.   New Haven: Yale University Press.

Crabtree, Adam. 2003. "Automatism" and the emergence of dynamic psychiatry,
Journal of the History of the Behavioral Sciences, *39*, 51-70.

Recommended Texts:

Crabtree, Adam. 1985. Mesmerism, divided consciousness, and multiple personality. In
Franz Anton Mesmer und die Geschichte des Mesmerismus. Ed. Heinz Schott. Stuttgart:
Franz Steiner.

Ellenberger, Henri. 1970. *The Discovery of the Unconscious*. New York: Basic Books.

Gauld, Alan. 1992. *A History of Hypnotism*. Cambridge: Cambridge University Press.

Assignments, Assessment, and Grading

An expository paper of 2000 to 3000 words on a specific topic pertaining to psychodynamic psychotherapy before Freud is agreed upon by the student and instructor. The paper will focus on the clinical applications of key concepts that were developed in the psychodynamic period under discussion.

The paper is expected to show how these concepts may be applied in the practice of psychodynamic psychotherapy at the present time. The paper should also discuss the relevance of these concepts to the establishment of the therapeutic alliance and to the safe and effective use of self.

Papers are graded on a pass or fail basis.

Sullivan, The Interpersonalists and Relationalists
FDN-001-SIR

CTP – LECTURE SERIES
(3) Lectures
Lecturer: Peter Dales, RP, BA

Location: The Centre for Training in Psychotherapy
                316 Dupont St
                Toronto, On
                Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
                                Or
Guest in Program[7]

Course Description

The Interpersonalists (1 class out of 3 total)

Partly because of time constraints this class will focus predominantly on the theory and clinical work of Harry Stack Sullivan who was the key figure in the development of this school. Interpersonalism developed largely in the US (in the 1930s) as a reaction against Freudian psychoanalytic ideas such as the Oedipus complex, sexual and aggressive drives, the technique of free association and other matters of Freudian metapsychology. Sullivan, famous for his statement "We are all much more simply human than otherwise," became devoted to observations of actual peoples' actual interactions. The psychoanalytic process for Interpersonalists then became one of 'clarifying what a person is doing with other people, including the therapist and of demystifying what is happening." (Edinburgh) Sullivan's developmental theory addresses the importance of all periods of life right up to adulthood, seeing all stages as important.

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[7] See CTP.net – CTP Guest in Program tab for registration requirements

Learning Objectives

By the end of this lecture students should be able to:

1.   Understand more clearly the real interpersonal nature of the therapist-client relationship

2.   Grasp more deeply, from Sullivan's notion of the therapist as a 'participant-observer,' that the therapist is much more than a blank screen or objective scientist

3.   Appreciate the move away from the idea of the therapeutic enterprise as a 'one-person psychology' (classical Freudian analysis) to a 'two-person psychology' with its emphasis on the fact of two subjectivities in the therapy room. This encourages students to pay much closer attention to the effective use of oneself (as a therapist) and to the safe use of oneself

4.   Integrate the idea that what is happening in reality is at least as important as what is happening in the client's mind

5.   Understand more clearly that actual traumas, not simply fantasies, do happen to people and that this fact should determine one's (therapist's) interventions

6.   Absorb the value of Sullivan's discomfort with certain language from the medical model. The student will profit from seeing clients as suffering from, as Sullivan put it, problems in living', rather than diseases or disorder

7.   Understand and appreciate the influence of cultural and social/political forces in determining a client's well-being, or lack thereof. Sullivan possessed a particular sensitivity to immigrants (to the US) and to those who had suffered from authoritarian influences.

Lecture 1

Sullivan

1.   Historical and Biographical Information about Harry Stack Sullivan (1892-1949)

2.   The Influence of Ferenczi.

3.   Principles and Highlights of Interpersonal Psychoanalysis.

4.   The Influence of Interpersonal Psychoanalysis on Contemporary Practice, especially on Relational Psychoanalysis.

Competencies:
1 Foundations,
3. Professional Responsibilities and
4. Therapeutic Process are addressed in this lecture on Sullivan.

See reading list

Course Description

Relational Psychoanalysis came into being in the early 1980s in the US and is the reigning modality in psychoanalysis today, at least in North America. Stephen Mitchell is the name most often associated with founding relational Psychoanalysis. The major writers in this field prefer not to see it as a school, but rather as a framework that can house different relational theories. Mitchell was a bridge - builder and brought together influences, especially from British Object Relations and American Intrapersonal Psychoanalysis along with other relational streams of thinking and practice, to form a unique relational configuration.
The intention of this course is to emphasize to the students the relevance and importance of Relational Psychoanalysis, both theoretically and clinically, for the contemporary psychotherapist.

Learning Objectives

By the end of these 2 lectures students should be able to:

1. work from an integrated and more sophisticated appreciation of the conjunction between a client's external human relations and one's internal relations among various self states
2. be grounded in the realization that interactions between people are the basic medium and place of meaningful psychological work
3. understand that 'dialogue' is a better <u>metaphor</u> for describing the therapeutic relationship even than <u>mirroring</u>, in spite of the great value metaphoric mirroring has
4. appreciate (and use in one's future clinical work) that a central goal of therapy is to become able to feel and see more about oneself, not less—to be able to observe all aspects of oneself without having to defend or 'act out' those aspects. This will aid oneself as a therapist to exercise the key competency—'safe and effective use of the self.'
5. become more interested in the value of understanding subjectivity (of one's own or a client's) over against valuing too highly, 'objectivity'
6. take in deeply the realization that by and large, free discourse between therapist and client trumps therapist's (one-psychology) interpreting in effectiveness and therefore in importance
7. gain a profound appreciation that, in relational work, free, respectful listening and discourse replaces (classical) free association in importance. Free association (one person speaking) does, however, keep its value
8. come to see that in relational theory and therapy, both the client and therapist change and learn, thus giving the injunction to the therapist to be a 'life-long learner' special significance
9. appreciate the wisdom of learning from a variety of theoretical frames, to dedicate oneself to wide-ranging study of theoretical models.

This course contributes to the development of the following Competencies as set out by the Transitional Council of the College of Registered Psychotherapists in Ontario

1.   <u>Foundations</u>
1..1   <u>Integrate a theory of human psychological functioning</u>
This is linked with the central structural fact of Relational Psychoanalysis—that is, it is an umbrella under which elements of many theoretical understandings exist
1.2 (a & b)   <u>Work within a framework based upon established psychotherapeutic theory</u>
In relational psychoanalysis, the best of many traditions is included. These traditions have been tried and tested.
1.3   <u>Integrate knowledge of comparative psychotherapy relevant to practice</u>
Psychopathology is viewed from various theoretical perspectives, all of which have value
1.4   <u>Integrate awareness of self in relation to professional role</u>
The person/personality of the therapist is regarded as centrally important in the Relational therapeutic set-up which is principally based on dialogue, honesty and openness. Thus everything about the therapist's self becomes a significant influence on the client

1.5   Integrate knowledge of human and cultural diversity

Relationship Psychoanalysis recognizes and respects the important impact that social and cultural realities have on the therapeutic relationship

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3.   Professional Responsibilities

3.3   Maintain self-care and level of health necessary for responsible therapy

In discussing the 10th "Principle of Relational Psychoanalysis," "Co-creation of Therapeutic Relationship", the student's attention is drawn to the realization that the whole of the person of the therapist , including the therapist's self-care and level of health affects the client and hence the therapeutic relationship. This addresses the competency 3.3 above.

3.4   Evaluate and enhance professional practice

Relational psychoanalysis promotes the notion of 'life-long learning' recognizing the need for ongoing self-reflection, learning from clients' comments and feedback, monitoring and learning to modify one's theoretical stance or clinical practice as one gathers greater experience.

4.   Therapeutic Process

4.2   Establish and maintain core conditions for therapy

Every single sub-competency of 4.2 is clearly linked to sound practice of Relational Psychoanalysis—attitude towards client, therapist's capacity for communication, influence on client, lack of judgement, fostering client autonomy, therapist's sound sense of boundaries, reliability of therapist

4.3   Ensure safe and effective use of self in the therapeutic relationship

Relational Psychoanalysis developed partly out of a reaction to the absence of many of the competencies included in 4.3. The relational nature of this therapy links in a direct way with the seminal notion of 'safe and effective use of the self' and is reaffirmed in practically every major feature of this therapeutic framework.

4.5   Structure and facilitate the therapeutic process

All the sub-competencies in 4.5 are relevant to Relational Psychoanalysis. The central principle of Relational Psychoanalysis is that interactions (non-hierarchical or authoritarian) 'between people are the basic medium in which psychological work takes place' (Edinburgh). 4.5 details many of these interactions and Relational Psychoanalysis supports and encourages the development of these very elements.

Lecture by lecture listing of topics to be discussed and Reading List

Required Text: Mitchell, S. Relational Concepts in Psychoanalysis, Cambridge, Mass. Harvard University Press, 1988

Lecture 2

There will be a brief introduction of Stephen Mitchell and the founding of Relational Psychoanalysis as a therapeutic framework. The rest of lecture 1 will be devoted to an exploration of the first six "Principle/Features of Relational Psychoanalysis" (see attached sheet) Competency development will be identified by attaching each listed principle/feature with its corresponding competency or competencies.

1. "Interaction as central to the analytic process"(as demonstrated in the case study of 'John'): With this basic principle of Relational Psychoanalysis the focus will be on the two-person nature of therapy. This will contribute to the development of competency 1.1 **Integrate a theory of human psychological functioning.**

2. "Relational Psychoanalysis: A river fed by many streams." Here the emphasis is on Relational Analysis as an umbrella (to use another metaphor) under which several psychoanalytic traditions are covered. This will contribute to the development of competency 1.2 (a & b), **Work within a framework work based upon established psychotherapeutic theory.**

3. "Counter - balancing effect of different traditions"" students attention will be drawn to the different but balancing contributions that alternative analytic traditions offer to the composite theory of Relational psychoanalysis. This emphasis will contribute to the development of competency 1.3 **Integrate knowledge of comparative psychotherapy relevant to practice**.

4. "The Matter of Metaphors": The accent here is that dialogue is a better metaphor than mirroring to describe the analytic process. This will contribute to the development of competency 3.4 **Evaluate and enhance professional practice**

5. "Dialectic between Intent and Actuality": the students' attention will be drawn to the significance and power of the therapist's unintended communications and their impact on the therapeutic relationship. This will contribute to the development of competency 1.4 **Integrate awareness of self in relation to professional role.**

6." Embeddedness, endemic to the human experience" (and the relevant case study): The focus here is on the idea that human beings are fundamentally social (Fairbairn).
This will contribute to the development of competency 4.5 **Structure and facilitate the therapeutic process.**

See reading list

Lecture 3

This lecture focuses on the exploration of the rest of the "Principle/Features of Relational Psychoanalysis". (Numbers 7-12)

7. "What constitutes the Relational Matrix?" This is a central principle in this course. The students attention will be drawn to the relational notion that "the central mechanism of analytic change (involves an) alteration in the basic structure of the patient's relational world" (Mitchell). This will contribute to the development of competency 1.1 **Integrate a theory of human psychological functioning.**

8. "Repetition and the Only Way to be.": an idea that has its roots in Freud. The student's attention will be drawn to examining the idea of the repetition compulsion and 'resistance'.
This will contribute to the development of competency 1.3 **Integrate knowledge of comparative psychotherapy relevant to practice**

9. "Agency and Determinism": a basic tension in analytic theory since Freud. The focus in this discussion is the relation between free will (choice) and psychological determinism. This will contribute to the development of competency 1.3 **Integrate knowledge of comparative psychotherapy relevant to practice**

10. "Co-creation of therapeutic relationship": core to the Relational Psychoanalytic thinking. The emphasis her is on the therapist seeing him/herself as inside, not outside the relational matrix.
This will contribute to the development of competency 4.**3 Ensure safe and effective use of self in the therapeutic relationship.**

11. "Transference and Countertransference", the two pillars of all psychoanalytic practice. The focus here is on making apparent how thoroughly the therapeutic relationship is best understood as a two - person psychology not a one - person psychology. This will contribute to the development of competency 4.2 **Establish and maintain core conditions for therapy** and 4.3 **Ensure safe and effective use of self in the therapeutic relationship.**

12. "Inevitability of Conflict" (plus case study): students will be presented with the fundamental idea that conflict is inevitable in all important human relationships. This will contribute to the development of competency 1.1 **Integrate a theory of human psychological functioning**

See reading list

Reading List – Lecture 1

Required Text

Evans, F.B. (1996), Harry Stack Sullivan: Interpersonal Theory and Psychotherapy, New York, Routledge

Strongly Recommended

1.   Sullivan, H.S. (1953), The Interpersonal theory of Psychiatry. New York, W.W. Norton

2.   Sullivan, H.S. (1954), The Psychiatric Interview. New York, W.W. Norton

3.   Perry, H. (1982). Psychiatrist of America: The Life of Harry Stack Sullivan (excellent biography)

Readings for Lectures 2 & 3

(S. Mitchell et.al.)

Read as much as you can of your text, Relational Concepts in Psychoanalysis. Using the sheet "Principles/Features of Relational Psychoanalysis" as a guide, concentrate your reading on:

i) #1(b)—case study of 'John' in Relational Concepts in Psychoanalysis, pp. 212-219.

ii) #2—dream in Relational Concepts in Psychoanalysis, "Subway", pp 36—40.

III) #5—the Stravinsky story in Relational Concepts in Psychoanalysis, p. 293.

iv) #6—case Study, 20 year old student, in Relational Concepts in Psychoanalysis, pp. 271-274.

v) #8—case Study, 'Sam', in Relational Concepts in Psychoanalysis, pp. 301-305.

vi) #12—case Study, Woman, 'Dual Controls in Car,' in Relational Concepts in Psychoanalysis, a) pp 278-279, b) pp. 300-301.

<u>Competencies</u>

This course teaches the following competencies as set out by the Transitional Council of the College of Registered Psychotherapists in Ontario:

1.   <u>Foundation</u>

1.1   <u>Integrates a theory of human psychological functioning</u>—Very important for Sullivan and emphasized in his thinking. This competency is explicitly addressed in his 4-stage structure of the therapeutic experience.

1.2   <u>Work within a framework based upon established psychotherapeutic theory</u>. Again, this is a competency that finds explicit application throughout Sullivan's theory and practice.

1.4   <u>Integrate awareness of self in relation to professional role.</u> The spirit and fact of this competency is found throughout Sullivan's work

1.5   <u>Integrate knowledge of human and cultural diversity</u>. Sullivan was actually accused of being too devoted to cultural and social realities in his theory. He begged to disagree.

3.   <u>Professional Responsibilities</u>

3.2   <u>Apply an ethical decision making process</u>. Ethical treatment of people was a very high concern and value for Sullivan.

3.4   <u>Evaluate and enhance professional practice.</u> Subsections b, c, e, and g all express concerns and matters addressed by Sullivan. Once again his 4-stage structure of the therapeutic enterprise emphasizes the importance of this competency.

3.8   <u>Assist client with needs for advocacy and support</u>. Particularly with his less fortunate clients, materially or in terms of power dynamics, Sullivan was quite actively attentive. In the last few years of his life, Sullivan became deeply involved in social causes like racism and peace in the world order, a reflection of his concerns with actual clients.

4.   <u>Therapeutic Process</u>

4.1   <u>Orient client to therapist's practice.</u> All of the sub-competencies in 4.1 were routine matters of attention for Sullivan, most notably 4.1c, 4.1d and 4.1f.

4.2   <u>Establish and maintain core conditions for therapy</u>. Once again, every one of these sub-competencies were routine matters for Sullivan. He understood that it was normal for people to have 'difficulties in living', and so deserved empathy, respect, sensitivity and safety.

4.3   <u>Ensure safe and effective use of self in the therapeutic relationship</u>. This competency is at the very heart of Sullivan's theory and practice and reflects by way of opposition, some of his complaints about classical analysis.

4.5   <u>Structure and facilitate the therapeutic process.</u> All of these sub-competencies are quite applicable to Sullivan's work, most especially 4.5a-e.

4.7   <u>Conduct an effective closure process</u>. Sullivan writes that there are 4 stages to a therapy, the last of which he called 'termination', indicating the importance of this experience for an effective treatment.

Assignments, Assessment, Grading

Students who wish to write one of your two required essays this year—on **Relational Psychoanalysis**—may choose to do the following:

"Something there is that doesn't love a wall" ('Mending Wall', Robert Frost)
This quotation could be an appropriate epigraph for a book on Relational Psychoanalysis
OR
 Another topic of your choosing (on Relational Psychoanalysis) that meets with my prior approval.

The paper may be done in the conventional expository manner or could be in a 'dramatic' (dialogic) form or even in the genre of a longer poem. Whatever format is chosen must demonstrate the relevance of the Frost quotation to Relational Psychoanalysis. The paper/project must demonstrate a solid grasp of the special nature of Relational Psychoanalysis and, where relevant, the influence of Ferecnzi and Sullivan on this therapeutic approach.

If you choose to write a paper on **Interpersonal Psychoanalysis** as one of your two papers for the year, the following applies:

1.   See your text by F. Barton Evans: Using as a guide Sullivan's structure of the four stages of the psychiatric intervention (pp. 188 ff.)—"Formal Inception", "Deconnaisence", "Detailed Inquiry" and "Termination or Interception", present how a typical Sullivanian therapy might look.

OR

2.   Any other subject of your choosing on Interpersonal Psychoanalysis that meets with my prior approval.

Due Dates: 1)   Outline—April 30, 2017

             2)   Paper—May 31, 2017

The paper may be written in the conventional expository manner following accepted standards, or it may be presented as a dialogic piece, a drama, between therapist and a client. Alternatively, it could be a large poem, perhaps; e.g. a 'dramatic monologue', i.e. with one speaker only. See me if you have questions.

Grading—to be determined in dialogue with actual Seminar leaders.

References for Interpersonal Psychoanalysis

Harry Stack Sullivan

Biography and Theory

Chapman, A.H. (1976). **Harry Stack Sullivan: His life and his work.** New York: G.P. Putnam's Sons

Chatelaine, K. (1981). **Harry Stack Sullivan: The formative years**. Washington: University Press of America.

Required Text: Evans, F.B. (1996.) **Harry Stack Sullivan: Interpersonal theory and psychotherapy**. New York: Routledge.

(Strongly Recommended/Excellent biography) Perry H. (1982). **Psychiatrist of America: The life of Harry Stack Sullivan**. Cambridge, Mass.: The Belknap Press of America.

Stern, D., Mann, C., Kantor, S., & Schlesinger, G. (Eds.) (1995). **Pioneers of Interpersonal psychoanalysis**. Hillsdale, H.J.: The Analytic Press.

H.S. Sullivan Writings [selected]

Sullivan, H.S. (1940). **Conceptions of modern psychiatry**. New York: W.W. Norton.

_____ (1953). **The interpersonal theory of psychiatry**. New York: W.W. Norton.

_____(1954). **The psychiatric interview**. New York: W.W. Norton.

_____(1956**) Clinical studies in psychiatry**. New York: W.W. Norton.

Fromm-Reichman, Frieda. (1950). Principles **of Intensive Psychotherapy**. Univ. of Chicago Press.

_____ (1959). **Psychoanalysis and psychotherapy: Selected papers**. Univ. of Chicago Press.

Contemporary Interpersonal Authors

Blechner, M. (2001). **The dream frontier**. Hillsdale, H.J.: The Analytic Press.

Ehrenberg, D. (1992). **The intimate edge**. New York: W.W. Norton.

Havens, L. (1986). **Making contact**. Cambridge, Mass.: Harvard University Press.

_____(1989). **A safe place**. New York: Ballantine Books.

_____(1993). **Coming to life: Reflections on the art of psychotherapy**. Cambridge, Mass.: Harvard University Press.

Levenson, E. (1972). **The fallacy of understanding**. Northvale, N.J.: Jason Aronson.

_____(1983). **The ambiguity of change**. Northvale, N.J.: Jason Aronson.

_____(1991). **The purloined self.** New York: Contemporary Psychoanalysis Books, William Alanson White Institute.

Lionels, M., Fiscalini, J., Mann, C. & Stern, D. (Eds.). (1995). **Handbook of interpersonal psychoanalysis**. Hillsdale, N.J.: The Analytic Press.

Searles, H. (1979). **Countertransference and related subjects**. Madison, CT; International Press.

_____(1986). **Collected papers on schizophrenia and related subjects**. Hogarth.

_____(1986). **My work with borderline patients**. Northvale, N.J.: Jason Aronson.

_____(1980) (with Robert Langs) **Intrapsychic and interpersonal dimensions of treatment**. Northvale, N.J.: Jason Aronson.

Goleman, D. (1985). **Vital Lies, Simple Truths: The psychology of self-deception**. New York. Simon & Schuster.

Guntrip, H. (1971). **Psychoanalytic theory, therapy and the self**. Basic Books.

Laing, R.D. and A. Esterson. **Sanity, Madness and the family**.

Hirsch, Irwin. (2015). **The interpersonal tradition: The origins of psychoanalytic subjectivity**. Routledge.

Hornstein, Gail. (2000).**To redeem one person is to redeem the world: The life of Frieda Fromm-Reichmann**. Other Press

Principles/Features of Relational Psychoanalysis

1. Interaction as Central to the Analytic Process
   a) A case study, 'Helen' and 'Dr. Green' in Influence and Autonomy in Psychoanalysis, pp. 3-6
   b) Case study of 'John' in Relational Concepts in Psychoanalysis, pp. 212-219
2. Relational Psychoanalysis: A River Fed by Many Streams
    dream in Relational Concepts in Psychoanalysis, "subway", pp. 36-40
3. Counter Balancing Effect of Different Traditions
4. The matter of Metaphors
5. Dialectic between Intent and Actuality
   Stravinsky story in Relational Concepts in Psychoanalysis, p. 293
   -case study, 'Ben' from Relationality from Attachment to Intersubjectivity, pp. 143-146
6. Embeddedness—Endemic to the Human Experience
   -case study, 20 year old student, in Relational concepts in Psychoanalysis, pp. 271-274
7. What constitutes the Relational Matrix?
           a) self organization
           b) object ties (attachment to others)
           c) transactional patterns
8. Repetition and the Only Way to Be
   - case study, 'Sam' in Relational Concepts in Psychoanalysis, pp. 301-305
9. Agency and Determinism
10. Co-Creation of Therapeutic Relationship
    -case study, 'Robert' in Influence and Autonomy in Psychoanalysis, pp.223-227
11. Transference and Countertransference
    - case study, 'George' in Hope and Dread in Psychoanalysis, pp. 168-170
12. Inevitability of conflict
    - case study, woman, 'dual controls in car', in Relational concepts in Psychoanalysis, a) pp. 278-279, b) pp. 300-301

D.W. Winnicott

FDN-001-WINN

CTP – LECTURE SERIES
(3) Lectures
Lecturer: Peter Dales, RP, BA

Location: The Centre for Training in Psychotherapy
              316 Dupont St
              Toronto, On
              Upper Lecture Room

Prerequisite:

Enrolment in CTP Foundation Phase of – The Theory and Practice of Psychotherapy
<div align="center">Or</div>

Guest in Program[8]

Course Description

In 1940 at a meeting of the British Psychoanalytic Society, during a discussion of the nature of babyhood, Winnicott jumped to his feet and announced, "There is no such thing as a baby." He was declaring that there is no point in discussing a baby in isolation, that the only meaningful unit of study or observation is the mother-infant dyad. The infant, he believed, had inherited potential towards growth and development but could not become an infant unless linked to maternal care. This is a perfect object relations sentiment but only Winnicott could have expressed it that way.

This course is devoted mainly to Winnicott's unique theory of early development. A central point that becomes clear is that at every stage of development, for Winnicott, the mother's presence and involvement are crucial. For that reason Winnicott's famous statement, "There is no such thing as a baby", has become the organizing principle of his developmental theory.

Winnicott's Developmental Theory

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[8] See CTP.net – CTP Guest in Program tab for registration requirements

1. The Organizing Principle: The Nursing Couple – "There is no such thing as a baby"
2. Good-enough mother (the ordinary devoted mother)
3. Primary Maternal Preoccupation
4. Mirroring
5. Holding
6. Beginnings of the Ego
7. The Capacity to be Alone
8. The Capacity for Concern
9. Transitional Object and Potential Space
10. The Use of the Object

NOTE: The theory of the "True and False Self" is treated separately because, paradoxically, it runs through and is central to every other developmental possibility.

Learning Objectives

By the end of the three lectures the students should be able to:

- Understand clearly Winnicott's developmental theory
- Grasp Winnicott's novel use of ordinary words like' playing' to describe profound psychological phenomena
- Appreciate that Winnicott was not interested in simply curing symptoms but in treating clients to become "whole, live, loving people"
- Apply in practice Winnicott's understanding of the therapy set-up as a 'holding' environment
- Absorb Winnicott's legendary sensitivity to the psychological realities of the client - to be sensitive to whether interpretation is needed, to be able wait for the client's readiness - in other words, to be aware always of the safe and effective use of the self as a therapist.
- See that his developmental theory (baby and mother dyad) involves unusual sensitivity and openness to the baby's experiences
- Be conscious that the interplay between the adult client and therapist has its model (very apt most of the time) in the baby and mother dyad
- Be capable of understanding that at some point the therapeutic relationship must end and that "life itself becomes the client's therapy".
- Integrate a sense of Winnicott's unique contribution to the larger phenomenon of British Object Relations

Lecture 1

Required reading:
1. The Maturational Process and the Facilitating Environment, chapters 3 & 7
2. Playing and Reality, Chapter 9
3. 1 page handout of Wordsworth poem, "Preludes"
4. Essays:
Through Paediatrics to Psychoanalysis," chapter XXIV, "Primary Maternal Preoccupation",
and chapter XII, "Primary Emotional Development"
Thomas Ogden," Reading Winnicott"
All are on pepweb

This lecture:
1. Introduces the students to Winnicott with some general remarks and biographical information.
2. Places Winnicott within the historical context of psychoanalysis
3. Gives the students guidelines about how to read Winnicott
4. Introduces the students to Winnicott's Theory of Emotional Development, the following elements:
organizing principles, good-enough mother, primary maternal preoccupation, mirroring, holding,
beginnings of the ego

See Reading list

Lecture 2

Required reading:
1**.** The Maturational Process and the Facilitating Environment, Chapters 2, 4, 6, 12, 16, 17
2. Essays:
a).Winnicott, **Through Paediatrics to Psychoanalysis,** Chapter VII, "Reparation in Respect of
Mother's Organized Defence Against Depression"
b). "The Value of Depression", (Handout)
All are on PEPweb

This lecture:
1. Continues with the Theory of Development
2. Includes the capacity to be alone,
3. The capacity for concern and
4. The True and False Self

See reading list

Lecture 3

Required reading:
Playing and Reality, Chapter 1-8 concentrate on 1, 3, 4, 5, 6 - On pepweb
This lecture:
1. Continues with the Theory of Development and includes
2. Transitional object and potential space
3. Use of the object

See reading list

Reading List

Basic Texts:
1. Winnicott, D.W., **The Maturational Process and the Facilitating Environment**, The Hogarth Press, London, 1965
2. Winnicott, D. W., **Through Paediatrics to Psychoanalysis**, The Hogarth Press, London, 1987
3. Winnicott, D. W., **Playing and Reality**, Routledge, London, 1971
All basic texts are available on Pepweb. All students are registered on Pepweb.

Competencies

These lectures contribute to the development of the following competencies as set out by the Transitional Council of the College of Registered Psychotherapists in Ontario.

The students' attention will be directed to the fact that, in spite of his many original and fascinating theoretical ideas, Winnicott strongly maintained that he was working within the psychoanalytic tradition. This addresses the competency 1.2 **Work within a framework based upon established psychotherapeutic theory**

Further, students will be made aware that Winnicott repeatedly emphasized the importance of the analyst's self awareness in the therapeutic setting; for example his famous statement, "Psychotherapy takes place in the overlap of two areas of 'playing', that of the client and that of the analyst", indicates clearly his sensitivity to the importance of self in relation to one's professional role. This addresses the competency 1.4 **Integrate awareness of self in relation to professional role**

Winnicott once stated, half in jest full in earnest, that when doing psychoanalysis he aimed at" keeping alive, keeping well and keeping awake" signalling the importance of the therapist's state of health and well-being. This addresses the competency 3.3 **Maintain self-care and level of health necessary for responsible therapy.** The students' attention is focused on Winnicott's repeated admonitions to pay close attention to client's responses/reactions to the therapist's intervention. This addresses the competency 3.4 **Evaluate and enhance professional practice** and 4.3 3 **Ensure safe and effective use of self in the therapeutic relationship**

By drawing attention to what could be called Winnicott's definition of psychotherapy (its nature, its aims, its outcomes) which begins with, "Psychotherapy is not giving clever and apt interpretations; by and large it is a long-term giving the patient back what the patient brings" the therapist is highlighting the connection to competency 4.2 Establish and Maintain core conditions for therapy.

Without a doubt the critical competency is 4.3 **Ensure safe and effective use of self in the therapeutic relationship.** Students are exposed to this attitude repeatedly in studying Winnicott. He says for example: "If I do (my) work well enough, the patient will be able to exist and to feel real". Here is a worker dedicated to the safety of the client and devoted to effectively working with the client.

The entire therapy project for Winnicott is established for the benefit of the client and it is the client's growth and well-being that must take centre stage. Winnicott once said: "We must never forget that the picnic is the client's picnic and even the weather is the client's weather". This addresses the competency 4.5 Structure and facilitate the therapeutic process

Assignments, Assessment, and Grading

Essay topic for students who wish to write one of their two required papers on Winnicott:
The baby's early journey, for Winnicott's is from object - relating to object - usage. Elucidate the highlights of this journey.

A successful paper on this topic will require a firm grasp of all of the elements of Winnicott's theory of development as outlined in the lectures and must be presented in accordance with standard requirements for formal essay writing.
The paper may be written in the conventional style and format or the student may take a more creative approach. For example, you could present your content by having a baby speak, (pretending that he could), describing the various stages of its journey. There may be other formats you can imagine using. Students should see me if you need to discuss your paper or about any questions you may have.

Papers are graded on a pass or fail basis.

Notes on British Object Relations Lecture Course

In early psychoanalytic history, "object relations" found its origins in the work of Freud and Ferenczi. However not until Klein and Fairbairn and slightly later Winnicott, does" object relations" become developed as an integrated theory. Guntrip offers very useful additions to the theory still later. This theory has its major development in Britain but has become very influential on a much wider scale since the 1970's. For example, it is one of the most significant sources of theorizing in Relational Psychoanalysis whose birth was in the U.S. in the 1980's and has proven to be a very useful paradigm in actual psychotherapeutic work.

The psychology "of object relations puts the individual's needs to relate to others at the centre of human development"; the early thinkers, Klein and Fairbairn, "thought that the efforts of each infant to relate to the mother constituted the first and most important tendency in the baby. Winnicott's work ....soon became a central part of this legacy." (Scharff, 1998)

This lecture series seeks to give the students a good understanding of the importance of British Object Relations theory and clinical practice and its application to psychodynamic/ psychoanalytic psychotherapy. As well, it gives the students knowledge and appreciation of the three major theorists who shaped and developed Object Relations into an integrated body of theory and practice that emphasizes the importance of relationships both within the therapeutic process and in everyday life.

Writing Across The Curriculum

Description

Students are required during the two year lecture component to write three
papers of 2000 to 2500 words and participate in a Freud Oral discussion group. Writing is an essential
and effective component of several aspects of the student's training at CTP. Psychodynamic
Psychotherapy is at one dimension an oral tradition – students learn to talk and listen, not merely as a
matter of practice, but as a manner of training – they are in personal therapy, group therapy, individual
supervision, group supervision, dream groups, seminars and concentrations – in other words they are
with others and they talk.

But, they are also writers – this is communicated to them immediately as they write their
Autobiographies when they apply to CTP. Students go on to write their application to the clinical
phase, their application to supervision and their regular supervision updates, and they write their case
histories – through which they express their development as therapists. Students are also encouraged to
maintain a journal to reflect upon their personal and interpersonal experiences in group psychotherapy.
Each seminar and concentration includes a writing component where students reflect on and
demonstrate their understanding of course material, self development and self-reflective stance.
Students end their training by writing reflectively on both their own experiences and those of their
client in The History of Ideas.

Students are writing about their ability to think, theorize, integrate and remain humanly present – not
just in their therapeutic clinical work – but in their writing as well. Students and faculty alike join a
tradition and an ongoing dialogue carried out through the medium of the written word. Students are
trained to be writers as a subsidiary task to their training as psychotherapists.

Objectives

By the end of their training students should be able to:

1.   Engage in multiple written and expressive formats to communicate their understanding,
clinical use, and self-evaluative processes necessary to working psychodynamically.

2.   Over the years of their training demonstrate a deepened and developed self-reflective capacity.

3.   Have proficiency and clarity in their written communications as part of professional exchanges.

4.   Demonstrate a capacity for reading and research amongst the appropriate and current literature prominent in their field and specific to their clinical work.

5.   The students are also encouraged to identify areas where their future interests might lie in order to encourage further development and research.

6.   Show a capacity to receive feedback from faculty and peers in response to their written work.

7.   Students should be able to develop their organizational, synthesizing, reflective   and speaking skills as well as their ability to assimilate other's thoughts in order to respond in an open, honest and respectful manner. This also builds a collegial and supportive atmosphere for future work together.

Competencies:

This contributes to developing the following competencies:

1.4 Integrate awareness of self in relation to professional role.
2.1 Use effective professional communication.
2.2 Maintain effective relationships.
2.3 Contribute to a collaborative and productive atmosphere.
3.4 Evaluate and enhance professional practice.
4.3 Ensure safe and effective use of self in the therapeutic relationship.
5.1 Remain current with professional literature.
5.2 Use research findings to inform clinical practice.

Evaluation:

Please consult the specific course sections of this application for detailed assessment practices regarding the student's written work.