**Advanced Psychoanalytic Theory and Therapy:**
*Relational Perspectives*

2 units

**Course Syllabus**
Summer, 2011
**Thursdays 6:30pm-9:30pm**

**Professor: Todd Troutman Psy.D.**

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**Office Hours:** By Appointment

**Prerequisite:** Introductory course in Psychodynamic Theory

**Course Description**

This course involves a careful examination of the major contemporary theoretical concepts that define the relational psychoanalytic perspective of the mind and therapeutic action. Relational psychoanalysis sees the individual mind as developing within the context of early relational experiences, and therefore, the development, transmission, and evolution of affect, not drive (i.e., sex and aggression), is viewed as the primary vehicle for psychological development. Subsequently, working with affect, and exploring/expanding the client’s subjectivity within the context of the client-therapist relationship is viewed as the primary means through which therapeutic change occurs.

The course sequence will begin with a close look at the theoretical shift from drive to affect, and it’s implication for understanding the dynamics of the human mind. Discussion will unfold sequentially, looking at the relational model of psychological development, intersubjectivity, concepts of the unconscious, self-organization, transference/countertransference, attachment, mentalization, dissociation, and enactment. Theory will be paired with practical application, which will include such concepts as: how to listen to and track the client’s experience, while simultaneously tracking one’s own emotional experience; and how and when to make “here and now” interpretations that elucidate the client’s psychological processes as they occur within the interactions between therapist and client.

**Learning Objectives**
Upon completion of this course students will have achieved several advanced learning objectives in the area of psychoanalytic theory and therapy, which include:

1. A solid grounding in the philosophical and theoretical underpinnings of relational psychoanalytic theory and therapy.
2. A greater ability to engage in depth-oriented work with clients.
3. A conceptual and practical understanding of how to work with emotions, transference, and countertransference within the therapeutic relationship.
4. How to understand and work with dissociation and enactment.
5. How to listen to clients and make “here and now” interpretations that are containing and further the development of their self-reflective functioning.

**Criteria for Evaluation**

- Class Participation will account for a large percentage of the final grade. Students will be required to complete assigned readings (to be distributed in class), and come to class prepared to discuss the readings. The instructor will present ongoing case presentations of his own clinical work (with a focus on intervention) to demonstrate and elucidate the material discussed in class. It is important that students utilize these presentations to develop ideas and ask questions.

- In Class Clinical Case Presentation or Written Paper: Students can opt to either present a case to the class (highly recommended) or write a paper with a focus on history, theoretical conceptualization, diagnosis, and intervention. The presentation should be informal and should cover the following:

  1. Identifying information (i.e., age, race, sex) and brief patient history
  2. Tentative theoretical conceptualization and diagnosis
  3. Discussion of the course of treatment
  4. Presentation of a therapy hour to be discussed with the class

The purpose of the presentation is for the class to use clinical material as a working group to think about practically linking theory to intervention within the therapeutic relationship.

**Course Outline**

**Weeks 1 and 2**: Understanding the theoretical shift from drive to affect: from the isolated to the interactive; from uncovering truth to developing and expanding subjectivity

**Week 1**

Spezzano C. Affect in Psychoanalysis: A Clinical Synthesis. Selected readings


**Week 2**


**Week 3:** **Constructivism and Knowing**


**Weeks 4:** **Intersubjectivity**


**Weeks 5 and 6:** **The Multiplicity of Self and an Introduction to Dissociation**


**Weeks 7 and 8:** Dissociation and Enactment


**Weeks 9 and 10:** Understanding “Cure”: Building the Client's Reflective Functioning and Providing them with New Emotional/Relational Experiences.


**CIIS POLICIES:**

Mid-semester Evaluation of Instruction:
Halfway through the course, students are to be given the opportunity to provide informal, verbal comments to the instructor in a constructive spirit. This is a time for the instructor to receive feedback on his or her efforts, and also a time for students to reflect upon their own. This conversation is to be facilitated by a student chosen by the class. The instructor is to leave the room (or be offline if the course is an online one) while the facilitator is selected.