



CTP TRAINING PROGRAM SEMINARS & CONCENTRATIONS SYLLABI

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

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Note on Concentrations and Elective Seminars and Competencies:

Note that CTP students are required to take any two of the Concentrations and one of the elective Seminars. Hence not all students take the same Concentrations or the same elective Seminar.

That being said:

1. No Concentration or elective Seminar is the **sole** path for developing any of the competencies and
2. All the Concentrations and elective Seminars in their own way support the learning and integration of all the major competencies.
3. It should also be noted that the CTP program would have sufficient hours and sufficient development of competencies without the 90 hours of the two concentrations and one elective seminar. They are in that sense, "*ad melius*".

Intersubjectivity

CP-002-IS

CTP Concentration

(30) Hours

Lecturer: Sharon Bedard, RP, BA, BEd, CTP Dipl

Location: TBD

Prerequisite:

Enrolment in CTP theory and Practice of Psychotherapy, Clinical Phase¹, TIS, Graduate

Course Description

This concentration will follow from the Lecture Series. We will be reading and discussing more closely the writings of the Intersubjectivists, particularly Jessica Benjamin and Thomas Ogden with regard to their theories. However, as Intersubjectivity is an expanding field of thought, we will also be reading a number of contemporary writers as well.

Intersubjectivity is also an experience which I hope the seminar will foster: not only as the experience of learning and understanding the material, but through the manner in which we come together to talk. The therapeutic dialogue is aimed at the illumination of the client's inner world and the exploration of the distinctive structure of meanings that connects the different parts of an individual's world into an intelligible whole. These configurations and patterns of relating organize an individual's experiences in the world of others. This seminar will provide an opportunity to expand those self-reflective skills that are necessary for an Intersubjective stance.

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 relational world and how they learn to understand the impact that might have on their clients.

Where possible we will employ the use of films to highlight and demonstrate the key concepts and relational dynamics that we will be learning.

¹ Students who have finished the Foundation Lecture series but have not applied to the Clinical Phase may apply to the faculty for permission to attend a Concentration.

Course Objectives

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

1. Explore in an ongoing way their own understanding of the manner in which they have come to structure and organize their own relational patterns, views of the world, biases and blind spots.
2. Learn to recognize areas where they will impact the client's experiences of the therapist and the therapeutic process.
3. Effectively use their self-knowledge in the interest of creating a safe and open environment for their client to explore their own inner organizational principles.
4. Recognize areas for personal development and further growth.
5. Employ a variety of Intersubjective perspectives in order to facilitate the client's explorations.
6. Use these various Intersubjectivist theories to discern and respond appropriately to the developmental struggle or trauma that has impacted the client's relational capacities, feelings of successful engagement in their world - work, family, friends and creative pursuits.
7. Understand and work within the following basic dimensions of Transference and Counter-Transference configurations:
 - a) a self-object dimension
 - b) a repetitive dimension
 - c) a self-delineating self-object function
8. Understand and work within a more nuanced Co-Transference paradigm which requires a working and experiential facility with:
 - a) intersubjective conjunctions
 - b) intersubjective disjunctions
9. Develop and be able to work within an Intersubjective Clinical stance which requires the capacity for self-reflectivity and a capacity to de-centre. Specific facility within four main therapeutic domains or capacities is developed:
 - a) recognizing the organizing principles or emotional convictions that characterize their therapist's personal experiences. Being able to discern the therapist's own belief systems, both in and out of conscious awareness, as it informs the therapist's way of being organizing the therapeutic relationship
 - b) self-reflectivity as critical to the therapeutic stance
 - c) a respect for the client's personal system of meaning making
 - d) understanding the use of empathy through various perceptual domains; words, silence, tone of voice, posture, gesture, bodily sensation, cultural perspective.

7. Appropriate and understand the working dynamics of the following terms:
- a) Shame
 - b) Horizontal and Vertical Splitting
 - c) Subjectivity and its formation and presentation
 - d) Intersubjectivity as a relational field
 - e) Differentiation as a developmental and relational process
 - f) Recognition as an essential feature of the therapist's contribution to the client's emergent subjective experience and relational capacities

CRPO 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.
- 2.2 Maintain effective relationships.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 3.2 Apply an ethical decision making process.
- 3.3 Maintain self-care and level of health necessary for responsible therapy.
- 3.4 Evaluate and enhance professional practice.
- 3.5 Obtain clinical supervision or consultation.
- 3.8 Assist client with needs for advocacy and support.
- 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.

Required Readings

Benjamin, J. (1999). Recognition and Destruction: An Outline of Intersubjectivity. In S. Mitchell & L. Aron (Eds.), *Relational Psychoanalysis: The Emergence of a Tradition* (Vol. 1).

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.

Gerson, S. (2009) When the Third is Dead: Memory, Mourning and Witnessing in the Aftermath of the Holocaust. *International Journal of Psychoanalysis*, 90, 1341- 1357.

Greenberg, J. (1995). Psychoanalytic Technique and the Interactive Matrix. *Psychoanalytic Quarterly*, 64, 1-22.

Grossmark, R. The Unobtrusive Relational Analyst. *Psychoanalytic Dialogue*, 22, 629-646.

Holmes, J. (2010). Mentalising. In *Exploring In Security* (pp. 9-30). London: Routledge.

Lyons-Ruth, K. (1999). The Two Person Unconscious: Intersubjective Dialogue, Enactive Representation and the Emergence of New Forms of Relational Organization. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis: Innovation and Expansion* (Vol. 2, pp. 311-349). New York: The Analytic Press.

Ogden, T. (1994). The Analytic Third: Working With Intersubjective Clinical Facts. *International Journal of Psychoanalysis*, 75, 3-19.

Skolnick, N. (2006). What's A Good Object to Do? *Psychoanalytic Dialogue*, 16, 1-27.

Overview

This concentration deepens the clinical understanding of an Intersubjective stance on the part of the therapist. It develops the ongoing capacity for self-reflection and de-centering from the therapist's personal world view in order to recognized biases. The student will also learn to attend to and respond appropriately to the transference and counter-transference matrix. These considerations are addressed throughout each seminar.

This concentration also develops the capacity to articulate and clearly communicate understanding in appropriate therapeutic language, and fosters collegiality, respect and challenges to each individual's perspective – as Intersubjectivity is a perspectival theory at heart.

Students are expected to show understanding and familiarity with the theoretical concepts, show their capacity to apply an Intersubjective perspective through their participation in the conversation and during discussion of the films, and demonstrate their personal and professional development and self-reflective capacity.

These areas of therapeutic development are addressed throughout the ten seminars.

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.
- 2.1 Use effective professional communication.
- 2.2 Maintain effective relationships.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 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.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Concentration 1

Reading:

Lyons-Ruth, K. (1999). The Two Person Unconscious: Intersubjective Dialogue, Enactive Representation and the Emergence of New Forms of Relational Organization. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis: Innovation and Expansion* (Vol. 2, pp. 311-349). New York: The Analytic Press.

Film:

Mary and Max

Focus:

The psychotherapeutic experience is understood as co-constructed through the encounter of two differently organized experiential worlds and active participants. The subjectivities of both individuals inform the psychotherapeutic dialogue. The students are reminded of the implicit and explicit developmental processes and ways of knowing how to interact, and are asked to explore and understand early bodily experiences as forming the substrate of implicit relational knowing. Enactments are explored as a way of understanding how these reveal the ways in which the therapist participates in the client's use of the therapist in order to understand key relational struggles with the significant people in the client's life. The article also introduces and expands on a dissociation based model of understanding human interactions. This informs the student's therapeutic assessment and approach to the client's material, and teaches the student to recognize areas where the client may require additional support.

This article is an excellent overview of major theoretical trends and offers a cogent critique of the uses and limits of different theoretical models.

This contributes to developing the following competencies:

- 1.2 Work within a framework based upon established psychotherapeutic theory.
- 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.
- 4.2 Establish and maintain core conditions for therapy.
- 4.5 Structure and facilitate the therapeutic process.

Concentration 2

Reading:

Ogden, T. (1994). The Analytic Third: Working With Intersubjective Clinical Facts. *International Journal of Psychoanalysis*, 75, 3-19.

Film:

The Past

Focus:

This article presents the effort made by the analyst to understand and articulate for himself and the client the interplay of the therapist's subjective experience, the subjective experience of the client and the "intersubjectively generated" experience of the therapeutic couple – which is the "analytic third".

This develops the student's ability to track shifts in the clinical environment and also develops the student's ability to track changes in the relationship between the therapeutic dyad.

This contributes to developing the following competencies:

- 1.1 Integrate a theory of human psychological functioning.
- 1.4 Integrate awareness of self in relation to professional role.
- 2.1 Use effective professional communication.
- 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.

Concentration 3

Reading:

Holmes, J. (2010). Mentalising. In *Exploring In Security* (pp. 9-30). London: Routledge.

Film:

Harold and Maude

Focus:

This article develops the therapeutic understanding of the process by which an individual must learn to be able to “hold their own mind in mind”, meaning the capacity for understanding one’s own and another’s motivations and intentions and emotional states. Individual’s with early developmental trauma have not had their experiences adequately or accurately reflected back to them. This study enables the therapist to be aware of their own process of understanding, feeling and responding in order to facilitate the client’s exploration of their own interactions and interpretive mechanisms. Enactments and disruptions in the therapeutic relationship are explored as the location of the client’s and therapist’s engagement within the relational world of the client. Supervision, as a means of further examining the therapist’s role is examined.

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.
- 2.1 Use effective professional communication.

- 2.2 Maintain effective relationships.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.
- 4.5 Structure and facilitate the therapeutic process.

Concentration 4

Reading:

Benjamin, J. (1999). Recognition and Destruction: An Outline of Intersubjectivity. In S. Mitchell & L. Aron (Eds.), *Relational Psychoanalysis: The Emergence of a Tradition* (Vol. 1).

Film:

Mother of Mine

Focus:

This concentration focuses on the early relational conditions necessary for the development of subjectivity, intersubjectivity and the capacity for awareness and recognition of the other as a separate centre of initiative. This article provides a detailed and step by step discussion of the various relational struggles a toddler and later an adolescent and adult must negotiate in order to feel a sense of self and agency and in order to be able to recognize and relate to the other. This enhances the therapeutic stance as a means to help a client develop and explore their own subjective world and enter eventually into a capacity to share worlds and tolerate the separateness of the therapist as other. The students explore and learn to identify the nuanced manifestations of these struggles within a therapeutic setting. This also orients the student to the necessary attunement to ruptures in the therapeutic relationship and in the recognition of the client's emergent capacities.

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.
- 2.1 Use effective professional communication.
- 2.2 Maintain effective relationships.
- 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.

Concentration 5

Reading:

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.

Film:

Chloe

Focus:

In this concentration students will learn to identify erotic transference and counter-transference paradigms. As erotic life depends on early developmental experiences it builds on the student's capacity to integrate a number of developmental processes necessary to understanding the client's relational difficulties. This concentration also requires the student to examine their own potential counter-transference responses in order to further develop a self-reflective stance. Instances where supervision would help further this therapeutic development are also discussed. The student's facility with finding appropriate and non-threatening therapeutic language is also enhanced.

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.
- 2.1 Use effective professional communication.
- 2.2 Maintain effective relationships.
- 3.4 Evaluate and enhance professional practice.
- 3.5 Obtain clinical supervision or consultation.
- 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.

Concentration 6

Reading:

Skolnick, N. (2006). What's A Good Object to Do? *Psychoanalytic Dialogue*, 16, 1-27.

Film:

Four Minutes

Focus:

This article demonstrates the therapist's capacity to become destabilized and then to de-centre from his own responses to a client's attack in order to repair and realign the client's ability to use the therapist's responsiveness. It also demonstrates the integration of different theories as a means to approach the therapeutic encounter. The author presents key elements of a "good" therapeutic stance; " 1) dynamic identification, a clinical application derived from Fairbairn's keystone concept of dynamic structure; 2) the acceptance of patients' love, a requisite for treatment that follows Fairbairn's redefinition of libido; and 3) empathic attunement to psychic organization, a subcategory of empathy that considers empathy from a structural viewpoint rather than from its usual reference to affective resonance (Abstracted from Article)".

This facilitates the student's capacity to develop a safe and effective use of them self, a capacity to recover from disruptive therapeutic interactions, an ability to hold responsibility for the course of their therapeutic interventions, an understanding of transference and counter-transference paradigms and the acquisition of key orientations toward their client's appropriate therapeutic needs.

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.
- 2.2 Maintain effective relationships.
- 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.

Concentration 7

Reading:

Grossmark, R. The Unobtrusive Relational Analyst. *Psychoanalytic Dialogue*, 22, 629- 646.

Film:

excerpt from Frances

Focus:

This concentration will explore the therapist's counter-transference responses to very difficult clinical work, the struggle to maintain and hold appropriate boundaries while also fostering the client's emerging developmental process, agency and autonomy. The capacity to de-centre from the therapist's personal relational biases will also be explored. Student's will be asked to understand their own relational patterns, the manner in which they sustain healthy conditions for their own well being and capacity to function, and they will continue to explore their own counter-transference patterns on response to more difficult clinical work. They will also learn to discern and assess those clinical situations in which there may be some danger to their client's well being or safety and when there is additional supervision required.

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.
- 2.2 Maintain effective relationships.
- 3.2 Apply an ethical decision making process.
- 3.3 Maintain self-care and level of health necessary for responsible therapy.
- 3.4 Evaluate and enhance professional practice.
- 3.5 Obtain clinical supervision or consultation.
- 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.

Concentration 8

Reading:

Greenberg, J. (1995). Psychoanalytic Technique and the Interactive Matrix. *Psychoanalytic Quarterly*, 64, 1-22.

Film:

American Beauty

Focus:

This seminar will focus on very particular moment to moment clinical interactions with the aim of identifying the unique contributions of the individual therapist on the client's responses to clinical interventions. The student will learn to examine and identify their own beliefs, commitments, hopes, fears, needs, and wishes as well as those of the client and the relational field within which both participants work.

A secondary focus of this seminar is for the student to learn to structure their own experiences of clinical supervision.

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.
- 2.1 Use effective professional communication.
- 2.2 Maintain effective relationships.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 3.2 Apply an ethical decision making process.
- 3.4 Evaluate and enhance professional practice.
- 3.5 Obtain clinical supervision or consultation.
- 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.

Concentration 9

Reading:

Gerson, S. (2009) When the Third is Dead: Memory, Mourning and Witnessing in the Aftermath of the Holocaust. *International Journal of Psychoanalysis*, 90, 1341-1357.

Documentary:

Ms Dini Babbitt

<https://www.youtube.com/watch?v=e85gLhT5c2A>

Focus:

This concentration prepares students to work with client's who have experienced trauma as a cultural and personal phenomena. It explores the difference between Freud's repression based understanding of the structuring of the human psyche and a model based on the individual's struggle to sustain and return to life in the presence of relentless and overwhelming deadlines and deadness. This prepares the student to recognize the different ways trauma may present in a clinical setting.

The concept of the "Third" is a key concept in developing Intersubjective Theory. (Jessica Benjamin, Thomas Ogden for example) The stance of the therapist is considered in relation to the counter-transference responses s/he might experience with such a client and what it means for the therapist to maintain and act as a "Live Third" to help the client create "liveable meaning". The student will also learn to identify areas of additional support that the client might require. The student will also develop ways to recognize the "secondary trauma" that they will encounter and to take appropriate measure for self care and additional supervision.

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.
- 3.8 Assist client with needs for advocacy and support.

- 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.

Concentration 10

Writing and Presentation:

Focus:

Students are asked to write a brief self reflective and exploratory piece identifying key articles, passages or interpersonal experiences during the ongoing interactions in the concentration. They then share this writing with the concentration group at large and receive responses from their peers. This helps the student further develop their organizational, synthesizing, reflective and speaking skills as well as their ability to assimilate other member'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. The students are also encouraged to identify areas where their future interests might lie in order to encourage further development and research.

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.

Assignments, Assessments & Grading

Assessment is divided in the following manner.

1) Readiness and ability to participate fully in all concentration discussions. **50%**

The student must come having read and prepared themselves for discussion. They must follow the directions that the seminar presenter outlines and direct their attention to specific selected passages, additional reading, films or supplementary material.

During these discussions students are encouraged to explore their own reactions and responses to the material and to each other. They are also encouraged to respectfully challenge each other along lines of bias or unexamined beliefs and expectations. In this students also identify areas for further personal development.

Students are also encouraged to explore further areas of theory or clinical material that they do not understand and to identify for themselves what aspects of the theory being studied resonate with their developing sense of their own clinical stance.

2) Seminar presentation and Film selection. **25%**

Specific use of film, documentaries or interview as well as any secondary literature should demonstrate an integration of the objectives set out for this concentration and the specific topic addressed in the article the student is presenting. In the formulation of the students thoughts, assessment of key themes and conclusions, the student is expected to demonstrate that they are conversant with both the theory and the clinical implications.

3) Paper **25%**

The final paper should reflect fluency in and a capacity to use the learned objectives in an exploratory and creative manner.

Please see appropriate Rubrics

intersubjective Concentration - Assignments and Assessments

RUBRIC - To be used in the Evaluation of the Seminar Presentation - 25%

Seminar Presentation	Poor		Adequate		Pass	Marking Breakdown
Accuracy of use of material and personal reflections for the chosen seminar topic	Accuracy of material and personal reflections not appropriate to the accomplishment of the chosen seminar topic		Accuracy of material and personal reflections too general to demonstrate understanding of the chosen seminar topic		Accuracy of material and personal reflections clearly in line with the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding 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	Write a short Reflection Piece to Demonstrate better understanding or Pass
Reflections and critical analysis of the literature presented	Analysis shows little or no critical perspective of the literature presented		Analysis shows some critical perspective but lacks a fully developed perspective of the literature presented		Analysis shows a developed critical perspective, demonstrating cross references to related material of the literature presented	Write a short Reflection Piece to Demonstrate better understanding or Pass
Conclusions appropriate to chosen seminar topic	Conclusion do not demonstrate an understanding of the chosen seminar topic		Conclusions show an understanding of the chosen question but methodology does not fully support the chosen seminar topic		Conclusions relate specifically to an understanding of the chosen question and methodology clearly supports chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding or Pass
Awareness of any ethical cultural or social issues relevant to the chosen seminar topic	Lack of awareness of any ethical, cultural or social issues relevant to the chosen seminar topic		Moderate but inadequate awareness of any ethical, cultural or social issues relevant to the chosen seminar topic		A highly developed and integrative approach to any ethical, cultural or social issues relevant to the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding or Pass
Use of other media where appropriate for the chosen question - eg. film, audio, documentaries or interviews as well as selected literature should	Supporting media was inappropriately selected for the chosen seminar topic		Supporting media was loosely related to the question chosen seminar topic		Supporting media was interesting and clearly related to the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding or Pass

demonstrate an integration of the learning objectives in the formulation of your thoughts, assessments and conclusions.						
Preparation of Seminar Outline for other participants	Outline was thin, was disorganized and gave poor direction as to the focus of the article and did not identify key themes		Outline was reasonably comprehensive, gave useful direction and identified major key themes		Outline was well organized and thorough, gave clear and interesting direction to the exploration of key themes	Write a short Reflection Piece to Demonstrate better understanding or Pass
Seminar Presentation 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	Write a short Reflection Piece to Demonstrate better understanding or Pass
Overall Impressions	Seminar Presentation was rambling, poorly organized and tedious to follow		Seminar Presentation was considered and organized but was not very engaging		Seminar Presentation was delightful, evocative and engaging to participate in	Write a short Reflection Piece to Demonstrate better understanding or Pass
Follow up to responses to Seminar Presentation	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	Write a short Reflection Piece to Demonstrate better understanding or Pass

Intersubjective Concentration - Assignments and Assessments

RUBRIC - To be used in the Evaluation of the Seminar Participation - 50%

Seminar Participation	Poor		Adequate		Pass	
Participant should have read and digested required reading, supplementary reading and any additional media assigned	Student had clearly not read the material and supplementary readings nor watched additional media		Student had read the required material but had not extended them self to complete any additional readings nor watched additional media		Student had clearly read all the required readings, additional readings and had watched additional media	Requires Seminar Leaders Intervention to some degree or Pass

Participant should be able to speak knowledgeably using appropriate terms	Student showed marked inability to understand the material and a poor grasp of appropriate terminology		Student showed adequate understanding of the material and a marginal grasp of appropriate terminology		Student showed a clear understanding of the material and used terminology appropriately	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to formulate relevant questions or respond to others questions demonstrating a clear grasp of the material	Student's questions were irrelevant to the topic or off the mark and their responses demonstrated a weak grasp of the material		Student's questions were relevant to the topic but were only adequately formulated and their responses showed only a superficial grasp of the material		Student's questions were both relevant and cogently formulated and their responses demonstrated a clear capacity to summarize and formulate the material	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to integrate concentration objectives as part of their participation	Student showed an inadequate understanding and integration of the concentration objectives		Student showed an adequate understanding and integration of the concentration objectives		Student showed a high degree of understanding and integration of the concentration objectives	Requires Seminar Leaders Intervention to some degree or Pass
Participant should show self-reflective capacities and self-directed inquiry and proceed to respond to other's inquiries non-defensively	Student showed little self-reflective capacities or self-directed inquiry and was defensive in response to other participant's inquiries		Student showed moderate self-reflective capacities and self-directed inquiry and was reasonably non-defensive in response to other participant's inquiries		Student showed a highly developed capacity for self-reflection and self-directed inquiry and was non-defensive and open in their responses to other participant's inquiries	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to question biases and assumptions that they detect in others and proceed to inquire non-judgmentally	Student showed little capacity or interest in engaging other participants on their biases and showed a judgmental approach to any inquiries that they did make		Student was moderately able to inquire into other participant's biases and showed little judgment in their approach to any inquiries that they did make		Student showed a lively and non-judgmental capacity to engage other participant's in their biases	Requires Seminar Leaders Intervention to some degree or Pass
Participant should contribute to an encouraging, respectful, and exploratory atmosphere	Participant was dull and limited in their contributions to an exploratory atmosphere, and sometimes showed a limited respect for difference		Participant attempted to contribute to an exploratory atmosphere, but was respectful in their efforts		Participant showed an open and engaging demeanor that enhanced the exploratory atmosphere and was respectful during all engagements	Requires Seminar Leaders Intervention to some degree or Pass

Transference & Countertransference

CP-002-TCT

CTP Concentration: 2019 -2020

Transference and Countertransference is a 30 hour course

Seminar instructors: Peter Dales and Judy Dales

Seminar meeting day: Saturday

Starting date: Saturday, September 21/19

Place: 123 Admiral Road.

Time: 10:00 a.m. – 1:15 p.m. or 2:00 to 5:15

Seminars are conducted once a month from September 2019 – June 2020

10 seminars for a total of 30 hours: seminars 1-5 are dedicated to the study of transference and seminars 6-10 are dedicated to the study of countertransference.

It is a given that the twin concepts of transference and countertransference are foundational to psychoanalytic psychotherapy. Both of these concepts have undergone an evolution of understanding throughout the twentieth century, and continue to be developed and refined. A selection of major psychoanalytic texts, from Freud to the Intersubjectivists is studied to familiarize the student with these concepts.

Transference and countertransference are communicated consciously and unconsciously, verbally and nonverbally, and are continually affecting the therapeutic relationship between the therapist and the client. Much therapeutic work is achieved by examining and addressing the transference and countertransference interactions as they occur in the therapeutic relationship. The safe and effective use of the self is a major competency that is explicitly addressed in this course. There is probably no better way to develop knowledge and expertise in this competency than an in-depth study of the history and practice of the transference and countertransference matrix in psychoanalytic psychotherapy.

The importance and the impact of the safe use of the self and the effective use of the self in the therapeutic relationship and therapeutic process is a major component of this course.

By the end of the course the students should be able to:

1. understand the concepts of transference and countertransference and their interdependence
2. develop an understanding of the clinical significance of transference and countertransference
3. identify and find instances of transference and countertransference
4. use the self in a safe way: demonstrate an ability to identify and address prejudices, impasses, boundary issues, attitudes and enactments so that they do not interfere with the therapeutic relationship and the therapeutic process.
5. use the self effectively by listening to oneself, to one's inner feelings which enables one to find the client within. This capacity enhances empathic connection to the client, strengthens the therapeutic alliance and leads to therapeutic progress
6. recognize that blind spots exist in everyone and realize that a conversation with a supervisor or with a structured peer supervision group is needed to overcome them

Clinical material will be supplied by the instructors and the by the students from their own work with clients.

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

1. Foundations

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 viewpoint of the therapist's theoretical orientation; recognize the benefits, limitations, and contraindications of differing therapeutic approaches; establish a therapeutic relationship informed by the theoretical framework; integrate the theory of change consistent with the therapist's theoretical orientation; integrate knowledge of the impact of trauma on psychological functioning

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; recognize instances where the therapist's life experience may enhance or compromise therapeutic effectiveness

3. Professional Responsibilities

3.4 Evaluate and enhance professional practice

undertake critical self-reflection; solicit client feedback throughout the therapeutic process; plan and implement methods to assess effectiveness of interventions

4. Therapeutic Process

4.2 Establish and maintain core conditions for therapy

employ empathy, respect, and authenticity; establish rapport; demonstrate awareness of the impact of the client's context on the therapeutic process; demonstrate sensitivity to the setting in which therapy takes place; assume non-judgmental stance; explain theoretical concept in terms the client can understand; foster client autonomy; maintain appropriate therapeutic boundaries; define clear boundaries of response to client's requests or demands; take all

reasonable measures to safeguard physical and emotional safety of client during clinical work; employ effective skills in observation of self, the client and the therapeutic process; demonstrate dependability

4.3 Ensure Safe and Effective use of the Self in the Therapeutic Relationship

demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process; recognize the impact of power dynamics within the therapeutic relationship; protect client from imposition of the therapist's personal issues; employ effective and congruent verbal and non-verbal communication; use self disclosure appropriately

4.5 Structure and facilitate the therapeutic process

communicate in a manner appropriate to client's developmental level and socio-cultural identity; identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources; respond non-reactively to anger, hostility, and criticism from the client; respond professionally to expressions of inappropriate attachment from the client; anticipate and respond appropriately to the expressions of intense emotions and help the client to understanding and management; practice therapy that is within the therapist's level of skill, knowledge and judgment; facilitate client exploration of issues and patterns of behaviour; support client to explore a range of emotions; ensure timeliness of interventions; recognize the significance of action and inaction; identify contextual influences

Transference and countertransference focuses on the therapeutic relationship which is foundational to psychotherapy. It also focuses on and stresses self-reflection and self monitoring. The competencies

listed above map easily onto the subject matter of this course. The competencies listed under the heading of Foundations are addressed in every seminar and competencies listed under the headings of Therapeutic Process and Professional Responsibilities are explicitly addressed in seminars two through ten. The students progressively develop knowledge, skill and capability in all the competencies mentioned throughout the ten seminars. The students integrate, assimilate and become fluent with the competencies by the end of this course.

Seminar-by-seminar listing of topics to be discussed and Reading List

Required text: Esman, Aaron, ed., Essential Papers on Transference, New York University Press, 1990 (EPT)

Articles from Pepweb (Psychoanalytic Electronic Publishing) All students are registered on Pepweb.

Copied material handed out to students.

See detailed information below about specific chapters from the required text, articles from Pepweb and copied material for hand outs.

Transference

Seminar 1

This first seminar gives the students an overview of the history of transference through more than 100 years in psychoanalysis and explains how the concept has developed and changed. Emphasis is on how Freud came to discover transference and on Freud's important paper on repeating maladaptive behaviour and the working through process.

Required reading

1. A. H. Esman, ed., "Introduction", Essential Papers on Transference, (EPT)
2. S. Freud, Postscript to the 'Dora' Case, S.E. VII, pp. 116-120, (pepweb)
3. S. Freud, "Remembering, Repeating and Working Through", S.E. XII, pp.145-156, (pepweb)
4. S. Freud, "The Dynamics of Transference", Chapter 2, (EPT)

Recommended reading:

1. Jonathan Lear, Freud, chapter 4, "Transference", (handout)

Seminar 2

This seminar discusses transference from a Kleinian perspective and discusses how the whole personality can be understood through transference – the client’s intrapsychic and interpersonal life. The seminar also discusses the fact that transference appears from the outset of therapy and the therapist must be attuned to this.

Required reading:

1. Betty Joseph, “Transference: The Total Situation”, (pepweb)
2. Melanie Klein, “The Origins of Transference”, chapter 15, (EPT)
3. Thomas Ogden, “Comments on Transference and Countertransference in the Initial Analytic Meeting”, 1992, *Psychoanalytic Inquiry*, 12: 225 - 247 (pepweb)

Recommended reading:

1. Heinrich Racker, *Transference and Countertransference*, chapters 3, pp. 71-78 & chapter 4 pp. 79 – 104 (pepweb)
2. James Strachey, “The Nature of the Therapeutic Action of Psychoanalysis”, chapter 4, (EPT)

Seminar 3

This seminar discusses transference as the centre piece of psychoanalytic psychotherapy and the hardest part of the work. It discusses how to find the transference and the different kinds of transferences that are manifest in the therapeutic relationship and in relationships in everyday life. The discussion emphasizes how the therapist feels about being the recipient of

transference –what subjective feelings might block the therapist from recognizing and working with the transference, (safe and effective use of the self).

Required reading

1. Merton Gill, “The Analysis of the Transference”, chapter 21 (EPT)
2. R. Greenson, *The Technique and Practice of Psychoanalysis*, vol. 1, “The Positive and Negative Transference” (handout)

Recommended Reading

1. Henry Smith, “Analysis of Transference: a North American Perspective”, (pepweb, *International Journal of Psychoanalysis*, 2003, 84: 1017-1041)
2. R. Greenson, “The Working Alliance and the Transference Neurosis”, chapter 11, (EPT)

3. Brian Bird, “Notes on Transference: Universal Phenomenon and the Hardest Part of the Analysis”, chapter 20, (EPT)

Seminar 4

This seminar explores transference love in the various client/therapist dyads. It discusses the benefits of working optimally with transference love and the difficulties encountered working with intense erotic transference. Transference love is discussed as “mind field” and “gold mind” and emphasises the pitfalls the therapist must avoid to accomplish safe and effective work.

Required reading:

1. S. Freud, “Observations on Transference-Love”, chapter 3, (EPT)
2. Definition of the Oedipus Complex, Psychoanalytic Terms & Concepts, Fine and Moore eds. (handout)(see drop box)
3. Ethel Person, “The Erotic Transference in Women and in Men: Differences and Consequences”, The Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 1985, 13: 159 – 180, (pepweb)
4. Jody Messler Davies, The Times We Sizzle, and the Times We Sigh: The Multiple Erotics of Arousal, Anticipation, and Release, Psychoanalytic Dialogue, 2006, 16: 665-686, (pepweb)

Seminar 5

This seminar discusses transference from the perspective of self psychology with emphasis on selfobject so necessary in working with narcissistic personalities. It discusses the therapist’s non-judgemental attitude and empathic attunement so necessary for working with narcissistic clients, (safe and effective use of the self).

Required reading

1. E. Wolf, Treating the Self, chapter 10, “Selfobject Transference”, (handout)
2. Sandler & Sandler, “The Past Unconscious, the Present Unconscious, and Interpretation of the Transference”, 1994, the first four pages, Psychoanalytic Inquiry, 4: 367 – 370, (pepweb)

Recommended Reading:

1. Otto Kernberg, “An Ego Psychology – Object Relations Theory Approach to the Transference”, chapter 28, (EPT)

2. H. Kohut, “The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systematic Approach”, chapter 26, (EPT)

3. C. Bollas, Forces of Destiny, The Destiny Drive, pp. 24-31, (handout)

Countertransference

Seminar 6

This seminar gives an overview of the developing concept of countertransference through more than 100 years of psychoanalysis. It discusses Freud’s recommendations on the optimal way to listen to clients and the necessity of being attentive to the therapist’s subjective, troubling countertransference feelings that could burden and defeat the therapeutic process (the safe and effective use of the self). It introduces the concept of objective countertransference that is achieved through empathy and that is indispensable for understanding the client and the client’s material to be worked with.

Required reading

1. L. Epstein and A. Feiner, Countertransference: The Therapist’s Contribution to Treatment,

Overview, Contemporary Psychoanalysis, 15: 489 - 513 (pepweb)

2. S. Freud, “Recommendations to Physicians Practicing Psychoanalysis”, S.E. XII, pp. 109 – 120 (pepweb)

3. Paula Heimann, “On Countertransference”, International Journal of Psychoanalysis, 1950, 31: 81-84 (pepweb)

Recommended Reading

T. Jacobs, Countertransference Past And Present: A Review of the Concept, 1995, The International Journal of Psychoanalysis, 80:575-594 (pepweb)

Seminar 7

This seminar focuses on role responsiveness which is a precursor to enactment. It discusses enactment which occurs when non-symbolized material is enacted between the therapist and the client. It discusses optimal ways of working with enactment. The seminar also discusses the therapist’s mistakes and ways to correct and discuss them with the client to prevent them from negatively impacting the therapeutic relationship and the therapeutic process.

Required reading

1. Joseph Sandler, Countertransference and Role Responsiveness, *International Review of Psychoanalysis*, 1976, 3:43-47, (pepweb)
2. Theodore Jacobs, “On Misreading and Misleading Patients: Some Reflections on Communications, Miscommunications and Countertransference Enactments” 2001, *International Journal of Psychoanalysis*, 82: 653 - 669 (pepweb)

Recommended reading

1. O. Kernberg, “Love in the Analytic Setting”, *Journal of the American Psychoanalytic Association*, 1994, 42: 1137 – 1157 (pepweb)
2. C. Bollas, “Freudian Intersubjectivity: Commentary on Paper by Julie Gerhardt and Annie Sweetnam”, *Psychoanalytic Dialogues*, 2001, 11: 93-105 (pepweb)
3. 2. Hirsch, “The Concept of Enactment and Theoretical Convergence”, *1998 Psychoanalytic Quarterly*, 67: 78 - 101(pepweb)

Seminar 8

This seminar discusses the safe use of the therapist’s self with attention to blind spots, the therapist’s subjective, troubling feelings that interfere with the therapeutic process.

Required Reading

1. D.W. Winnicott, *Through Paediatrics to Psychoanalysis*, “Hate in the Countertransference”, chapter XV, 1949 (pepweb)
2. G. Gabbard, “Technical Approaches to Transference Hate in the Analysis of Borderline Patients”, *International Journal of Psychoanalysis*, 1991, 72:625 – 636, (pepweb)
3. Harold Searles, *Countertransference and Related Subjects*, chapter 5, The “Dedicated Physician” in the Field of Psychotherapy and Psychoanalysis (handout)

Recommended Reading

1. T. Ogden, “Analyzing Forms of Aliveness and Deadness of the Transference – Countertransference”, *International Journal of Psychoanalysis*, 76: 695 - 709 (pepweb)
2. L. Epstein and A. Feiner, “The Therapeutic Function of Hate in the Countertransference”, *Contemporary Psychoanalysis*, 13:442 - 460 (pepweb)

Seminar 9

This seminar discusses the effective use of the self – the therapist listening deeply to oneself to discover the patient/client within. The result is deep understanding of the client and the client’s issues which results in effective work that moves the therapeutic process along and leads to change.

Required reading

1. C. Bollas, “Expressive Uses of the Countertransference: notes to the patient from oneself, Contemporary Psychoanalysis 19: 1 - 33, 1983 (pepweb)
2. Harold Searles, Countertransference and Related Subjects, chapter 2, “Feelings of Guilt in the Psychoanalyst, (handout)
3. C. Bollas, The Shadow of the Object, chapter 13, “Self Analysis and the Countertransference”, (handout)

Recommended Reading

1. H. Racker, Transference and Countertransference, chapter 6, “The Meaning and Uses of Countertransference”, (pepweb)

Seminar 10

This seminar discusses the various forms of self-disclosure in psychoanalytic psychotherapy, including disclosing experiences with other clients, when and when not to answer questions. These issues contribute to the establishment of good boundaries and effective therapeutic work that result in therapeutic progress.

Required reading

1. W.W. Meissner, The Problem of Self Disclosure in Psychoanalysis, Journal of the American Psychoanalytic Association, 2002, 50: 827-867 (pepweb)
2. Jay Greenberg, Self-disclosure: Is it Psychoanalytic, Contemporary Psychoanalytic, 1995, 31:193-205 (pepweb)

Assignments, Assessment, Grading

Students are required to write a total of three papers, each consisting of a minimum of 1000 words:

1. one paper on the concept of transference; this paper is due after seminar five, at the end of January (25%)
2. one paper on the safe and effective use of the self; this paper is due after seminar 8 at the end of April. (25%)

3. one paper on the concept of countertransference; this paper is due at the end of seminar 10 (25%)

The papers should demonstrate an integration of theoretical knowledge and clinical practice. Reference should be made to the material read and discussed in the seminars.

The papers may be written in a conventional expository form that you are accustomed to, with attention paid to the various elements of the proper essay format. However, it might be more interesting, effective and creative to choose another format, for example: to write short dramatic pieces involving dialogue between the therapist and the client. Thus on writing on transference, countertransference or the safe and effective use of the self, your paper may be a dialogue between the two therapeutic partners, where you demonstrate the content elements that apply to your specific subject matter.

Dialogue between two people may include soliloquies (or inner monologues) from either partner. What must be manifest in the dialogue are the central issues of theory and practice you have been studying.

Another modality may be a longer poem; for instance the dramatic monologue which lends itself to the task at hand.

Students are also assessed on their participation and contributions to seminar discussions. (25%)

During class discussion students have an opportunity to express their thoughts and feelings about the assigned reading, what they understood and didn't understand and what they most valued about the readings. The seminar discussion helps the students learn the theory and clinical practice of the topic being studied. The students also learn how the reading material and seminar discussion could inform their therapy work with clients.

Missed Seminars

Students are required to write a short paper of 500 - 750 words in length on the subject matter of the missed seminar.

Working with Trauma: A Phase-Oriented Approach
CP-002-WWT

CTP Concentration
(30) Hours

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

Location: TBD

Prerequisite:

Enrolment in CTP theory and Practice of Psychotherapy, Clinical Phase², TIS, Graduate

Course Description

In recent years, the importance of the mind-body connection in the psychotherapy of trauma has been recognized as a key component in therapeutic work. In tandem with recent neurobiological findings, new ways have developed of including the physiological side of trauma in therapy. The blending of talk therapy, neurobiology, attachment theory, mindfulness and somatic processing has yielded encouraging results in the work with trauma clients.

One of the great challenges in working with clients with a history of trauma is that when we turn to some of our greatest skills as psychotherapists - insight, interpretation listening and helping our clients to put their feelings into words - we run into difficulties. The very act of telling the story of what happened runs the risk of our clients re-living the trauma, leading to re-traumatization.

The use of a phase-oriented approach, first proposed by Pierre Janet in the early twentieth century, provides a safe and gentle way to work with trauma. Various contemporary therapies for the treatment of trauma agree on the effectiveness of this way of working.

In this seminar we will study a phase-oriented approach to working with trauma, from the perspective of Pat Ogden's Sensorimotor Psychotherapy, Pierre Janet's psychology of action and the phase-oriented treatment outlined by Onno van der Hart, Ellert R. S. Nijenhuis, and Kathy Steele in their book, The Haunted Self.

² Students who have finished the Foundation Lecture series but have not applied to the Clinical Phase may apply to the faculty for permission to attend a Concentration.

Course Objectives

By the end of the course students should be able to:

1. Understand and recognize the impact of trauma on psychological functioning.
2. Use the self in a safe way: identifying the signs of cognitive, emotional and physiological dysregulation in the client
3. Use the self effectively: demonstrating an ability to help the client to regulate emotions, thoughts and physiological responses.
4. Recognize the benefits of working therapeutically with the body and know how and when to apply this with clients.
5. Identify and respond appropriately to the client's strengths, vulnerabilities, resilience and resources.
6. Anticipate and respond appropriately to the expression of intense emotions and understand how to help the client to process and manage them.
7. Know how to support the client to explore a range of emotions and employ a variety of helping strategies.

Clinical material will be supplied by the instructor and by the students from their own work.

Seminar-by-seminar listing of topics to be discussed and Reading List

Required Texts: Ogden, Pat, Minton, Kekuni and Pain, Claire (2006): Trauma and the Body. W. W. Norton & Company
Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. (2006).: The Haunted Self. W.W. Norton & Company

Recommended Text: Ogden, Pat & Fisher, Janina (2015): Sensorimotor Psychotherapy: Interventions for Trauma and Attachment. W.W. Norton & Company

Copied material handed out to students.

See detailed information below about specific chapters from the required texts, and copied material for hand outs.

Seminar 1

This first seminar gives the students an introduction to the nature of trauma, the challenges in working with traumatic material, and why a therapeutic approach that takes somatic processing into account is

recommended. Emphasis is on how trauma dysregulates both the body and the mind and an overview of the role of the therapist in helping the client to process both cognition and emotion.

This seminar primarily contributes to the development of these competencies:

- 1.1 Integrate a theory of human psychological functioning
- 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 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading

- 1. Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. (2006).: The Haunted Self. Introduction

Seminar 2

This seminar discusses the concept of hierarchical information processing and how mind and body mutually inform one another. The seminar also discusses the sympathetic and parasympathetic branches of the autonomic nervous system, hyperarousal and hypoarousal of the nervous system and the modulation model of regulation of the autonomic nervous system.

This seminar primarily contributes to the development of these competencies:

- 1.1 Integrate a theory of human psychological functioning
- 1.2 Work within a framework based upon established psychotherapeutic theory
- 5.1 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading:

- Ogden, Pat, Minton, Kekuni and Pain, Claire: Trauma and the Body. introduction and Chapters One and Two

Seminar 3

This seminar explores the orienting response and defensive subsystems of the body and mind. It discusses the concept of mindfulness and the benefits of working with present moment experiences while remembering past traumatic moments. Students are introduced to boundary and orienting exercises that

can be practiced with clients to increase their sense of self possession. The concept of working with clients to improve upon their strengths and resources is also introduced.

This seminar primarily contributes to the development of these 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
- 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 Access and apply a range of relevant professional literature
- 5.2
Use research findings to inform clinical practice

Required reading:

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapters four and five
Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. :
The Haunted Self. Chapter seven

Seminar 4

This seminar discusses adaptation in the human system. The concepts of action systems and tendencies are introduced. The seminar also discusses the techniques of tracking and contacting in therapeutic sessions with the client. Tracking refers to careful attention to small movements, gestures and other indications of actions the client wants to make while remembering significant past events. Contacting refers to the therapist's mirroring and empathetic responses to the client's statements.

This seminar primarily contributes to the development of these 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
- 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 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapter six and Chapter seven, pp. 154-161

Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. : The Haunted Self. Chapter nine

Seminar 5

This seminar discusses the principles of treatment for trauma and introduces the concept of phase oriented treatment. The principles of mental economy are introduced. An overview of the three phases of treatment is discussed. The development of a secure therapeutic relationship and the elements of creating the treatment frame are discussed. An understanding of the concept of resistance is developed, with discussion around how to work with it. Students are taught about substitute actions and adaptive actions, top-down and bottom-up interventions, engaging the client in exploration and dual processing of cognition and emotion.

This seminar primarily contributes to the development of these 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
- 4.5 Structure and facilitate the therapeutic process
- 5.1 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapter eight

Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. : The Haunted Self. Chapter twelve

Seminar 6

This seminar discusses the blending of techniques from cognitive and psychodynamic therapies with somatically based interventions. This combination fosters the ability to engage the frontal lobes of the brain in mindful self-witnessing and the practice of new actions that promote empowerment and success. The interweaving of cognitive, emotional and sensorimotor features helps to increase the integrative

capacity of the human being, laying the groundwork for the unification of the mental and physical components of trauma. Techniques of tracking and reading the body are discussed further in this seminar, as well as the art of making effective contact statements. This seminar also expands upon the uses of mindful-based awareness within the therapeutic setting and introduces the concept of procedural learning. The client's fear of attachment and of attachment loss with the therapist is also discussed.

This seminar primarily contributes to the development of these competencies:

- 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
- 4.5 Structure and facilitate the therapeutic process
- 5.1 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapter nine
Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy. :
The Haunted Self. Chapter thirteen

Seminar 7

This seminar focuses on phase one in the treatment of trauma. The development of somatic resources for stabilization is discussed. The role of the therapist as “interactive psychobiological regulator” for the client is examined. The importance of interactive regulation, psycho-education, the recognition of triggers and mindful observation of arousal and defensive subsystems is discussed. Students are taught how to create safety in the therapeutic setting so that somatic exploration can take place. The importance of helping the client to experience competency and pleasure is discussed. Students learn how to work effectively with hypo and hyper-arousal through discussion, demonstration and practice exercises. The seminar also focuses on how to help the client to overcome phobias of trauma-derived mental actions, i.e. what we feel, think, wish, need and sense. Self-care for the therapist is explored, accompanied by discussion of practical methods and techniques.

This seminar primarily contributes to the development of these 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
- 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
- 5.1 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapter ten
Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy.
The Haunted Self. Chapter fourteen and fifteen

Seminar 8

This seminar discusses the safe and effective treatment of traumatic memory, conceptualized as the resolution of the effects of the traumatic past on the client's current experiences. The focus is on the care and planning that must go into preparation to work with traumatic memory with the goal of integration of these memories into present day experiencing. Students are taught collaborative techniques for the processing of traumatic memory with clients, thus promoting safe and effective use of the self.

This seminar primarily contributes to the development of these competencies:

- 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
- 4.5 Structure and facilitate the therapeutic process
- 5.1 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required Reading

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapter eleven
Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy.
The Haunted Self. Chapter sixteen

Seminar 9

This seminar discusses the process of integration and the overcoming of fears encountered by the client in adapting to everyday living. The focus is on cultivating a deep understanding of the client and the client's

issues once the trauma of the past has been processed. This results in effective work, often involving deep grieving on the part of the client, that moves the therapeutic process along and leads to change.

This seminar primarily contributes to the development of these competencies:

- 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
- 4.5 Structure and facilitate the therapeutic process
- 5.1 Access and apply a range of relevant professional literature
- 5.2 Use research findings to inform clinical practice

Required reading

Ogden, Pat, Minton, Kekuni and Pain, Claire : Trauma and the Body. Chapter twelve
Van der Hart, Onno, Nijenhuis, Ellert R.S., and Steele, Kathy.
The Haunted Self. Chapter seventeen

CRPO Competencies

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. Foundations

1.1 Integrate a theory of human psychological functioning

Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.

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 viewpoint of the therapist's theoretical orientation; recognize the benefits, limitations, and contraindications of differing therapeutic approaches; 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

1.4 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; recognize instances where the therapist's life experience may enhance or compromise therapeutic effectiveness

3. Professional Responsibilities

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

3.4 Evaluate and enhance professional practice

undertake critical self-reflection; solicit client feedback throughout the therapeutic process; plan and implement methods to assess effectiveness of interventions; modify practice to enhance effectiveness

4. Therapeutic Process

4.2 Establish and maintain core conditions for therapy

employ empathy, respect, and authenticity; establish rapport; demonstrate awareness of the impact of the client's context on the therapeutic process; demonstrate sensitivity to the setting in which therapy takes place; assume non-judgmental stance; explain theoretical concept in terms the client can understand; foster client autonomy; maintain appropriate therapeutic boundaries; define clear boundaries of response to client's requests or demands; take all reasonable measures to safeguard physical and emotional safety of client during clinical work; employ effective skills in observation of self, the client and the therapeutic process; demonstrate dependability

4.3 Ensure Safe and Effective use of the Self in the Therapeutic Relationship

demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process; recognize the impact of power dynamics within the therapeutic relationship; protect client from imposition of the therapist's personal issues; employ effective and congruent verbal and non-verbal communication; use self disclosure appropriately

4.5 Structure and facilitate the therapeutic process

communicate in a manner appropriate to client's developmental level and socio-cultural identity; identify and respond appropriately to client's strengths, vulnerabilities, resilience and resources; respond non-reactively to anger, hostility, and criticism from the client; respond professionally to expressions of inappropriate attachment from the client; anticipate and respond appropriately to the expressions of intense emotions and help the client to understanding and management; formulate a direction for treatment for therapy; practice therapy that is within the therapist's level of skill, knowledge and judgment; facilitate client exploration of issues and patterns of behaviour; support client to explore a range of emotions; employ a variety of helping strategies; ensure timeliness of interventions; recognize the significance of action and inaction; identify contextual influences; review therapeutic process and progress with client periodically and make appropriate adjustments.

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; Determine the applicability of information to particular clinical situations. e Apply knowledge gathered to enhance practice; Remain current with developments in foundational areas.

5.2 Use research findings to inform clinical practice; Integrate knowledge of research methods and practices; Determine the applicability of research findings to particular clinical situations; Analyze research findings critically; Apply knowledge gathered to enhance practice

Assignments, Assessments & Grading

Assessment is divided in the following manner.

1) Readiness and ability to participate fully in all concentration discussions. **40%**

During class discussion students have an opportunity to express their thoughts and feelings about the assigned readings, what they understood and didn't understand and what they most valued about the readings. The seminar discussion helps the students learn the theory and clinical practice of the topic being studied. The students also learn how the reading material and seminar discussion could inform their therapy work with clients.

The student must come having read and prepared themselves for discussion. They must follow the directions that the seminar presenter outlines and direct their attention to specific selected passages, additional reading, or supplementary material.

During these discussions students are encouraged to explore their own reactions and responses to the material and to each other. They are also encouraged to respectfully challenge each other along lines of bias or unexamined beliefs and expectations. In this students also identify areas for further personal development.

Students are also encouraged to explore further areas of theory or clinical material that they do not understand and to identify for themselves what aspects of the theory being studied resonate with their developing sense of their own clinical stance.

Please see appropriate Rubric

2) Seminar presentation **35%**

Each student is required to take responsibility for preparing one seminar and presenting on the material covered. The student is expected to demonstrate that they are conversant with both the theory being discussed and the clinical implications. The presentation should consist of written materials which are handed out to the other students and can be accompanied by additional materials, such as film clips, graphics or other media.

Specific use of any secondary materials should demonstrate an integration of the objectives set out for this concentration and the specific topic addressed in the material the student is presenting.

Please see appropriate Rubric

3) Paper **25%**

Students are required to write a paper, consisting of a minimum of 1000 words:
They may choose from one of the following topics:

1. How has this seminar affected your perspective on working psychotherapeutically with survivors of trauma; which of the elements discussed in this seminar have you found most helpful to your thinking about working with trauma survivors and how have you applied or how do you envision applying what you have learned in this seminar?
2. Explain and describe the following terms, using examples. Discuss the applications of these concepts to clinical practice.
 - hierarchical processing
 - the window of tolerance
 - the orienting response
 - defensive subsystems
3. Describe and discuss the three stages of treatment, using examples.

The paper should demonstrate an integration of theoretical knowledge and clinical practice. Reference should be made to the material read and discussed in the seminars.

The final paper should reflect fluency in and a capacity to use the learned objectives in an exploratory and creative manner.

RUBRIC - To be used in the Evaluation of the Concentration Participation - 40%

Seminar Participation	Poor		Adequate		Pass	
Participant should have read and digested required reading, supplementary reading and any additional media assigned	Student had clearly not read the material and supplementary readings nor watched additional media		Student had read the required material but had not extended self to complete any additional readings nor watched additional media		Student had clearly read all the required readings, additional readings and had watched additional media	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to speak knowledgeably using appropriate terms	Student showed marked inability to understand the material and a poor grasp of appropriate terminology		Student showed adequate understanding of the material and a marginal grasp of appropriate terminology		Student showed a clear understanding of the material and used terminology appropriately	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to formulate relevant questions or respond to others questions demonstrating a clear grasp of the material	Student's questions were irrelevant to the topic or off the mark and their responses demonstrated a weak grasp of the material		Student's questions were relevant to the topic but were only adequately formulated and their responses showed only a superficial grasp of the material		Student's questions were both relevant and cogently formulated and their responses demonstrated a clear capacity to summarize and formulate the material	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to integrate concentration objectives as part of their participation	Student showed an inadequate understanding and integration of the concentration objectives		Student showed an adequate understanding and integration of the concentration objectives		Student showed a high degree of understanding and integration of the concentration objectives	Requires Seminar Leaders Intervention to some degree or Pass
Participant should show self-reflective capacities and self-directed inquiry and proceed to respond to other's inquiries non-defensively	Student showed little self-reflective capacities or self-directed inquiry and was defensive in response to other participant's inquiries		Student showed moderate self-reflective capacities and self-directed inquiry and was reasonably non-defensive in response to other participant's inquiries		Student showed a highly developed capacity for self-reflection and self-directed inquiry and was non-defensive and open in their responses to other participant's inquiries	Requires Seminar Leaders Intervention to some degree or Pass

Participant should be able to question biases and assumptions that they detect in others and proceed to inquire non-judgmentally	Student showed little capacity or interest in engaging other participants on their biases and showed a judgmental approach to any inquiries that they did make		Student was moderately able to inquire into other participant's biases and showed little judgment in their approach to any inquiries that they did make		Student showed a lively and non-judgmental capacity to engage other participant's in their biases	Requires Seminar Leaders Intervention to some degree or Pass
Participant should contribute to an encouraging, respectful, and exploratory atmosphere	Participant was dull and limited in their contributions to an exploratory atmosphere, and sometimes showed a limited respect for difference		Participant attempted to contribute to an exploratory atmosphere, and was respectful in their efforts		Participant showed an open and engaging demeanor that enhanced the exploratory atmosphere and was respectful during all engagements	Requires Seminar Leaders Intervention to some degree or Pass

RUBRIC - To be used in the Evaluation of the Seminar Presentation - 35%

Seminar Presentation	Poor		Adequate		Pass	Marking Breakdown
Accuracy of use of material and personal reflections for the chosen seminar topic	Accuracy of material and personal reflections not appropriate to the accomplishment of the chosen seminar topic		Accuracy of material and personal reflections too general to demonstrate understanding of the chosen seminar topic		Accuracy of material and personal reflections clearly in line with the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding 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	Write a short Reflection Piece to Demonstrate better understanding or Pass
Reflections and critical analysis of the material presented	Analysis shows little or no critical perspective of the material presented		Analysis shows some critical perspective but lacks a fully developed perspective of the material presented		Analysis shows a developed critical perspective, demonstrating cross references to related concepts of the material presented	Write a short Reflection Piece to Demonstrate better understanding or Pass
Conclusions appropriate to chosen seminar topic	Conclusions do not demonstrate an understanding of the chosen seminar topic		Conclusions show an understanding of the chosen question but methodology does not fully support the chosen seminar topic		Conclusions relate specifically to an understanding of the chosen question and methodology clearly supports chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding 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 conclusions.	Supporting media was inappropriately selected for the chosen seminar topic		Supporting media was loosely related to the question chosen seminar topic		Supporting media was interesting and clearly related to the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding or Pass
Preparation of Seminar Outline for other participants	Outline was thin, was disorganized and gave poor direction as to the focus of the article and did not identify key themes		Outline was reasonably comprehensive, gave useful direction and identified major key themes		Outline was well organized and thorough, gave clear and interesting direction to the exploration of key themes	Write a short Reflection Piece to Demonstrate better understanding or Pass
Seminar Presentation 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	Write a short fluency in the use of learning Piece to Demonstrate better understanding or Pass
Overall Impressions	Seminar Presentation was rambling, poorly organized and tedious to follow		Seminar Presentation was considered and organized but was not very engaging		Seminar Presentation was delightful, evocative and engaging to participate in	Write a short Reflection Piece to Demonstrate better understanding or Pass
Follow up to responses to Seminar Presentation	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	Write a short Reflection Piece to Demonstrate better understanding or Pass

RUBRIC - To be used in the Evaluation of the Written Paper - 25%

Written Presentation of Final Paper	Poor		Adequate		Pass	
Accuracy of use of material and personal reflections for individual writing and discussion	Accuracy of material and personal reflections not appropriate to the accomplishment of individual writing and discussion		Accuracy of material and personal reflections overly general to demonstrate understanding of individual writing and discussion		Accuracy of material and personal reflections clearly in line with the individual writing and discussion	Requires Seminar Leaders Intervention to some degree or Pass
Insightfulness and creativity of approach - should demonstrate a capacity for self reflection	Insight insufficiently demonstrates an understanding through the writing and presentation of their self-reflection		Insight moderately demonstrates an understanding through the writing and presentation of their self-reflection		Insights demonstrate clarity and breadth of understanding in the writing and presentation of their self-reflection, self reflection demonstrates depth and flexibility of thought	Requires Seminar Leaders Intervention to some degree or Pass
Reflections and critical analysis of the specific topic chosen to write about	Analysis shows little or no critical perspective on the specific topic chosen to write about		Analysis shows some critical perspective but lacks a fully developed perspective on the specific topic chosen to write about		Analysis shows a developed critical perspective, demonstrating cross references to related material on the specific topic chosen to write about	Requires Seminar Leaders Intervention to some degree or Pass
Writing 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		Fluency in use of the learning objectives was adequate but demonstrated very little exploration or creative application of the learning objectives		Exemplary fluency in the use of learning objectives as well as a developed exploration and creative application of the objectives	Requires Seminar Leaders Intervention to some degree or Pass
Overall Impressions	Written paper was rambling, poorly organized and did not adequately address the topic chosen.		Written paper was considered and organized but was too general in addressing the topic chosen.		Written paper was cogent, well-organized, well-articulated and specifically addressed the topic chosen.	Requires Seminar Leaders Intervention to some degree or Pass

Winnicott

CP-002-WINN

CTP - CONCENTRATION

(30) Hours

Lecturer: Peter Dales, RP, BA

Location: TBD

Prerequisite:

Enrolment in CTP theory and Practice of Psychotherapy, Clinical Phase³, TIS, Graduate

Course Description

Andre Green, a French psychoanalyst, made this statement about Winnicott. “For me, one thing is sure: Winnicott is truly the greatest mind of psychoanalysis after Freud.”

This course teaches the theory and clinical usefulness of this unique and remarkable psychoanalyst. The course focuses on Winnicott’s developmental theory, true and false self, transitional object, transitional space, the antisocial tendency, the use of the object, the concept of creativity, and includes a comprehensive definition of psychoanalytic psychotherapy.

The instructor teaches the first two semesters and the students prepare and present topics for seminars three through nine. The tenth seminar is devoted to the review of Winnicott’s contributions to effective clinical practice. Clinical material will be supplied by the instructor and by students working with clients.

Learning Objectives

³ Students who have finished the Foundation Lecture series but have not applied to the Clinical Phase may apply to the faculty for permission to attend a Concentration.

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

1. Understand Winnicott's developmental theory
2. Integrate a working knowledge of Winnicott's theory and clinical practice.
3. Apply Winnicott's notions of the therapeutic set-up, of the holding and safe environment and of the timing and pacing of interpretations or therapeutic interventions
4. Understand that the therapeutic relationship in adult therapy, at important moments reflects the dyad of the mother and the child.
5. Understand that the result of the therapeutic process is to help client's become, "more real, more alive, more creative and more true to themselves."

Seminar-by-seminar listing of topics to be discussed

Seminar 1

Winnicott's Theory of Development

The first two seminars are conducted by the instructor.

Seminars one and two work as a unit; both are a review of Winnicott's theory of development (introduced to students in the Winnicott lectures the previous year). The focus is on the first year of life and is based on Winnicott's organizing principle, "there is no such thing as a baby only a nursing couple". There is no sense in talking about the baby as an isolated unit; the only unit that makes sense is the dyad of the mother and the baby. The whole basis of Winnicott's theory and clinical work is based on this developmental theory.

Competencies

Hence the first two seminars are fundamental in their importance and address the competencies 1.1

Integrating the theory of human psychological functioning

1.2 Working within a framework based upon established psychotherapeutic theory

Readings

*a) MPFE⁴, chs. 1-8, especially chs. 1, 2, 3, 4, 6, 7

*b) MPFE, ch. 12, "Ego Distortion in Terms of True and False Self"

*c) MPFE, ch. 17, "Communicating and Not Communicating Leading to a Study of Certain Opposites"

⁴ The Maturational Processes and the Facilitating Environment, (Pepweb)

- *d) MPFE, ch. 21, “Psychiatric Disorders in Terms of Infantile Maturation Processes”
- e) Psych Expl⁵, ch. 14
- *f) Psych Expl, ch. 18, “Fear of Breakdown”

Seminar 2

Theory of Development continued (same as above)

Readings

- *a) TPTP⁶, ch. VIII, “Reparation in Respect of Mother’s Organized Defense Against Depression”
- b) TPTP, ch. XI, “The Manic Defense”
- *c) (i) TPTP, ch. XII, “primitive Emotional Development”
(ii) “Reading Winnicott” a paper by Thomas Ogden
- d) TPTP, ch. XIII, “Paediatrics and Psychiatry”
- *e) TPTP, ch. XVI, “Aggression in Relation to Emotional development”
- f) TPTP, Ch. XIX, “Mind and Its Relation to the Psyche-Soma “
- *g) TPTP, ch. XXI, “The Depressive Position in Normal Emotional Development”
- *h) TPTP, ch. XXIV, “Primary Maternal Preoccupation”

Seminar 3

True and False Self

True and False Self is one of Winnicott’s seminal contributions to psychoanalysis. This seminar is an invaluable help to the student in developing the ability to help clients contact, respect and develop the ability to recognize inadequate and futile feelings about oneself and ways of living falsely and to gain a greater respect for one’s and one’s clients deeper, truer ways of experiencing oneself.

Competencies

By the end of this seminar the student will be able to see and to act from a greater sense of feeling real and creative, to live and respond from their centre. This prepares the student to be able to help clients distinguish “me and not me” and to live and act as a whole self. The most relevant competency involved here is

⁵ Psychoanalytic Explorations

⁶ Through Paediatrics to Psychoanalysis, (Pepweb)

4. **Therapeutic Process**, especially,
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**. This seminar helps students become aware of and develop the safe and effective use of the self.

Readings

- a) MPFE, ch. 12
- b) MPFE, ch. 17
- c) **Prisoners of Childhood, The Drama of the Gifted Child**, Alice Miller
- d) **The Facilitating Environment: Clinical Application of Winnicott's Theory**, ed. Fromm and Smith, Clinical Section II: "False Self Organization", esp. ch. 12, Normotic Illness, Christopher Bollas; ch. 17, "Dreams Represented in Dreams..."
- e) P&R⁷, ch. 9, "Mirror Role of Mother and Family in Child Development"
- f) P&R, ch. 6, "Use of an Object and Relating Through Identifications"
- g) TPTP, ch. XXIV, "Primary Maternal Preoccupation"
- h) TPTP, ch. XX, "Withdrawal and Regression"
- i) **Winnicott's Words**, A. Newman, pp. 409 – 418
- j) **Home is Where We Start From**, DW Winnicott, pp. 71 – 79
- k) **The Language of Winnicott**, Jan Abram, pp. 268 – 289
- l) "A Theory for the True Self", C. Bollas, in **Winnicott and the Psychoanalytic Tradition**, ed, Lesley Caldwell
- m) "The Person Who is Me", Val Richards, in **Winnicott Studies – Monograph Series**, 1996

Seminar 4

The Antisocial Tendency

By grasping the unique understanding of the antisocial tendency, which is based on an early deprivation (having had a good enough parental experience and then having lost it), the student is sensitized to appreciate that the client's moment of deprivation "must be allowed to occur in the transference". The student ability to meet and match what is really a moment of hope or reaching out by the client means that the student is able to provide the holding environment that will eventually lead to the client's ability to integrate.

Competencies

The following competencies are addressed

⁷ Playing and Reality, (Pepweb)

- 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,**
- 4.3 Ensure Safe and Effective Use of Self in the Therapeutic Relationship,**
- 4.5 Structure and facilitate the Therapeutic Process .** Developing these competencies enables the student to effectively work with the antisocial tendency.

Readings

- a) TPTP, ch. XXV, “The Antisocial Tendency”
- b) **Deprivation and Delinquency**, Winnicott
- c) P&R, ch. 11, “Contemporary Concepts of Adolescent Development and Their Implications for Higher Education”
- d) **The Facilitating Environment**, ch. 20, “Delinquency and Hope: A Clinical Illustration”
Jeffery Wald & Gerard Fromm
- e) **Winnicott**, Adam Phillips, ch. 3, “War Time”
- f) **Winnicott Studies**, # 6, 1991, “Men Children Only – Adolescence, Fighting and Self Definition”, pp. 48 – 59
- g) **The Child, The Family and the Outside World**, Winnicott, ch. 24, “Stealing and Telling Lies”, ch. 34, “Aspects of Juvenile Delinquency”
- h) **Wayward Youth**, A. Aichorn
- i) **Home is Where We Start From**, Winnicott, - “Delinquency as a Sign of Hope”
- j) **Donald Winnicott and John Bowlby: Personal and Professional Perspectives**. Judith Isroff
- k) **The Language of Winnicott**, Jan Abram, pp. 37- - 56

Seminar 5

Transitional Objects, Potential Space and the Use of the Object

This seminar presents ground breaking ideas on the experience of developmental transitions in a persons’ early life.

Competencies

The student learns how to work with developmental problems in their clients and to help clients learn that growth involves development and to be sensitive to the vulnerability that his process involves.

This seminar addresses the competency

- 4.3 Ensure the Safe and Effective Use of Self in the Therapeutic Relationship.**

Readings

- a) P&R, chs. 1, 3-9
- b) **The Facilitating Environment**, “Clinical Section 1: Transitional Phenomena”, chs. 6 - 11
- c) **Transitional Objects and Potential Spaces – Literary Uses of DW Winnicott**, esp. ch 3, “The Aesthetic Moment and the search for Transformation”, C. Bollas
- d) **Winnicott Studies # 7**, 1993, “Destruction as an Achievement in the Work of Winnicott”, Madeleine Davis
- e) Psych Expl, ch. 34, “On the Use of an Object”
- f) Psych Expl, ch. 11, “The Fate of the Transitional Object”
- g) Psych Expl, chs. 12, “Notes on Play”
- h) **The Facilitating Environment**, ch. 10, Thomas Ogden

Seminar 6

Winnicott’s Contribution to the Notion of Creativity

This seminar broadens the term “creativity” beyond the idea of the acclaimed creation (creating a painting, novel or a symphony etc.) to include the “whole colouring of external reality” . The student learns that creativity is essentially an innate drive towards health that can infuse all activities of life. The student learns that a deep understanding of this point of view can become the spirit that drives everything and truly makes life worth living. This understanding enables students to help clients live richer and fuller lives.

Competencies

This seminar addresses the following competencies,

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.

Readings

- a) P&R, the whole book, especially, chs. 3-9
- b) **Winnicott’s Studies**, # 3, 5, 7
- c) **Home is Where We Start From**, part 1, “Living Creatively”
- d) **The Language of Winnicott**, Jan Abram, “Creativity”
- e) **In One’s Bones**, ch. 16, Marion Milner, “DW Winnicott and the Two-way Journey”
- f) Psych Expl, chs. 4, 12, 31, 40

- g) **Winnicott's Words**, A, Newman, pp. 108 - 113

Seminar 7

The Guntrip Article

The Guntrip article is a moving account by Guntrip, himself a highly recognized psychoanalyst, of his own analyses with giants from the British Object Relations School, Fairbairn for 1000 hours in the 1950's and Winnicott for 150 hours from 1962 – 1968.

Competencies

There is much for the student to learn in this account particularly in reference to the competency 4.3 **Ensure Safe and Effective Use of Self in the Therapeutic Relationship**, and especially Guntrip's work with Winnicott. What is demonstrated in this report is that, as far as the goals of analysis are concerned, insight and broadened understanding are not enough, that what is central to the therapeutic task is to “develop the capacity to utilize that understanding in the service of personally meaningful change” (Jacobs, 2013). This is precisely what happens for Guntrip, especially because of Winnicott's ability to engage, with his whole self, the frozen areas in Guntrip.

Readings

- a) Harry Guntrip's Article on Fairbairn and Winnicott (**pepweb**) (**find under Guntrip's name**)
- b) **Schizoid Phenomena, Object Relations and the Self, Guntrip**, chs. 1, 2, 6, 9, 12, 13
- c) **Psychoanalytic Theory, Therapy and the Self**, Guntrip, ch. 6
- d) **The Psychoanalytic Vocation**, Peter Rudnytsky, ch 7
- e) “On Guntrip's Analysis with Fairbairn and Winnicott” H. Glatzer, W. Evans
- f) “Guntrip's Analysis with Winnicott: A Critique of Glatzer and Evans”, M. Eigen

Seminar 8

Winnicott and the Therapeutic Treatment of Children

Though CTP does not train students to work with children, studying Winnicott's work with children brings great benefits. The student learns about the importance of waiting – for “the sacred moments” when a client is ready to receive some intervention. The student learns that timely of interpretations must be sensitively considered. The student develops the capacity in the figurative sense, to hold the client while the client is processing. Above all Winnicott's work with children demonstrates the

profound respect that the student must have for the client and for the vulnerability of the therapeutic setup. At one point in reference to his work with a little girl, Winnicott said, “We must never forget that the picnic is the client’s picnic and even the weather is the client’s weather”.

Competencies

This seminar addresses the following competencies:

- 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,**
- 4.5 Structure and Facilitate the Therapeutic Process.**

Readings

- a) **Therapeutic Consultations in Child Psychiatry,** Winnicott ([pepweb](#))
- b) MPFE, chs. 9, 10, 13, 18
- c) **The Piggle, An Account of the Psychoanalytic Treatment of a Little Girl,** Winnicott, ([pepweb](#))
- d) Psych Expl, part 2, ch. 39 – 45 (especially chs. 40 & 41)

Seminar 9

What is Psychotherapy? according to Winnicott

The students learn that therapy is not only making the unconscious conscious. The students attention is turned to the importance of helping clients come to live from their true self, to feel real, creative and alive, that to live falsely is to live a ‘sick’ life. After a careful study of Winnicott’s thoughts on this matter, the student will be much better prepared not merely to cure symptoms but to help bring clients into their wholeness.

Competencies

This seminar addresses the following competencies:

- 1.1 Integrate a Theory of Human Psychological Functioning,**
- 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.**

Readings

- a) MPFE, ch. 15, “Aims of Psychoanalytic Treatment”
- b) MPFE, check all references in index regarding “Interpretation”
- c) P&R, chs. 3 & 9
- d) Winnicott, A. Phillips, ch. 5 “Real-Making”, ch. 6 “The Play of Interpretation”
- e) **In One’s Bones, The Clinical Genius of Winnicott**, ed. Dodi, Goldman, Part 3, “Using Winnicott” chs. 23 - 28
- f) TPTP, ch. XV, “Hate in the Countertransference”
- g) **In One’s Bones**, ch. 17, “Psychotherapy with DWW”, Margaret Little
- h) **Psychotic Anxieties and Containment**, M. Little

Seminar 10

Winnicott’s Clinical Usefulness

Conducted by the instructor this seminar is a discussion of Winnicott’s clinical usefulness. It is seen as a launching pad as students prepare to take on supervised work. Various elements of Winnicott’s developmental and clinical notions are reviewed so the students are able to integrate this knowledge and skill and proceed more confidently to clinical work, to “utilize their understandings in the service of personally meaningful change” (Jacobs, 2013).

Competencies

This seminar addresses the competencies:

- 1.1 Integrate a Theory of Human psychological Functioning,
- 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.

Reading List

- 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 and articles referred to are available on Pepweb. All students are registered on Pepweb.

Books referenced, other than the three basic texts by Winnicott mentioned above, are listed below in the order in which they appear on the course.

1. Winnicott, D. W., *Psychoanalytic Exploration*, Harvard University Press, Cambridge Mass. 1089
2. Miller, A. *Prisoner of Childhood*, Basic Books, New York, 1081
3. Fromm G., Smith B., editors, *The Facilitating Environment*, International University Press Inc. Madison, 1989
4. Newman A., *Winnicott's Works*, University Press, New York, 1995
5. Winnicott, D. W., *Home is Where We Started From*, Penguin, London, 1986
6. Abrams, J., *The Language of Winnicott*, Karnac Books, London, 1996
7. Caldwell, L., editor, *Winnicott and the Psychoanalytic Tradition*, Karnac Books, London, 2007
8. Richards, V., editor, *Winnicott Studies, The Person Who is Me*. Karnac Books, London, 1996
9. Winnicott, D. W., *Deprivation and Delinquency*, Tavistock Publications, London, 1984
10. Phillips, A., *Winnicott*, Fontana Press, Glasgow, 1988
11. *Winnicott Studies*, Karnac, London # 3, 1988, # 5, 1990, # 6, 1991, # 7, 1993
12. Winnicott, D. W., *The Child and the Family and the Outside World*, Penguin, London, 1964
13. Aichhorn, A., *Wayward Youth*, Viceroy Press, New York, 1925
14. Issriff, J., *Donald Winnicott and John Bowlby, Personal and Professional Perspectives*, Karnac Books, London, 2005
15. Rudnysky, P., editor, *Transitional Objects and Potential Spaces, Literary Uses of D. W. Winnicott*, Columbia, New York, 1993
16. Goldman, D., editor, *In One's Bones: The Clinical Genius of Winnicott*, Jason Aronson, New Jersey, 1993
17. Guntrip, H., *Schizoid Phenomena, Object Relations and the Self*, International University Press, Madison, 1992
18. Guntrip, H., *Psychoanalytic Theory, Therapy and The Self*, Basic Books, New York, 1971
19. Rudnysky, P., *The Psychoanalytic Vocation*, Yale University Press, New Haven, 1991
20. Winnicott, D. W., *Therapeutic Consultations in Child Psychiatry*, Basic Books, London, 1971
21. Winnicott, D. W., *The Piggie, An Account of a Psychoanalytic Treatment of a Little Girl*, International University Press, Madison, 1977
22. Little, M., *Psychotic Anxieties and Containment*, Jason Aronson, New Jersey, 1990

CRPO Competencies

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

1. **Foundations**

1.1 Integrate a theory of human psychological functioning

1.2 Work within a framework based upon established therapeutic theory, 1.4 Integrate awareness of the self

3. **Professional Responsibilities**

3.3 Maintain self-care and level of health necessary for responsible therapy, 3.4 Evaluate and enhance professional practice

4. **Therapeutic 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.

In terms of the Foundations category of competencies, Winnicott once declared that a therapist should have “in one’s bones” a theory of emotional development; he/she should then “put that theory to the back of one’s mind and settle down to clinical work.” This emphasizes the integration of theoretical knowledge and clinical practice.

The competencies listed under the heading

1.2 **Work with a framework based upon established therapeutic theory,**

1.4 **Integrate awareness of the self** and

3. **Professional Responsibilities** are consistently and regularly addressed in seminars one through ten.

The most relevant competencies that students learn in studying the work of Winnicott are in the category of **Therapeutic Process**. The competencies

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** are explicitly addressed throughout the students’ course material from seminar one through ten.

The students progressively develop knowledge, skill and capability from seminar one through ten. The students’ fluency, versatility and assimilation of the competencies are expected to become more sophisticated and integrated by the end of the course.

Assignments, Assessment, Grading

The students conduct either: 1. two seminar presentations, a least one must be a solo effort and the other with one partner, or 2. two seminar presentations with one or two partners, or 3. conduct three presentations with two partners

The seminar presentations should demonstrate an integration of theoretical knowledge and clinical practice, where applicable. Seminar presentations can include portions from films, music, poetry etc. but these must be firmly rooted in Winnicott’s thought on your particular subject(s). During each seminar the instructor emphasizes the clinical application of what is being discussed, in order to make the readings more integrated and student’s ability more sophisticated in the link between theory and practice. The seminar presentations are worth 70% of the final mark.



The students are also assessed on their participation to all seminar discussions. The students bring forth all their thoughts, feelings and questions about the topic at hand. This participation is worth 30% of the final mark.

If a student misses a class, for whatever reason, that student must write a paper 750-1000 words on the subject of the missed seminar. This paper will be graded according to accepted essay writing standards.

Grades are on a pass or fail basis

Critical Reflections on Language and Psychotherapy

TT-003-CRLP

CTP – REQUIRED SEMINAR

(30) Hours

Lecturer: Eric Evans, RP, BMus, CTP Dipl

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

Prerequisite:

CTP, TT Phase, in second year of seeing clients – or Graduate

Course Description

This course is typically the last required course before Graduation. Participants must be a Therapist in Training, and ordinarily will have at least one years' experience working as therapists and have at least a year of individual and group supervision.

Course Objectives

The aim of the course is to consider the historical and theoretical sweep of psychotherapeutic theory and clinical practice in such a way as to encourage the students' mature and reflective practice.

Students are asked to reflect on their own basic beliefs and convictions, and on how their theoretical and clinical studies actually function within them in their work as therapists. This prepares them to work confidently and fairly with multidimensional diversity in their clients.

Each week, the students (1) are expected to participate in a group discussion on a particular concept in psychotherapy theory to examine their assumptions and become aware of how the concept affects their practice. Subsequently, the students will do some individual research on that topic based on the discussion and bring this research to class for discussion, (2) writes a 4 page essay on a word related to psychotherapy, showing the history of the word, its place in theory and adding personal associations, and (3) is encouraged to keep a personal journal (not examined).

CRPO Competencies trained

- 1.1 Integrate a theory of human psychological functioning.
- 1.2 Work within a framework based upon established psychotherapeutic principles.
- 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.
- 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.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Assignments, Assessments, Grading

The course is Pass/Fail but is strongly weighted towards the weekly discussions and subsequent research, and general participation. The paper counts for approximately 15%

References and selections of Interest:

- Henri Ellenberger, *The Discovery of the Unconscious: the history and evolution of dynamic psychiatry* (New York: Basic Books, 1970)
- G.E.M. Anscombe, *Intention* (Ithaca: Cornell University Press, 1963)
- Sarah Blaffer Hrdy, *Mothers and Others: the evolutionary origins of mutual understanding* (Cambridge Mass: Belknap Press of Harvard University Press(2009)
- R.D Hinshelwood, *A Dictionary of Kleinian Thought* (London: Free Association Books, 1991)
- J. Laplanche and J.B. Pontalis, *The Language of Psycho-analysis*, trans. Donald Nicholson-Smith (N.Y., London: W.W. Norton and Co. , 1973)
- Adam Phillips, “Against Self Criticism” in the London Review of Books accessed at <http://www.lrb.co.uk/v37/n05/adam-phillips/against-self-criticism>



Centre for Training in Psychotherapy
316 Dupont Street, Toronto
Ontario M5R 1V9 416-964-7919

Paul Ricoeur, *Freud and Philosophy, an essay in interpretation*, translated by Denis Savage (New Haven and London: Yale University Press, 1970)

Oedipal Complex from Freud to Contemporary Thought

(with a focus on the development of Sexuality and Subjectivity)

TIS-003-OCFC

CTP – SEMINAR

(30) Hours

Lecturer: Sharon Bedard, RP, BA, BEd, CTP Dipl

Location: TBA

Prerequisite:

Enrolment in CTP Theory and Practice of Psychotherapy TIS or Graduate

Course Description

Freud's Oedipal Complex is often incompletely understood – both because of its complexity, and because it is interpreted as a directive for human sexual development.

We will start with a close reading of the relevant papers in which Freud outlined his theories of human sexual development. Without a clear understanding of these initial papers other writers will be hard to grasp. Since Freud's writings many theorists have examined, explored, critiqued, expanded and furthered Freud's original ideas in directions he could never have imagined or developed himself. We will be reading contemporary writes such as : Christopher Bollas, Jody Messler Davies, Hans Loewald, and Thomas Ogden, to suggest a few.

Consider these questions – What is the purpose of the Oedipal Complex? Freud outlined a developmental arc for sexuality. We will enlarge the question to ask: What is the outcome of this whole process? What are the results of this experience? What do we come away with?

This seminar will explore these key theoretical questions using current theoretical perspectives to address what informs our understanding of sexuality, subjectivity, and self-experience in the development of an individual's sexual life.

These are dimensions of self experience and subjectivity. In other words, the Oedipal Complex lends itself to a much larger sense of self and the self-with-other.

Course Objectives

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

1. Understand and use Freud's original theories as ground for their own informed studies of psychosexual development and as a framework for ongoing study and exploration of the changing theoretical perspectives directed towards conceptualizing what maturation means in the client's erotic life.
2. 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 adult 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.
3. 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.
4. 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.
5. 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.
6. Recognize erotic transference and counter-transference responses in order to be able to appropriately respond to the client's emerging erotic life.
7. Maintain a self-reflective stance by examining personal biases and the cultural limitations of any model of psychosexual development.
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 and sexual experiences.

Master List of 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.
- 2.2 Maintain effective relationships.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 3.4 Evaluate and enhance professional practice.
- 3.5 Obtain clinical supervision or consultation.
- 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.
- 4.7 Conduct an effective closure process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Required Readings

Bollas, C. (1992). Why Oedipus? In *Being A Character*. (pp.218-245). New York: Hill and Wang.

Chodorow, N. (1992). Heterosexuality as Compromise Formation: Reflections on the Psychoanalytic Theory of Sexual Development. *Psychoanalysis and Contemporary Thought*, 15(3), 267-304.

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.

- Davies, J.M. (2001). Erotic Overstimulation and the Co-Construction of Meanings on Transference-Countertransference Experience. *Psychoanalytic Quarterly*, 70, 757-788.
- Freud, S. (1905). Three Essays On The Theory Of Sexuality. In *On Sexuality* (Vol. 7, pp. 33-169). London: Penguin Books.
- Freud, S. (1920). The psychogenesis Of A Case Of Homosexuality In A Woman. In *Case Histories II* (Vol. 9, pp. 367-400). London: Penguin Books.
- Freud, S. (1923 [1922]). Two Encyclopaedia Articles (pp. 235-259).
- Freud, S. (1923). The Infantile Genital Organization. In *On Sexuality* (Vol. 7, pp. 303-321). London: Penguin Books.
- Freud, S. (1924). The Dissolution of the Oedipus Complex. In *On Sexuality* (Vol. 7, pp. 313-322). London: Penguin Books.
- Freud, S. (1925). Some Psychological Consequences of the Anatomical Distinction Between the Sexes. In *On Sexuality* (Vol. 7, pp. 323-343). London: Penguin Books.
- Freud, S. (1931). Female Sexuality. In *On Sexuality* (Vol. 7, pp. 367-392). London: Penguin Books.
- Freud, S. (1933 [1932]). Femininity. In *New Introductory Lectures on Psychoanalysis* (Vol. 2, pp. 145-169). London: Penguin Books.
- Green, A. (1997). The Dead Mother. In *On Private Madness* (pp. 142-173). London: Karnac Books.
- Loewald, H. (1979). The Waning of the Oedipus Complex. In *The Essential Loewald Collected Papers and Monographs* (pp. 384-404). Maryland: A Norman Quist Book University Publishing Group.
- Ogden, T. (2006). Reading Loewald: Oedipus reconceived. *International Journal of Psychoanalysis*, 87, pp. 651-666.

Oedipal Complex from Freud to Contemporary Thought with a focus on the development of Sexuality and Subjectivity – Course Outline

Overview

This seminar follows from the introduction of the Oedipus Complex in the lectures on Gender, Sexuality and Sexual Orientation. It begins with a close reading of Freud's theories on psychosexual development as they were expanded and reconsidered between 1905 and 1933. This extended timeline of thought prepares the student in the history of psychoanalytic and psychodynamic theory.

This seminar deepens the clinical understanding of psychosexual development on the part of the therapist.

It develops the ongoing capacity for self-reflection from the therapist's personal world view in order to recognized biases. The student will also learn to attend to and respond appropriately to the transference and counter-transference matrix. These considerations are addressed throughout each seminar.

This seminar also develops the capacity to articulate and clearly communicate understanding in appropriate therapeutic language, and fosters collegiality, respect and challenges to each individual's perspective.

Students are expected to show understanding and familiarity with the theoretical concepts, show their capacity to apply their understanding and assessment of theories as well as articulate their own perspective through their participation in the conversation and during discussion of the films. Students should demonstrate their personal and professional development and self-reflective capacity.

These areas of therapeutic development are addressed throughout the ten seminars.

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.
- 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.
- 5.1 Remain current with professional literature.

5.2 Use research findings to inform clinical practice.

Seminar 1

Reading:

Freud, S. (1905). Three Essays On The Theory Of Sexuality. In *On Sexuality* (Vol. 7, pp. 33-169). London: Penguin Books.

Freud, S. (1920). The psychogenesis Of A Case Of Homosexuality In A Woman. In *Case Histories II* (Vol. 9, pp. 367-400). London: Penguin Books.

Freud, S. (1923 [1922]). Two Encyclopaedia Articles (pp. 235-259).

Film:

Students will watch one of:

1) Sophocles Oedipus Rex 1957

<https://www.youtube.com/watch?v=ZZUCgq8LfhY>

This film is clearly older and uses masks to portray the characters.

2) Complete Rare Film of Oedipus the King with Christopher Plummer 1968

<https://www.youtube.com/watch?v=2ngdl0vcFo4>

The filming and copying of this version to YouTube is not the best quality although the images do get clearer as the film proceeds. The dialogue is clear and renders Sophocles language as it appears in most English translations of the play.

3) Oedipus the King Pt 1 (of 12 parts)

https://www.youtube.com/watch?v=WS9KJ_bAJLE&list=PL96E9FB6082235976

OR

https://www.youtube.com/watch?v=WS9KJ_bAJLE

Focus:

There is a close reading of Freud's earliest papers on sexuality with a focus on a variety of sexual pathologies as well as infant and adolescent experiences and sexual organizations. This is followed by an effort to apply Freud's principles of mental functioning as a means of understanding both conscious and unconscious processes. We review one of his case histories in order to see the application of his theories to the actual analysis of one of his patients. This grounds the student in the analytic process and the use of theory and interpretation in clinical experience. It demonstrates the consistency of Freud's theoretical perspective.

Using Sophocles' play as a backdrop to the study of Freud lends dimensionality to the theory and prepares the student for the study of more contemporary theorists like H. Loewald, T. Ogden and C. Bollas.

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.

Seminar 2

Reading:

- Freud, S. (1923). The Infantile Genital Organization. In *On Sexuality* (Vol. 7, pp. 303-321). London: Penguin Books.
- Freud, S. (1924). The Dissolution of the Oedipus Complex. In *On Sexuality* (Vol. 7, pp. 313-322). London: Penguin Books.
- Freud, S. (1925). Some Psychological Consequences of the Anatomical Distinction Between the Sexes. In *On Sexuality* (Vol. 7, pp. 323-343). London: Penguin Books.

Film:

None

Focus:

This seminar focuses more closely on early genital organization, sexual curiosity, and active and passive aims as constituent organizing principle in Freud's theory. We then examine the arc of the Oedipus Complex in parallel with Freud's different descriptions of male and female development. The Oedipus Complex is also examined for its description of the acquisition of gender, sexual orientation via sexual aims.

These early theoretical descriptions are fundamental to the understanding the contemporary reconsiderations of Freud's theories as psychodynamic psychotherapy stretches to take in changing family patterns with regard to single parent and same sexed family arrangement as they are explored more fully in later seminars.

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.
- 1.5 Integrate knowledge of human and cultural diversity.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Seminar 3

Reading:

Freud, S. (1931). Female Sexuality. In *On Sexuality* (Vol. 7, pp. 367-392). London: Penguin Books.
Freud, S. (1933 [1932]). Femininity. In *New Introductory Lectures on Psychoanalysis* (Vol. 2, pp. 145-169). London: Penguin Books.

Film:

The Door In The Floor

Focus:

In this seminar we will focus specifically on Freud's two papers addressed to the development of the girl's Oedipus Complex. These papers attempt to reconfigure Freud's understanding of female psychosexual development. Again, this theoretical perspective must be understood in order to appreciate later reformulations of human development along lines of gender and sexual orientation.

The analysis of the film as demonstrating various Oedipal conflicts and resolutions helps the students to integrate Freud's theories as studied and fosters the development of their own capacity to apply theory in the recognition and examination of the relational dynamics shown in the film. This analytic opportunity allows students to examine their personal biases.

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.
- 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.

Seminar 4

Reading:

Loewald, H. (1979). The Waning of the Oedipus Complex. In *The Essential Loewald Collected Papers and Monographs* (pp. 384-404). Maryland: A Norman Quist Book University Publishing Group.

Ogden, T. (2006). Reading Loewald: Oedipus reconceived. *International Journal of Psychoanalysis*, 87, pp. 651-666.

Film:

None

Focus:

This seminar approaches the Oedipus Complex from a new and creative perspective. Loewald's reimagining of the Oedipus Complex and Ogden's exploration of Loewald's intentions begins for the students the enterprise of developing a critical perspective based on a thorough and yet expansive use of Freud's theories. Students are encouraged to examine their own theory making process in tandem with the ways in which these two authors remain true to Freud and yet expand beyond Freud.

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.
- 2.1 Use effective professional communication.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Seminar 5

Reading:

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.

Film:

None

Focus:

This seminar introduces an examination of erotic transference and counter-transference interactions in a clinical setting. The students also learn to recognize the emergence of adult sexuality as a structuring experience of the therapeutic interaction. This understanding is necessary to the recognition and appreciation of the client's developmental process and relational maturation. Appropriate interpretations and repair of therapeutic ruptures are also explored.

Students learn the value of a self-reflective stance and the safe and effective use of self.

This also develops the student's capacity to recognize and negotiate the possibility of the termination of the therapy 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.
- 1.4 Integrate awareness of self in relation to professional role.
- 2.1 Use effective professional communication.
- 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.
- 4.7 Conduct an effective closure process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Seminar 6

Reading:

Bollas, C. (1992). Why Oedipus? In *Being A Character*. (pp.218-245). New York: Hill and Wang.

Film:

None

Focus:

This article builds on the student's use of the actual play by Sophocles to facilitate another new reorientation of Freud's theories of psychosexual development. We examine another understanding of family life, child and adolescent development and change, and the development of mental functioning through maturation and new experience. We also explore the meaning of health and non pathological functioning. This helps the therapist in clinical work to discern areas where psychological and emotional functioning is compromised and where healthy relating is emerging.

This contributes to the therapist's ability to recognize transference and counter-transference change in the therapeutic dyad.

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.
- 4.5 Structure and facilitate the therapeutic process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Seminar 7

Reading:

Chodorow, N. (1992). Heterosexuality as Compromise Formation: Reflections on the Psychoanalytic Theory of Sexual Development. *Psychoanalysis and Contemporary Thought*, 15(3), 267-304.

Film:

None

Focus:

This seminar provides an overview and critique of the limited exploration of the development of heterosexuality by pathologizing homosexuality. It is a unique exploration of the dynamics of relational development as well as the problem areas of theory development. It helps the student expand their critical thinking, research areas and personal perspective. This is important for the self-reflective examination of areas of bias and the need for further study.

It also introduces students to writings from other disciplines as this article is written from a social work and cultural perspective.

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.
- 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.

Seminar 8

Reading:

Green, A. (1997). The Dead Mother. In *On Private Madness* (pp. 142-173). London: Karnac Books

Film:

None

Focus:

This seminar orients the student to early relational development and marks a very particular form of trauma that the infant/toddler might encounter. It builds a foundation for the student's capacity to recognize and respond appropriately to the sequela of adult difficulties in work, relational and creative pursuits.

Students learn to recognize the transference and counter-transference patterns that might present and to respond appropriately to the developmental deficits that the client is trying to process and understand.

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.
- 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.

Seminar 9

Reading:

Davies, J.M. (2001). Erotic Overstimulation and the Co-Construction of Meanings on Transference-Countertransference Experience. *Psychoanalytic Quarterly*, 70, 757-788.

Film:

None

Focus:

Having started with Freud's theories on the Oedipus Complex this seminar will return to a consideration of child's and adolescent's emerging erotic experiences as they might be more appropriately contextualized within the relational parental context. This helps the student recognize both healthy and unhealthy early family dynamics and assists the student in recognizing transference and counter-transference interactions during the therapeutic process.

An additional understanding of the transference and counter-transference patterns as they emerge during the termination period of a therapy also assist the therapist in recognizing the emergence of adult sexuality as part of the client's development and autonomy. This requires self awareness of the part of the therapist as they are asked to engage in the process in healthy, bounded and appropriate ways. When necessary the therapist will recognize the need for additional supervision to ensure that the therapy continues to support the client's psychosexual development and termination 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.
- 1.4 Integrate awareness of self in relation to professional role.
- 1.5 Integrate knowledge of human and cultural diversity.
- 3.5 Obtain clinical supervision or consultation.
- 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.
- 4.7 Conduct an effective closure process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Seminar 10

Writing and Presentation:

Focus:

Students are asked to write a brief self reflective and exploratory piece identifying key articles, passages or interpersonal experiences during the ongoing interactions in the concentration. They then share this writing with the seminar group at large and receive responses from their peers. This helps the student further develop their organizational, synthesizing, reflective and speaking skills as well as their ability to assimilate other member'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. The students are also encouraged to identify areas where their future interests might lie in order to encourage further development and research.

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.

Assignments, Assessment, and Grading

Assessment is divided in the following manner.

- 1) Readiness and ability to participate fully in all concentration discussions. **50%**

The student must come having read and prepared themselves for discussion. They must follow the directions that the seminar presenter outlines and direct their attention to specific selected passages, additional reading, films or supplementary material.

During these discussions students are encouraged to explore their own reactions and responses to the material and to each other. They are also encouraged to respectfully challenge each other along lines of bias or unexamined beliefs and expectations. In this students also identify areas for further personal development.

Students are also encouraged to explore further areas of theory or clinical material that they do not understand and to identify for themselves what aspects of the theory being studied resonate with their developing sense of their own clinical stance.

Please see appropriate Rubric

2) Seminar presentation and Film selection. **25%**

Specific use of film, documentaries or interview as well as any secondary literature should demonstrate an integration of the objectives set out for this seminar and the specific topic addressed in the article the student is presenting. In the formulation of the students thoughts, assessment of key themes and conclusions, the student is expected to demonstrate that they are conversant with both the theory and the clinical implications.

Please see appropriate Rubric

3) Paper **25%**

The final paper should reflect fluency in and a capacity to use the learned objectives in an exploratory and creative manner.

Please see appropriate Rubric

Oedipus Complex and Subjectivity - Assignments and Assessments

RUBRIC - To be used in the Evaluation of the Seminar Presentation - 25%

Seminar Presentation	Poor		Adequate		Pass	Marking Breakdown
Accuracy of use of material and personal reflections for the chosen seminar topic	Accuracy of material and personal reflections not appropriate to the accomplishment of the chosen seminar topic		Accuracy of material and personal reflections too general to demonstrate understanding of the chosen seminar topic		Accuracy of material and personal reflections clearly in line with the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding 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	Write a short Reflection Piece to Demonstrate better understanding or Pass
Reflections and critical analysis of the literature presented	Analysis shows little or no critical perspective of the literature presented		Analysis shows some critical perspective but lacks a fully developed perspective of the literature presented		Analysis shows a developed critical perspective, demonstrating cross references to related material of the literature presented	Write a short Reflection Piece to Demonstrate better understanding or Pass
Conclusions appropriate to chosen seminar topic	Conclusion do not demonstrate an understanding of the chosen seminar topic		Conclusions show an understanding of the chosen question but methodology does not fully support the chosen seminar topic		Conclusions relate specifically to an understanding of the chosen question and methodology clearly supports chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding or Pass
Awareness of any ethical cultural or social issues relevant to the chosen seminar topic	Lack of awareness of any ethical, cultural or social issues relevant to the chosen seminar topic		Moderate but inadequate awareness of any ethical, cultural or social issues relevant to the chosen seminar topic		A highly developed and integrative approach to any ethical, cultural or social issues relevant to the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding 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	Supporting media was inappropriately selected for the chosen seminar topic		Supporting media was loosely related to the question chosen seminar topic		Supporting media was interesting and clearly related to the chosen seminar topic	Write a short Reflection Piece to Demonstrate better understanding or Pass

learning objectives in the formulation of your thoughts, assessments and conclusions.						
Preparation of Seminar Outline for other participants	Outline was thin, was disorganized and gave poor direction as to the focus of the article and did not identify key themes		Outline was reasonably comprehensive, gave useful direction and identified major key themes		Outline was well organized and thorough, gave clear and interesting direction to the exploration of key themes	Write a short Reflection Piece to Demonstrate better understanding or Pass
Seminar Presentation 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	Write a short Reflection Piece to Demonstrate better understanding or Pass
Overall Impressions	Seminar Presentation was rambling, poorly organized and tedious to follow		Seminar Presentation was considered and organized but was not very engaging		Seminar Presentation was delightful, evocative and engaging to participate in	Write a short Reflection Piece to Demonstrate better understanding or Pass
Follow up to responses to Seminar Presentation	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	Write a short Reflection Piece to Demonstrate better understanding or Pass

Oedipus Complex and Subjectivity - Assignments and Assessments

RUBERIC - To be used in the Evaluation of the Seminar Participation - 50%

Seminar Participation	Poor		Adequate		Pass	
Participant should have read and digested required reading, supplementary reading and any additional media assigned	Student had clearly not read the material and supplementary readings nor watched additional media		Student had read the required material but had not extended them self to complete any additional readings nor watched additional media		Student had clearly read all the required readings, additional readings and had watched additional media	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to speak knowledgeable using appropriate terms	Student showed marked inability to understand the material and a poor grasp of appropriate terminology		Student showed adequate understanding of the material and a marginal grasp of appropriate terminology		Student showed a clear understanding of the material and used terminology appropriately	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to formulate relevant questions or respond to others questions demonstrating a clear grasp of the material	Student's questions were irrelevant to the topic or off the mark and their responses demonstrated a weak grasp of the material		Student's questions were relevant to the topic but were only adequately formulated and their responses showed only a superficial grasp of the material		Student's questions were both relevant and cogently formulated and their responses demonstrated a clear capacity to summarize and formulate the material	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to integrate concentration objectives as part of their participation	Student showed an inadequate understanding and integration of the concentration objectives		Student showed an adequate understanding and integration of the concentration objectives		Student showed a high degree of understanding and integration of the concentration objectives	Requires Seminar Leaders Intervention to some degree or Pass
Participant should show self-reflective capacities and self directed inquiry and proceed to respond to other's inquiries non-defensively	Student showed little self-reflective capacities or self-directed inquiry and was defensive in response to other participant's inquiries		Student showed moderate self-reflective capacities and self-directed inquiry and was reasonably non-defensive in response to other participant's inquiries		Student showed a highly developed capacity for self-reflection and self-directed inquiry and was non-defensive and open in their responses to other participant's inquiries	Requires Seminar Leaders Intervention to some degree or Pass
Participant should be able to question biases and assumptions that they detect in others and proceed to inquire non-judgmentally	Student showed little capacity or interest in engaging other participants on their biases and showed a judgmental approach to any inquiries that they did make		Student was moderately able to inquire into other participant's biases and showed little judgment in their approach to any inquiries that they did make		Student showed a lively and non-judgmental capacity to engage other participant's in their biases	Requires Seminar Leaders Intervention to some degree or Pass

Participant should contribute to an encouraging, respectful, and exploratory atmosphere	Participant was dull and limited in their contributions to an exploratory atmosphere, and sometimes showed a limited respect for difference		Participant attempted to contribute to an exploratory atmosphere, but was respectful in their efforts		Participant showed an open and engaging demeanor that enhanced the exploratory atmosphere and was respectful during all engagements	Requires Seminar Leaders Intervention to some degree or Pass
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Oedipus Complex and Subjectivity - Assignments and Assessments

RUBERIC - To be used in the Evaluation of the Written and Oral Presentation of Personal Writing - 25%

Written and Oral Presentation of Self-Reflective Final Paper	Poor		Adequate		Pass	
Accuracy of use of material and personal reflections for individual writing and discussion	Accuracy of material and personal reflections not appropriate to the accomplishment of individual writing and discussion		Accuracy of material and personal reflections overly general to demonstrate understanding of individual writing and discussion		Accuracy of material and personal reflections clearly in line with the individual writing and discussion	Requires Seminar Leaders Intervention to some degree or Pass
Insightfulness and creativity of approach - should demonstrate a capacity for self reflection	Insight insufficiently demonstrates an understanding through the writing and presentation of their self-reflection		Insight moderately demonstrates an understanding through the writing and presentation of their self-reflection		Insights demonstrate clarity and breadth of understanding in the writing and presentation of their self-reflection, self reflection demonstrates depth and flexibility of thought	Requires Seminar Leaders Intervention to some degree or Pass
Reflections and critical analysis of the specific literature chosen to reflect upon	Analysis shows little or no critical perspective on the specific literature chosen to reflect upon		Analysis shows some critical perspective but lacks a fully developed perspective on the specific literature chosen to reflect upon		Analysis shows a developed critical perspective, demonstrating cross references to related material on the specific literature chosen to reflect upon	Requires Seminar Leaders Intervention to some degree or Pass
Awareness of any ethical cultural or social issues relevant to their self reflection and presentation	Lack of awareness of any ethical, cultural or social issues relevant to their self reflection and presentation		Moderate but inadequate awareness of any ethical, cultural or social issues relevant to their self reflection and presentation		A highly developed and integrative approach to any ethical, cultural or social issues relevant to their self reflection and presentation	Requires Seminar Leaders Intervention to some degree or Pass

Self reflection 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 either self-reflection or presentation		Fluency in use of the learning objectives was adequate but demonstrated very little exploration or creative application of the learning objectives in either self-reflection or presentation		Exemplary fluency in the use of learning objectives as well as a developed exploration and creative application of the objectives in either self-reflection or presentation	Requires Seminar Leaders Intervention to some degree or Pass
Self-reflection should demonstrate self directed inquiry and proceed to respond to other's inquiries non-defensively	Student showed little self-reflective capacities or self-directed inquiry and was defensive in response to other participant's inquiries		Student showed moderate self-reflective capacities and self-directed inquiry and was reasonably non-defensive in response to other participant's inquiries		Student showed a highly developed capacity for self-reflection and self-directed inquiry and was non-defensive and open in their responses to other participant's inquiries	Requires Seminar Leaders Intervention to some degree or Pass
Participant should contribute to an encouraging, respectful, and exploratory atmosphere during the presentation of their writing and the following discussion	Participant was dull and limited in their contributions to an exploratory self-reflective writing exercise, and sometimes showed a limited awareness of self-other interactions during discussion		Participant attempted to contribute to an exploratory self-reflective writing exercise, and sometimes showed a more developed awareness of self-other interactions during discussion		Participant showed an open and engaging demeanor that enhanced the exploratory atmosphere and was respectful during all engagements as well as a marked awareness of self-other interactions during discussion	Requires Seminar Leaders Intervention to some degree or Pass
Overall Impressions	Self-reflection and/or literature review was rambling, poorly organized and tedious to follow		Self-reflection and/or literature review was considered and organized but was not very engaging		Self-reflection and/or literature review was delightful, evocative and engaging to participate in	Requires Seminar Leaders Intervention to some degree or Pass

Dreams

TT-003-DR

CTP - SEMINAR

(30) hours

Lecturer: Adam Crabtree RP

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

Prerequisite:

Enrolment in CTP Theory and Practice of Psychotherapy TT or Graduate & 3 Years of CTP
Psychotherapy Training Group

COURSE DESCRIPTION

Dreams can open a dialogue with the unconscious, with one's creativity and with an imaginative problem solving, all in the service of psychic health. The work of this required seminar is experiential rather than theoretical and centers on the dreams of the participants. Telling one's dream and hearing another's dream in a group, especially one where most have begun working clinically under supervision, is a unique experience.

The participants' focus is the dreamer in a process of mutuality and collaboration. As one listens to others associate to one's dream, one has the opportunity not only to consider the content, but also to note the presence of one's feelings, which offers significant guidance for monitoring one's own and the client's affective state during dream exploration in an individual session. Having experienced and shared associations to one's own and to another's dream, one becomes more attuned to how a client may respond to one's associations. Consequently, one comes to appreciate that work on dreams is a cooperative endeavour with the client.

Not only are dreams intimately self-disclosing but they are revealing in ways one cannot always anticipate. As one hears from other participants how much more there is in one's dream than initially conceived, including feeling states, personal history, relational patterns, or dissociated aspects of self, one comes to expect to leave open the potential for a dream's multiple meanings.

Valuable unconscious connections among participants are inevitable; an experience that one can also anticipate will occur in the therapeutic relationship with the client. Consequently the ambience created is crucial to the group's effectiveness. The group environment must be trusting,

receptive, candid, and focussed on the dreamer. To facilitate such an atmosphere, some form of relaxation may be used.

COURSE OBJECTIVES

The Dream Seminar offers the student the opportunity to develop the following entry-to-practice competencies:

- 1.4: Participate in creating an environment in which there is the opportunity for integration of an awareness of self in relation to a professional role.
- 4.2: Participate in creating the core conditions for therapy.
- 4.3: Employ safe and effective use of self.
- 5.1a: Read current professional literature relevant to practice area.

Upon completion of the course, participants should be able to:

- Understand that the dreamer's and the hearer's experience of the dream engages attentive listening, free association, and being attuned to and, thereby, alert to how one is affected by subjective responses in the interchange. [Competencies 1.4, 4.2, 4.3, 5.1]
- Allow associations in the form of thoughts, feelings, images and sensations in response to the dream to be welcomed as valid for judicious sharing. [Competency 4.3]
- Use timeliness, silence, and the inviting of clarification and elaboration along with accepting and discarding offerings. [Competencies 1.4, 4.2, 5.1]
- Consider a dream from metaphorical, thematic and affective perspectives. [Competencies 4.3, 5.1]
- Be open to the many layers and ongoing meanings of one's dreams. [Competency 4.3, 5.1]
- Broaden and deepen one's understanding of one's own dreams, as well as one's clients' dreams. [Competencies 4.2, 4.3]
- Experience greater curiosity and confidence exploring dreams with clients. [Competencies 1.4, 4.2, 4.3]
- Continue exploring one's dream in individual psychotherapy and when relevant, in the psychotherapy training group. [Competency 4.3]
- Maintain boundaries of confidentiality. [Competency 1.4]
- Be comfortable enough not knowing in one's effort to be attuned to the dreamer's readiness. [Competencies 1.4, 4.2, 4.3]

COURSE OUTLINE

During the fifteen-week, two-hour seminar, theoretical references in the form of a book title, a paper available on PEP web or a hard copy of a paper may be brought to the students' attention along

with an introduction to its significance for working with dreams [Competency: 5.1a]. For example, the following references from the selective reading list attached were given at intervals throughout the 2014-2015 course: Freud (2006), Jung (1969), Lansky (1992), Blechner (2001), Frayn (2005), Meltzer (1983), Phillips (1995 & 2006), Aron (1989 & 1999), and Dream Symposium Series (2000). Participants are also encouraged to consult the writings on dreams by the authors in the CTP Lecture Series.

Frequently, participants will raise ideas from their own reading or from previously distributed readings that they have found of value. Throughout the exploration of the dream during each seminar, theoretical aspects may naturally enter the exchange among participants and, where relevant and appropriate, the faculty member may reference a theoretical aspect illustrated within the dream exploration [Competency 5.1].

Each week the faculty member initiates a focused relaxation [Competencies 1.4, 4.2]. Following the focused relaxation, one of the participants will then share their dream and any immediate associations [Competencies 1.4, 4.3]. There ensues an engaging exchange as the other participants respond to the dream and the dreamer [Competencies 1.4, 4.2, 4.3]. Each participant may initially offer their own personal responses to the dream. Throughout the dream's exploration, the dreamer's and the other participants' bodily sensations, thoughts, feelings or images are offered and acknowledged to be valid and valuable, free to be accepted, and may be elaborated. Participants inevitably become aware of how one holds these responses and the subsequent reflective internal deliberation to determine whether or about which one(s) to speak, as well as how, if one is the dreamer, one will receive what is offered. Each seminar allows for a natural unfolding of the process in the analysis of a dream with the dreamer.

REQUIRED TEXT

The course is experiential; however, the faculty member may offer theoretical references regarding dreams, dream analysis and related disciplines.

ASSIGNMENTS, ASSESSMENTS, GRADING

The students are expected to be present and to participate during each seminar.

Assessment of the student is derived from their participation. Versatility in the expression of their knowledge and skill with dreams progressively emerges as each participant assimilates their experience of the seminar's dream analyses. The nature of their communication during each seminar conveys the integration of the process of dream analysis as a component of their own sense of self as a developing psychotherapist.

A student demonstrates their ability to engage in the exploration of a dream through the expression of the following capacities to:

- Listen closely and attentively to the dream, inviting clarification of the dream content, the dreamer's associations and any elaboration. [Competencies 4.2 and 4.3]

- Invite the dreamer to consider an aspect, feeling or image in the dream rather than interpreting, while being attuned to both the dreamer's readiness and emotional state as they respond. [Competencies 4.2 and 4.3]
- Recognize and judiciously share their own associations, in the form of images, bodily sensations, thoughts or feelings, to the dreamer's dream in a sensitive, timely, and empathic manner that conveys openness and receptivity to the dreamer's response. [Competencies 1.4, 4.2 and 4.3]
- Demonstrate an appreciation of being in the moment with the dreamer as the dreamer reflects on whether and how to respond, respecting the dreamer's privacy and silence; recognition that it is the dreamer's choice to not disclose their reactions or reveal more than they wish. [Competencies 1.4, 4.2 and 4.3]
- Collaborate with the dreamer to the extent that the dream meaning can be left open for further exploration. [Competencies 4.3 and 5.1]

The students' statements about what they gained in the Dream Seminar and their recommendations for changes are included in their evaluation of the course.

The course is graded on a pass or fail basis

POLICIES

Because of the personal readiness required for such an exercise as the Dream Seminar, participation is limited to students who have completed three years of a Training Psychotherapy Group. The seminar should include only about six members, so that each member can bring in at least two dreams in the course of the fifteen weeks. All participants maintain confidentiality and are in an individual psychotherapy relationship that affords further personal exploration.

DREAM SEMINAR SELECTIVE REFERENCES

Books

- Freud, Sigmund. (2006). *Interpreting Dreams*. (J. A. Underwood, Trans). Toronto: Penguin Books. (Original work published 1899)
- Jung, Carl. (1969). IV General aspects of dream psychology and On the nature of dreams. In *The Structure and Dynamics of the Psyche* (2nd ed.). Bollingen Series XX. Princeton, N. J.: Princeton University Press.
- Lansky, Melvin Ed. (1992). *Essential Papers on Dreams*. New York: New York University Press.
- Blechner, Mark. (2001). *The Dream Frontier*. Hillsdale, N. J.: The Analytic Press.

- Frayn, Douglas. (2005). *Understanding Your Dreams: A Guide to Self-Awareness*. Toronto: Ash Productions.
- Meltzer, Donald. (1983). *Dream-Life*. Oxford: Clunie Press for The Roland Harris Trust.
- Ogden, Thomas. (2005). *This Art of Psychoanalysis: Dreaming Undreamt Dreams and Interrupted Cries*. New York: Routledge.
- Segal, Hanna. (1991). *Dream, Phantasy and Art*. New York: Routledge.
- Fonagy, Peter, Kachele, H., Leuzinger-Bohleber, M., & Taylor, D. (Eds.). (2012). *The Significance of Dreams: Bridging Clinical and Extraclinical Research in Psychoanalysis*. London: Karnac Books Ltd.

Chapters

- Phillips, Adam. (1995). Dreams. In *Terrors and Experts*. (p. 64). Cambridge, Mass.: Harvard University Press.
- Phillips, Adam. (2006). The dream horizon. In *Side Effects*. (p. 107). New York: Harper Perennial.
- Lear, Jonathan. (2005). The interpretation of dreams. In *Freud*. New York: Routledge.

Papers

- Aron, Lewis. (1989). Dreams, narrative and the psychoanalytic method. *Contemporary Psychoanalysis*. 25:108.

- Aron, Lewis and James Fosshage. (1999). The interpretation of dreams: a Centennial celebration. *Psychoanalytic Dialogues*. 9 (6):721.

Papers: Sand, Rosemarie. Freud and the western dream tradition.

Greenberg, Ramon and Chester Pearlman. *The Interpretation of Dreams: A classic revisited*.

Commentaries:

Milton Kramer

Ernest Hartmann (dreams contextualize emotion).

Dream Symposium Series. (2000). *Psychoanalytic Dialogues*. 10(1):89.

Ipp, Hazel. The dreamer and the dream: clinical presentation.

Commentaries:

James Fosshage (organizing function of dreaming),

Edgar Levenson (interpersonal perspective on dreams),

Michael V. Adams (Jungian dream interpretation),

Steven Ellman (dreams, REM sleep and Freud),

Hazel Ipp (Dreaming to different beats: Reply to commentaries).

Special Issue. (2013). *Contemporary Psychoanalysis*. 49(2)

Conference: Dreaming: Psychoanalysis or Neurobiology?

Lois Oppenheim, Ed. Multiple authors, p. 137.

Panel: Focusing on Clinical Process that Includes a Dream: Different Relational Perspectives.

Atlas, Galit. Eat, pray, dream: contemporary use of dreams in psychoanalysis. p.239.

Commentaries:

Debora A Luepnitz (Lacan),

James Fossage (unconscious organizing activity in context),

Mark Blechner (new ways of conceptualizing & working with dreams),



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Galit Atlas' response.

Online

poets.org/poem-a-day

Diagnostic and Statistical Manual of Mental Disorders (DSM V)

CP-004-DSM

CTP – SEMINAR

(6) Hours

Lecturer: tbd

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

Prerequisite:

Enrolment in CTP Theory and Practice of Psychotherapy Clinical Phase, TT or Graduate

Course Description

The DSM is a diagnostic manual produced by the American Psychiatric Association that has become the universal authority for psychiatric diagnosis. The classifications and diagnoses found there are consulted by the broad mental health community as a commonly accepted way of speaking about mental disorders. For that reason, it is essential that psychotherapists are familiar with the language and classifications found there in order to engage in dialogue with other mental health workers of all kinds. Psychotherapists can also gain valuable information from the descriptive elements that surround the diagnoses themselves.

The DSM has gone through many revisions over the past decades. The latest version, (5th edition) was published in 2013

This workshop explains to students the how to understand and utilize the DSM-5 in their work as psychotherapists. As a diagnostic manual it provides a great deal of useful information as disorders that are treated by psychotherapists. The DSM-5 diagnoses “mental disorder,” defined as syndromes characterized by clinically significant disturbance in an individual’s psychological, biological, or developmental processes underlying mental functioning.

The DSM-5 provides diagnostic criteria for making diagnosis which are used to make informed clinical judgments. To augment these criteria, the manual provides descriptors that or diagnostic features that aid the clinician to make a well informed diagnosis. It is the intention of the manual’s authors that the diagnosis of disorders have clinical utility, helping the clinician determine treatment plans, prognosis, and potential outcomes for clients.

This workshop delineates the structure of the DSM-5. It presents explanations of the principal terms that form the common language of the manual, goes into detail on the use of the diagnostic criteria given for each disorder. Explore the meaning of the subheadings of the diagnostic presentation: diagnostic features, associated features, prevalence, development and course, risk and prognostic factors, culture-related diagnostic issues, and differential diagnosis. It discusses the way the therapist can become acquainted with the rich and extensive information available in the manual, using it as a research tool when exploring the meaning of symptoms described by client.

The workshop will pay special attention to the difference between personality disorders and other disorders and will be considered in detail certain frequently encountered instances.

Many case examples of various diagnosis will be explored, using the clinical casebook of the DSM-5. The reason for the diagnosis given will be discussed and similarity and differences between similar cases.

Course Objectives

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

Understand the structure of the DSM-5 and have a sense of how to use it as a research and educative tool.

Use the DSM-5 to be helpful framework in the discussion of cases with other clinical workers in the mental health field.

Apply diagnostic criteria to their own clients and use information given about diagnostic presentations in the DSM-5 to gain useful perspectives on their client's experience.

Be thoroughly acquainted with the features of personality disorders and accurately apply the category to clients where applicable.

Competencies of the CRPO:

- 1.2 Work within a framework based upon established psychotherapeutic theory.
- 1.3 Integrate the 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.
- 4.2 Establish and maintain core conditions for therapy.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.

From this workshop, students learn to apply informed judgment to diagnosis and classification of disorders. They also learn to apply caution in the use of the categories available to them, realizing that

diagnostic knowledge is both useful and limited in its ability to grasp the richness of the individual client. In making their judgments, Therapists must use both objectively definable characteristics and subjective empathy in making those judgments. Therapists remain open to noting combinations of symptom characteristics that are not explicitly categorized in the manual. They must also be aware that their experiences may be limited in such a way that they are not alert to all symptoms being displayed. Being aware of these limitations and cautions, combined with an appreciation of the usefulness of research in diagnosis and classification carried out over past decades, will help the psychotherapists be balanced in their approach to categorizing their clients.

Required Texts for DSM-5

Diagnostic and Statistical Manual of Mental Disorders, 5th edition. 2013. Washington, D.C.: American Psychiatric Publishing.

Lourie Reichenberg. 2014. *DSM-5 Essentials: The Savvy Clinician's Guide to the Changes in Criteria*. Hoboken, New Jersey: John Wiley & Sons.

Barnhill, John, ed. 2014. *DSM-5 Clinical Cases*. Washington, D.C.: American Psychiatric Publishing.

Assignments, Assessments, Grading

Students are required to write a case formulation of 500 words or less that demonstrates knowledge of the use of diagnostic criteria. It should also take into account such issues as differential diagnosis, development and course, and prevalence. It should focus on: the problems that are bringing the client into therapy at this time, the factors past and present that are contributing to the on-going problems, the client's symptoms, relationship patterns, degree of affect and impulse control, coping skills, defenses, the degree of separation/individuation achieved, and internal standards and values.

Grading is on a pass or fail basis

Psychodynamic Diagnostic Manual (PDM)

CP-004-PDM

CTP – SEMINAR

(6) Hours

Lecturer: Judy Dales B.A. RP

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

Prerequisite:

Enrolment in CTP Theory and Practice of Psychotherapy Clinical Phase, TIS or Graduate

Course Description

The PDM like the DSM is a diagnostic manual. The title and format of the PDM resembles the DSM but the approach to assessment/diagnosis is different.

The DSM uses a checklist of symptoms to diagnose illness or disease; the PDM uses a whole person approach. Assessment/diagnosis is based on the concept of a person's unique, coherent and meaningful character organization – that includes the unique way a person thinks, feels and relates to self and others.

The PDM is geared towards one central purpose for case formulation and treatment planning for all therapeutic modalities that address the full range and depth of human functioning. Case formulation or treatment plan is like a road map that guides the therapist through unfamiliar territory until the therapist gets the lay of the land. It attempts to address the question, how do I begin to understand the person sitting in front of me as a unique, whole person?

The workshop explains to students how to use the manual. It explains how to use the multidimensional approach of the PDM: P Axis - Personality Patterns and Disorders, M Axis - Mental Functioning, and S Axis - Manifest Symptoms and Causes. It further explains how to incorporate the information gathered from the three axes into a case formulation for the purpose of effective treatment.

It discusses the continuum of developmental organization from 'normal' to neurotic, borderline and psychotic. This addresses the degree to which a client has achieved separation/individuation. The

PDM explains in a general way what to expect in working with clients who fall under these categories in terms of transference countertransference dynamics.

Course Objectives

By the end of the workshop the students are able to:

- understand how to use the manual
- make an assessment based on the three axes: personality patterns and disorders, mental functioning and manifest symptoms and concerns
- understand the continuum of developmental organization: 'normal' ----- neurotic, ----- borderline ----- psychotic - the degree to which a client has achieved separation/individuation
- understand the difference between personality type and personality disorder
- write a case formulation based on the three axes
- recognize the major diagnostic categories

Competencies of the CRPO:

1. Foundations

- 1.2 Work within a framework based upon established psychotherapeutic theory
- 1.3c Integrate the knowledge of psychopathology
- 1.3d Recognize the major diagnostic categories in current use (DSM and PDM)
- 1.4 Integrate awareness of self in relation to professional role
- 1.5 Integrate knowledge of human and cultural diversity

4. Therapeutic Process

- 4.2 Establish and maintain core conditions for therapy
- 4.3 Ensure safe and effective use of self in the therapeutic relationship

During the workshop the students learn the value and the potential hazards of assessment/ diagnosis. They learn how to use the manual and learn the important material outlined in the three axes. The students learn how to conduct an assessment using disciplined subjectivity, empathy and a non-judgmental attitude. The students learn to differentiate between personality type and disorder and learn

to assess the degree to which a client has or has not achieved separation and individuation which addresses the continuum of development from 'normal' to neurotic, to borderline and psychotic. The students become acquainted with the fifteen major personality types: schizoid, paranoid, psychopathic (antisocial), narcissistic, sadomasochistic, masochistic (self defeating), depressive, somatizing, dependent, phobic (avoidant), anxious, obsessive compulsive, hysterical, dissociative and mixed other. The students learn in greater detail and depth the characteristics and the therapeutic implications of working with the narcissistic personality disorder and borderline personality.

At the end of the workshop the students have integrated the assessment process for psychodynamic psychotherapy and have a good understanding of psychopathology across a spectrum of personality disturbances. This addresses the competencies under the heading of

1. **Foundations.** The students have become acquainted with the major diagnostic categories and more deeply understand the conditions for good therapeutic work with narcissistic personality disorders and borderline personalities. This addresses the competency 1.3d **Recognize the major diagnostic categories in current use** and the competencies under the heading of 4. **Therapeutic Process.** Finally, the students have a working knowledge of the competencies listed above.

PDM

Required Text books for PDM:

PDM Task Force. (2006), **Psychodynamic Diagnostic Manual**. Silver Spring, MD: Alliance of Psychoanalytic Organizations

Nancy McWilliams **Psychoanalytic Diagnosis**, 2nd edition, The Guilford Press, New York, London, 2011

Assignments, Assessments, Grading

The students are required to write a case formulation that demonstrates knowledge of the three axes: Personality Patterns and Disorders, Mental Functioning and Manifest Symptoms and Causes. The case formulation attempts to answer the question how do I begin to understand the client sitting before me? The case formulation should focus on: the problems that are bringing the client into therapy at this time, the factors past and present that are contributing to the on-going problems, the client's symptoms, relationship patterns, degree of affect and impulse control, coping skills, defenses, the degree of separation/individuation achieved, and internal standards and values. These case formulations should be 500 words or less.

The course is graded on a pass or fail basis

Understanding and Treating Trauma

An Introduction to Contemporary Perspectives

CP-004-UTT

CTP – SEMINAR

(6) Hours

Lecturer: Jackie Herner, RP, BA, ECE, CTP Dipl
Bev Witton, RP, PT reg, CTP Dipl

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

Prerequisite:

Enrolment in CTP Theory and Practice of Psychotherapy Clinical Phase, TIS or Graduate

Course Description

In recent years, findings in the fields of neurobiology, bodywork, infant-mother observation and attachment research have expanded the understanding of physical and psychological trauma highlighting both the short-term and the long-term impact on human functioning. This has opened up new perspectives on ways to treat trauma effectively.

This bi-annual special topic seminar acknowledges the notion of trauma as an external event but identifies and emphasizes the significance of trauma as an internal psychological experience with complex sequelae. With this emphasis, various key concepts in the psychotherapeutic treatment of trauma are introduced.

Opportunity for theoretical and clinical discussion is provided throughout the day.

Course Objectives

By the end of the day students should be able to:

- 1- Identify types of trauma and the wide range of contexts and external systems in which trauma occurs.
- 2- Identify and recognize the varied presentations of psychological trauma and the wide range of human subjective responses to traumatizing events,
- 3- Recognize and understand the sensory, cognitive, emotional and physiological sequelae of traumatic experience.
- 4- Understand and integrate how the self may be used to foster tranquil, flexibly adaptive physical and emotional states in traumatized individuals.
- 5- Understand how the self can be used safely by recognizing one's own vulnerability to distress or prejudice and the impact on the therapeutic relationship.
- 6- Recognize and understand the importance of identifying client strengths, resilience and resources.

Competencies

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

Foundations

- 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.

Students are introduced to various types of traumatizing situations and the key signs of human psychological distress that occur as a result, for example PTSD. They learn to identify broad treatment guidelines inherent in all trauma treatment approaches.

Professional Responsibilities

- 3.3 Maintain self care and level of health necessary for responsible therapy.
- 3.4 Evaluate and enhance professional practice.

Students are introduced to the notion of 'vicarious trauma', learn the basic signs of caregiver/therapist burnout and are introduced to strategies to minimize the risks inherent in working with traumatized individuals.

Therapeutic 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.

Students learn to recognize states of psychobiological regulation and dysregulation, being in a 'window of tolerance', the rule of thirds. The learning of these basic notions enables students to assess the moment to moment emotional tolerance of the client while simultaneously tracking their own responses. They can then integrate how the application of these notions ensures a safe and stable therapeutic environment.

Suggested texts:

Clark Carrie, Classen Catherine, Fourt Anne, Shetty Maithili TREATING THE TRAUMA SURVIVOR, An Essential Guide to Trauma-Informed Care, Routledge, New York, East Sussex, 2015

Ogden Pat, Minton Kekuni, Pain Claire, TRAUMA AND THE BODY, W.W. Norton & Co. New York, London, 2006

Fisher Janina, Psychoeducational Aids for Working with Psychological Trauma, 6th edition, 2008

PROFESSIONAL LITERATURE & APPLIED RESEARCH

- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Students learn the importance of distinguishing varied approaches to the treatment of trauma as a complement to the psychodynamic foundations of their training.

Assignments, Assessments & Grading

Student participation during this seminar forms an essential part of the learning assessment. Engagement in the forms of listening, effectively, demonstrating openness and curiosity for a wide range of ideas put forth by seminar leaders as well as other participants, and displaying a capacity for breadth and depth of dialogue and questioning are the basis for 50% of the evaluation. A written assignment with a different topic each year is also required for the additional portion of the evaluation (50%).

Grading is on a pass or fail basis