**University of Essex**

**Department of Psychosocial and Psychoanalytic Studies**

**Module Outline**

###### **Module Code: PA236-5-SP Module Title: The Counselling Relationship**

**Academic Year: 2019-20**

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| **Module Supervisor** | **Dr Raluca Soreanu** | |
| **E-mail**  **Room Number**  **Campus** | **raluca.soreanu@essex.ac.uk 5A.114**  **Colchester** | |
| **Credit Value: 15** | **Duration: 10 weeks** | **Term(s): Spring** |
| **Assessment** | **100% coursework** | |
| **Coursework** | **1 x 500 word essay (415)**  **1 x 2500 word essay (75%)** | |
| **Submission Details** | **You must upload your assignment(s) onto the Coursework Submission system at:** [**http://faser.essex.ac.uk/**](http://faser.essex.ac.uk/) **by the deadline(s) published there.** | |
| **Moodle** | [**https://moodle.essex.ac.uk/**](https://moodle.essex.ac.uk/) | |
| **TALIS ASPIRE** | [**https://essex.rl.talis.com/index.html**](https://essex.rl.talis.com/index.html) | |
| **Listen Again** | **Listen Again is not available for this module:**  [**http://listenagain.essex.ac.uk/department.aspx?d=pa**](http://listenagain.essex.ac.uk/department.aspx?d=pa) | |
| **Contact details for enquiries** | **UG Colchester Campus:** [**ppsug@essex.ac.uk**](mailto:ppsug@essex.ac.uk) **01206 874969 Room 5A.202** | |

Students taking this module must refer to the **UNDERGRADUATE STUDENTS’ HANDBOOK** for general information about coursework and assignments and the University’s policy on late submission, which can be found on the [University website](https://www1.essex.ac.uk/students/study-resources/handbooks/default.aspx/essex.ac.uk) and on Moodle.

**Introduction**

This module will help the students learn about how psychodynamic counselling has evolved and how different thinkers have influenced this discipline since Freud. The emphasis is on case studies and how different psychodynamic perspectives influence the therapists’ approach to their clients and their technique.

Each week will look at a particular approach within the psychodynamic tradition and an explanatory text will be considered alongside a case study. This method will enable students to learn about the theoretical background to psychodynamic counselling and its application.

**Aims**

* The module is designed to help the students become familiar with the historical evolution of psychodynamic practice.
* It will enable students to become familiar with how psychodynamic thinking has evolved and been transformed through the decades and how different schools of thought put the emphasis on different aspects of the work.
* The use of case studies in this module is aimed at helping the students achieving a more practical understanding of what happens in sessions between practitioners and their clients.
* The students will become familiar with how psychological symptoms and problems are thought about and talked about by psychodynamic practitioners and will also gain an understanding of the clinical implications of frequency and length of treatment.

**Learning Outcomes**

1. An understanding of how different psychodynamic approaches can be applied in work with clients.
2. An understanding of what it means to work with transference and counter-transference in different settings with different types of clients.
3. The ability to describe the evolution of psychodynamic practice since its beginning and be able to make links with how and why the thinking has changed, e.g. how infant research and psychotherapy research have had an impact on the evolution of psychodynamic practice.
4. An understanding of the clinical aspects of the work (frequency, duration of treatment, technique) and their relevance when working with people with psychological and emotional problems.

**Key Skills**

**Employability Skills**

**Learning and Teaching Methods**

The seminar will take place once a week for 1 hour and 50 minutes. The first hour will be mainly allocated to teaching, while the second part will be open to discussion, reflection and questions.

The students will be required to read before they attend the seminars. Power point presentations may be provided to help the students make sense of the theory paper they have read. A discussion will follow on the case study they read.

Additional audio-visual material will be provided to help the students familiarise with the thinkers they are studying. For example short video excerpts from conferences, as well as sample of video recorded infant observations will be occasionally shown to the students.

**Syllabus**

**Lecture 1 – University Week 16**

**Psychoanalysis for our times**

In this session, we discuss the continued relevance of psychoanalytic ideas in our times. We look at some of the main tenets of psychoanalytic practice, and at its contemporary challenges.

**Key Reading:**

Lemma, A. (2016) Introduction: Is Freud dead? In *Introduction to the Practice of Psychoanalytic Psychotherapy.* Wiley Blackwell, pp. 1-11.

**Recommended Reading:**

Freud, S. (1955). Katarina, Case Histories from Studies on Hysteria. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume II (1893-1895): Studies on Hysteria.* London: Hogarth Press, pp. 125-134.

**Lecture 2 – University Week 17**

**The psychoanalytic setting**

In this session, we familiarise ourselves with core psychoanalytic vocabulary and we reflect on the meaning of the ‘psychoanalytic frame’ and ‘psychoanalytic setting’.

**Key Reading:**

Lemma, A. (2016). The analytic setting and the analytic attitude. In *Introduction to the Practice of Psychoanalytic Psychotherapy.* Wiley Blackwell, pp. 94-127.

**Recommended Reading:**

Breuer, J., & Freud, S. (1895). Fräulein Anna O. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume III (1893-1895): Studies on Hysteria.* London: Hogarth Press, pp. 21-48.

**Lecture 3 – University Week 18**

**The unconscious**

In this session, we look at Freud’s early conception of the unconscious, as it emerges from his case, Elisabeth von R. We also reflect on the importance of the studies in hysteria for defining a psychoanalytic view on the relationship between the psyche and the soma.

**Key Reading:**

Freud, S. (1955). Frälein Elisabeth von R, Case Histories from Studies on Hysteria. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume II (1893-1895): Studies on Hysteria.* London: Hogarth Press, pp. 135-181.

**Recommended Reading:**

Freud, S. (1957). The unconscious. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XIV (1914-1916): On the History of the Psycho-Analytic Movement, Papers on Metapsychology and Other Works*. London: Hogarth Press, pp. 159-215.

**Lecture 4 – University Week 19**

**Memory and repression**

In this session, we discuss the meaning of memory in psychoanalytic practice. We also look at repression, and at forms of temporality that psychoanalysis makes thinkable. In particular, Freud’s idea of ‘afterwardsness’ [*Nachträglichkeit*] means that memory is a result of a complicated intersection of two times.

**Key Reading:**

Freud, S. (1895). Project for a scientific psychology. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume I*. London: Hogarth Press, pp. 283–397. (focus on pp. 352-356, the case of Emma)

**Recommended Reading:**

Freud, S. (1896). Letter 52 from Extracts from the Fliess Papers. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume I (1886-1899): Pre-Psycho-Analytic Publications and Unpublished Drafts*. London: Hogarth Press, pp. 233-239.

**Lecture 5 – University Week 20**

**Dreams**

In this session, we reflect on the meaning of dreams and dream interpretation for psychoanalytic practice. We also look at the functions and processes of dreams and we approach the key psychoanalytic idea of ‘dream-work’.

**Key Reading:**

Freud, S. (1900). A specimen dream. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IV (1900): The Interpretation of Dreams* (First Part). London: Hogarth Press, pp. 104-121.

**Recommended:**

Viewing of *Meshes of the Afternoon* (Maya Deren, 1943)

<https://vimeo.com/218042283>

Ferro, A. (2010). Simone's Complaisant Mutism and the Monsters: A Clinical Illustration of How to Work in the “Field of Dreams”. *Canadian J. Psychoanal.,* 18(2): 216-224.

**Lecture 6 – University Week 21**

**Transference and countertransference**

In this session, we approach the key psychoanalytic ideas of transference and countertransference. We reflect on the meaning of unconscious communication in psychoanalytic treatment.

**Key Reading:**

Ferenczi, S. (1928). The elasticity of psychoanalytic technique. In *Final contributions* *to the problems and methods of psychoanalysis*. (E. Mosbacher, Trans.). London: Karnac Books, pp. 87–101.

**Recommended Reading:**

Freud, S. (1917). Transference, in Introductory Lectures on Psycho-Analysis. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XV.* London: Hogarth Press, pp. 431-447.

Heimann, P. (1950). On Counter-Transference. *Int. J. Psycho-Anal.,* 31:81-84.

Joseph, B. (1988) The patient who is difficult to reach. In E. B. Spillius (Ed.), *New library of psychoanalysis, 8. Melanie Klein today: Developments in theory and practice, Vol. 2. Mainly practice*Taylor & Frances/Routledge, pp 48–60.

Lemma, A. (2016) Transference and countertransference. In *Introduction to the Practice of Psychoanalytic Psychotherapy.* Wiley Blackwell, pp. 219-268.

**Lecture 7 – University Week 22**

**Identification, introjection, projection**

In this session, we reflect on phenomena of identification, and also on introjection/projection. We also discuss the idea of projective identification, which is at the heart of the object relations tradition in psychoanalysis.

**Key Reading:**

Klein, M. (1955). On identification. In *The writings of Melanie Klein (Vol. 3).* London: Hogarth Press, pp. 141–175.

**Recommended Reading:**

Balint, A. (1943). Identification. *Int. J. Psycho-Anal*., 24: 97-107.

**Lecture 8 – University Week 23**

**Defences and resistance**

In this session, we look at various defence mechanism and at their process. We discuss the identification with the aggressor as defence mechanism. We also look at the psychic phenomenon of resistance in the course of therapy.

**Key Reading:**

Freud, A. (1958) Identification with the aggressor. In: *The ego and the mechanisms of defence.* London, Karnac (chapter 9).

**Recommended Reading:**

Lemma, A. (2016) Defences and resistance. In *Introduction to the Practice of Psychoanalytic Psychotherapy.* Wiley Blackwell, pp. 194-218.

**Lecture 9 – University Week 24**

**Regression**

In this session, we approach the phenomena of regression in the psychoanalytic frame, and we look at how they are part of the therapeutic process. We discuss the evolution of psychoanalytic thinking on regression.

**Key Reading:**

Balint, M. (1968). Gratifications and object relationships. In *The basic fault: Therapeutic aspects of regression*. Evanston, IL: Northwestern University Press, pp. 133–137.

Balint, M. (1968). The various forms of therapeutic regression. In *The basic fault: Therapeutic aspects of regression*. Evanston, IL: Northwestern University Press, pp. 138–148.

**Recommended Reading:**

Ferenczi, S. (1929). The principle of relaxation and neocatharsis. In *Final contributions to the problems and methods of psychoanalysis*. (E. Mosbacher, Trans.). London: Karnac Books, pp.108–125.

**Lecture 10 – University Week 25**

**Psychic splitting and psychic fragments**

**Key Reading:**

Ferenczi, S. (1933). Confusion of tongues between adults and the child. In *Final contributions to the problems and methods of psycho-analysis*. (E. Mosbacher, Trans.). London: Karnac Books, pp. 156–168.

**Recommended Reading:**

Freud, S. (1938). Splitting of the Ego in the Process of Defence. In J. Strachey (Ed.), *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XXIII (1937-1939): Moses and Monotheism, An Outline of Psycho-Analysis and Other Works*. London: Hogarth Press, pp. 271-278

**Assessment**

Assessment for this module overall is 100% coursework.

Assessment is made up of two components:

**1 x 500 word essay (415)**

**1 x 2500 word essay (75%)**

**Deadlines**

Please see [FASER](http://faser.essex.ac.uk/).

**Questions**

For the first essay students will choose from three case studies: they will be asked to examine one of them and comment on it from a psychodynamic point of view and specify what they understand about the counselling relationship which might develop with this patient/client.

The second essay will be chosen from a selection of questions on how thinking about the counselling/therapeutic relationship has developed over time.

**Electronic submission**

Essays should be submitted electronically via FASER. Hard copies are NOT required. If you have difficulties in submitting your work electronically, please contact the Student Administration Team (x4969; [ppsug@essex.ac.uk](mailto:ppsug@essex.ac.uk)), in the first instance.

**As the University’s policy of zero tolerance applies to this module, you are strongly advised to complete and submit your essays well in advance of the deadlines.**

**Late submission and extenuating circumstances**

The University operates a uniform policy on late submission of coursework: each

piece of coursework must be submitted by the deadline published in order to gain a mark. Work which is submitted after the deadline will be given a mark of zero. This means that you must plan your work schedules in advance. Do not leave it until the final day of each deadline to submit work. Try to submit work well *before* the deadline wherever possible.

Although the University operates a policy of zero tolerance of late work, it has set in place some mechanisms whereby students who have genuine reasons for being late with work, or who have been unable to complete work, can have their situation taken into account. The University procedures relating to extenuating lateness can be found on the University Website at this address: <https://www1.essex.ac.uk/students/exams-and-coursework/late-submission.aspx>

Details of the procedures relating to extenuating performance can be found on:

<https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx>

**General Reading**

Lemma, A. (2016) *Introduction to the Practice of Psychoanalytic Psychotherapy.* Wiley Blackwell.

Waddell, M. (1998) *Inside Lives. Psychoanalysis and the growth of personality.* The Tavistock clinic series.