Course Syllabus
Therapeutic Action
PSP First Year 2018-2019

Instructors: Michael Jasnow, Ph.D. and Andrew Carroll, Psy.D.
Meeting dates: March 26-May 28, 2019
Meeting start and end time: 5:30 pm-6:45 pm
Number of Meetings: 10

This class will focus on the conceptualization of what is therapeutic about psychoanalysis, how the treatment “works”, with the perspective that how one analyzes, what one says and doesn’t say, should be informed by a theory of how the process works. After a brief historical overview, we will cover a variety of contemporary theoretical perspectives on this question. A theory of what it is that helps patients should guide definitions of task, role of the analyst, and boundaries around the treatment situation.

Overall Class Objectives:
1) Students will be able to compare and contrast different theories of therapeutic action and to cite technical consequences of one position vs. another.
2) Students will be able to articulate a personal theory of therapeutic action of analytic treatment and psychoanalytic psychotherapy.
3) Students will be able to cite relevant evidence from clinical material to support their theory of therapeutic action.

Week 1: (March 26) A contemporary research-grounded overview


Class Objectives:
1). In this first class students will each give voice to their own implicit theory of therapeutic action. This understanding of how each student thinks about the drivers of mutative change in psychoanalysis and psychoanalytic psychotherapy will be compared and contrasted with their understanding at the conclusion of this course.
2). Students will be able to cite and describe Solms’s 3 core claims of psychoanalysis.
3). In order to make the study of how psychoanalysis works reasonable, it must be shown that psychoanalysis works. Students will be able to cite at least one piece of Solms’s cited evidence that psychoanalysis works.
Week 2: (April 2) Freud’s later theory


Class Objectives:
1) Students will be able to articulate an understanding of Freud’s thoughts, as expressed towards the end of his life, regarding the role of reconstruction as mutative in psychoanalysis.
2) They will be able to demonstrate an understanding of Freud’s thinking, as expressed in Constructions in Analysis, regarding the roles of transference, memory, and language as mutative aspects of the psychoanalytic experience.

Week 3: (April 9) Strachey: Here-and now transference


Class Objectives:
1) Students will be able to demonstrate an understanding of the meaning of the ‘Here and Now’ transference as set forth in Strachey’s paper.
2) Students will be able to compare and contrast Strachey’s theory of therapeutic action as compared to Freud’s later theory discussed in week one of this class.

Week 4 (April 16) Loewald as a transition figure


Class Objectives:
1) Students will be able to define what Loewald has in mind when he links the resumption of ego-development with the quality of the relationship with the analyst.
2) Students will be able to demonstrate understanding of the role played by Loewald in the alteration of the theory of therapeutic action in mid 20th century psychoanalytic thinking.

Week 5 (April 23) Modern Conflict Theory


Class Objectives:
1) Students will demonstrate an understanding of why Abend’s argument regarding therapeutic action in modern conflict theory is important.
2) They will be able to compare and contrast Abend’s elucidation of the theory of therapeutic action with that of the object relations, self psychology and relational schools of thought.
**Week 6 (April 30)  Self-Psychology**


Class Objectives:
1) Students will demonstrate an understanding of current thinking regarding the relationship between research in infant social development and psychoanalysis.
2) Students will be able to discuss research related to attachment, implicit and procedural memory processes, and aspects of non-conscious social cognition as these relate to therapeutic action in psychoanalysis.
3) The students will demonstrate an understanding of Lachmann and Beebe’s rationale for the use of the findings of infant social development to the treatment of adults.

**Week 7 (May 7)  Relational Perspective**


Class Objectives:
1) Students will be able to discuss Stern’s theory of relational freedom as the driver of therapeutic action. In addition to the concept of ‘relational freedom’, Stern’s understanding of the meaning of the ‘interpersonal field’ will be referenced.

**Week 8 (May 14)  Procedural learning and the nonverbal in analytic process**


Class Objectives:
1) The students will be able to demonstrate a basic understanding of non-interpretive mechanisms of therapeutic action as these concepts are set forth by Daniel N. Stern and Robert Clyman. These concepts include, but are not limited to, ‘moments of meaning’ and ‘the modification of emotional procedures’.

**Week 9 (May 21)  To reconstruct or not to reconstruct?**

Class Objectives:
1) Students will be able to compare and contrast the theories of therapeutic action set forth by Fonagy and by Blum.
2) The students will be able to demonstrate that they have some appreciation for the meaning the disagreement between Fonagy and Blum has for the theory and practice of psychoanalysis and psychoanalytic psychotherapy.

**Week 10 (May 28) A contemporary synthesis**


Class Objectives:
1) Using Gabbard and Westen, the students will demonstrate an understanding of the complexities involved in constructing a contemporary theory of therapeutic action.
2) Students will compare and contrast their theory of therapeutic action as set forth in the first class with their theory of therapeutic action as they understand it in this, the final class.