

Relational Practice: An Integrative Psychoanalytic Perspective

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Orienting Comments

The course will look closely at the ways that theoretical assumptions shape clinical practice and will consider how various developments in the evolving relational tradition open new possibilities for clinical understanding and intervention. At the same time, it will look at ways in which relational thinkers have at times unwittingly incorporated more of the older “one-person” models they are ostensibly critiquing than is commonly appreciated, and will consider how this has affected relational practice. In examining these issues, we will explore the concept of the “default position,” introduced in my book, Relational Theory and the Practice of Psychotherapy (RTPP). The default position is a set of clinical attitudes and practices that have long governed the practice of psychoanalytically oriented clinical work. Often, even when an analyst or therapist departs from these traditional assumptions and practices (regarding, for example, issues of neutrality, anonymity, self-disclosure, interpretation, etc), there is an implicit assumption that the departures need to be “justified” in a way that failing to depart does not. An alternative approach to the question looks at the tradeoffs we are confronted with both in hewing to the default position and in departing from it, with neither as the “correct” way to practice or as an automatic default.

”Default position” assumptions place constraints on the creative applications in clinical practice of the theoretical innovations in relational theorizing. A second constraint derives from narrowing one’s vision to attend almost exclusively to psychoanalytic ideas and clinical models, ignoring important developments in other theoretical traditions. The relational perspective potentially opens a variety of valuable points of intersection with ideas and methods of therapists from outside the psychoanalytic tradition. We will consider ways in which psychoanalytic work can be broadened and deepened by incorporating elements from family systems thinking, experiential approaches, and recent new developments in the constructivist and affect-centered branches of cognitive-behavioral therapy (which depart very considerably from the versions of cognitive-behavioral therapy with which most psychoanalytic therapists are familiar and which have led them to view cognitive-behavioral approaches as rather thoroughly uncongenial to the spirit of their work).

The course will proceed through a combination of (1) readings directed to theoretical and clinical issues; (2) presentation and discussion of cases; and (3) close examination of videotaped clinical interactions to consider, on a moment by moment basis, the choice points that present multiple options for response or intervention (including the response or intervention of silently listening) and the implications and tradeoffs that each option introduces.

In the spirit of “co-construction” that is so central to the relational perspective, the class and instructor together will shape the balance of these three modes in any given year. Consequently, the syllabus offered here is a general outline or structure of themes and readings rather than a week-by-week pre-set schedule determined in advance by the instructor. Please do not be frightened by the number of readings listed. This too we will consider together and prioritize/cut/triage together.

For many of the units, we will read one or several chapters from Relational Theory and the Practice of Psychotherapy along with a number of papers by other writers that either parallel the ideas in RTPP or represent a different point of view. In many of the units, I will suggest also chapters in my book Therapeutic Communication that parallel from a different vantage point the points made in RTPP. Those will always be treated as “suggested” or “supplementary” because I don’t want to ask you to buy more than one book of mine. But I include them because they may be of interest to those of you who want to further explore that particular topic and because they offer additional perspectives or go into greater depth on some particular aspect of the issue. Where we choose as a group to go more deeply into the realm of integrating psychoanalytic work and perspectives with those of other orientations, I may also suggest other writings of mine that bear very directly on the theme of integration.

Unit One: A close examination of the distinction between one-person and two-person perspectives and their implication for therapeutic practice

RTPP, chapters 1-3

Gill, M. M. (1979). The analysis of the transference. Journal of the American Psychoanalytic Association, 27 (supplement), 263-288.

Gill, M. M. (1983). The interpersonal paradigm and the degree of the therapist’s involvement. Contemporary Psychoanalysis, 19, 200-237.

Gill, M. M. (1984). Psychoanalysis and psychotherapy: A revision. *International Review of Psycho-Analysis*, 11, 161-179.

Hoffman, I. Z. (1983). The Patient as Interpreter of the Analyst's Experience. Contemp. Psychoanal., 19:389-422

Stolorow, R. D. (1997). Principles of Dynamic Systems, Intersubjectivity, and the Obsolete Distinction Between One-Person and Two-Person Psychologies. *Psychoanalytic Dialogues*, 7:859-868

Stolorow, R. D., Atwood, G. E. and Orange, D. M. (1999). Kohut and Contextualism. Psychoanal. Psychol., 16:380-388

Westen, D. (1989). Are "primitive" object relations really preoedipal? American Journal of

Orthopsychiatry. 59, 331-345.

Unit Two: Archaeological and Cyclical-Contextual Models and their Implications for Therapy

RTPP Chapters 4 and 6 TC Chapter 2

Fonagy, P. (1999). Memory and Therapeutic Action. Int. J. Psycho-Anal., 80:215-223

Westen, D. (2002). The language of psychoanalytic discourse. Psychoanalytic Dialogues, 12, 857-898.

Zeanah, C. H., Anders, T. F., Seifer, R. & Stern, D. N. (1989). Implications of research on infant development for psychodynamic theory and practice. Journal of the American Academy of Child and Adolescent Psychiatry, 28, 657-668.

Unit Three: Dissociation, Self-States, and Variability in Behavior and Experience: Implications for Therapeutic Technique

RTPP, Chapter 7 TC Chapter 7

Bromberg, P. M. (1996). Standing in the Spaces: The Multiplicity Of Self And The Psychoanalytic Relationship. Contemp. Psychoanal., 32:509-535

Davies, J. M. (1996). Linking the “Pre-Analytic” with the Postclassical: Integration, Dissociation, and the Multiplicity of Unconscious Process. Contemp. Psychoanal., 32:553-576

Harris, A. (1996). The Conceptual Power of Multiplicity. Contemporary Psychoanalysis, 32:537-552

Slavin, M. O. (1996). Is One Self Enough? Multiplicity In Self-Organization And the Capacity To Negotiate Relational Conflict. Contemporary Psychoanalysis, 32:615-625

Unit Four: The Centrality of Anxiety and the Clinical Power of Exposure

RTPP Chapter 9 TC Chapter 3

Foa, E.B, & Kozak, M.J. (1986) Emotional Processing of Fear: Exposure to Corrective Information. Psychological Bulletin, 99, 20-35.

Deacon, B.J. & Abromowitz, J.S. (2004) Cognitive and Behavioral Treatments for Anxiety Disorders: A Review of Meta-analytic Findings. Journal of Clinical Psychology, 60, 429-441.

Barlow, D. H., Allen, L. B., & Choate, M. L. Toward a Unified Treatment for Emotional Disorders. *Behavior Therapy*. Vol 35(2), Spr 2004, pp. 205-230.

“panther” paper?

Unit Five: Acceptance, Interpretation, and “Making Room” for Experiences

RTPP Chapter 8 TC Chapters 5, 6, 8, 9, 10

Wile, D. (1984). Kohut, Kernberg, and accusatory interpretations. *Psychotherapy: Theory, Research, and Practice*, 21, 353-364.

Weiss, J. (1998). Patients' Unconscious Plans for Solving Their Problems. *Psychoanal. Dial.*, 8:411-428.

Renik, O. (1993). Analytic interaction: Conceptualizing technique in light of the analyst's irreducible subjectivity. *Psychoanalytic Quarterly*, 62, 553-571.

We will also read some material on the new developments in cognitive-behavioral therapy that stress acceptance of the person's feelings and attention to affect, in contrast to the older, rationalistic forms of cognitive therapy that try to show the person his feelings are “irrational.” These will probably include the work of Marsha Linehan on dialectical behavior therapy (DBT) and of Steven Hayes on acceptance and commitment therapy.

Unit Six: Enactments, New Relational Experience, and Implicit Relational Knowing

RTPP Chapter 10

Lyons-Ruth, K. (1998). Implicit relational knowing: Its role in development and psychoanalytic treatment. *Infant Mental Health Journal*. 19, 282-289.

Lyons-Ruth, K. (1999). The Two-Person Unconscious. *Psychoanal. Inq.*, 19:576-617

Wallerstein, R. S. (1990). The corrective emotional experience: Is reconsideration due? *Psychoanalytic Inquiry*, 10, 288-324.

Stern, D.B. (2003). The Fusion of Horizons: Dissociation, Enactment, and Understanding. *Psychoanal. Dial.*, 13:843-873.

Stern, D. B. (2004). The eye sees itself: Dissociation, enactment, and the achievement of conflict. *Contemporary Psychoanalysis*, 40, 197-237.

Unit Seven: Self-disclosure: A “Special” Problem or Part of the General Issue of Tradeoffs?

RTPP Chapter 11 TC Chapter 11

Renik, O. (1995). The Ideal Of The Anonymous Analyst And The Problem Of Self-Disclosure. Psychoanalytic Quarterly, 64, 466-495.

Renik, O. (1999). Playing One's Cards Face up in Analysis: An Approach to the Problem of Self-Disclosure. Psychoanal Q., 68:521-539.

Frank, K. A. (1997). The role of the analyst's inadvertent self-revelations. Psychoanalytic Dialogues, 7, 281-314.

Unit Eight: Initiating Action in the World and the Issue of Working Through

RTPP Chapter 12 TC Chapter 12

Aron, L. (1991). Working Through the Past—Working Toward the Future. Contemp. Psychoanal., 27:81-108

Frank, K. A. (1993). Action, Insight, and Working Through: Outlines of an Integrative Approach. Psychoanalytic Dialogues, 3:535-577.

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A number of by now “classic” books in the relational literature are also an important resource for considering the issues discussed in this course. I have not assigned any parts of these as readings because it is difficult to excerpt them for copyright reasons. Most of the readings are available on PEP, to which you all have access. Among the books most pertinent to the themes addressed in this course are the following:

Aron, L. (1996). A meeting of minds: Mutuality in psychoanalysis. Hillsdale, NJ: Analytic Press.

Bromberg, P. M. (1998a). Standing in the spaces : Essays on clinical process, trauma, and dissociation. Hillsdale, NJ : Analytic Press.

Frank, K. A. (1999). Psychoanalytic participation. Hillsdale, NJ: Analytic Press.

Gill, M. M. (1982). Analysis of transference, Vol. 1: Theory and technique. New York: International Universities Press.

- Gill, M. M. (1994). Psychoanalysis in transition. Hillsdale, NJ: Analytic Press.
- Hoffman, I. Z. (1998). Ritual and spontaneity in psychoanalysis: A dialectical-constructivist view. Hillsdale, NJ: Analytic Press.
- Mitchell, S. A. (1988a). Relational concepts in psychoanalysis. Cambridge, MA: Harvard University Press.
- Mitchell, S. A. (1993a). Hope and dread in psychoanalysis. New York: Basic Books. New York: Basic Books.
- Mitchell, S. A. (1997). Influence and autonomy in psychoanalysis. Hillsdale, NJ: The Analytic Press.
- Stern, D. B. (1997). Unformulated Experience: From Dissociation to Imagination in Psychoanalysis. Hillsdale, NJ: Analytic Press.
- Wachtel, P. L. (1997). Psychoanalysis, behavior therapy, and the relational world. Washington, DC: American Psychological Association.
- Wallin, D. (2007). Attachment and psychotherapy. New York: Guilford.
- Weiss, J. & Sampson, H. (1986). The psychoanalytic process. (With the Mt. Zion Psychotherapy Research Group). New York: Guilford.