CPPNJ Spring 2019

Freud and Ego Psychology (103)
January 2019-May 2019
10:00am-11:30am
Wilda Mesias, PhD
43 River Road
Denville, NJ 07834

Dates
January 30
February 6, 13, 20 and 27
March 6,13 and 27
April 3, 10, 17 and 24
May 1, 8 and 15

Instructor Bio

Dr. Wilda Mesias is a psychologist and psychoanalyst in private practice in northern New Jersey. She received her Ph.D. in clinical psychology from Long Island University in 1995 and her certification as a psychoanalyst from the New Jersey Institute for Training in Psychoanalysis in 1996. She also earned an M.A. in forensic psychology from the John Jay College of Criminal Justice and holds a certificate in group analytical psychotherapy from the Institute of Group Analysis, London, UK, in conjunction with the School of Psychotherapy at St. Vincent’s University Hospital in Dublin, Ireland.

She has extensive clinical experience in the treatment of children and adults, has supervised clinicians in various settings, and has taught courses in Freud, self psychology, and child psychoanalysis at the New Jersey Institute for Training in Psychoanalysis. Her classical training, wide-ranging knowledge of object relations and self psychology, and substantial experience in attachment theory inform her practice. Her clinical interests include countertransference, transference, character disorders, and analytical supervision. In her free time she enjoys the study of languages and cultures.

Learning Objectives

1. Students will be able to demonstrate their ability to identify the development, complexities, and unifying themes within the basic ideas about mental life that continue to underlie current understanding of the human mind and its disorders. This will be accomplished through class discussion and case examples.
2. Students will articulate and define the concepts of innate drive pressures, primary and secondary process, in dreams and in waking life; narcissism and object relations; psychosexual development, metapsychological and structural theory; emotional conflict, defense mechanisms, ego and superego development, autonomous ego activity and its implications; and the goals and methods of psychoanalytic investigation and therapy. This will be accomplished through class participation, readings and case examples.
3. Students will be able to demonstrate their ability to apply theoretical concepts discussed in class to their clinical work. This will be accomplished by case presentations and a writing assignment.
4. Students will be able to demonstrate their ability to develop technically proficient clinical interventions with their clients based on the class readings, class discussions and case examples.

Course Syllabus

Week 1: Introduction and Overview
During the first class meeting, the significance of Sigmund Freud’s monumental discoveries and ideas will be considered. We will examine their powerful impact upon understanding human psychology in general and upon treatment of emotional disorders. We also will examine the ways in which they continue to contribute to the wide variety of psychotherapeutic approaches that are in use at the present time.


Week 2: Freud’s History and Screen Memories
We will look into the ways in which Freud’s own life experience contributed to the emergence and development of his psychological observations and ideas. We will pay special attention to the way in which he drew upon his own experience of a significant screen memory, which he courageously shared, to help him gain understanding of unconscious, dynamic, human mental activity. The instructor will share a dramatic screen memory experience of his own, the exploration of which was very helpful to him. The students are encouraged to share their own, personal and clinical screen memory experiences. We will examine current understanding of the way in which a variety of psychological phenomena can screen and deflect other phenomena away from conscious awareness of them.


Week 3: The Beginning of Freud’s Interest in the Neuroses
We will examine the way in which the psychoanalytic approach to exploring and understanding emotional disorders emerged out of neurological practice and out of the use of hypnosis to explore and treat emotional problems. We will learn how Bertha Pappenheim (who later helped to found the discipline of Social Work) came up with the idea of “chimney sweeping” or creating a “talking cure.” We will examine in detail Josef Breuer’s treatment of her for a crippling constellation of hysterical
symptoms, within the account of which she was given the pseudonym of “Anna O.” We will consider the ways in which understanding of hysterical phenomena at the end of the nineteenth century has evolved into current understanding and psychodynamic treatment of neurotic conversion of emotional conflicts into psychosomatic symptoms.

- The defense neuro-psychoses [1894], *S. E., Vol. 3.*
- Further remarks on the defense neuro-psychoses [1896], *S. E., Vol. 3.*
- Fraulein Anna O. [1895]. Gay, pp. 61-78

**Week 4:** The Unconscious and the Topographical Model of the Mind
We will study the way in which Freud came to understand the significance of unconscious mentation in psychological functioning. We will focus on the discoveries he and other psychological investigators in the late nineteenth and early twentieth centuries made about the two kinds of thinking—fast, phenomenological, pre-logical, primary process and slow, reflective, more or less logical secondary process thinking—which human beings employ. We will examine how, during the day, the latter functions almost entirely outside of conscious awareness. We will discuss the significance of distinguishing between conscious and unconscious mentation while carrying out modern psychodynamic psychotherapy. We also will examine recent expansion of our understanding of this—in connection with the modern concepts of primordial mental activity/advanced mental activity, procedural/declarative thinking, and implicit/explicit memory.


**Week 5:** Dreams and the Unconscious
We will examine the way in which Freud came to understand unconscious mentation to a significant extent from the study of dreams, including his own dreams. We will look into the ways in which understanding dream work can help us to understand the mechanisms and processes by which neurotic and psychotic symptoms are formed. The instructor will provide examples from his own, personal experience and examples from clinical treatment experience that illustrate how we make use of dreams in current practice. The students will be encouraged to bring in examples of their experience with dreams, both personally and in their clinical work, for us to discuss together. They will be assisted to sharpen their ability and adeptness in working with dreams as they are providing psycho-dynamically oriented treatment of people who come to them for assistance.


**Week 6:** Instinct Theory
We will study the way in which Freud developed his theoretical formulations of the role in emotional disorders of conflicts created by the collision between seeking gratification of impulses and desires and environmental frustration of or opposition to it. We will consider how Freud’s early ideas still appear to be valid in part, as well as how in modern times we have expanded, modified, and updated
his views about instinctual drives. The instructor and the students will bring in examples from their own clinical practice to facilitate our consideration of these issues.


Week 7: Case Study: Dora
Via close consideration of Freud’s “Dora Case,” we will begin to study the central concepts of transference and countertransference in psychodynamic psychotherapy. We will reflect together upon how Freud learned from painful experience that the therapist’s reactions to the patient and what he or she brings into the therapeutic interaction from his or her own internal world are just as important as what the patient brings into it. We will extrapolate from the Dora case what we have come to understand and appreciate about transference-countertransference interaction in modern, intensive psychotherapy. The instructor and the students will bring in live, clinical examples from clinical practice to facilitate the discussion.

Ch. 17. Joining the pain. In: Wearing My Tutu to Analysis,

Week 8: Early Concepts of Psychoanalytic Treatment
We will examine and discuss the enormous changes which have occurred in psychoanalytic technique from Freud’s original, authoritarian approach to intensive psychotherapy, which arose in large part from the cultural Zeitgeist that prevailed in his time, to the far more egalitarian approach to psychotherapy as involving a suffering person and a trained and clinically experienced but equally human therapist. We will look into the evolution from the largely one-person psychology that prevailed in Freud’s time to the combined one-person psychology and two-person psychology approach that tends to prevail at the present time. Thus, we will be continuing and extending our examination of the evolution of modern views about transference-countertransference interaction in therapy.

Recommendations to physicians practicing psychoanalysis [1912, 1915].

Week 9: From Id Psychology to Ego Psychology
In this session, we will examine Freud’s burgeoning recognition that drive theory was far from sufficient to explain the genesis of human emotional conflict and emotional disorder. We will look into the evolution of his understanding and elaboration of the central importance of (a) studying and understanding object relations and (b) examining the role of executive functions in solving emotional conflict by employing self-protective, defense mechanisms and effecting compromises when having to
negotiate problematic self-other interaction. We shall discuss the ways in which the compromise-formations that evolve can either be effective and healthy or ineffective and unhealthy. Via application of these concepts to examples from the instructor’s and the students’ current, clinical activity, we will focus on how the students might better assist the people they help in therapy to abandon their outdated, problem-causing compromise-formations in favor of newer and better ones.


Week 10: The Structural Model
In this class meeting, we will proceed to examining and understanding Freud’s shift, arising out of what he and other psychoanalytic pioneers were learning from their work with patients, from a topographical to a structural approach at comprehending how the human mind works. We will begin to apply structural concepts to what the students do in their psychodynamic treatment of those who come to them for assistance. The students will bring in examples of the psychotherapy they conduct and we will discuss them from the point of view of how the advance from a merely topographical to a more complex structural approach can enable us to assist the people whom we are trying to help become able to make significant emotional growth and change within themselves rather than settling for only making changes in their surface behavior.


Week 11: Ego Psychology: Defensive Operations
At this point, we move on to examining the important contributions made by the ego psychologists who elaborated upon Freud’s observations about the structure of the mind and the role of self-protective, defensive, mental activity. We will look at both healthy and unhealthy defensive activity, in their developmental and their practical, clinical dimensions. The students will bring in examples of their clinical work for consideration and discussion. The aim will be to enhance and sharpen the students’ clinical skills by assisting them to more clearly recognize what is working well for their patients and what is not working well for them. They can be expected to become better equipped to assist the people they are trying to help toward devising better methods of succeeding in their efforts to come to terms with the emotional conflicts and issues which they have not been capable of resolving.


Week 12: Ego Psychology: A Broad Perspective
We will continue to explore the advent of ego psychology and how it greatly enhanced and improved the psychodynamic treatment of troubled individuals. We will look into the ways in which it has been refined and expanded between the early post-Freudian times and the modern era. By examining current clinical material brought in by the instructor and by the students, we will put into sharp focus how the contributions of the early ego psychologists continue to be relevant for intensive psychotherapy in some ways but how they have had to be further developed and improved since they first were made.
Week 13: Ego Psychology: Current Views of Therapy
We will further explore the ways in which an ego psychological approach can be utilized effectively in contemporaneous psychoanalysis and psychodynamic psychotherapy. The emphasis will be upon how this approach has already been modernized and updated and how it continues to be modernized and updated. The instructor will provide clinical material from his own experience. The students will be encouraged to bring in their own material as well.


Week 14: Ego Psychological Advances
We will make a close reading of Hans Loewald’s seminal and often quoted paper on the way in which psychoanalytic treatment is most effective when the analyst assists the analysand to develop his or her inherent capacities for emotional growth rather than providing external emotional assistance and externally derived enlightenment about what is taking place within the analysand outside of awareness. We will coordinate it with the observations which Fred Busch more recently made about this important dimension of psychoanalytic treatment. We also will consider, aided by provision by the instructor (complemented by material provided by the students from their own experience) of illustrative material from analytic treatment and from intense, psychodynamically oriented psychotherapy, of the way in which this takes place during successful treatment.


Week 15: Wrap-up and Conclusions
During this, the last class meeting, we will pull together what we have covered over the course of the previous fourteen weeks. The students will have an opportunity to obtain clarification from the instructor and from their fellow students of matters that have remained puzzling or unclear. The instructor will attempt to help the students appreciate that what we have addressed is complex, challenging, and still developing in its scope and content. The instructor will try to assist the students toward appreciating the inherent value for anyone providing intensive psychoanalytic or
psychoanalytically oriented psychotherapy to be willing to tolerate not knowing with certainty, to be ready to be periodically taken by surprise, and to appreciate the value of and the necessity for ongoing, continual learning and refining of one’s knowledge and one’s skills.


**CEs Offered**

22.5 CE credits are offered to social workers.

**Course Approval Statement and Expiration Date**

This course is approved by the Association of Social Work Boards – ASWB NJ CE Course Approval Program Provider #66 Course #2176 from 12/04/2018-12/04/2020. Social workers will receive the following type and number of credit(s): Clinical Social Work Practice: 22.5

**Course Completion Requirements/How Certificate will be Awarded**

Students are required to complete the course requirements in order to receive credit – attend class, signing in and signing out of each session, complete the required paper, participate in class and complete the course evaluation. CE credit will be allotted on the basis of actual number of classes attended. Certificates will be mailed after the last class is held.

**CONTINUING EDUCATION CREDIT HOURS**

Please contact CPPNJ at 973-912-4432 or cppnj@cppnj.org for information about continuing education credit hours for social workers.

**COURSE REFUND POLICY**

Up to one month before a course starts there will be a full course refund less a $50 administrative fee. Less than one month before a course starts there will be a $50 administrative fee and the payment will be applied to a future course. Once a class starts, there will be no refunds. Extraordinary circumstances will be reviewed on an individual basis.

**INSTRUCTIONS**

1- Fees:
   • $400 course fee
   • Annual Candidates’ Organization fee is $40
2- Register online at [www.cppnj.org](http://www.cppnj.org)