

Doctoral Program in Clinical Psychology
The Graduate Center of the City University of New York

Practicum V: Transference and Countertransference
Course # 74103.13186
Fall, 2010

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Day & Time: Thursday 2:00 – 4:00 p.m.

Office Hours: By appointment via e-mail

Course Description:

This doctoral level elective clinical/theoretical course will introduce advanced clinical psychology graduate students to the basic concepts relevant to understanding transference and countertransference processes in psychotherapy. The course offers a comprehensive introduction to these constructs, and an opportunity, within a case presentation format, to consider their impact within the context of ongoing clinical work. The format for the course combines lecture and clinical case review. Requirements include assigned readings, in-class oral clinical presentations, and a brief final paper using a case to highlight one of the controversies discussed in the lectures. Students will become knowledgeable about the history of the concept of transference, beginning with Freud's seminal papers and continuing through recent reformulations of the concept within the relational, interpersonal and neurobiological spheres and learn to delineate transference from similar concepts such as the working alliance and the "real relationship." Students will become knowledgeable about the development of theories of countertransference and their utility in the clinical situation. Controversies over whether countertransference is a help or a hindrance to the treatment will be addressed within the context of weekly case presentations. The uses and abuses of countertransference with specific subject groups will also be addressed. The course will have a mixed lecture/class presentation format. The instructor will lecture on the central concept each week, and a student will present a typed transcript of their clinical casework, and discuss the case in the context of the week's readings.

Course Objectives:

To promote critical thinking about clinical concepts and their applicability within the context of their historical development. In addition, close attention to each participant's clinical work will give students a hands on understanding of how these processes work in the psychotherapeutic situation with different types of patients. More specifically, Students will understand the historical development of the theoretical concepts of transference and countertransference as well as related concepts such as the working alliance and the real relationship. They will understand how different schools of psychotherapy conceptualize transference and countertransference. Students will become more aware of themselves as active participants in the therapeutic relationship and particular attention will be paid to how racial, sexual and cultural factors interface with the development of the treatment. Students will learn to use their affective reactions as

another source of information about the patient as well as the verbal content of the session. They will have the experience of hearing and reading detailed process notes of their peer's clinical work, and making constructive suggestions, as a beginning experience in peer supervision.

Required Texts:

There are no required texts. All readings are accessible either from the PEP web available through the Graduate Center or from the class web site available through the City College Cohen library. Students may access this web site by going to semester reserves, choosing my name, and the appropriate course. The password is psylweinstein to open the files.

Recommended Texts:

Tansey, M. & Burke, W. (1989). *Understanding countertransference: From projective identification to empathy*. Hillsdale, N. J. The Analytic Press.

Racker, H. (1968). *Transference and Countertransference*. New York: International Universities Press.

Requirements and Grading:

- 5 % Attendance
- 20% Classroom participation
- 40 % Students will be asked to do an in-class presentation of a clinical case that will be discussed in relation to specific class readings and content.
- 35% 5 – 10 page write up of case material illuminating a controversy in the literature discussed in class.

Policy for missed exam or late papers:

- Late papers will not be accepted.

Weekly Reading Assignments and Class Topics:

Week 1: Origins of the Concept of Transference

Objective: To understand how Freud understood the phenomena of transference and its relationship to the recovery of memory; to understand some of the inevitable pitfalls in a treatment situation that involves the therapist's ability to both observe and participate

Freud (1912). Recommendations to physicians practicing psychoanalysis. Standard Edition 12: 111 - 120.

(1914) Remembering, repeating and working through. Standard Edition 12: 146 - 156.

(1915) Transference love. Standard Edition: 12.

Week Two: Transference or Working Alliance? Differentiating Conscious and Unconscious Contributions to the Therapeutic Relationship

Objective: To evaluate whether the therapeutic relationship always involves transference, or are there extra-transferential factors that are critical to the alliance. To understand for which patients a focus on the “real” relationship might be more critical.

Greenson, R. And Wexler, M. (1969) The Non-Transference relationship in the psychoanalytic situation. *International Journal of Psychoanalysis*, 50, 27 – 38.

Bird, B. (1972). Notes on Transference: Universal phenomenon and hardest part of analysis. *Journal of the American Psychoanalytic Association*, 20, 267-301.

Stein, M. (1981) The unobjectionable part of the transference. *Journal of the American Psychoanalytic Association*, 29, 869 – 891.

Bachant, J. L. & Adler, E. (1997) Transference: Co-constructed or brought to the interaction? *Journal of the American Psychoanalytic Association*, 45, 1097 - 1120.

Smith, J. (2003). Analysis of transference: A North American perspective. *International Journal of Psychoanalysis*, 84, 1017-1041.

Gill, M. Analysis of Transference. *Psychological Issues Monographs*. 53 New York: IUP.

Josephson, B. (1985). Transference: the total situation. *International Journal of Psychoanalysis*, 66, 447-454.

Week Three: Cognitive and Neuroscience perspectives on transference

Objective: To understand transference in a larger literature in neuroscience and cognition.

Wilson, A. & Weinstein, L. (1996). The transference and the zone of proximal development. *Journal of the American Psychoanalytic Association*, 44, 167 - 200.

Westen, D & Gabbard, G. (2002) Developments in cognitive neuroscience II.

Implications for theories of transference. *Journal of the American Psychoanalytic Association*, 50, 100 - 131

Skowronski, J., Carlston, D., Mae, L & Crawford, M. (1998). Spontaneous trait transference. Communicators take on the qualities describe in others. *Journal of Personality and Social Psychology*, 74 (4), 837-848.

Week Four: Transference in Behavioral and Cognitive Treatment

Objective: To assess the application of models developed in psychoanalytic long-term treatment to other psychotherapeutic modalities including short-term treatments Rhoads, J. & Feather, B. (1972). Transference and resistance observed in behavior therapy. *British Journal of Medical Psychology*, 45 (2), 99-103.

Subotnik, L. Transference in client-centered play therapy. *Psychology, A Journal of Human Behavior*, 3(1), 2 – 17.

Horowitz, M., & Moller, B. (2009). Formulating transference in cognitive and dynamic psychotherapies using role relationship models. *Journal of Psychiatric Practice*, 15 (1) 25-33.

Week Five: Theories of Countertransference: The historical/classical take:

Objective: To understand the limitations of countertransference as a sole source of clinical knowledge.

Reich, A. (1951) On countertransference. *International Journal of Psychoanalysis*, 32, 25 - 31

Reich, A. (1960). Further remarks on countertransference. *International Journal of Psychoanalysis*, 41, 389-395.

Week Six and Seven: Broadening the Concept: Kleinian, British Object Relations, and Kohutian Approaches

Objective: To understand the clinical reasons for a broadening of the concept of countertransference, from an interruption to a constructive force; to understand how it was conceived differently by different theoretical groups.

Tower, L. (1956) Countertransference. *Journal of the American Psychoanalytic Association*, 4, 224-255

Wolfe, E. (1975) Countertransference in disorders of the self. In *Countertransference*, ed. L. Epstein & A. Feiner. New York Aaronson p. 445 - 469.

Heimann, P. (1950). On countertransference. *International Journal of Psychoanalysis*, 31, 81 - 84.

Winnicott, D. W. Hate in the Countertransference. *International Journal of Psychoanalysis*, 30, 69 - 74.

Loewald, H. (1986). Transference-Countertransference. *Journal of the American Psychoanalytic Association*, 34, 275-287.

Sandler, J. (1976). Countertransference and role-responsiveness. *International Journal of Psychoanalysis*, 3, 43 - 47

Kernberg, O. (1965). Notes on countertransference. *Journal of the American Psychoanalytic Association*, 13, 38-56.

Week Eight Current perspectives on Countertransference

Smith, H. (2000). Countertransference, conflictual listening and the analytic object relationship. *Journal of the American Psychoanalytic Association*, 48, 95 - 128. (Paper is available on the web at Psyche Matter)

De Bernardi, B. (2000). Countertransference: A Latin American view. *International Journal of Psychoanalysis*, 81, 331 - 352.

Dupart, F. (2001) The countertransference scene in France. *International Journal of Psychoanalysis*, 82, 151 - 170

Week Nine: Action and Enactment

Objective: To understand the similarities and differences between enactments and countertransference role responsiveness.

Jacobs, T.J. (1986). On countertransference enactments. *Journal of the American Psychoanalytic Association*, 34, 289-307.

Katz, G. (1999). Where the action is: The enacted dimension of analytic process. *JAPA* 46. (Paper is available on the Web at the JAPA website).

Week Ten: How the Analyst Works

Beres, D. & Arlow, J. A. (1974). Fantasy and identification in empathy. *Psychoanalytic Quarterly*. 43. 26 - 50.

Ogden, T. (1997) Reverie and metaphor: Some thoughts on how I work as a

psychoanalyst. *International Journal of Psychoanalysis*, 78, 719 - 729.

Ogden, T. (1994). The analytic third: Working with intersubjective clinical facts. *International Journal of Psychoanalysis*, 75, 723 - 732.

Lasky, R. (2002). Countertransference and the analytic instrument. *Psychoanalytic Psychology*, 19, 95-117.

Ross, D. & Kapp, F. (1962). A technique for self-analysis of countertransference: use of the analyst's visual images in response to patient's dreams. *Journal of the American Psychoanalytic Association*, 10, 643 - 657.

SPECIAL TOPICS

Objective: To understand the special effects of gender, culture, age, and race on the transference/countertransference matrix.

Week Eleven: Gender

Appelbaum, A. Diamond, D. (1993) Prologue: impact of gender on transference, countertransference. Monograph from Psychoanalytic Inquiry to be distributed in class

Davies, J.M. (1994). Love in the Afternoon: A Relational Reconsideration of Desire and Dread. *Psychoanalytic Dialogues*, 4, 153-170.

Week Twelve: Cultural Considerations: Race, Religion, Ethnicity

Apprey, M. (2006). Difference and the Awakening of Wounds in Intercultural Psychoanalysis. *Psychoanalytic Quarterly*. 75, 73-93

Knafo, D. (1999). Anti-Semitism in the clinical setting: transference-countertransference. *Journal of the American Psychoanalytic Association*, 47: 35 – 64

Holmes, D. F. (1992). Race and transference in psychoanalysis and psychotherapy. *International Journal of Psychoanalysis*, 73, 1 – 12.

Leary, K. (1995) "Interpreting in the dark" Race and Ethnicity in Psychoanalytic Psychotherapy. *Psychoanalytic Psychology*, 12, 127-140.

Leary, K. (1997) Race, Self-Disclosure and "forbidden talk" Race and ethnicity in contemporary clinical practice. *Psychoanalytic Quarterly*. 66, 163-189.

Smith, H.F. (2006). Invisible Racism. *Psychoanalytic Quarterly*, 75, 3-19

Moss, D. (2001). On hating in the first person plural: Thinking psychoanalytically about racism, homophobia and misogyny. *Journal of the American Psychoanalytic Association*, 49. 1315-1334.

Week Thirteen Special Problems of Countertransference in Children

Bornstein, B. (1948). Emotional Barriers in the understanding and treatment of children. *The American Journal of Orthopsychiatry*. 18, 4. To be distributed

Frankiel, R. (1985). The stolen child: fantasy, wish, source of countertransference *International Review of Psychoanalysis*, 12, 417 - 430.

Week Fourteen: Extreme Examples of Countertransference: Sleepiness

Brown, D. G. (1977) Drowsiness in the countertransference. *International Review of Psychoanalysis*, 4, 481 - 492.

Dean, E. (1957) Drowsiness as a symptom of countertransference. *Psychoanalytic Quarterly*, 26, 246 - 247

Ogden, T. H. (1995) Aliveness and deadness of the transference - countertransference *International Journal of Psychoanalysis*, 76, 695 - 710.

Week Fifteen: Framework as a Manifestation of Countertransference enactment

Langs, R. (1975). The therapeutic relationship and deviation in technique. *IJPA* 4, 106 – 141