Argosy University
COURSE SYLLABUS
Advanced Psychoanalytic Psychotherapy & Supervision (PP 8032)
Mondays, Spring 2009, 9:15-12:00pm

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Campus: Chicago
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Office Hours: Mondays, 1-2pm; Tuesdays, 1-2; Thursdays, 1-3pm
Short Faculty Bio: Dr. Pytluk is Associate Professor of Clinical Psychology and Coordinator of the Psychoanalytic Minor (Concentration). He serves on the Clinical Psychology Department’s Student Professional Development Committee and Steering Committee. Dr. Pytluk is Ex-Officio Liaison between Divisions 39 (Psychoanalysis) and 44 (Society for the Scientific Study of Lesbian, Gay, and Bisexual Issues) of the APA and co-chairs the Sexualities & Gender Identities Committee of Division 39. In addition to publishing and presenting on sexuality, gender, and psychoanalysis, he maintains a private psychotherapy practice in downtown Chicago.

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Course Catalogue Description
This advanced intervention course aims to consider in depth select schools of psychoanalytic thought and their respective theories of development and pathology, and, most notably, their perspectives on clinical practice. Object relations, self-psychological, and contemporary relational perspectives are examples of areas of focus. (However, contributions of other schools, particularly the classical models, will always contribute to critical evaluation of thinking espoused by the schools of focus.)* The theory and practice of psychoanalytic clinical supervision are explored and special topics/controversies in the field are also highlighted. The perspectives of individuals representing racial/ethnic, sexual, gender, and other aspects of diversity will be incorporated throughout the term. Clinical material offered by the instructor, and especially by course participants, will always act as points of departure and/or the central focus of discussion.

* Material in parentheses does not appear in the course catalogue.

Course Pre-requisites
PP 8040 (Psychoanalytic Theory & Therapy)

Course length: 15 Weeks
Contact Hours: 3.0
Credit Value: 3.0

Technology: Argosy University encourages the use of technology throughout the curriculum. This course uses some or all of the following: video tapes, CD’s, DVD’s, overheads, etc. Examples of hardware/software you might need access to for the course include: Pentium III CPU/Windows 98; 128MB RAM printer; Microsoft Office: Acrobat (full version); Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08; Norton Antivirus.
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<tr>
<th>Course Objective</th>
<th>Program Goal</th>
<th>Method of Assessment</th>
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<tr>
<td>Explore, understand, evaluate critically, and apply in-depth theoretical concepts of object relations schools, self psychology, and relational psychoanalysis to patients/clients presenting concerns in psychoanalytic psychotherapy.</td>
<td>Goal 2 – Intervention; Goal 5 - Scholarship</td>
<td>Therapy process written assignment and presentation, weekly write-ups, and participation in class discussion</td>
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<td>Discriminate more accurately and consistently and to respond therapeutically to manifest and latent clinical content as well as the intrapsychic, interpersonal, and relational dimensions of the psychotherapeutic endeavor in the context of the psychotherapeutic relationship.</td>
<td>Goal 2 - Intervention</td>
<td>Therapy process written assignment and presentation and participation in class discussion</td>
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<td>Develop a deeper understanding of psychoanalytic modes of change in the clinical process and to further develop a capacity to apply that understanding to real clinical material.</td>
<td>Goal 2 – Intervention; Goal 5 - Scholarship</td>
<td>Therapy process written assignment and presentation, clinical supervision exercise and paper, and participation in class discussion</td>
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<td>Deepen your familiarity with the research evidence base for psychoanalytic concepts and treatments and to critically evaluate it with respect to epistemological questions.</td>
<td>Goal 5 - Scholarship</td>
<td>Weekly write-ups, presentation and supervision papers, and participation in class discussion</td>
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<td>Explore, understand, and apply a contemporary model of psychoanalytic clinical supervision.</td>
<td>Goal 2 – Intervention; Goal 5 - Scholarship</td>
<td>Supervision assignment, weekly write-ups, and participation in class discussion</td>
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<td>Enrich your capacity to integrate relevant diversity factors into your assessment of the patient/client’s presenting concerns and to the therapeutic interaction.</td>
<td>Goal 3 - Diversity</td>
<td>Written assignments, weekly write-ups, and participation in class discussion</td>
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<td>Further professional development particularly in the areas of critical thinking, integration/synthesis of conceptual material, and oral/written articulation of questions and points of view.</td>
<td>Goal 1 – Assessment; Goal 2 – Intervention; Goal 3 – Diversity; Goal 4 – Scientific Foundations; Goal 5 - Scholarship</td>
<td>Written assignments, weekly write-ups, and participation in class discussion</td>
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**Program Outcomes:**
The Doctoral program in Clinical Psychology at Argosy University Chicago Campus is an APA accredited program (APA, 750 First St. NE, Washington, DC 20002, 202-336-5500). This program is designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. The Clinical Psychology program at Argosy
University Chicago Campus emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- **Goal 1**: Prepare professional psychologists to accurately, effectively, and ethically select, administer, score, interpret, and communicate findings of appropriate assessment methods informed by accepted psychometric standards and sensitive to the diverse characteristics and needs of clients.
  
  - Objective 1a: Accurately and ethically administer and score various psychodiagnostic instruments.
  - Objective 1b: Accurately interpret and synthesize assessment data in the context of diversity factors, referral questions, and specific objectives of the assessment, and organize and communicate results in writing and orally.
  - Objective 1c: Examine psychometric properties of psychological assessment instruments, and use that knowledge to evaluate, select, administer, and interpret psychological tests and measures appropriate for the client, the referral question, and the objectives of the assessment.

- **Goal 2**: Prepare professional psychologists to select, implement, and evaluate psychological interventions consistent with current ethical, evidence-based, and professional standards, within a theoretical framework, and with sensitivity to the interpersonal processes of the therapeutic relationship and the diverse characteristics and needs of clients.
  
  - Objective 2a: Synthesize the foundations of clinical psychology, including psychopathology, human development, diagnosis, diversity, ethics, and various therapeutic models in clinical applications.
  - Objective 2b: Select, plan, and implement ethical and evidence-based interventions with sensitivity to the diverse characteristics and needs of clients.
  - Objective 2c: Demonstrate knowledge, skills, and attitudes to effectively implement and participate in psychological consultation and supervision.
  - Objective 2d: Demonstrate personal development and self-reflective capacity, including growth of interpersonal skills, and therapeutic relationships.

- **Goal 3**: Prepare professional psychologists to analyze the complexity and multidimensionality of human diversity, and demonstrate the knowledge, skills, and attitudes necessary to understand diverse worldviews and the potential meaning of social, cultural, and individual differences for professional psychological services.

- **Goal 4**: Prepare professional psychologists to examine the historical context and the current body of knowledge of biological, cognitive, affective, developmental, and social bases of human functioning.

- **Goal 5**: Prepare professional psychologists to critically evaluate the current and evolving body of scholarly literature in psychology to inform professional practice.

**Required Readings**

**Texts:**


Journal Articles & Book Chapters:


Jones, E. (1921). War Shock and Freud's Theory of the Neuroses. The International Psycho-Analytical Library, 2, 44-59. (Borrow from instructor)


**Evidence Based Practice**
This course addresses evidence based practice issues among course topics, readings, discussions, and assignments. For example, one week of the course is focused on hermeneutic vs. positivistic psychoanalytic research. Additionally, all clinical material presented in class will be evaluated with respect to the clinical evidence supporting particular psychoanalytic interventions. Finally, students are required to cite psychoanalytically-based research articles in their post-presentation papers. To assist this effort, the syllabus identifies a website maintained by the American Psychoanalytic Association that catalogues empirical studies relevant to psychoanalysis.

**Course Expectations**

1) Attendance at each class meeting is critical and missed classes are permitted only in the case of dire necessity and in consultation with the instructor. Missed classes will be made up based on an agreement between instructor and student.
2) Adequate preparation for class discussion is a must. All assignments should be read critically and thoughtfully. For all class discussion, student presentations, and student written work:

   a. Students will be expected to generate thoughtful observations and reactions from course readings for class discussion.

   b. Students will be expected to discuss critically concepts as they apply to data reviewed in class.

   c. Students will be expected to discuss the utility and impact of these readings and discussions on their own clinical work

   d. All class members will be expected to comment on the case material, using the clinical concepts of focus in their comments.

**Course Format**

The primary format of this course will be that of an interactive seminar in which students and faculty will generate critical and in-depth discussion about the theory and research covered in course readings. Additionally, student case presentations will serve as points of departure for discussion about actual clinical process.

**Class Assignments**

**Weekly Assignment**

Each week of class for which reading assignments appear in the syllabus, students will turn in written critical reactions to the readings. These 2-3 page write-ups should reflect students’ critical thinking regarding that week’s readings; write-ups may include critical commentary, questions about the readings, student additions/subtractions/modifications to the author’s arguments, alternative points of view, etc. Please strive for depth of critical thinking. These assignments will not be graded and their purpose is not to verify whether or not you’ve read, but to get the wheels turning so that we are sure to have useful class discussion!

**Presentation/Paper**

Key clinical material will be identified and presented by student presenters in terms of previously identified central questions/topics addressed in the course so far. All members of the class will be expected to comment on the clinical material employing and/or critiquing the usefulness of the identified concept in the course of discussion during the student’s presentation.

To prepare for the presentation, the presenter is to select a sample of their own clinical work to be shared with the class. The student should identify a clinical/therapeutic problem for the class to discuss, using course readings/discussions to address the problem. The goal of the class discussion during the presentation will be to develop hypotheses regarding the critical issues that are impacting the treatment process and possible perspectives and interventions that might be helpful.

*One week in advance of the presentation, students will hand out the following to the instructor and class participants:
1. A brief statement of presenting problems, relevant background/demographic information, events leading to the therapy, major familiar figures and events, and the specific treatment dilemma/issue to be addressed in class. (2 pages)

2. Description of therapy setting and significant prior and upcoming therapeutic and life events. (1/2 page)

3. Brief summary of article, chapter, section of chapter, etc., relevant to the clinical issues raised by work with the client. (1 page)

4. Critical therapeutic sequence illustrating the dilemma, including pt/therapist/pt/therapist sequence. A transcription of this sequence is best. (1-2 pages)

All students should read the presenter’s written material and the week’s reading with the identified dilemma/problem in mind, so that we may all attempt to assess the utility and relevance of the concepts for understanding the problem.

*The student should prepare responses to the following questions so as to be able to lead a formal discussion. The student can organize his/her discussion however he/she would like and can use whatever materials he/she would like:

--- What frame issues might be reflected in the interaction—past, current, or future?
--- What current life stressors might be impacting the patient in terms of the material presented?
--- What possible personality factors might be operating in terms of the interaction?
--- What interactional forces operating between therapist and patient might be expressed in this interaction (e.g., countertransference/transference issues, enactments, projective identifications, relational matrices, etc.)?
--- What diversity issues are relevant and how?
--- What possible interventions might be proposed to address the above factors?

The goal is to locate central themes in the clinical material and to propose focal interventions related to the patient’s presenting problems.

***** In the week following the presentation, each presenter will turn in a 12-15 page paper. Please selectively apply relevant aspects of the following conceptual areas to your understanding of the clinical material presented. This section should be 8-10 double-spaced pages:

**Transference:** What are the critical core conflicts/themes activated during this interaction in terms of transference wishes, fears, desires, needs, affects, etc. that the client experiences vis-à-vis you? Can you identify these wishes/affects, etc. and corresponding defensive activity through the client’s behavior and response to you in this interaction? In other words, can you identify the transferential elements in his/her response to you? What possible repetition/recapitulation is the client creating and experiencing within this interaction with you? Can you tie these repetitions to either historical or significant current relationships, or both? Integrate relevant diversity factors.

**Countertransference:** Review YOUR emotional experience within the interaction by identifying aspects of your own psychology that are stirred up. ALSO, be sure to consider how the patient may be activating and projectively identifying aspects of him/herself into you and how you, in turn, may be identifying with and acting on those projections, after which you might re-project those images, feelings, etc. back into the patient. How does the patient experience this re-projection? How does the patient react to you as if you embody the projection even if you do not feel there was a true projective identification whereby you actually experience and express the projection? Additionally, how does
the interaction presented represent an enactment engaged in by you and your client? Integrate relevant diversity factors.

If you haven’t already done so in discussing the above, please make sure you discuss the patient’s “issues,” “pathology,” etc. in terms of a) internal object, self representations, their relationship to one another internally, and the developmental level and quality of object relations; and, b) self-object and affect experiences, relative presence/absence of soothing/holding introjects, the empathic or non-empathic quality of therapist/parent responses, level of self-cohesion or fragmentation of client, type of self object transference activated, and quality of management of affect in client.

**Relational (Two-Person) Issues:** What aspects of your subjectivity are evident in the interaction? How does your subjectivity affect the therapeutic relationship in your presented interaction? How does the client experience your subjectivity? How do the patient’s and your subjectivities interact to form a unique relational co-creation in this interaction? How do issues of difference, diversity, and identity come into play here?

**Validation Criteria/Evidence of Change:** Include a comment on the effectiveness of your intervention(s), particularly in light of ways in which your client communicates the effectiveness of your interventions to you via their responses.

Throughout, please make sure to draw on relevant historical/genetic factors relevant to your client’s life.

*Please be sure to cite relevant theoretical, clinical, and research literature to support your points. While in many instances you will be able to limit your references to those addressed in class, it is likely that you will have to identify specific literature relevant to the unique aspects of your case. You might find helpful the regularly updated listing of empirical studies of psychoanalytic treatments, process, and concepts provided by the American Psychoanalytic Association. The website for this listing is [www.apsa.org/RESEARCH/EMPIRICALSTUDIESINPSYCHOANALYSIS/tabid/](http://www.apsa.org/RESEARCH/EMPIRICALSTUDIESINPSYCHOANALYSIS/tabid/)

For the final 3-4 pages, please summarize the parts of your class presentation and the discussion that followed that were most meaningful to you and explain why. This section of your paper might be in the form of a journal entry and should reflect a depth of critical thinking.

**Supervision Assignment**

Each student will conduct and audiotape a one-half hour supervision session with a peer (this person can be a student in or out of class) during which he/she will have supervised that peer on a real case. Please use the model and concepts from the supervision textbook and class discussion. Also, please be sure to instruct your supervisee to conceal ALL identifying information regarding the client they present. After the supervision session, please interview your supervisee about their experience in supervision with you. This part does not have to be audiotaped. On April 13th in class, please turn in your tape and a 6-8 page self-critique of your work as a supervisor, incorporating the feedback you received from your supervisee, your reactions to it, as well as your subjective experience (feelings and all!) of being a supervisor.
**Course Evaluation**

Final course grades will be based on the following proportions: 10% for class participation and weekly assignments, 15% for your presentation, 40% for the post-presentation paper, 35% for the supervision project. These criteria will guide course evaluation:

1) Quality of classroom participation; evidence of knowledge of and struggle with readings through thoughtful and critical observations, questions, and clinical applications;

2) Quality of integration of class material in written responses, presentations, and final assignments, particularly in terms of selective applications of material to real-life clinical material.

3) Evidence of self-generated understanding of material related to course experience.

Grades will be determined according to the following guidelines:

- **A** 93-100%; **A-** 90-92%; **B+** 88-89%; **B** 83-87%; **B-** 80-82%; **C+** 78-79%; **C** 73-77%; **C-** 70-72%; **D+** 68-69%; **D** 63-67%; **D-** 60-62%; **F** 59% or below

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**Course Schedule**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/12/09</td>
<td>Opening</td>
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<tr>
<td></td>
<td></td>
<td>Change Process I</td>
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<tr>
<td></td>
<td></td>
<td><em>Readings: Leiper &amp; Maltby, Chs. 1-3</em></td>
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<td>Week 2</td>
<td>1/19/06</td>
<td>Martin Luther King, Jr’s Birthday</td>
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<td>No class</td>
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<tr>
<td>Week 3</td>
<td>1/26/09</td>
<td>Change Process II</td>
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<td><em>Readings: Leiper &amp; Maltby, Chs. 4-6</em></td>
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<tr>
<td>Week 4</td>
<td>2/2/09</td>
<td>Change Process III</td>
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<td>Student Presentation</td>
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<td></td>
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<td><em>Readings: Leiper &amp; Maltby, Chs. 7-10</em></td>
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<td>Week 5</td>
<td>2/9/09</td>
<td>Adult Onset Trauma</td>
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<td>Student Presentation</td>
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<td><em>Readings: Jones; Boulanger, 2002a; Boulanger, 2002b; Boulanger, 2005; Shaw</em></td>
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<tr>
<td>Week 6</td>
<td>2/16/09</td>
<td>Evidence-Based Psychoanalysis</td>
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<td>Student Presentation</td>
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<td><em>Readings: Leichsenring &amp; Rabung; Blatt &amp; Zuroff; Luyten, Blatt &amp; Corveleyn; Hoffman</em></td>
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<td>Week</td>
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<td>7</td>
<td>The Old &amp; The New: Forward/Trailing Edges Or Needed/Repeated Relationships?</td>
<td>2/23/09</td>
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<td>8</td>
<td>Mourning: Melancholia, Masculinity, and Race</td>
<td>3/2/09</td>
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<td>9</td>
<td>Three Sessions</td>
<td>3/9/09</td>
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<td>10</td>
<td>The Third</td>
<td>3/16/09</td>
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<td>11</td>
<td>Mind Objects</td>
<td>3/23/09</td>
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<tr>
<td>12</td>
<td>Student Presentation I</td>
<td>3/30/09</td>
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<tr>
<td>13</td>
<td>Psychoanalytic Supervision I</td>
<td>4/6/09</td>
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<tr>
<td>14</td>
<td>Psychoanalytic Supervision II</td>
<td>4/13/09</td>
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<tr>
<td>15</td>
<td>Psychoanalytic Supervision III</td>
<td>4/20/09</td>
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Library Resources

Argosy University’s core online collection features more than 21,000 full-text journals, 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. All electronic resources can be accessed through the library’s website at www.auchicagolib.org. User IDs and passwords are distributed during orientation, but can also be obtained at the circulation desk, calling 312-777-7653, or by e-mail at auchilib@argosy.edu.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Library Online Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach fundamental and transferable research skills, including selecting sources appropriate for academic-level research, searching periodical indexes and search engines, and evaluating and citing information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosy.edu/infolit/

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.
The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.