

**PSYA-300 Psychoanalytic Engagement  
Emory University Psychoanalytic Institute  
Autumn, 2020**

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**Course overview:**

Psychoanalysis happens in a vibrant, vital, relational field of mutuality, between patient and analyst both who happen to be “much more human than otherwise” (Sullivan, 1953), and have their own hardware (biologically informed strengths and limitations) and software (coded via learned experience throughout life) which influence their ways of feeling, behaving, and thinking moment-to-moment in the analytic situation . . . and elsewhere. Ideal psychoanalytic work is a collaborative, though asymmetrical relationship, where people who experience problems in living: want to be and feel healed; want to know why their troubles make sense; want a genuine and safe human connection with a well-trained and professionally endorsed person in order to learn new affective, behavioral, and cognitive patterns. I believe this is a project and process that cannot not involve the subjectivities of both the patient and analyst. Toward this end, we will spend six sessions considering how analysts engage with others as well as their sense of self to facilitate developing relationships that create adaptive possibilities and heal emotional injury

**Expectations:**

**What you can expect from me.** I will to come to class prepared to facilitate us exploring each topic from intellectual and experiential angles that may be new to you. The readings I chose draw from a wide range of post-modern perspectives in psychoanalysis, communications, and interpersonal theory, and reflect my clinical viewpoint as a self/relational psychoanalyst. I will also assign experiential exercises that I hope will be interesting, engaging, and bring “the white heat of relevance” to your study.

**What I expect from you.** My expectations are simple and straightforward:

1. Show up (EUPI requires that I take attendance, in accordance with your program's training guidelines), **and leave the video screen on during the whole class so we can all see each other;**
2. Do the reading and assigned exercises.
3. Come to each class knowing what you want to get out of our time together (usually two-to-three questions that you want to explore), and how you will know when you have gotten what you want. N.B. This last part is a deceptively difficult expectation, but considering it seriously will greatly enhance the value you attribute to our time together.
4. Take at least one intellectual (or interpersonal) risk each class. Doing so, in the context of a safe, collaborative atmosphere we establish, will likely increase your personal sense of self-efficacy and enhance your enjoyment of the course.
5. **Zoom etiquette.** Please refer to EUPI's Zoom Etiquette notice included in our uploaded documents.

#### **Suggestion about how to approach the reading:**

Research in learning and memory demonstrates that when people read to find an answer to questions, their ability to pick out, retain, and apply personally relevant information improves. Maybe you already know this. But note, this is a dramatically effective strategy (as in, big time or huge).

To help in this regard, as we finish each class, I will give you a preview and quick summary of the following week's agenda, and attempt each time to place the upcoming reading in the evolving context of our course.

I suggest you use the objectives detailed below for each class to focus both your reading, as well as any experiential or writing exercises I assign. These objectives, which you could turn into questions, should help focus your reading and make it more time-efficient.

As best you can, please look ahead. I uploaded to BaseCamp PDFs in the original font size (not, when applicable, the smaller-print PEP-WEB hyperlinked versions, as experience tells me that the single-spaced format can be hard to read at the end of a long day. But, if you want the hyperlinked version (when available) of an article, just let me know).

## October 29, 2020: The Human Connection and Analytic Efficacy

### Objectives:

At the end of this class period, you will be able to:

1. Summarize what the conceptual literature in psychoanalysis and empirical meta-analytic findings in psychotherapy outcome research point to as the most important components of treatment efficacy.
2. Justify continued use of psychoanalytic constructs in your professional work, despite empirical research that repeatedly demonstrates that treatment techniques and modality account for a small amount of outcome variance.
3. Specify how psychoanalytic constructs in particular organize your professional activity, can facilitate the capacity to effectively use your Self to foster an effective patient-analyst relationship, and the ways in which variables inherent in the person of the analyst cannot not contribute to successful outcome.

### Reading:

Elkins, D. N. (2016). *The human elements of psychotherapy: A nonmedical model of emotional healing* (pp. 11-32). Washington, DC: American Psychological Association.

Fosshage, J. L. (1997). Psychoanalysis and psychoanalytic psychotherapy: Is there a meaningful distinction in the process. *Psychoanalytic Psychology, 14*, 409-425.

Norcross, J.C., & Lambert, M. J. (2018). Psychotherapy relationships that work III. *Psychotherapy, 55*, 303-315.

Rogers, C. R. (2007). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training, 44*, 240-248.

**November 5, 2020: The Language of Relationship: Nonverbal and Paralinguistic Communication**

**Objectives:**

At the end of this class period, you will be able to:

1. Identify and apply the ideas of Kiesler's "meaning frames" to nonverbal and paralinguistic relational transactions in psychoanalytic practice.
2. Specify constellations of cues that message four basic affects (happy, sad, angry, fearful) and the channels through which they are conveyed (lexical, nonverbal, paralinguistic), and how they may be communicated through those avenues.

**Reading:**

Kiesler, D. J. (1996). *Contemporary interpersonal theory research: Personality, psychopathology, and psychotherapy* (pp. 204-216). New York: Wiley.

**November 12, 2020: The organization of interpersonal behavior and relational impact.**

**Objectives:**

At the end of this class period, you will be able to:

1. Use your knowledge of The Circumplex to understand how a patient's behavior can pull maladaptive self-fulfilling interpersonal prophecies in life outside psychotherapy, generally, and within the analytic relationship, specifically.
2. Use the concept of impact message to heighten your relational acuity and empathic attunement in psychoanalytic clinical practice.

**Reading:**

Kiesler, D. J. (1992). Interpersonal circle inventories: Pantheoretical applications to psychotherapy research and practice. *Journal of Psychotherapy Integration, 2*, 77-99.

Kiesler, D. J., Schmidt, J. A., & Wagner, C. C. (1997). A circumplex inventory of impact messages: An operational bridge between emotion and interpersonal behavior. In R. Plutchik and H. R. Conte (Eds.). *Circumplex models of personality and emotions* (pp. 221-244). Washington, DC: American Psychological Association.

## **November 19, 2020: Self-expression and self-disclosure**

### **Objectives:**

At the end of this class period, you will be able to:

1. Specify the myriad of ways you consciously and unconsciously convey characteristics of yourself (self-expression), and the ways in which these communications might positively or negatively impact your psychoanalytic work with patients.
2. Articulate your understanding for circumstances that justify self-disclosure in psychoanalytic work.
3. Describe the ways and circumstances that ill-considered or ill-timed incidents of self-disclosure can have a negative effect on a psychoanalytic therapeutic relationship.

### **Reading:**

Miller, M. L. (2003). Chapter 4. Empathy and self-expression: Confessions of a sometimes angry self psychologist. *Progress in Self Psychology, 19*, 57-83.

Orange, D. M., & Stolorow, R. D. (1998). Self-disclosure from the perspective of intersubjectivity theory. *Psychoanalytic Inquiry, 18*, 530-537.

Teicholz, J. G. (2001). Chapter 2. The many meanings of intersubjectivity and their implications for analyst self-expression and self-disclosure. *Progress in Self Psychology, 17*, 9-42.

## December 3, 2020: Countertransference

### Objectives:

At the end of this class period, you will be able to:

1. Identify the evoking and impact messages that a patient can communicate and stimulate that create your personal countertransference “hot buttons”, and increase your awareness of how these areas of subjective vulnerability reflect personal, learned life experience.
2. Demonstrate heightened skill at managing in a therapeutically effective way any intense negative affect that you may experience in psychoanalytic work.
3. Determine clinical situations where countertransference self-disclosure may be used constructively to further psychoanalytic work with a patient.
4. Understand and appreciate how the term “countertransference” is conceptually limiting, surprisingly experience distant, and fails to provide a construct that embraces the mutually constructed, intersubjective relationship that is psychoanalytic work.

### Reading:

Ehrenberg, D. B. (1995). Self-disclosure: therapeutic tool or indulgence? – Countertransference disclosure. *Contemporary Psychoanalysis*, 31, 213-228.

Fosshage, J. L. (1995). Countertransference as the analyst’s experience of the analysand: Influence of listening perspectives. *Psychoanalytic Psychology*, 12, 375-391.

Winnicott, D. (1947). Hate in the countertransference. *International Journal of Psychoanalysis*, 30, 69-75.

## **December 10, 2020: Impasse resolution and why the analyst must be open to change**

### **Objectives:**

At the end of this class period, you will be able to:

1. Draw inspiration from class discussions about relationship facilitation, interpersonal communication, self-expression/self-disclosure, and countertransference (problematic relational construal) to articulate a the “first draft” of your personal roadmap to help you both identify and work your way through impasses in psychoanalytic work with your patients.
2. Articulate what more you need from your studies, personal analysis, and professional peer relationships to facilitate continued intellectual growth and openness to experience (“growth”) as a psychoanalyst.

### **Reading:**

Paddock, J. R. (2019). When dead men walk together in psychoanalysis. Unpublished manuscript. Atlanta, GA.

Slavin, M. O., & Kriegman, D. (1998). Why the analyst needs to change: Toward a theory of conflict, negotiation, and mutual influence in the therapeutic process. *Psychoanalytic Dialogues*, 8, 247-284.