

CTP TRAINING PROGRAM FOUNDATION PHASE LECTURE SERIES **SYLLABI 2015-2016**

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

LECTURES

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Lectures & Lecture Seminars an Overview

Overall Syllabus

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

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

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

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

1. Lecture Seminars:

3.5 hours per lecture topic.

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

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

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

1. Individual Seminar Presentation

The quality of the individual student-led seminar

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

2. Seminar Participation

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

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

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

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

- 1.1 Integrate a theory of human psychological functioning.
- 1.2 Work within a framework based upon established psychotherapeutic theory.
- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
- 1.4 Integrate awareness of self in relation to professional role.
- 2.1 Use effective professional communication.
- 2.2 Maintain effective relationships.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 4.2 Establish and maintain core conditions for therapy.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.

4.5 Structure and facilitate the therapeutic process.

5.1 Remain current with professional literature.

3. Three papers and Freud Oral Examination

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

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

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

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

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

Carl Jung and his Psychology

FDN-001-CJP

CTP – LECTURE SERIES

(3) Lectures

Lecturer: Sharon MacIsaac McKenna, PhD, RP

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

Prerequisite:

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

Guest in Program¹

Course Description

In the history of psychodynamic psychotherapy, two men stand out as the most important pioneers and innovators in regard to our understanding of the human psyche and its healing: Sigmund Freud and Carl Jung. The purpose of this course is to acquaint the student with the psychology and psychotherapy of Carl Jung and relate his ideas and therapeutic practice to modern psychodynamic psychotherapy.

The lectures begin with an attempt to portray what Jung was like as a man, his cultural environment, his personal psychological struggles, his academic training, his controversial relationships with two clients, and his practice in general. This is followed by an examination of the influence of these factors on his psychotherapeutic approach. This approach includes readings relating to his biography, a video that includes impressions of Jung from people who knew him and actual footage of him being interviewed, and other sources describing the evolution of his ideas.

The course then examines his close relationship with Freud as a mentor, the development of their friendship and the dramatic ending of their relationship after about seven years. This includes an

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

examination of the psychological factors on both their parts that contributed to their being drawn to each other and eventually to their separation.

The course concludes with a discussion of the main elements of Jung's psychology. It examines how his psychology affected his work as a psychotherapist and how his original and dynamic ideas influenced workers who came after him.

Each of these sections is explicitly related to the practice of psychodynamic psychotherapist as we understand it today, and how his principles can be applied in concrete client-therapist interactions.

Learning Objectives

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

Understand the effects on the formation of Jungian ideas of his family upbringing, his cultural environment, and his relationship with other professionals, particularly Freud. (Competencies 1.3, 1.4)

Get a sense of how a Jungian understanding of the psyche can be related to one's own personal experience and how this sense can positively enhance one's skills as a therapist. (Competencies 4.1, 4.3)

Develop a concrete and practical understanding how a powerful professional and personal relationship between therapists can have both positive and negative effects on one's practice as a therapist and apply that understanding in practice of developing the safe and effective use of self. (Competency 2.2)

Get a feeling for the issues involved in the development of the ethics for psychotherapy practice to be able to apply those that are relevant to the contemporary practice of psychotherapy. (Competencies 2.2, 3.2, 3.3, 4.1)

Apply the Jung-Freud story to one's own evolution of ideas as a therapist to develop both an appreciation of how creative therapeutic ideas arise and the caution that needs to be practice in regard to their validity. (Competencies 2.3, 3.4, 3.5,)

Learn criteria for applying Jungian and Freudian principles to psychotherapy and how to judge which is more appropriate in specific concrete cases. (Competencies 1.1, 1.2, 4.5)

Lecture 1

Jung—His Family, His Culture, and His Training

This lecture attempts to give an accurate concrete sense of Jung as a person and how he developed his approach to psychology in his unique personal and cultural contexts. It explores his growing up years, his relationships with his father and mother, his cultural background, his education, and the beginning of his practice as a psychiatrist. It examines the influence of dreams on his attitude towards life and his willingness to use introspection as a means of understanding the nature of the human psyche.

It also examines his relationships with Toni Wolfe and Sabina Spielrein, and explores the influences felt from certain great philosophers and spiritualism. All of these issues are looked at from the point of view of the early formation of the effective and ethical practice of psychotherapy.

This lecture contributes to the development of the following competencies:

- 1.1 Integrate a theory of human psychological functioning.
- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
- 1.4 Integrate awareness of self in relation to professional role.
- 2.2 Maintain effective relationships.
- 3.2 Apply ethical decision making process.
- 3.3 Maintain self-care and level of health necessary for responsible therapy.
- 4.1 Orient client to therapist's practice.

Lecture 2

Jung's Relationship to Freud and its effects on his psychological ideas

This lecture gives a description of Jung's personal and professional relationship with Sigmund Freud and its influence on the development of his psychological ideas. This includes an examination of some of the letters between Jung and Freud. The lecture examines the gradual split that developed between the two men, noting that some of the differences in their views of psychotherapy were there from the beginning and others gradually developed. It also explores how the separation led to Jung's developing some of his most unique contributions to the practice of psychotherapy.

This lecture contributes to the development of the following competencies:

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

Lecture 3

The elements of Jungian psychology and psychotherapy

This lecture presents the main elements of Jung's psychology and how those elements were translated by him into his own unique approach to psychotherapy. It lays emphasis on certain central ideas such as the nature of the psyche, the anima/animus dynamic, the ego, the shadow the collective and individual unconscious, the archetypes, individuation, and personality typology. Some specific archetypes will be explained. Also, the lecture provides a description of the specific features of Jung's practice of psychotherapy and his approach to dreams.

This lecture contributes to the development of the following competencies:

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

Required Texts and Viewing for the Course:

"A Matter of Heart" https://www.youtube.com/watch?v=hwAsRnUT_5c)(video).

Carl Jung. 1965. Memories, Dreams and Reflections. New York: Vintage Books.

Recommended Texts:

Deirdre Bair. 2003. Jung: A Biography. Boston: Little, Brown, and Company

Carl Jung and Sigmund Freud. 1975. The Freud/Jung Letters. Princeton University Press.

Assignments, Assessment, and Grading

An expository paper of 2000 to 3000 words on a specific topic pertaining to Jungian therapy, its origins and its effect on modern psychotherapeutic practice is agreed upon by the student and instructor. The paper will focus on the clinical applications of key concepts of Jungian analysis.

The paper is expected to show how these concepts may be applied in the practice of psychodynamic psychotherapy at the present time. The paper should also discuss the relevance of these concepts to

the establishment of the therapeutic alliance and to the safe and effective use of self, as well as how Jung's personality affected his relationship with his clients.

Papers are graded on a pass or fail basis.

Sigmund Freud

FDN-001-SFR

CTP - LECTURE SERIES

(12) Lectures (total)

Lectures 1-6

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

Sharon MacIsaac McKenna, PhD, RP

Freud Graduate Fellow Kristin Casady, RP CTP Dipl, MA

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

Prerequisite:

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

Guest in Program²

Course Description

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

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

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

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

Learning objectives – Lecture Series

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

- 1.1 integrate a theory of human psychological functioning.
Integrate knowledge of human development across the lifespan
integrate knowledge of contextual and systemic factors that facilitate or impair human functioning
integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.
- 1.2 Work within a framework based upon established psychotherapeutic theory
Integrate the theory or theories upon which the therapist's practice is based;
integrate knowledge of how human problems develop, from the view point of the therapist's orientation
establish a therapeutic relationship informed by the theoretical framework; integrate a theory of change consistent with the therapist's theoretical orientation
integrate knowledge of the impact of trauma on psychological functioning.
- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice
Integrate key concepts common to all psychotherapy practice.
- 1.4 Integrate awareness of self in relation to professional role.
Integrate knowledge of the impact of the therapist's self on the therapeutic process
recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients
recognize the cognitive, emotional and behavioural patterns of the therapist that may influence the therapeutic relationship.
- 1.5 Integrate knowledge of human and cultural diversity
Integrate knowledge of human diversity
recognize how oppression, power and social injustice may affect the client and also the therapeutic process
adapt the therapist's approach when working with culturally diverse clients.
2. Collegial & Interprofessional Relationships
 - 2.1 Use effective professional communication.
Use clear and concise oral communication; communicate in a manner appropriate to the recipient
use effective listening skills; differentiate fact from opinion
recognize and respond appropriately to non-verbal communication.
 - 2.2 Maintain effective relationships
Show respect to others; recognize and address conflict in a constructive manner
demonstrate personal and professional integrity.
 - 2.3 Contribute to a collaborative and productive atmosphere.
Create and sustain working relationships with colleagues of diverse socio-cultural identities.
4. Therapeutic Process
 - 4.2 Establish and maintain core conditions for therapy.
Employ empathy, respect, and authenticity; establish rapport
assume non-judgmental positions; dependability.

- 4.4 Ensure safe and effective use of self in the therapeutic relationship.
Demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process
recognize the influence of power dynamics within the therapeutic relationship
employ effective and congruent verbal and non-verbal communication.
5. Professional Literature & Applied Research
 - 5.1 Remain current with professional literature
Read current professional literature relevant to practice area; access information from a variety of current sources; analyze information critically

Learning objectives – Freud Oral

At least once in each of the 2 years of the Freud lectures, students participate in a monthly seminar on Freud. In addition, over the course of the 2 years, students study a lexicon of Freudian terms: “A Psychoanalytic Literacy Index.” These are terms and themes of the conversation begun with Freud and taken up by the authors and approaches that follow in the Foundation lecture series.

Students work together in study groups of 2 to 4 members. Early in the second semester each study group meets with their lecturers and graduate fellow for a 3 hour oral examination on the Psychoanalytic Literacy Index. During the 2 to 3 months leading up to the oral exam, the graduate fellow joins in each of the study group conversations at least once and invites their questions and comments throughout.

Learning objectives – Freud Lectures

Students who have completed the Freud Lectures are expected to have learned the historical, theoretical, and technical foundations of psychodynamic psychotherapy.

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

Course Outline

Lecture 1

Part 1

On studying Freud

Lecturer: Sharon MacIsaac McKenna

Students have read the Freud Lecture/Seminar syllabus beforehand and have received copies of the Psychoanalytic Literacy Index. They are invited to bring forward their questions and comments about any sections of the syllabus.

In this opening lecture students meet Freud in his dialogue with “an impartial listener,” who questions, challenges and sometimes agrees with his psychoanalytic explanations (in *The Question of Lay Analysis*). In this clear, often witty conversation Freud lays out the elements of psychoanalysis, who should practice it, and what their training should include.

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

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

Competencies 1.2, 1.3

Lecture 1

Part 2

Freud's early life and his path towards the study of the dynamic unconscious

Lecturer: Jackie Herner

This lecture situates and contextualizes the early development of psychoanalysis. Students learn about Freud's early life and the cultural, social, philosophical and scientific influences that shaped his development. The lecture traces Freud's path from his initial training as a neuro-psychiatrist to the nascent emergence of his theory and the practice of what would become psychoanalysis.

Freud was introduced to the complexities of the mind and the dimensions of human consciousness by groundbreaking theorists and researchers in the new field of the study of the psychology of the neuroses. This lecture outlines the process of Freud's discoveries through his inquiry into psychological trauma and the condition of hysteria. His first paper on this subject, entitled On the Psychical Mechanism of Hysterical Phenomena (Preliminary Statement), in collaboration with Joseph Breuer, puts forward his work with Breuer, using the "Cathartic Method" with patients suffering from hysteria. Lecturer and students discuss and explore this paper in detail.

Readings: Makari, George, *Revolution in Mind. The Creation of Psychoanalysis*. Chapter One

Freud, Sigmund & Breuer, Joseph. (2004). *Studies In Hysteria*. Part I. On the Psychical Mechanism of Hysterical Phenomena (Preliminary Statement)

Competencies 1.1, 1.2

Lecture 2

Following Freud's footsteps: how the cathartic method developed into psychoanalysis

Lecturer: Jackie Herner

This lecture traces the path of Freud's early work with his clients and the resultant development of his psychoanalytic method. The lecture focuses on Freud's work with his patients: Emmy von N., Lucy R., and most particularly Elizabeth von R., Freud's first full length analysis. In the reading and examination of these cases, Freud himself guides students in his step-by-step analysis and self-critique of the work presented to him by his "teachers", i.e. his patients. Students learn how Freud arrived at some of the foundational insights and fundamental precepts that he developed into "psychical analysis."

Readings: Freud, Sigmund & Breuer, Joseph. (2004). *Studies In Hysteria*, Part II. Case Histories

Competencies 1.1, 1.2, 1.4, 1.5, 4.2

Lecture 3

Part 1

The dynamic unconscious: hysteria and understanding symptoms as communications

Lecturer: Jackie Herner

This lecture examines the case of Elizabeth von R in depth. This case first introduces the dynamics of repression and resistance as key elements in the process of psychoanalytic work. We discuss the significance of observation and listening to the communications of the patient as well as "the intimate relationship between the story of the patient's suffering and the symptoms of their illness." (Freud, *Studies in Hysteria*) This case study brings forward the understanding of symptoms as communications and the interplay between body and psyche. It is in this case study that Freud first introduces his ideas regarding the significance of the process of "working through" (processing and integrating uncovered, previously unconscious material) in the psychoanalytic work.

Readings: Freud, Sigmund & Breuer, Joseph. (2004). *Studies In Hysteria*. Part II. Case Histories, Part IV. On the Psychotherapy of Hysteria
Competencies: 1.1, 1.2, 1.4, 1.5, 4.2, 4.4

Lecture 3

Part 2

On consciousness, sexuality and dreams

Lecturer: Sharon MacIsaac McKenna

In this lecture we look at the both creative and personally troubled period following the *Studies on Hysteria* in which “Freud soared like an eagle” (Breuer). His father’s death intensified a “self-analysis” in which he examined his own dreams and free associations. De-coding the meaning and modalities of dreams was the insight Freud felt most grateful for all his life. At the same time he was probing sexuality and its panoply of effects upon our psychology. Fortunately his very personal correspondence with a colleague about all of this was later discovered.

In 1900 a young woman of 18, diagnosed as having hysterical symptoms, was referred to Freud. In preparation for turning to the case of “Dora” students are asked to begin reading its opening section on “The Clinical Picture.”

Readings: Freud. *Fragment of an Analysis of Hysteria (Dora)* in *The Psychology of Love* (PF). *The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904*, Translated and edited by J.M. Masson (1985). Peter Gay, *Freud: A Life for Our Time* (1988).

Competencies: 1.1, 1.2

Lecture 4

Dreams, fantasies, sexuality--and the Case of Dora

Lecturer: Sharon MacIsaac McKenna

In the first part of the lecture we discuss the dense and detailed “Clinical Picture” that presents Dora’s life experiences before and during her psychoanalysis with Freud. From this point onwards Freud, in effect, draws us into an experience of psychodynamic analysis, in which dreams figure prominently. Dreams can shift understanding dramatically and bring into view another arena of consciousness. Because each person’s dreams are about the particularities of her/his daily life and experience and her/his subjective (“idiosyncratic”) responses, the analyst must take in and retain the details of life experience that they have been told. The lecturer notes that Freud is introducing Dora to the discipline he has been practicing in the preceding 5 or 6 years of attention to the actual (manifest) details of one’s dreams and freely associating from there.

The second part of the lecture is a dramatization of “The First Dream” using as script the vivid conversational and monological sections of the text. Students from earlier years play the roles of Freud and Dora respectively to an audience of all present. Open discussion follows in the time remaining.

Readings: “The Second Dream” and “Afterword”

Competencies: 1.1, 1.2, 1.4, 1.5, 4.2, 4.4

Lecture 5

Dora and Freud, last act

Lecturer: Sharon MacIsaac McKenna

This lecture continues the dramatization, this time of “The Second Dream.” Students are invited before it begins to bring forward the impressions, comments, questions about the previous session.

After the dramatization of The Second Dream, there is open discussion. Many terms and themes of the Psychoanalytic Literacy Index are depicted in this vivid and provocative context.

Readings: Review of sections of *Dora* that were pivotal in the dramatization and discussion.

Competencies: 1.1, 1.2, 1.4, 1.5, 4.2, 4.4

Lecture 6

Transference & Remembering, Repeating and Working Through.

Culminating discussion on lectures

Lecturer: Jackie Herner

In this lecture, we revisit the case of Dora and examine it in the light of the phenomenon of “transference”, as Freud came to call it. He saw transference as “a special class of mental structures”, and regarded it as an inevitable part of psychoanalytic work. This lecture traces the development of this important theory in Freud’s work, through a number of key papers he wrote on the subject. These papers include a discussion of the psychoanalytic terms “libido” and “ambivalence”.

We devote the second half of the lecture to a discussion of one of Freud’s most seminal works: “Remembering, Repeating and Working Through.” In this paper, Freud outlines the refinement and transformation of his psychoanalytic method, giving the dynamics of transference and resistance a key place in treatment. In the course of examining this paper we discuss the psychoanalytic terms “free association”, “the compulsion to repeat”, “the transference neurosis” and “resistance.”

Additional time is taken for an open discussion of questions and comments raised by students.

Readings: Freud, S. (2002). *Wild Analysis*. “On the Dynamics of Transference”; “Advice to Doctors on Psychoanalytic Treatment”; “On Initiating Treatment”; “Observations on Love in Transference”

Freud, S. (2003) *An Outline of Psychoanalysis*, “The Psychoanalytical Technique”

Freud, S. (2003). *Beyond the Pleasure Principle*. “Remembering, Repeating and Working Through”

Freud, S. (2006). *Psychology of Love* “Fragment of an Analysis of Hysteria (Dora)”

Lear, Jonathan. (2005). *Freud*, “Transference”

Competencies: 1.1, 1.2, 1.4, 4.2, 4.4

Resources available to students in the Freud lectures

The reading list covers both years of the Freud lecture series. It includes the works of Freud in the new English translation under the General Editorship of Adam Phillips, (Penguin), recommended for its excellent translation of Freud's fine German prose into contemporary English. The PEP website (Psychoanalytic Electronic Publishing- www.pep-web.org) also gives students access to the classic Complete Psychoanalytical Works of Sigmund Freud (SE) with its invaluable editorial information; as well as access to a wealth of published books and articles by later and contemporary clinicians in dialogue with Freud. The complete SE is also available in the CTP library. Students have access to CTP Foundation lectures in audio form at ctp.net.

Reading list for the two year Freud lectures and seminars

Freud, S. (2002). *Wild Analysis*. New Penguin Freud (NPF) Edition, Gen. Ed. Adam Phillips

Freud, S. (2003) *An Outline of Psychoanalysis*. New Penguin Freud (NPF) Edition

Freud, S. (2003). *Beyond the Pleasure Principle*. New Penguin Freud (NPF) Edition

Freud, S. (2006). *Psychology of Love*. New Penguin Freud (NPF) Edition

Freud, Sigmund & Breuer, Joseph. (2004). *Studies In Hysteria*. New Penguin Freud (NPF) Edition

Lear, Jonathan. (2005). *Freud*. New York: Routledge

Laplanche, L. & J-B Pontalis. *The Language of Psychoanalysis*. Karnac books, 1988

Assignments, Assessment, and Grading

Freud oral exam

The lecturers and graduate fellow look for the following competencies and qualities in each study group:

- students have an accurate understanding of the terms and themes in the Psychoanalytic Literacy Index; they are also aware of what questions they are left with.
- students have tried to read authors with open minds, and are more able to identify the difference in their responses between reaction and thoughtful critique.
- students grow in their capacity to express their views clearly and more effectively to others.
- the students' conversation makes apparent their collaborative effort to learn and to change: they listen to each other, stimulate each other, respect each other; they encourage and draw each other out in discussion; they express their differences.
- students have worked at integrating the meanings of the terms and themes. They have explored what Freud identified by reflecting on their own life experience and their individual and group therapy.
- students have recognized the holistic nature of Freud's explorations: each term examined is identified as part of an interactive whole.

Taken together these capacities and qualities show that students have engaged together in a transformative learning experience. Students frequently identify their study group as yielding their deepest and most solid understanding of Freud's work.

Lecturers invite students to describe their experience of the oral exam. The lecturers and graduate fellow speak to the study group of their own evaluation. Students may pass the oral exam, be asked to write brief papers on selected terms in addition or, rarely, to repeat the study group/oral exam requirement.

Hermeneutic Phenomenology: A Psychotherapeutic Approach

FDN-001-HP

CTP – LECTURE SERIES

(3) Lectures

Lecturer: Cathleen, Hoskins, RP, MA, CTP Dipl

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

Prerequisite:

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

Guest in Program³

Course Description

This course, which is presented in three two---hour lectures, introduces students to hermeneutics and phenomenology, philosophical approaches that are foundational for intersubjective theories of psychotherapy. The course is scheduled in the second year immediately prior to an arc of lecture courses focused on Kohut and Self Psychology, the Intersubjectivists, and Daniel Stern, and helps orient students to these relational thinkers. Focusing on the thinking of Maurice Merleau---Ponty (1908-- 1961) and Hans---Georg Gadamer (1900---2002), this course engages students with 20th---century philosophical innovations that continue to amplify ideas in psychology, healthcare and the humanities. Both of these thinkers were in conversation with the psychoanalytic practice current in their lifetimes.

An overarching concern of this course is to challenge students to think differently – stretching beyond whatever theoretical assumptions they have already developed. Because Merleau---Ponty and

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

Gadamer both explore alterity in ground---breaking ways, students must form and re---form their own ideas of “otherness” in order to come to terms with this course material. Also highlighted in this course is the significance these thinkers give to issues of nonverbal communication, language and listening, all pivotal to a psychodynamic modality. At all times, the central purpose of this course is to keep students open simultaneously to thinking philosophically and practicing therapeutically. And students are encouraged to ask questions and engage in dialogue with the instructor and each other throughout this course. Unlike other lecture courses in this series, the room is set up in a circle of chairs so that students can face and speak to each other

Learning Objectives

By the end of this course students should be able, at an introductory level, to

- 1.** understand fundamental principles of phenomenology and hermeneutics, and the significance of these for therapeutic theory and practice. (Competencies 1.1, 1.4 and 1.5)
- 2.** engage philosophically with ideas and with their colleagues. (Competencies 2.1, 2.2, 2.3)
- 3.** question, within the framework of hermeneutic dialogue, their own theoretical, cultural and personal assumptions.(Competencies 1.5, 2.3, 4.3)
- 4.** use the self more effectively by deepening the listening and speaking capacities crucial to therapeutic practice. (Competencies 2.1, 2.2, 2.3, 4.3, 4.5)
- 5.** explore current psychodynamic authors who are developing a bridge between hermeneutic phenomenology and psychotherapeutic theory and practice. (Competencies 5.1, 5.2)

Course Outline

Lecture 1

Why study philosophy at a psychotherapy training school, and what is hermeneutic phenomenology anyway?

The course begins with a consideration of why students are asked to think philosophically in the foundational phase of their training. Care is taken to describe “philosophical” as a shared human stance, rather than a narrowly defined intellectual pursuit. Everyone has a philosophical attitude toward life whether s/he is aware of it or not. Ideas are offered from both the instructor’s vantage point and from the writings of leading intersubjectivist Donna Orange, a major voice for hermeneutics in relational psychotherapy. Students are also asked to contribute their own thoughts on this question. The lecture then explores the history of phenomenology and hermeneutics as recent developments in Western philosophy, and begins to consider the significance of this thinking for psychotherapy.

After the break, students participate in a collaborative exercise in hermeneutic phenomenology, which is intended to highlight how impossible it is not to bring one’s own subjectivity into any “interpretation”. The evening ends with a discussion of the exercise.

This contributes to developing the following competencies:

- 1.4 Integrate awareness of self in relation to professional role.
- 1.5 Integrate knowledge of human and cultural diversity.
- 2.1 Use effective professional communication.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 4.2 Establish and maintain core conditions for therapy.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.
- 4.5 Structure and facilitate the therapeutic process.

See reading list

Lecture 2

Why are MerleauPonty and Gadamer of particular significance for psychotherapy?

This second lecture opens with the opportunity for students to reflect on their experience of the first lecture. Concepts introduced the previous week, such as phenomenology, hermeneutics, being---in---the---world and *Lebenswelt*, are revisited. Time is also spent considering the importance of this topic for the various relational theorists that will complete the rest of this second year of the lecture cycle. The bridge between hermeneutic phenomenology and intersubjective theories is emphasized throughout this course.

After this introduction, the second lecture turns to a consideration of basic ideas in the thinking of Maurice Merleau-Ponty, particularly his ideas of human situatedness, embodiment and intertwine. Students are asked to think about aspects of existence that are so familiar and ever-present that “stepping out” into verbal description sometimes seems impossible. Yet this is exactly the ground-breaking work Merleau-Ponty provides, and this lecture introduces students to the importance of the nonverbal soil out of which all psychotherapy rises.

Next, this course introduces the philosophical hermeneutics of Hans-George Gadamer, exploring his thoughts about human understanding and its basis in dialogue and questioning. These ideas are of foundational importance for psychotherapy. Gadamer’s ideas about the formative effects of tradition and prejudice on all attempts at understanding are also considered as valuable to therapeutic practice.

This contributes to developing the following competencies:

- 1.4 Integrate awareness of self in relation to professional role.
- 1.5 Integrate knowledge of human and cultural diversity.
- 2.1 Use effective professional communication. 2.2 Maintain effective relationships.
- 2.3 Contribute to a collaborative and productive atmosphere.
- 4.2 Establish and maintain core conditions for therapy.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.
- 4.5 Structure and facilitate the therapeutic process.

See reading list

Lecture 3

What does hermeneutic phenomenology look like in therapeutic practice?

The final lecture of this course opens with a review of ideas studied last week from Merleau-Ponty and Gadamer. Students are urged to bring forward questions and discussion, especially concerning the relevance of these philosophical concepts to psychotherapy. Study then turns to “Conversation and Its Interruptions,” a chapter from Donnel Stern’s book, *Partners in Thought* (2009), which students have been asked to prepare for this evening. Stern is one of the contemporary psychodynamic theorists making rich use of hermeneutic phenomenology in theory and practice. This discussion gives students an opportunity to assimilate and articulate some of their learning in

this course, as well as challenge themselves to understand Stern's clinical applications.

This contributes to developing the following competencies:

- 1.4 Integrate awareness of self in relation to professional role.
- 1.5 Integrate knowledge of human culture and 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.
- 4.5 Structure and facilitate the therapeutic process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Required Texts

Orange, Donna. *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*.

Routledge: New York, 2011.

Selected handouts provided by the instructor

Recommended Texts

Orange, Donna. *Thinking for Clinicians: Philosophical Resources for Contemporary Psychoanalysis and the Humanistic Psychotherapies*. Routledge: New York, 2010.

Stern, Donnel B. *Partners in Thought: Working with Unformulated Experience, Dissociation and Enactment*. Routledge: New York, 2009.

The following readings are provided to augment your study of the required text, *The Suffering Stranger*, by Donna Orange (Routledge, 2011). They are the “selected handouts” mentioned in the course reading list. I ask you to read whatever articles appeal to you, and perhaps to challenge yourself with some that do not. This selection of readings will serve your study throughout your tenure at CTP.

Required reading for Lecture 1 is in the book *The Suffering Stranger*, pp. 1J71.

Required reading for Lecture 2 is your choice of Donna Orange’s discussion of any two of the theorists discussed in *The Suffering Stranger*.

Required reading for Lecture 3 is #15 below, Donnel Stern’s chapter “Conversation and Its Interruptions”.

In the list below, **Readings 1 – 7** are from the writings of four philosophers central to my lectures: Martin Heidegger (1889J1976), HansJGeorg Gadamer (1900J2002), Maurice MerleauJPonty (1908J1961) and Emmanuel Levinas (1906 – 1995). This selection offers just a small taste of substantial writings by all four thinkers.

Readings 8 – 12 are by Donna Orange, including the opening chapter from her book *Thinking for Clinicians* (Routledge, 2010). A philosophically educated analyst, Orange opens a lens onto the relevance of hermeneutics and phenomenology for psychotherapeutic practise. She is also a primary voice exploring the place of Levinas’ ethics for psychotherapy.

Reading 13 provides three chapters from Robert Stolorow’s book *Trauma and Human Existence* (The Analytic Press, 2007), another fine exploration of the interface of philosophy and psychotherapy.

Readings 14 –15 are by Donnel Stern, a contemporary analyst with a special interest in Gadamer. No. 15 will be required reading for our discussion on Feb. 15.

And **Reading 16** is a brief meditation on hermeneutic phenomenology and psychotherapy, written by me. The original version was for my lectures in 1994, and since then, revisions have been incorporated in 1996, 2012 and 2014.

Assignments, Assessment, and Grading

If a student chooses to write one of his/her required lecture essays, the topic is set: What is Hermeneutic Phenomenology and How Does It Matter for Psychotherapy? Students are invited to write either an academic paper or one that blends both academic learning and personal experience.

The 10---page essay is assessed for basic understanding, clarity of thought and expression, and capacity to bridge from philosophical concepts to psychotherapeutic practice. All students who write essays for this course gather at the end of term with the instructor for an hour and a half conversation, sharing their discoveries and ongoing questions with their colleagues. This conversation gives the instructor additional insight into the student's level of comprehension and ability to apply concepts learned in this course to psychotherapeutic theory and practice.

Throughout the course's three lectures, students are assessed on the quality of their participation in discussion and questioning and on their capacity for expressing ideas and listening to differences of understanding held by others in the room.

Intersubjectivity

FDN-001-IST

CTP Lecture Series

(3) Lectures

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

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

Prerequisite:

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

Guest in Program⁴

Course Description

The creation, articulation and development of Intersubjectivist theory rest on the combined writings and conversations of George Atwood, Bernard Brandchaft, Frank Lachmann, Donna Orange and Robert Stolorow.

Intersubjectivist theory rests on the following definition: The development of psychoanalytic understanding may be conceptualized as an intersubjective process involving a dialogue between two personal and distinct worlds. This emphasis shifts us from seeing the therapist as providing a function for the client with the client as always engaged in an intrapsychic conflict; and moves us towards the understanding that therapy is the inter-animation of two subjectivities that are differently organized, differing in role, but equal in terms of valid perspectives on the world. 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.

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

Their theory presents a view of the developing infant, adolescent and adult as contextualized by the relational field within which any individual exists. In this way both development and any change to the organizing principles that govern an individual's relationships to the world of others spans a lifetime.

Subjectivity and intersubjectivity are complex sets of interacting processes involving both intrapsychic and interpersonal phenomena. Psychodynamic understanding grounded in a theory of Intersubjectivity, must take into account the psychotherapist's subjective world; a world which includes theory, personality, emotional history, and those prereflective principles that organizing the therapist's world as it enters into relationship with a client's world.

Thomas Ogden and Daniel Stern have also articulated experience rich theories with regard to Intersubjectivity. A third stream or approach to Intersubjectivity comes through Jessica Benjamin.

Course Objectives

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

1. Employ the following interactive and relational processes in their work with their client:
 - a) the mutual regulation between the therapist and the client
 - b) the achievement of recognition of both oneself and the other as separate centres of experience
 - c) the development of a capacity for meaning making as something uniquely created by each individual subject
 - d) the capacity to understand the other as capable of both similar and different experiences and feelings
 - e) the necessary capacity for self reflection and reflection on another's emotional and mental states
2. 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
3. Understand and work within a more nuanced Co-Transference paradigm which requires a working and experiential facility with:
 - a) intersubjective conjunctions
 - b) intersubjective disjunctions

4. 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.
5. Recognize and work comfortably with transitions between the three realms of unconscious functioning, as well as understanding the appropriate therapeutic interaction required by each realm:
 - a) Pre-Reflective Unconscious
 - b) Dynamic Unconscious
 - c) Unvalidated Unconscious
6. 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

Lecture Outline

Overview

All three lectures will orient the student to the importance of a self-reflective stance, awareness of cultural diversity, and changing family patterns; as well as medical, economic and religious factors during historical periods.

This contributes to developing the following competencies:

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

Students are introduced throughout the lectures to transference and counter-transference patterns as a way to orient them self to both the client's organizing principles and the therapist's participation in the therapeutic relationship. Students are exposed to the growing body of Intersubjective literature as a means to understand these relational paradigms.

This contributes to developing the following competencies:

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

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

This contributes to developing the following competencies:

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

Lecture 1

This lecture begins with a historical overview of the different lines of theoretical and clinical practices developed around subjectivity and intersubjectivity. This theoretical grounding is essential to accomplishing a clinical stance that is both self-actualized and self-reflective.

Students will learn to recognize and use the interacting processes involved in individual development across the life span. This facilitates the ongoing self-reflective process necessary for clinical work to remain open, respectful, comprehensive and bias free. It requires the student to develop a more nuanced understanding of diversity across several domains - cultural, economic, age, gender, orientation, religion ...

Attention is given to the theories and theorists relevant to an Intersubjective stance. These are set against the larger backdrop of psychodynamic theory. Early childhood development is also examined for its relevance to the interactive matrix as well as those steps in development leading to a structuring of the child's subjective self. This facilitates therapeutic attention to the client's level of awareness and relational development, and manner of organizing their personal world.

Attachment patterns are also examined as part of the therapeutic stance. This requires the therapist to be able to identify and work with the client's specific attachment pattern. It also requires the therapist to recognize and reflect upon their own activated attachment patterns.

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.
- 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.

Required Texts Lecture 1

Please be sure to watch the movie: **Lars and the Real Girl**

Please Read:

- 1. Atwood, G., & Stolorow, R. (1984). Intersubjectivity: I. The Therapeutic Situation. In *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology* (pp. 41-64). London: The Analytic Press.
- 2. Stolorow, R., Brandchaft, B., & Atwood, G. (1987). Bonds That Shackle, Ties That Free. In *Psychoanalytic Treatment An Intersubjective Approach* (pp. 47-65). Hove and London: The Analytic Press.
- 3. Orange, D., Atwood, G., & Stolorow, R. (1997). Thinking and Working Contextually. In *Working Intersubjectively Contextualism in Psychoanalytic Practice* (pp. 67-90). London: The Analytic Press.
- 4. Benjamin, J. (1990). Recognition and Destruction: An Outline of Intersubjectivity. In S. Mitchell & L. Aron (Eds.), *Relational Psychoanalysis The Emergence of a Tradition* (pp. 183-200). London: The Analytic Press.
- 5. Ogden, T. (1993). Potential Space. In *The Matrix of the Mind* (pp. 203-232). London: Jason Aronson Inc.

Optional Reading

1. Jaenicke, C. (2008). Psychoanalytic Myths. In *The Risk of Relatedness Intersubjectivity Theory in Clinical Practice* (pp. 1-17). New York: Jason Aronson.

Lecture 2

This lecture refines the student's self-reflective capacities and clinical stance by highlighting key areas of potential conflict, prejudice and judgment. This facilitates the student's capacity to de-centre from their own organizing principles and structures, hold them in awareness so as to minimize their impact on the therapeutic interaction, recognize when consultation and further self exploration are necessary, and strengthen the student's confidence in their own competency.

There is a blending of the understanding of Intrapsychic and Intersubjective processes. This ensures that the inner world of the client is held open for exploration but also centres the exploration within an Intersubjective field.

The three realms of the unconscious are introduced. This facilitates the students capacity to recognize which register the client is exploring and revealing so that appropriate clinical responses and interactions can be made.

This contributes to developing the following competencies:

- 1.2 Work within a framework based upon established psychotherapeutic theory.
- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
- 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.

Required Texts Lecture 2

Please be sure to watch the movie: **Doubt**

Please Read:

1. Orange, D. (2002). There is no Outside: Empathy and Authenticity in Psychoanalytic Process. *Psychoanalytic Psychology*, 19, 686-700.
Available on: PEP WEB
2. Jaenicke, C. (2008). Empathic-Introspective Inquiry: An Intersubjective Alternative to Neutrality. In *The Risk of Relatedness Intersubjectivity Theory In Clinical Practice* (pp. 19-53). New York: Jason Aronson.

3. Stolorow, R., & Atwood, G. (1992). Three Realms of the Unconscious. In *Contexts of Being The Intersubjective Foundations of Psychological Life* (pp. 29-40). London: The Analytic Press.
4. Small, D. (2009). *S T I T C H E S a memoir* (pp. 83-102). Toronto: McClelland & Stewart.

Optional Reading

1. Stolorow, R., & Atwood, G. (1992). The Mind and the Body. In *Contexts of Being The Intersubjective Foundations of Psychological Life* (pp. 41-50). London: The Analytic Press.

Lecture 3

This lecture further develops the student's understanding of transference and counter-transference patterns using specific Intersubjective frames of reference. This facilitates the student's responsiveness to their relationship with the client, allowing disruptions and ruptures to be understood and repaired.

The lecture also delineates which dimension of self-experience and self-organization is at the leading edge of a session. Understanding and recognizing these shifting dimensions is essential to facilitating the emergent capacities of the client.

The lecture also explores important distinctions between therapeutic gratification and the appropriate, specific and limited use of responsiveness, provision and self-disclosure. This distinction allows the student to enter the therapeutic interaction from a respectful, human and developmental orientation to the client. It requires the student to develop a highly integrated safe and effective use of the self as an instrument of change for the client.

Students learn areas of developmental conflict and how to recognize client presentations of disrupted self-other configurations. This helps the student identify areas of trauma and troubled functioning: Ambivalence and Indecision, Rebellion and Defiance, Isolation and Estrangement, Abandonment of Strivings, Submission and Chronic Depression.

The students will also learn about the experience of shame and the defense pattern of horizontal and vertical splitting. This facilitates the student's capacity to recognize areas of repression and splitting in order to repair therapeutic disruptions and facilitate the client's integration of repressed and disowned aspect of them self.

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.

Required Texts Lecture 3

Please be sure to watch the movie: **I've Loved You So Long**

Please Read:

1. Orange, D. (2008). Whose Shame is it Anyway?: Lifeworlds of Humiliation and Systems of Restoration (Or "The Analyst's Shame"). *Contemporary Psychoanalysis*, 44, 83-100.
Available on: PEP WEB
2. Orange, D. (1995). Cotransference: The Analyst's Perspective. In *Emotional Understanding Studies in Psychoanalytic Epistemology* (pp. 63-74). London: The Guilford Press.
2. Greben, S. (1981) *Unresponsiveness: The Demon Artifact of Psychotherapy* (pp. 244-250). *American Journal of Psychotherapy* V. 35 No. 2
3. Ghent, E. (1992) *Paradox and Process* (pp. 135-159). *Psychoanalytic Dialogues* V. 2 No. 2 Available on: PEP WEB

Optional Reading

1. Phillips, A. (2002) *On What We Need*. In A. Phillips, *Equals*. (pp. 118-143). Basic Books: New York.
2. Morrison, A. (1984). Working With Shame in Psychoanalytic Treatment. *Journal of the American Psychoanalytic Association*, 32, 479-505. Available on: PEP WEB
3. Morrison, A. (2008). The Analyst's Shame. *Contemporary Psychoanalysis*, 44, 65-82.
Available on: PEP WEB

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.
- 3.4 Evaluate and enhance professional practice.

- 4.2 Establish and maintain core conditions for therapy.
- 4.3 Ensure safe and effective use of self in the therapeutic relationship.
- 4.5 Structure and facilitate the therapeutic process.
- 5.1 Remain current with professional literature.
- 5.2 Use research findings to inform clinical practice.

Assignments, Assessments & Grading

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

Oral Exam Option

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

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

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

Essay Option

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

- 1) A self reflective piece demonstrating the use of Intersubjective theory; it's unique perspective and terminology. Student's are encouraged to explore a creative understanding through the use of memories, dreams, journals or other media that enhances their self-reflection and understanding, as well as communicate their clear appropriation and interpretive use of the lecture material.
- 2) Students may choose a film or documentary for analysis using the specific theoretical perspectives from any of the Intersubjective perspectives learned in the lecture cycle. In doing so the film and analysis should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.
- 3) The student may design and propose their own essay topic. The topic should follow logically and theoretically from the lectures and the various Intersubjective theories learned as well as their particular guiding principles. The topic should be novel and exploratory and should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.

Grading is on a pass or fail basis

Intersubjectivity - Assignments and Assessments

RUBRIC

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

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

Heinz Kohut and Self Psychology

FDN-001-HKSP

CTP – LECTURE SERIES

(3) Lectures

Lecturer: Ken Ludlow, RP, MA, MEd

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

Prerequisite:

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

Guest in Program⁵

Course Description

This course, which is presented in three two-hour lectures, introduces students to the work of Heinz Kohut and provides detailed descriptions of his major psychoanalytic innovations that are embodied in what has become known as Self Psychology. Citing Kohut's own writings, as well as psychoanalytic authors who adopted his ideas and methods, it traces the development of his therapeutic approach through a close examination of the various clinical situations that he felt were not being successfully addressed by Traditional Psychoanalysis. As with Kohut's writing, these lectures focus sharply on the details of the psychotherapeutic process with the purpose of demonstrating how subtle alterations to theory give rise to important shifts in one's therapeutic stance.

The course also demonstrates how Kohut's therapeutic innovations provided the basis and trajectory for the development of a novel and widely accepted theory that articulates how the individual child gradually develops a "self" through ongoing physical, psychological and emotional interactions with its parents. As a theory of human psychological functioning and development that arose from Kohut's lengthy clinical practice, its focus is on the treatment of pathologies in the structures of the self that manifest in a large variety of psychological and emotional disorders. The course instructs students in the identification of these various disorders and explains how they are connected to mishaps in early self-development. It also explains that the Self Psychology perspective emphasizes that although flaws to the structures of an individual's self may manifest in an array of symptoms, they usually have at

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

their core a susceptibility to the experience of shame. This knowledge is an important factor in the learning therapist's efforts in establishing and maintaining an effective therapeutic relationship. Also, because this theory of self-development maintains that flaws in the structure of the individual's self arise from repeated failures of empathy during childhood, the central importance of an empathic, client-centred therapeutic approach is promoted and reinforced.

Learning Objectives

By the end of this course students will understand the important place that Self Psychology holds in the ongoing psychoanalytic discourse and how its principles and methods engender a therapeutic stance based on empathic listening and interpretation. (addresses competencies 1.1, 1.2 1.3)

They will have a working knowledge of Kohut's theory of "self" development and be able to use this information to make informed assessments of the relative stability of their clients' self structures. (competencies 4.1, 4.4)

Because of its emphasis on the empathic engagement of the client, this approach will enhance the learning therapist's ability to establish and maintain an effective therapeutic relationship with a wide range of clients. (competency 4.2)

Self Psychology is sharply focused on clinical phenomena and therefore provides students with a clear and well-defined psychotherapeutic framework from which to work. (competencies 2.1, 4.5)

Because Kohut's work places the "self" and its vicissitudes at the centre of the therapeutic process, upon the completion of this course the learning therapist will have learned much about the safe and effective use of the self within the therapeutic relationship. (competency 4.3)

Course Outline

Lecture 1

As a psychoanalyst, what prompted Kohut to develop a theory of the "self" and its development?

The course begins with biographical details of Kohut's early life that inform students of personal events and circumstances that are relevant to his choosing a career in Psychoanalysis.

It then provides a description of the predominant theories that shaped American Psychoanalysis when he completed his training. This informs students of the theoretical and clinical culture of the profession

as Kohut entered it, and gives them a clear context for understanding why and how he was to challenge it.

Citing Kohut's clinically based evidence, it describes in detail the psychotherapeutic phenomena he was repeatedly experiencing that he felt could not be effectively addressed by the accepted theories and methods of the day.

With a focus on his argument for a whole new way of understanding the origins, dynamics and significance of narcissistic vulnerabilities, the course presents a close examination of the fundamental changes to Psychoanalytic theory and practice that are the result of his innovations.

It then explains how his careful re-evaluation of narcissistic personality disorders led to the development of a new and widely accepted theory of how an individual "self" is formed through repeated parent-child interactions during early life.

The course stresses the clinical implications of this theory of "self" development, and how knowledge of these dynamics will help shape the therapeutic relationships students will eventually form.

This lecture contributes to the development of the following competencies:

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

Lecture 2

What is Kohut's theory of "self" development and how does it relate to the psychotherapeutic process?

The course presents a close examination of how Kohut's theory of the "bi-polar" self came about through his awareness of repeated patterns that appeared in the "transference" dynamics within the therapeutic relationship.

Students will learn to identify these patterns so that they can eventually use them to inform their therapeutic interventions with their clients.

They will learn that their ongoing awareness and close examination of these dynamics will guide them in making the subtle adjustments to their therapeutic stance that are required for maintaining an effective therapeutic relationship.

They will also learn to identify the shifts in relational patterns that, according to Kohut, indicate progressions in the evolving transference phenomena associated with greater psychic integration. This awareness will inform the learning therapist's decisions regarding the timing and nature of therapeutic interpretations.

This contributes to the development of the following competencies:

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

Lecture 3

From a Self Psychology perspective, how does psychotherapy help heal a damaged self?

Students learn the various ways in which a compromised "self" instinctively prevents the kind of fragmentation seen in the most severe and disabling mental disturbances by protecting itself with unconscious defensive strategies.

They learn to distinguish between what Kohut referred to as "vertical" splits in the self from "horizontal" splits. Being able to distinguish the relational patterns that differentiate these two fundamental forms of defense will inform the learning therapist in terms of expectations and timing for therapeutic intervention.

Students will learn to identify their clients' "compensatory structures" and to distinguish them "defensive structures". This knowledge will become an important aspect of the theoretical framework that shapes their work with clients.

This course also emphasizes the central place Kohut's work gives to the use of therapist's own self in bringing about therapeutic change. It stresses the need for therapists to continually develop their ability to use their own "self" to detect subtle shifts in the relational field between them and their clients.

The ongoing refinement of this capacity is, according to Kohut, essential for bringing about the deep psychological changes he referred to as "transmuting internalizations".

The course will help learning therapists in their efforts at establishing therapeutic relationships that are based on a balance between authentic human connection and professional boundaries.

This contributes to the development of the following competencies:

- 1.1 Integrate theory of human psychological functioning and development.
- 1.2 Work within a framework based upon an established psychotherapeutic theory.
- 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
- 1.4 Integrate awareness of self in relation to professional role.
- 2.1 Use effective professional communication.
- 4.2 Establish and maintain an effective therapeutic relationship.
- 4.3 Apply safe and effective use of self in the therapeutic relationship.
- 4.5 Structure and facilitate the therapeutic process.

Required Texts

The Two Analyses of Mr. Z by Heinz Kohut (International Journal of Psychoanalysis ,(1979) 60, 3

Forms and Transformations of Narcissism by Heinz Kohut (from Essential Papers on Narcissism, New York University Press, 1986.)

Restoration of the Self by Heinz Kohut (International Universities Press, 1977)

Analysis of a Mirror Transference in a Case of Arrested Development by Heinz Kohut (from Psychology of the Self: A Casebook ed. Arnold Goldberg. International Universities Press, 1978)

Assignments, Assessment, and Grading

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

The paper will focus on the clinical applications of Kohut's work and evaluation will be based on how well it demonstrates the student's grasp of the central concepts of Self Psychology as they pertain to the process of psychotherapy. Students are encouraged to use this assignment to demonstrate their ability to assess various clinical situations from the perspective of Kohut's theory of human development and psychological functioning. It should show a well- developed understanding of how the Self Psychology perspective would inform the therapist's approach to building and maintaining a therapeutic alliance, in considering the timing of therapeutic interpretations, and making adjustments

to the therapeutic stance in response to shifts in the relational field between him/her and the client. It should also demonstrate an ability to use the terminology of Self Psychology in a clear and accurate way.

Papers are graded on a pass or fail basis

Pierre Janet and Trauma

FDN-001-PJT

CTP – LECTURE SERIES

(4) Lectures 10 hours

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

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

Prerequisite:

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

Guest in Program⁶

Course Description

Having a thorough understanding of trauma and the skill to work with its effects is one of the most important elements of psychotherapeutic practice. These first four lectures of the second year of the lecture cycle examine the historical development of psychotherapeutic approaches to trauma, with an emphasis on the foundational work done by Janet.

One of the tasks of psychotherapy is to integrate elements of the client's experience that have been separated from the personality. Pierre Janet was first psychodynamic psychotherapist to do so, and all consequent psychotherapeutic work with trauma has, directly or indirectly, been the beneficiary of his findings. However, it was not Janet who discovered the effects of trauma, so in this course, before examining his work, the early history of awareness of traumatic effects is explored.

Pierre Janet recognized that in virtually every case of hysteria he was treating, the patient had at some point in their lives been subject to such emotional shocks. Janet recognized that to treat trauma, you have to find a way to treat memory, since psychological trauma is a condition in which painful memories refuse to stay in the past but keep forcing themselves forward with all the emotional power of the present.

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

The course also explores the ways in which the subsequent work of therapists following Janet was influenced by his important early insights. The traumatic experiences connected with war (World War I, World War II, the Viet Nam War, etc.) and the Holocaust have provided further examples of the effects of trauma on the human psyche and opportunities to refine psychotherapeutic interventions. The course also examines the principle contemporary approaches to treatment of trauma and traumatic memory with psychotherapy.

Learning Objectives

By the end of the course the student will be able to:

Understand the importance of trauma treatment in the practice of psychotherapy, the history of psychotherapeutic understanding of trauma, the various approaches to treatment of trauma that have developed over the past hundred years, and contemporary approaches to psychotherapy treatment of trauma. (Competencies 1.1, 1.2, 1.3)

Work with trauma with a sensitivity to its effects on psychological health, principally emotional, physical, and sexual trauma. They will also be sensitive to the fact that trauma happens in all cultures and have occurred throughout history. As they work as therapists they will keep in mind the fact that trauma may occur in any stage of life, from infancy to adulthood and may arise out war, natural disasters, intolerable pressures, and torture, creating traumatic memories that lead to emotional disorders. (Competencies 1.3, 1.5)

Become familiar with approaches used in treatment of trauma by Pierre Janet and those who followed him. They will discern which of those techniques retain their validity in today's psychotherapeutic practice, and which need to be revised.

Become familiar with the forms of dissociation connected with trauma (a concept developed and named by Janet), and learn how to integrate dissociative aspects of the psyche in the process of psychotherapy. Competencies 1.1, 2.2, 2.3, 3.2, 3.4, 4.2)

Come to know on a practical level how to deal with dissociation as a human experience that is part of everyday life, and use that knowledge to help clients resolve pathological dissociation, and how to help clients integrate unconscious elements that affect their lives from a position outside their ordinary awareness. (Competencies 1.1, 1.2, 4.2)

Course Outline

Lecture 1

The growth of awareness of trauma as a source of emotional disorders

The definition of the task of psychodynamic psychotherapy contains the notion that unconsciously held memories may contribute importantly to the formation of emotional disorders. This lecture examines the growth of awareness of this fact and the practical implications for treatment of trauma.

While trauma in this sense was first associated with physical injury suffered from railway accidents, many workers, such as Jean Charcot, Morton Prince, and Josef Breuer began using the term “trauma” with a broader, psychologically meaning. Most important among the physician who gave a psychological interpretation to the traumatic symptoms was Pierre Janet. He began to use this concept in his treatment of hysterics and turned his attention to the recovery and integration of traumatic memories in the application of his treatments.

This lecture contributes to the development of the following competencies:

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

Lecture 2

Traumatic memories arising from situations of extreme danger

This lecture examines how war played a role in the growing understanding of emotional trauma. A new wave of interest in trauma began with the battle experiences of soldiers in the First World War. The psychological challenges facing participation in war was already recognized in the Civil War in the United States, where it was called “soldiers heart” and “nostalgia.” In the Second World War it was noted that some combat soldiers experienced an emotional numbing, often starting in basic training. In the civilian world killing is a crime, in war it is a necessity. Similar findings were reported in subsequent wars, in particular the Korean war, the Viet Nam war, the Afghanistan war, the Gulf War and the Iraq war. Also, the Second World War created a whole new traumatic syndrome for physicians to try to deal with: that resulting from the Holocaust.

This lecture contributes to the development of the following competencies:

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

Lecture 3

Post-Traumatic Stress Disorder and Memories of Childhood Trauma

From the beginning of the work of Pierre Janet it was clear that one of the main sources of repressed traumatic material was from abusive experiences undergone by children. This lecture examines how this awareness came to the fore in the awareness of psychological workers. Beginning in the 1960s there was a growing awareness of the reality of childhood abuse, emotional, physical, and sexual and the remaining effects of those traumata in the emotional symptoms of adults. Formal clinical associations began to be formed to research dissociative phenomena, the first being organized in 1986. Eventually an important diagnosis was established in the DSM: Post-Traumatic Stress Disorder. This perspective on diagnosing dissociative disorders was employed not only for childhood trauma, but also for war trauma, particularly when considering cases arising out of the Viet Nam conflict. Psychotherapists should be aware that there is very strong evidence of the widespread existence of childhood abuse and that many of the clients who seek their help will reveal that they have a history of traumatic abuse in their backgrounds.

This lecture contributes to the development of the following competencies:

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

Lecture 4

Treatment of emotional disorders arising from traumatic experiences.

This lecture examines the forms of treatment that have developed for trauma. It would probably be true to say that this subject will come up principally in regard to traumatic experiences occurring in childhood. But therapists should remember that there is also such a thing as adult trauma, not just arising in military situations, but also from adults' experience of natural disasters, dangerous situations in war zones, extreme poverty and ill health, rape, physical violence, physical injury of other kinds, etc.

Of the approaches that work therapeutically with trauma is one that highlights the dissociative aspect of the traumatic outcomes. Here the emphasis is on helping the client create an integrated personality that includes a unified sense of self, as well as ongoing integrative actions that support functioning in everyday life. Another approach uses a type of cognitive-behavioral psychotherapy. Here the therapist seeks to improve functioning and emotional well-being by identifying the beliefs, feelings, and behaviors associated with psychological disturbance, and revising them through critical analysis and experiential exploration. Sensorimotor psychotherapy attempts to remedy what it believes is an absence, in the other forms of trauma therapy, of direct interventions to assist clients in regaining the ability to regulate bodily states that have been altered by traumatic stress disorders.

This lecture contributes to the development of the following competencies:

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

Required Texts

Van der Hart, Onno, and Friedman, Barbara. 1989. A reader's guide to Pierre Janet: A neglected intellectual heritage. *Dissociation*, 2(1) 3-16.

Van der Hart, O., Steele, K., Boon, S. and Brown, P. 1993. The treatment of traumatic memories: Synthesis, realization, & integration. *Dissociation* 6(2/3), 162-180.

Emotional Flashback Management by Pete Walker: <http://www.psychotherapy.net/article/complex-ptsd#section-emotional-neglect:-a-primary-cause-of-complex-ptsd?>

Recommended Texts

Courtois, Christine and Ford, Julian. 2009. *Treating Complex Traumatic Stress Disorders*. New York: Guilford Press.

Crabtree, Adam. 1993. *From Mesmer to Freud: Magnetic Sleep and the Roots of Psychological Healing*. New Haven: Yale University Press.

Crabtree, Adam. 2015. *Memoir of a Trance Therapist: Hypnosis and the Evocation of Human Potentials*. Victoria, BC: Friesen Press

Allan Young. 1995. *The Harmony of Illusions*. Princeton: Princeton University Press.

Assignments, Assessment, and Grading

An expository paper of 2000 to 3000 words on a specific topic pertaining to the treatment of trauma in psychotherapy is agreed upon by the student and instructor. The paper will focus on the clinical applications of key concepts that were developed to treat traumatic memory and dissociative disorders. The emphasis should be on the clinical application of the history and theoretical considerations that have arisen in the class.

The paper is expected to show how a thorough appreciation of the importance of trauma is crucial for the practice of psychotherapy. It should demonstrate an appreciation of the development of a sense of timing in using various interventions that deal with traumatic memories. Here sensitivity to the needs of the client remain primary. The paper should also discuss the relevance of the concept to the establishment of the therapeutic alliance and show how the practice of psychotherapy for trauma requires thorough training in the safe and effective use of self.

Papers are graded on a pass or fail basis.

Sandor Ferenczi

FDN-001-SFI

CTP – LECTURE SERIES

(3) Lectures

Lecturer: Peter Dales, RP, BA

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

Prerequisite:

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

Guest in Program⁷

Course Description

Sandor Ferenczi is Year I of a two-year course (see Sullivan and The Interpersonalists and Relationalists).

There is an intimate link between these two years of lectures. Ferenczi is widely regarded as the founder of all relationship-based psychoanalysis. As his intense relationship with Freud (begun in 1908) matured, Ferenczi began to question and deviate from Freud, both theoretically and clinically. Increasingly Ferenczi found Freud's 'drive-structure' model for psychoanalysis inadequate to explain human behaviour and therapeutic action. Instead he became increasingly more focused on the nature of the client-therapist relationship as a more fruitful source of exploration. Ferenczi criticized the Freudian approach as too distant, authoritarian and, even, cold, and instead advocated a warmer, more open, honest and sincere approach to the client from the therapist.

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

This three lecture series /course locates Ferenczi within the history of psychoanalysis and demonstrates the range of his original contributions to psychoanalysis and particularly to clinical practice. A particular area of focus is the relationship between Ferenczi and Freud and how that relationship shaped Ferenczi's unique theory of clinical practice.

Learning Objectives

By the end of these lectures, students will be able to:

1. recognize and use understandings of 'projection' and 'introspection' in their work.
2. understand the enormous importance of 'countertransference' as an indispensable tool in psychotherapy
3. grasp the seminal importance of the early mother-child relationship in clinical development
4. appreciate that 'trauma' almost always reflects real events and are not simply fantasies and that trauma needs to be relived in the therapeutic context
5. deepen their understanding of the importance of the therapist's ability to create an atmosphere of safety, trust, openness, honesty and lack of hypocrisy and to be empathic
6. integrate the idea that hierarchical and authoritarian notions have no place in the relationship structure of psychotherapy, that the therapeutic relationship must be based on a sense of respect and equality.

Course Outline

Lecture 1

1. This class is designed to introduce Ferenczi biographically and historically.
2. More importantly, however, is that a particular focus for this lecture, and a key objective of all the Ferenczi lectures is to demonstrate the range of original contributions to psychoanalysis, especially to clinical work, that Ferenczi made.

Concentrating on The Clinical Diary of Sandor Ferenczi (required text) presents a vivid and moving picture of Ferenczi's struggle to give birth to his seminal analytic ideas, both theoretical and clinical.

Lecture 2

The focus here is on Ferenczi's "Confusion of Tongues Between Adults and the Child—the Language of Tenderness and Passion" (1933 paper). This paper was Ferenczi's most important and his last major piece of writing; it introduces challenging points of view about childhood sexual trauma that were radical for his time and are still cited in contemporary trauma studies. It was also a major source of rupture between Ferenczi and Freud.

Lecture 3

A detailed examination of the Freud-Ferenczi relationship and analysis, centering on the transference/countertransference configuration, based on their actual correspondence over 25 years. To prepare read the 3 "Introductions" (Handouts) to the 3 volumes of correspondence. Also read as many of the particular letters listed in your accompanying handouts as possible. Ferenczi and Freud make most sense when seen in their relationship to each other, both personally and professionally.

Required Reading

1. The Clinical Diary of Sandor Ferenczi, ed by Judith Dupont, Harvard University Press, Cambridge, Mass. 1985.
2. "Confusion of Tongues Between Adults and the Child - the Language of Tenderness and Passion", International Journal of Psychoanalysis, (1949), 30, pp. 225-230, by Ferenczi—Pepweb
3. "Sandor Ferenczi", from Sigmund Freud, Standard Edition, vol XXII, pp. 227-229, (Handout)
4. "Introductions" to The correspondence of Sigmund Freud and Sandor Ferenczi
 - a) vol. 1, 1908-1914 Introduction by Andre Haynal (Handout)
 - b) vol. 2, 1915-1919, Introduction by Axel Hoffer (Handout)
 - c) vol. 3, 1920-1933, Introduction by Judith Dupont (Handout)

Suggested Readings- Readings on/by Ferenczi

1. Sandor Ferenczi, (1980), First/Further/Final contributions to Psychoanalysis – 3 vols.
2. The Correspondence of Sigmund Freud and Sandor Ferenczi, 3 vols.
3. The Sandor Ferenczi-Georg Groddeck Correspondence, 1921-1933.

(Most of these letters [1, 2, 3] are now on PEPWEB)

4. Peter Gay, Freud: A Life for Our Time, (See References in Index, esp. pp. 576-585)
5. Andre Haynal, Disappearing and Reviving: Sandor Ferenczi in the History of Psychoanalysis.
6. Andre Haynal, the technique at Issue: Controversies in Psychoanalysis from Freud and Ferenczi to Michael Balint
7. Ernest Jones, Sigmund Freud, vol. 3 Biography, (Look in the index for reference for Ferenczi)
8. Adam Phillips, Terrors and Experts, pp. 18-32
9. Arnold Rachman, Sandor Ferenczi: The Psychotherapist of Tenderness and Passion (1997)
10. Martin Stanton, Sandor Ferenczi: Reconsidering Active Intervention
11. "Freud's Analysis of Ferenczi as revealed by their correspondence" Judith Dupont, 1994, IJP, 75, 301-3320 (PEPWEB)
12. "The Freud-Ferenczi controversy- a living Legacy", Axel Hoffer (1991) Int. Review JP, 18, 465-472 (PEBWEB)
13. Ferenczi's Turn in Psychoanalysis, ed. By P. Rudnystsky, A. Bokay and P. Giambieri-Deutsch
14. The Legacy of Sandor Ferenczi, ed. By Lewis Aron and Adrienne Harris, The Analytic Press, 1993.
15. Michael Balint, The Basic Fault, 1968.
16. D. Goleman, Vital Lies, Simple Truths, 1985.
17. Donna Orange, The Suffering Stranger, Chap. 3, "Ferenczi", 2011.

Competencies

This course contributes to developing 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.

Ferenczi worked from and, in fact, helped shape with Freud the early (classical) understanding of 'human psychological functioning.'

1.2 (a & b) Work within a framework based upon established psychotherapeutic theory

Ferenczi not only worked within the framework especially Freud and he developed, but in this later career, in his deviances from Freud's theory and practice, he introduced amendments to the earlier theory that later schools of psychoanalysis picked up and made central to their practice.

1.4 Integrate awareness of self in relation to professional role

One of the signal contributions of Ferenczi to analytic thinking was his insistence that therapists be constantly self-examining and be aware of their influence at all times on clients.

3. Professional Responsibilities

3.2 Apply an ethical decision-making process

The student absorbs the principle that he/she must constantly be aware that his or her decisions must be solely based on what is right and useful for the client.

3.4 Evaluate and enhance professional practice

Ferenczi was one of the strongest proponents in the early 1900s that all potential analysts should themselves have gone through a personal analysis as the best guard against unwittingly acting out of one's blind spots, unsolved issues, prejudices (etc). The idea of a training analysis became at that time a fact and has continued so ever since.

4. Therapeutic Process

4.2 Establish and maintain core conditions for therapy

This links with Ferenczi's sensitivity and openness to the needs of clients. He proved himself much more flexible than most of his colleagues (sometimes to a fault) in terms of changing conditions to meet perceived needs or responding favourably to complaints of clients about some method of procedure.

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

Being both safe for the client and effective for the client were very high values in Ferenczi's practice. Even when boundaries became very muddled (as in the case of so-called 'mutual analysis' with a patient he referred to as R.N., Ferenczi was able to see that not only was this too difficult for him, but, chiefly that it was not safe for nor effective with R.N. herself. And he ended the experiment. Ferenczi became renowned internationally as the 'therapist of last resort,' the therapist of 'hopeless cases'—a testament that he was regarded as both safe and very effective.

4.5 Structure and facilitate the therapeutic process

Ferenczi was uniquely gifted in being able to start a therapy, welcome the client, settle down to work and to see the experience through to the end. Freud referred to Ferenczi as a 'master clinician' indicating that Ferenczi was better clinically than Freud himself.

Assignments, Assessment, and Grading

Students are offered the opportunity to write a paper on Ferenczi, as one of the two required papers throughout the school year. If you choose to write a paper on Ferenczi, the following would be your topic:

'PRESENT-DAY PSYCHOANALYTIC TECHNIQUE, THE IMPORTANCE ASSIGNED TO THE TRANSFERENCE AND THE COUNTERTRANSFERENCE, THE PART PLAYED BY THE ANALYST, THE ROLE OF THE MOTHER AND OF TRAUMA: ALL THIS COMES FROM FERENCZI...' (Haynal, 2002)

This paper could be a formal expository paper in the manner you are accustomed to. However, it is possible to use a different kind of writing; e.g. to compose a dialogic piece, that is, a drama to express your understanding. Another alternative could be to write a longer poem (perhaps in the dramatic monologue form). See your instructor if you have any questions or raise your queries in class.

The paper must contain 2000-2500 words. Grading of the assignment is based on a clear grasp of Ferenczi's thought and on proper stylistic presentation. The final grade will be determined in consultation with your lecture seminar leader.

Papers are graded on a pass or fail basis.

Writing Across The Curriculum

Description

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

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

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

Objectives

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

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

2. Over the years of their training demonstrate a deepened and developed self-reflective capacity.
3. Have proficiency and clarity in their written communications as part of professional exchanges.
4. Demonstrate a capacity for reading and research amongst the appropriate and current literature prominent in their field and specific to their clinical work.
5. The students are also encouraged to identify areas where their future interests might lie in order to encourage further development and research.
6. Show a capacity to receive feedback from faculty and peers in response to their written work.
7. Students should be able to develop their organizational, synthesizing, reflective and speaking skills as well as their ability to assimilate other's thoughts in order to respond in an open, honest and respectful manner. This also builds a collegial and supportive atmosphere for future work together.

Competencies:

This contributes to developing the following competencies:

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

Evaluation:

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

Stern, Erikson and Development Across the Life Span

FDN-001-STER

CTP Lecture Series

(3) Lectures

Lecturers: Sharon Bedard, RP, BA, B.Ed., CTP Dipl
Susan Wood, RP, BA

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

Prerequisite:

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

Guest in Program

Course Description

We do not have separate or overlapping lines of development, we have mazes of evolving devolutions.

Bollas, 1992, Being a Character, P.52

*We have emergent selves, a self is never a complete unit of experience, a self is a process of becoming,
a self-is-with-others.*

Development across the span of every individual's life is ongoing in nature. While there are many developmental lines, they are not discrete achievements but interactive processes within the self and between the self and the world.

This course, which is presented in three two hour and 20 minute lectures, introduces students to theorists Daniel Stern and Erik Erikson and development across the lifespan. It follows a series of lectures which have focused on relational thinkers.

Particular attention is focused on the bridge between empirically based research and theory and clinical psychotherapeutic work.

Learning Objectives

By the end of this course students should be able, at an introductory level, to

1. Understand the fundamental concepts central to the work of Daniel Stern and Erik Erikson.
Competencies: 1.1, 1.2 , 1.5
2. Understand Stern's work with the Boston Change Process Study Group on infant research and psychoanalytic theory. **Competencies: 1.1, 1.2, 1.4, 1.5, 5.1, 5.2**
3. Demonstrate an understanding of the multiple developmental lines across the lifespan in order to include these in formulations. **Competencies 1.1, 1.2, 1.4.4, 1.5, 4.5, 4.6**
4. Explore current authors who are developing a bridge between empirically based developmental models and psychotherapeutic theory and practice. **Competencies 1.1, 5.1, 5.2**
5. Assess risks that can emerge for adult clients in their current developmental process.
Competency 4.4

Lecture 1 – Pt 1- Development in Infancy

This section of the first lecture focuses on the work of Daniel Stern and The Boston Change Process Group which was created in 1995. This group share the view that the knowledge from the burgeoning field of developmental studies as well as dynamic systems theory can be used to understand and model change processes in psychodynamic therapeutic interaction. The group brings together through its members the knowledge of infancy researchers and the experience of practicing psychoanalysts in an effort to study the process of change as it occurs both in normal development and in psychoanalytic therapies. www.changeprocess.org

Stern's research with infants involved the filming and microanalysis of the interactions between an infant and caregivers. Out of these observational experiences emerged Stern's theories. Through personal and clinical examples we will define and illustrate Stern's terms such as; local level, relational moves, present moments, now moments, emergent property of the moving along process and others. Students are asked to participate in exercises which integrate their understanding of the theories.

Through a close reading of sections of Stern's book The Diary of a Baby we follow the 5 part story of Joey who illustrates how a baby experiences his own development. Stern describes this book as part speculation, part imagination and part fact.

Competencies Developed: 1.1, 1.2, 1.4, 1.5, 4.5, 5.1, 5.2

Lecture 1 – Pt 2 – Development from 3 – 6 years

This section of the lecture will consider the multiple developmental lines that a child from three to six years is navigating.

A The major elements of Daniel Stern's Developmental Model that will be used to organize my approach to this lecture are:

- 1) The four sense of self
 - emergent
 - core
 - core self with core other
- 2) The understanding of feelings as both categorical affects and vitality affects
- 3) Implicit and Explicit relational knowing
- 4) Inter- attentionality -- Inter-intentionality -- Inter-affectivity
- 5) Amodal and Cross-Modal perception
- 6) The "Present Remembering Context" as it uses intersubjectivity to change memory
(If time permits)

B The Social-Emotional Life Tasks that will be examined are:

- 1) Ed Tronick's : systems theory understanding of development
- 2) Understanding the Narrative Self: through the development of symbolization
 - Autobiographical Memory
 - Self-Awareness
- 3) The Psychosexual Stage: Phallic
- 4) Self and Other Regulation
- 5) Relationships

Film: Ponette

Competencies Developed: 1.1, 1.2, 1.4, 4.5, 1.5,

Lecture 2 Part 1 – Middle Childhood - Development from 7 – 12 years

This section of the lecture begins with a review of Stern's terms and concepts.

Using the film *Boyhood* we illustrate and explore the "moments of meeting" between 8 year old Mason and his estranged father which helps to promote understanding and change in their relationship.

Using clinical examples and the work of Schechter and Combrinck-Graham's chapter *The Normal Development of the 7 – 10 Year Old Child* in The Course of Life, Middle and Late Childhood we explore the many different factors that can inhibit a child from completing the developmental "tasks" that go with each stage of development and with those gaps there are accompanying difficulties that can be carried forward in the next stage and adult life. These factors can include: biochemical and physiological characteristics, temperamental traits, cognitive and perceptual attributes, and family and society.

We explore the terms Piaget used to describe this stage.

Using his 1950 book *Childhood and Society* we discuss Erik Erikson's work on development and its stages. Erikson proposes 8 stages which extend through adulthood. Particular focus is given to Erikson's Psychosocial Stages of Development and the age range 5 – 12 and its focus on Competence.

Competencies Developed: 1.1, 1.2, 1.4, 4.5, 5.1, 5.2

Lecture 2 Pt 2- Adolescence – Development from 13 – 19/20 years

This section of the lecture will consider the multiple developmental lines that an adolescent from 13 to 19 years is navigating.

A The major elements of Daniel Stern's Developmental Model that will be used to organize my approach to this lecture are:

- 1) These senses of self - core self with core other
- emergent self
- 2) Implicit and Explicit relational knowing – continued
- 3) Vitality Affects

B The Social-Emotional Life Tasks that will be examined are:

First, I will be breaking adolescence down into roughly three periods - Early (13-15), Middle (14-16) and Later (16-19/20)

- 1) Life Tasks: Decision making, perspective taking, moral and ethical development, problem solving, social skills, gender, sexuality, and faith.
- 2) Self representation or Self Delineation changes dramatically during this period as the adolescent must address certain forms of personal crisis as well as negotiate attachment and autonomy within the interpersonal realm.
- 3) Understanding the Narrative Self: Self Awareness
- 4) Embodiment: the Psychosexual Stage: Genital
- 5) Self and Other Regulation – conflict resolution, self-assertion, empathy
- 6) Relationships

Film: Pariah

Competencies Developed: 1.1, 1.2, 1.4, 1.5, 4.5, 4.6, 5.1, 5.2

Lecture 3 Part 1 Adulthood - 20's to Late 50's

This section of the lecture will consider the new developmental tasks that an adult begins to face as well as the elaboration of earlier skills.

A The major elements of Daniel Stern's Developmental Model that will be used to organize my approach to this lecture are:

- 1) These senses of self - core self with core other
- 2) Implicit and Explicit in the Clinical Situation
- 3) Readings relevant to therapeutic change: "Therapeutic Change Summary and Clinical Implications", "The Past and the Present Moment", "The Process of Moving Along"
- 4) Vitality Affects (if time permits)

B The Social-Emotional Life Tasks that will be examined are:

- 1) Life Tasks: building relational capacities, discovering and elaborating career choices and often changing careers, harnessing confidence and continuing to build self-esteem, financial independence, caring for aging parents, adapting to physical changes and maintaining good health
- 2) Understanding the Narrative Self: Self Awareness
- 3) Embodiment: the Psychosexual Stage: Adult Mutual Dependence
- 4) Relationships
- 5) The process of change in Psychotherapy

Film: The Savages

Competencies Developed: 1.1, 1.2, 1.4, 1.5, 4.5, 4.6, 5.1, 5.2

Lecture 3 Part 2 Maturity, Elder Years, Older Population, the Aged, Seniors, the Elderly, the Long-lived

As We Grow Old...the beauty steals inward. Emerson

This lecture begins with an exploration of the demographics of aging in Canada which lead to the prediction that seniors currently make up the fastest growing age group and that this trend will continue over the next decades. Older adults are often divided in to 4 groups; Young – old adults (65 - 74), Middle – old adults (75 – 84), Old – old adults (85 – 99) and Centenarians. There are particular challenges and development in each of these complex stages. This leads to a discussion of questions like; what are the developmental tasks through this stage and what needs become and emerge? Attention is paid to the high rate of suicide in this stage and the need to assess and respond to this risk

Erik Erikson paid particular attention in his psychosocial stages to an eighth stage: Old Age. He described the basic conflict of this stage as: Integrity vs Despair and its important event as the ability to reflect on life. We will discuss the benefits of psychodynamic psychotherapy and potential therapeutic goals in working with older clients using clinical examples and clips from the National Film Board of Canada documentary, The Elder Project.

Competencies Developed: 1.1, 1.2, 1.4, 1.5, 4.4, 4.5, 4.6, 5.1, 5.2

Reading and Resource Lists:

Lecture 1 Part 1 Infancy:

Required Reading

1990, *Diary of a Baby*, What your child sees, feels, and experience, Daniel Stern

Please read these papers:

1998, Infant Mental Health Journal, Vol. 19(3), 300-308 (1998). The Process of Therapeutic Change involving Implicit Knowledge: Some Implications of Developmental Observations for Adult Psychotherapy

Daniel N. Stern

See: Dropbox Lecture 1 Pt 1

2013, Perspectives in Infant Mental Health, Vol. 21 No. 1. The Clinical Relevance of Infancy: A Progress Report.

Daniel Stern

See: Dropbox Lecture 1 Pt 1

1998, Infant Mental Health Journal, Vol 19(3), 282-289 (1998). Implicit Relational Knowing: its Role in Development and Psychoanalytic Treatment

Karlen Lyons-Ruth

See: Dropbox Lecture 1 Pt 1

1998, Infant Mental Health Journal, Vol 19(3) 290-299 (1998). Dyadically Expanded States of Consciousness and The Process of Therapeutic Change

Edward Z. Tronick

See: Dropbox Lecture 1 Pt 1

Lecture 1 – Pt 2 - Toddlerhood (3 – 6 years of Age)

Required Reading:

1. Stern, D. (1985). *Exploring the Infant's Subjective Experience: A Central Role for the Sense of Self*.
P. 3-12

See: Dropbox Lecture 1 – Pt 2

2. Stern, D. (1985). Perspectives and Approaches to Infancy.

See: Dropbox Lecture 1 – Pt 2

3. Stern, D. (1985). *The Sense of Emergent Self*.
P. 47-61 only

See: Dropbox Lecture 1 – Pt 2

4. Stern, D. (1985). *The Sense of a Subjective Self: I Overview*.
P. 128-133 only

See: Dropbox Lecture 1 – Pt 2

5. Stern, D. (2004). *Implicit Knowing*.
P. 112-116 only

See: Dropbox Lecture 1 – Pt 2

Required Viewing:

1. **Ponette**

This movie is on You Tube and can be watched online in a 10 part series:

<https://m.youtube.com/watch?v=ekHiMIH98vE>

Or click the link in the lecture folder

Lecture 2 Part 1 Middle Childhood 7 – 12:

Required Reading

1. *The Course of Life*. (1991) (G. Pollock & S. Greenspan, Eds.)
(Vol. III Middle and Late Childhood).
Connecticut: International Universities Press Inc.
2. Chapter 13: The Normal Development of the 7 – 10 year old Child,
Schechter and Combrinck-Graham,
See: Dropbox Lecture 2 – Pt 1
3. *The Life Cycle Completed Extended Version* (1997) Erik H. Erikson, Joan M. Erikson
4. *Childhood and Society* (1951) Erik H. Erikson

Lecture 2 – Pt 2 – Adolescence (13-19 years of Age):

Required Reading

1. **Review:** Stern, D. (1985). *The Sense of Emergent Self*.
See: Dropbox Lecture 2 – Pt 2
2. Please visit this Website :
http://www.learner.org/series/discoveringpsychology/development/dev_nonflash.html
Or click the link in the folder.

Once you reach the website click on the tab marked Periods and you will find multiple tabs for several age categories. Go in and have a look at the ages of 13-15 and 16-19. You will find that the major areas of Biological, Cognitive and Psychosocial development are outlined. This will give you a helpful overview of what is happening during different age periods.

3. Stern, D. (2010). *When Do Vitality Forms Begin*
See: Dropbox Lecture 2 – Pt 2

Required Viewing

1. Pariah

This movie is on You Tube:

<https://www.youtube.com/watch?v=Co3spPJmnNM&feature=youtu.be>

Or click the link in the lecture folder

(This film is also available through the Toronto Public Library System)

(This film is also available on iTunes)

Also Note

There is a Resource folder that contains readings that are for reference and resource background and are not required reading.

Lecture 3 – Pt 1 – (Adulthood early and late)

Required Reading

1. Stern, D. (2004) *The Process of Moving Along*. P. 165-173 only
See: Dropbox Lecture 3 – Pt 1
2. Stern, D. (2004) *The Past and the Present Moment*. P. 197-202 only
See: Dropbox Lecture 3 – Pt 1
3. Stern, D. (2004) *Implicit and Explicit in the Clinical Setting*. P. 187-196
See: Dropbox Lecture 3 – Pt 1
4. Stern, D. (2004) *Therapeutic Change – A Summary and Clinical Implications* P. 219-227
See: Dropbox Lecture 3 – Pt 1
5. Sue, S. (1998) *In Search of Cultural Competence in Psychotherapy and Counseling*.

See:Dropbox Lecture 3 – Pt 1

6. Seeley, K. (2005) *The Listening Cure: Listening for Culture in Intercultural Psychological Treatments*.

See:Dropbox Lecture 3 – Pt 1

7. Please visit this Website:

http://www.learner.org/series/discoveringpsychology/development/dev_nonflash.html

Or click the link in the folder.

Once you reach the website click on the tab marked Periods and you will find multiple tabs for several age categories. Go in and have a look at the ages of 20-40 and 41-65. You will find that the major areas of Biological, Cognitive and Psychosocial development are outlined. This will give you a helpful overview of what is happening during different age periods.

8. Vitality Affects for Fun - Folder

This folder has a number of links and two articles by Daniel Stern.

The articles are not required reading. Have a look at the instruction sheet first. All viewing is optional and meant to offer a relief from all the readings.

Required Viewing

1. **The Savages** (with Philip Seymour Hoffman & Laura Linney)
(This is available through the Toronto Public Library System)
(This is also available through iTunes)

Lecture 3 Part 2 Old Age:

Required Reading

1. *The Course of Life Volume 7*, (1998) Pollock and Greenspan, Chapter 5, Helen Q. Kivnick PhD, *Through the Life Cycle: Psychosocial Thoughts on Old Age*.
2. *The Life Cycle Completed- Extended Version*, (1997), Erik H Erikson, Joan M Erikson,

Supplementary Reading:

PEP Web,

1980, New Knowledge about the Infant from Current Research: Implications for Psychoanalysis.

Daniel Stern and Louis Sander

1988, Affect in the Context of the Infant's Lived Experience: Some Considerations

Daniel N. Stern

1988, The Dialectic Between the "Interpersonal" and the "Intrapsychic": With Particular Emphasis on the Role of Memory and Representation.

Daniel N. Stern

1992, The 'Pre-Narrative Envelope': An Alternative View of 'Unconscious Phantasy' in Infancy.

Daniel N. Stern

1998, Non-Interpretive Mechanisms in Psychoanalytic Therapy: The 'Something More' Than Interpretation

Daniel N. Stern, Louis W. Sander, Jeremy P. Nahum, Alexandra M. Harrison, Karlen Lyons-Ruth, Alec C. Morgan, Nadia Bruschiweiler Stern and Edward Z. Tronick

2007, A Felicitous Meeting of Attachment and Relational Psychotherapy

Daniel N. Stern

2002, A Model of Infant Mood States and Sandarian Affective Waves

E. Z. Tronick

2011, "The Noise Monitor": A Developmental Perspective on Verbal and Nonverbal Meaning-Making in Psychoanalysis

Alexandra M. Harrison and Ed Tronick

Boston Change Process Study Group:

<http://www.changeprocess.org/index.php/publications-by-the-group>

<http://www.changeprocess.org/index.php/articles-about-the-work-of-the-bcpsg>

<http://www.changeprocess.org/index.php/papers-by-individual-members>

The Boston Change Process Study Group was created in 1995 and consists of a small group of practicing analysts, developmentalists and analytic theorists who share the view that knowledge from the burgeoning field of recent developmental studies as well as dynamic systems theory can be used to understand and model change processes in psychodynamic therapeutic interaction. This group brings together through its members the knowledge of infancy researchers and the experience of practicing psychoanalysts in an effort to study the process of change as it occurs both in normal development and in psychoanalytic therapies.

There is now a broad consensus that psychoanalytic developmental theories are in need of drastic revision based on these same studies.

The BCPSG, however, believes that looking at change processes as observed in infancy studies also sheds light on how change occurs in treatment. With this in mind, the group has set out to explore in depth how knowledge of developmental process could creatively inform psychoanalytic therapies and understanding of change in treatment.

The fruits of these efforts, publications collected here, presentations, and symposia, both in the United States and in Europe, are now reaching a wider audience. The group has published several seminal papers as a group, as well as numerous papers and books individually.

(Excerpt from Boston Change Process Study Group website)

These books and papers are an excellent supplementary reading resources

The Adolescent A Psychological Self-Portrait. (1981) (D. Offer, E. Ostrow, & K. Howard, Eds.). New York: Basic Books Inc.

Beebe, B. (2005). Faces-in-Relation: Forms of Intersubjectivity in an Adult Treatment of Trauma. In B. Beebe, S. Knoblauch, J. Rustin & D. Sorter (Eds.), *Forms of Intersubjectivity in Infant Research and Adult Treatment* (pp. 89-143). New York: Other Press.

Beebe, B., Knoblauch, S., Rustin, J., & Sorter, D. (2005). *Forms of Intersubjectivity in Infant Research and Adult Treatment.* New York: Other Press.

Beebe, B., & Lachmann, F. (2002). *Infant Research and Adult Treatment co-constructing interactions.* London: The Analytic Press.

Bundick, M., Yeager, D., Ebstyn King, P., & Damon, W. (2010). Thriving Across the Life-Span. In W. Overton & R. Lerner (Eds.), *The Handbook of Life-Span Development* (Vol. 1 Cognition, Biology and Methods, pp. 882-923). New Jersey: John Wiley & Sons Inc.

Cornell, W. (2015). *Somatic Experience in Psychoanalysis and Psychotherapy In the Expressive Language of the Living.* London: Routledge.

The Course of Life. (1990) (G. Pollock & S. Greenspan, Eds.) (Vol. II Early Childhood). Connecticut: International Universities Press Inc.

The Course of Life. (1990) (G. Pollock & S. Greenspan, Eds.) (Vol. I Infancy). Connecticut: International Universities Press Inc.

The Course of Life. (1991) (G. Pollock & S. Greenspan, Eds.) (Vol. IV Adolescence). Connecticut: International Universities Press Inc.

The Course of Life. (1991) (G. Pollock & S. Greenspan, Eds.) (Vol. III Middle and Late Childhood). Connecticut: International Universities Press Inc.

The Course of Life. (1993) (G. Pollock & S. Greenspan, Eds.) (Vol. V Early Adulthood). Connecticut: International Universities Press Inc.

The Course of Life. (1993) (G. Pollock & S. Greenspan, Eds.) (Vol. VI Late Adulthood). Connecticut: International Universities Press Inc.

- The Course of Life*. (1998) (G. Pollock & S. Greenspan, Eds.) (Vol. VII Completing the Journey). Connecticut: International Universities Press Inc.
- Damasio, A. (1999). *The Feeling of What Happens Body and Emotion in the Making of Consciousness*. New York: Harcourt Brace.
- Erikson, E. (1963). *Childhood and Society*. New York: W.W. Norton & Company.
- Female Adolescent Development*. (1993) (M. Sugar, Ed.). New York: Brunner/Mazel Publishers.
- From Teenager to Young Manhood*. (1975) (D. Offer & J. B. Offer, Eds.). New York: Basic Books Inc.
- Greenspan, S. (1989). *First Feelings Milestones in the Emotional Development of your Baby and Child*. New York: Penguin Books.
- Grosz, S. (2013). *The Examined Life*. New York: W.W. Norton & Company.
- Handbook of Adolescent Psychology Third Edition*. (2009) (R. Lerner & L. Steinberg, Eds.) (Vol. 1 Individual Basis of Adolescent Development). New Jersey: John Wiley & Sons Inc.
- Handbook of Child Psychology Sixth Edition*. (2006) (W. Damon & R. Lerner, Eds.) (Vol. 1 Theoretical Models of Human Development). New Jersey: John Wiley & Sons Inc.
- Handbook of Child Psychology Sixth Edition*. (2006) (W. Damon, R. Lerner, D. Kuhn, & R. Siegler, Eds.) (Vol. 2 Cognition, Perception and Language). New Jersey: John Wiley & Sons Inc.
- Handbook of Child Psychology Sixth Edition*. (2006) (W. Damon, R. Lerner, & N. Eisenberg, Eds.) (Vol. 3 Social, Emotional, and Personality Development). New Jersey: John Wiley & Sons Inc.
- Handbook of Child Psychology Sixth Edition*. (2006) (W. Damon, R. Lerner, A. Renninger, & I. Sigel, Eds.) (Vol. 4 Child Psychology in Practice).
- Handbook of Life-Span Development*. (2011) (K. Fingerman, C. Berg, J. Smith, & T. Antonucci, Eds.). New York: Springer Publishing Company.
- The Handbook of Life-Span Development*. (2010) (R. Lerner & W. Overton, Eds.) (Vol. 1 Cognition, Biology and Methods). New Jersey: John Wiley & Sons Inc.
- Hurlock, E. (1973). *Adolescent Development*. New York: McGraw-Hill Book Company.
- Levinson, D. (1978). *The Seasons in a Man's Life*. New York: Ballantine Books.
- Levinson, D. (1986). A Conception of Adult Development. *American Psychologist*, 41(1), 3-13.
- Lewis, M. (2010). The Emergence of Consciousness and Its Role in Human Development. In W. Overton & R. Lerner (Eds.), *The Handbook of Life-Span Development* (pp. 628-669). New Jersey: John Wiley & Sons Inc.
- Lichtenberg, J. (1989). *Psychoanalysis and Motivation*. London: The Analytic Press.
- Lichtenberg, J., Lachmann, F., & Fosshage, J. (1992). *Self and Motivational Systems*. London: The Analytic Press.
- Lichtenberg, J., Lachmann, F., & Fosshage, J. (2011). *Psychoanalysis and Motivational Systems A New Look*. London: Routledge.

- Mahler, M., Pine, F., & Bergman, A. (1975). *The Psychological Birth of the Human Infant Symbiosis and Individuation*. New York: Basic Books Inc.
- Memory and Desire Aging - Literature - Psychoanalysis*. (1986) (K. Woodward & M. Schwartz, Eds.). Bloomington: Indiana University Press.
- Oarens, H. (1990). Psychic Development During the Second and Third Years of Life. In *The Course of Life* (Vol. II Early Childhood, pp. 279-334). Connecticut: International Universities Press Inc.
- Offer, D. (1969). *The Psychological World of the Teenager*. New York: Basic Books Inc.
- Pathways of Human Development*. (2009) (J. Mancini & K. Roberto, Eds.). New York: Lexington Books.
- Pine, F. (1985). *Developmental Theory and Clinical Process*. New Haven: Yale University Press.
- Saarni, C., Campos, J., Camras, L., & Witherington, D. (2006). Emotional Development: Action, Communication and Understanding. In W. Damon, R. Lerner & N. Eisenberg (Eds.), *Handbook of Child Psychology Sixth Edition* (pp. 226-299). New Jersey: John Wiley & Sons Inc.
- Sletvold, J. (2014). *The Embodied Analyst*. London: Routledge.
- Smetana, J., & Villabos, M. (2009). Social Cognitive Development in Adolescence. In R. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology Third Edition* (pp. 188-228). New Jersey: John Wiley & Sons Inc.
- Solnit, A. (1990). Psychoanalytic Perspectives on Children One to Three Years of Age. In *The Course of Life* (Vol. II Early Childhood, pp. 335-363). Connecticut: International Universities Press Inc.
- Stern, D. (1985). *The Interpersonal World of the Infant A View from Psychoanalysis and Developmental Psychology*. New York: Basic Books Inc.
- Stern, D. (2004). *The Present Moment in Psychotherapy and Everyday Life*. New York: W.W. Norton & Company.
- Stern, D. (2010). *Forms of Vitality*. New York: Oxford University Press.
- Transitions Through Adolescence*. (1996) (J. Graber, J. Brooks-Gunn, & A. Peterson, Eds.). New Jersey: Lawrence Erlbaum Associates Publishers.
- Tronick, E. (2007). *The Neurobehavioral and Social-Emotional Development of Infants and Children*. New York: W.W. Norton & Company.

Assignments, Assessments & Grading

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

Oral Exam Option

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

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

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

Essay Option

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

- 1) A self-reflective piece demonstrating the use of Intersubjective theory; its unique perspective and terminology. Students are encouraged to explore a creative understanding through the use of memories, dreams, journals or other media that enhances their self-reflection and understanding, as well as communicate their clear appropriation and interpretive use of the lecture material.
- 2) Students may choose a film or documentary for analysis using the specific theoretical perspectives from any of the Intersubjective perspectives learned in the lecture cycle. In doing so the film and analysis should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.
- 3) The student may design and propose their own essay topic. The topic should follow logically and theoretically from the lectures and the various Intersubjective theories learned as well as their

particular guiding principles. The topic should be novel and exploratory and should demonstrate as well as communicate the student's clear appropriation and interpretive use of the lecture material.

Grading is on a pass or fail basis

Stern, Erikson and Development Across the Life Span - Assignments and Assessments

RUBRIC

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

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