

CL 813-Clinical Process and Technique IV- The Clinical Unconscious

Understanding and working with unconscious, or non-conscious, mental phenomena, is a fundamental process in psychodynamic clinical work. That what cannot or will not be thought about can plague us is a powerful idea in all psychodynamic perspectives. The parallel idea is that for a therapist to understand latent anxieties and fantasies, and to verbalize this understanding, is powerfully curative. In psychotherapeutic work, helping to translate non conscious thought into conscious comprehension, helping to find meaning in a troubling and confusing jumble of worry, is extremely satisfying, to both patient and therapist.

The definition of what's unconscious and why it's unconscious has become more nuanced and complex over the years. Originally Freud focused on the active repression of unacceptable ideas as the source of the unconscious---an objectionable idea was forcefully pushed out of awareness. There it remained buried and elaborated, becoming more frightening because of its separation from ordinary thought and its link with other unconscious, anxiety-producing fantasy.

The definition of what's unconscious, or, more accurately, **non-conscious**, as well as the reasons for our choosing to stay unaware, are complex. The unconscious includes not only what has been actively and permanently repressed or otherwise placed outside of awareness, but what is out of awareness for other reasons. In addition, we think that the reasons for actively defending against conscious awareness are more varied than originally thought. It's not only sexual and aggressive feelings that become matters of conflict---various memories or perceptions or feelings or ideas may have been forbidden by caretakers and so remain out of awareness as an echo of early anxiety over losing the affection and protection of those caretakers. In addition, some potential ideas or perceptions may become difficult to register because of group or cultural norms and prejudices.

This course is intended to enhance students' curiosity about and comfort with dealing with non-conscious mental phenomena as they are encountered in clinical work. Concepts such as unconscious communication, transference, countertransference, the logic of dreams, evenly hovering attention, and the nature of implicit therapeutic interaction will take center stage.

Course Description:

The idea of the unconscious is perhaps the most basic psychoanalytic concept, from both a theory and everyday practice standpoint. The meaning of "unconscious," initially referring to repressed ideas and fantasy, has broadened considerably since Freud's time, to include a wide variety of phenomena. The course, "The Clinical Unconscious," will emphasize how we deal

clinically with the repressed unconscious and the various other modes of nonconscious psychic phenomena. Relevant concepts such as unconscious communication, transference, countertransference, the logic of dreams, evenly hovering attention, and the nature of the therapeutic interaction, will take center stage

Sequence Learning Objectives

1. Master a practice framework derived from a psychoanalytic model of the mind and learn to apply the resulting clinical theories and techniques to address the client's needs as assessed by a diagnostic phase based on an accurate understanding of the client's development, psychodynamics, current life situation and motivation.
2. Develop the capacity to maintain an attitude of inquiry in the clinical situation about one's self, one's client, and the psychodynamic formulations that inform one's work.
3. Promote the ability to use a psychoanalytic model of the mind and its related clinical techniques to engage the client in a meaningful clinical process, the results of which may include symptom relief and structural change.
4. Develop knowledge of the ways in which all dimensions of diversity are present in our culture, and demonstrate the capacity to translate this understanding to the clinical situation.
5. Develop the ability to describe clearly the client and the process of therapy, both verbally and in writing.

Course Learning Objectives

1. To familiarize students with important ideas regarding the unconscious
2. To enhance students' understanding of how unconscious phenomena enter into clinical work
3. To enhance understanding of how to address unconscious phenomena

Classroom and Grading Policies

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

The class will be in seminar format. Students are expected to actively participate in discussions both of articles and of clinical transcripts. In both contexts, my evaluation of student performance will be based on the following criteria:

1. Evidence that students have read all required articles
2. Evidence of comprehension of concepts
3. Evidence of ability to integrate theoretical material with clinical thinking
4. Active participation in discussions
5. Level of thoughtfulness in class discussions
6. Willingness to raise relevant questions about material discussed in class

Evaluation of final papers will be based on

1. Demonstration of conceptual understanding
2. Demonstration of integration of theoretical material with clinical thinking
3. Demonstration of creative thinking with respect to concepts discussed in the paper
4. Quality of writing, with respect to sentence structure logical flow, and use of language.
5. Demonstration of learning

Grading Standards

Grades are assigned according to the following standards: A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)

C - Marginal Work (2.0 value)

F – Failure (0.0 value)

P - Pass* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of Instructor

INC - Incomplete (0.0 value)

**only assigned in Case Conference, Electives, and Practicum Courses*

Grading is based on the following: Class Participation 50% Final Paper: 50%

Participation

<i>Grade A</i>	<i>Grade B</i>	<i>Grade C</i>	<i>Grade F</i>
Student meets the expectations for participation outlined in syllabus.	Student meets the expectations for participation outlined in syllabus.	Student meets minimal expectations for participation outlined in syllabus.	Student fails to meet the expectations for participation outlined in syllabus.
Student demonstrates evidence of reading all required articles.	Student demonstrates evidence of reading almost all required articles.	Student demonstrates evidence of reading some of the required articles.	Student demonstrates evidence of reading few, if any, required articles.
Student demonstrates a thorough	Student demonstrates comprehension of concepts.	Student demonstrates inconsistent	Student demonstrates poor comprehension of concepts.

<p>comprehension of concepts.</p> <p>Student demonstrates a strong ability to integrate theoretical material with clinical thinking.</p> <p>Student is an active participant in discussions.</p> <p>Student consistently demonstrates a high level of thoughtfulness in discussions.</p> <p>Student raises questions in class that reflect critical thinking about the material.</p>	<p>Student demonstrates an ability to integrate theoretical material with clinical thinking.</p> <p>Student participates in discussions.</p> <p>Student consistently demonstrates thoughtfulness in discussions.</p> <p>Student raises relevant questions in class about the material.</p>	<p>comprehension of concepts.</p> <p>Student struggles to integrate theoretical material with clinical thinking.</p> <p>Student minimally participates in discussions.</p> <p>Student inconsistently demonstrates thoughtfulness in discussions.</p> <p>Student raises questions in class that reflect inconsistent understanding of the material.</p>	<p>Student demonstrates an inability to integrate theoretical material with clinical thinking.</p> <p>Student does not participate in discussions.</p> <p>Student fails to demonstrate thoughtfulness in discussions.</p> <p>Student fails to raise relevant questions in class about the material.</p>
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Final Paper

<i>Grade A</i>	<i>Grade B</i>	<i>Grade C</i>	<i>Grade F</i>
<p>Student meets the expectations for the paper outlined in syllabus.</p> <p>Student demonstrates strong conceptual understanding in the paper.</p> <p>Student demonstrates of strong ability to integrate theoretical</p>	<p>Student meets the expectations for the paper outlined in syllabus.</p> <p>Student demonstrates conceptual understanding in the paper.</p> <p>Student integrates theoretical material with clinical thinking in the paper.</p>	<p>Student meets minimal expectations for the paper outlined in the syllabus.</p> <p>Student demonstrates minimal conceptual understanding in the paper.</p> <p>Student struggles to integrate theoretical material with clinical thinking in the paper.</p>	<p>Student fails to meet the expectations for the paper outlined in syllabus.</p> <p>Student fails to demonstrate conceptual understanding in the paper.</p> <p>Student fails to integrate theoretical material with clinical thinking in the paper.</p>

<p>material with clinical thinking in the paper.</p> <p>Student demonstrates a high level of creative thinking with respect to concepts discussed in the paper.</p> <p>Quality of writing, with respect to sentence structure logical flow, and use of language is excellent.</p> <p>Overall, the student's demonstration of learning is strong.</p>	<p>Student demonstrates creative thinking with respect to concepts discussed in the paper.</p> <p>Quality of writing, with respect to sentence structure logical flow, and use of language good.</p> <p>Overall, the student's demonstration of learning is good.</p>	<p>Student struggles to demonstrate creative thinking with respect to concepts discussed in the paper.</p> <p>Quality of writing, with respect to sentence structure logical flow, and use of language is acceptable.</p> <p>Overall, the student's demonstration of learning is acceptable.</p>	<p>Student fails to demonstrate creative thinking with respect to concepts discussed in the paper.</p> <p>Quality of writing, with respect to sentence structure logical flow, and use of language is poor.</p> <p>Overall, the student's demonstration of learning is poor.</p>
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Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance:

Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

Respect for Diversity and Inclusion

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. Students are also encouraged to contact the Disability Services Coordinator (Dean of Students or Director of the Master's Program). The Disability Services Coordinator will retain and document all requests made by students for accommodation.

Gender Pronouns and Name on Roster

During the first meeting as the class introduces themselves, students may choose to share their name and gender pronoun. If students would only like to introduce themselves by name, without pronouns, that is also completely fine. If students do not wish to be called by the name listed on the roster, they are asked to please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and

must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

Distance Classroom Etiquette: Netiquette

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All students are expected to:

1. Show respect for the instructor and for other students in the class by being prepared to begin class discussion without distraction.
2. Show respect for your classmates by protecting the privacy and confidentiality of the “virtual” classroom space.
3. Adhere to the same standards of behavior online that you would follow in an onsite classroom.
4. Eliminate distractions from other computer screens.
5. Make certain your image is in full view of instructor and classmates.
6. Do not use all caps since this is the equivalent of yelling in the online environment.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-plagiarism.” It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

In addition, students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Sherwood Faigen, Semester: Spring 2012)

REQUIRED READINGS

All the readings on the course outline are required

COURSE OUTLINE

All readings except the final one are available on PEP

Class 1 Freud, S. (1916-1917). Resistance and Repression. In Introductory Lectures on Psychoanalysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Vol. XVI. London: Hogarth Press. 286-302.

Fromm, E. (2000). Dealing with the Unconscious. International Forum of Psychoanalysis, 9:167-186

Class 2 Session Transcript

Young, R.M. (2002). The Unconscious and the Therapeutic Process. Human Nature (Online at <http://human-nature.com/rmyoung/papers/pap137h.htm>)

Stern, D.B. (2010) Unconscious Fantasy Versus Unconscious Relatedness: Comparing Interpersonal Relational/and Freudian Approaches to Clinical Practice. Contemporary Psychoanalysis, 46:101-111

Class 3 Chiara, G.D. (2010). The Unconscious: Seemingly Gone Missing and Yet it Represses. Ital. Psychoanal. Annu., 4:39-52.

Busch, F. (1992). Recurring Thoughts on Unconscious Ego Resistances. J. Amer. Psychoanal. Assn., 40:1089-1115

Class 4 Transcript

Bollas, C. (1984). Moods and the Conservative Process. Int. J. Psycho-Anal., 65:203-212.

Also in (1987) The Shadow of the Object: Psychoanalysis of the Unthought Known. London: Free Association Books

Class 5 Transcript

Bolognini, S (2001). Empathy and the Unconscious. Psychoanal Q., 70:447-471.

Class 6 Bollas, C. (2002) Free Association: Ideas in Psychoanalysis. Icon. London (available in paperback through Amazon)

Class 7 Transcript

Friedman, H.J. (2008). When Interpretation Derails the Patient: The Negative Impact of Certain Misuses of the Concept of the Unconscious. *Am. J. Psychoanal.*, 68:209-218

Class 8 Greenson, R. (1971). A Dream While Drowning. In *Separation-Individuation: Essays In Honor Of Margaret Mahler*, ed. by John and Calvin Settlage. New York: International Universities Press. 377-384. (to be distributed)

In addition, the assignment for this class session is for each student to formulate two or three questions/topics for us to discuss.