

## Object Relations Therapy (264)

Santa Clara University

Instructor: Teri Quatman, Ph.D.  
Associate Professor  
Quarter: Fall, 2020  
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Online

Office Hrs:  
Thurs. 4:00-5:00 appts  
CP Admin: 408-551-1603  
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### Course Description:

The focus of this course is on clinical applications of Object Relations Theory (primarily British school). The course examines the contributions of Freud, Klein, Winnicott, and Ogden to the psychoanalytic discourse, focusing primarily on such clinical fundamentals as the Kleinian positions, transference, countertransference, projective identification, and the use of reverie in the therapeutic exchange. Readings and class discussions are geared to deepen the students' understanding of the relevance of the developmental model to the practice of therapy.

The course will be designed as a readings and clinical practice seminar. Students will be exposed to a broad array of contributors to the field, from Freud and Klein to current authors. Class time will be spent discussing concepts from the readings, and considering their implications for use in the process of therapy.

### Course Objectives:

Students will be able to:

- Establish and maintain a treatment frame (e.g., time, space, setting schedules and sticking to times).
- Experience the role of quietude in accessing their patients' emotional states.
- Work productively with right-brained aspects of therapy, including somatic expressions, and reverie.
- Experience the concepts of "intersubjective process" and "co-creation of meaning."
- Utilize the dynamics of the therapy relationship in working with clients, (such as examining transference and counter-transference dynamics, enactments, and interpersonal themes).
- Experience and tolerate strong feelings in self and others, and regulate emotional responses during clinical interactions

### Grading:

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<p>Class Attendance /Participation ..... 15%</p> <p>Attendance/ reasonable promptness at /for all classes is required. Students should come prepared to discuss the week's readings. Instructor will appraise student's level of involvement in-class discussions.</p> <p>Weekly Readings ..... 25%</p> <p>At the end of the quarter, students hand in an estimate of required reading carefully read (e.g., 100%; 30%, etc.).</p> <p>Clinical experience: 1-2 hrs/ wk, same person ..... 15%</p> <p>Keep the frame. Agree to a neutral meeting place that is quiet and free from possible intrusions or distractions. Keep to a regular weekly time; start and end sessions on time. Follow in-class instructions re: how to conduct yourself as therapist. Nine meetings are expected.</p> <p>Clinical Reactions ..... 15%</p> <p>Hand in weekly. Students should respond in writing to their clinical experience as both “therapist” and “patient/client.” Try to put into words something about the experience of sitting with your person, both as therapist and as patient/client. Try as much as you can to make use of the concepts presented in the readings and in class. Jot down concepts as you read. See if you are experiencing anything related to what you’re reading or hearing about in class as the quarter moves forward. The point of this exercise is to make the concepts you’re reading relevant to your experience, answering essentially, “What am I experiencing with this person?” “Am I seeing the concepts discussed in class or in the readings in my work as therapist or client?” Roughly 1 typed page/ week. Due in email by Sunday morning each week.</p> <p>Clinical/Conceptual Synthesis..... 30%.</p> <p>From readings, class, clinical practicum, synthesize what you’ve learned about being a therapist. Synthesis. 7-8-10 pages. Grades will be assigned on the basis of percentage totals:</p>	<p>96 - 100 % A</p> <p>90 - 95 % A-</p> <p>87 - 89 % B+</p> <p>84 - 86 % B</p> <p>80 - 83 % B-</p> <p>70 - 79 % C</p>
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Required Readings:

Ogden, Thomas:	<i>Projective Identification</i>	(Jason Aronsen)
	<i>Primitive Edge of Experience</i>	(Jason Aronsen)
	<i>Matrix of the Mind</i>	(Jason Aronsen)
	<i>Reverie and Interpretation</i>	(Jason Aronsen)
Phillips, Adam	<i>Winnicott</i>	(Brunner/Mazel)
Quatman, Teri	<i>Essential Psychodynamic Psychotherapy:</i>	
	<i>An Acquired Art</i>	(Routledge)
Quatman, Teri	<i>Accessing the Clinical Genius of Winnicott</i>	
		(Routledge)

Optional Readings

Winnicott, D.W.	<i>Through Paediatrics to Psycho-Analysis</i>	(Harvard Univ)
Grosskurth, Phyllis	<i>Melanie Klein, Her World and Her Work</i>	
Buckley, Peter, Ed	<i>Essential Papers on Object Relations</i>	(New York Univ Press)
Ogden, Thomas	<i>Subjects of Analysis</i>	(Jason Aronsen)
Ogden, Thomas	<i>Conversations at the Frontier of Dreaming</i>	(Jason Aronsen)
Scharff, David	<i>Object Relations Theory and Practice</i>	(Jason Aronsen)
Greenberg & Mitchell	<i>Object Relations in Psychoanalytic Theory</i>	(Harvard Univ Press)

Class Plan

Wk 1	<b>The Psychoanalytic Tradition</b>
Thurs. 9/24/20	
	In-class reading of Shedler: Efficacy of Psychodynamic Therapies
	In-class reading of Chap 6: <i>An Acquired Art</i>
	Organizing of Class Therapy Dyads--no friends
	Clock due next week; TALKS: frame, room, respect, punctuality
	Therapy Demo

Wk 2	<b>On Listening, Psychoanalytically</b>
Thurs. 10/1	
	In class: LaCoeur (in lecture): Soma, Image, Reverie
	Find the group (of 4-6) where you're neither therapist nor client.
	This will be your discussion pod all quarter.
	Therapy Demo

**Readings for Wk 2:**

*An Acquired Art*: Preface, Chapters 1-5

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Ogden, *Prim Edge*, Initial Meeting, ch. 7  
 Shedler, Efficacy of Psychodynamic Therapies (review)  
 Quatman/Winnicott, Mind in Relation to the Psyche-Soma, p.1-23  
 Portable battery-powered digital clock, brought to class

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Wk 3  
 Thurs. 10/8            **The Analytic Third**  
 In class: Rdg. *An Acquired Art*, Ch 8  
 Therapy Demo

**Readings for Wk 3:**

Quatman, *An Acquired Art*:\_ Chapters 6 & 7  
 Ogden, *Subjects*, The analytic third..., ch. 5, p. 61-95.  
 Ogden, *Conversations*, Reverie & Metaphor  
 Ogden, *Reverie & Interp*, Reverie and Interpretation, ch 6, p. 155

**Optional:**

Ogden, *Subjects*, Toward Intersubjective.../ch. 3, p. 33-48.  
 Ogden, *Subjects*, Winnicott's intersubjective S's  
 ch. 4, p. 49-60.

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Wk 4  
 Thurs. 10/15            **The Nature of Anxiety:**  
**The Psychic Positions**

**Readings for Wk 4:**

*An Acquired Art*:\_ Chapter 12            :  
 Autistic Contiguous *Primitive Edge*, Chs 1-4, p. 1-108  
 Paranoid/ Schizoid *Matrix*, Chs 1-5  
 Quatman/Winnicott, Primitive Emot Development, p. 24-50

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Wk 5  
 Thurs. 10/22            **Object Relations/ Transference**

**Readings for Wk 5:**

An Acquired Art: Chapter 9, 10  
 Horner, *Psychoanalytic OR Therapy*, p. 47-73  
 Ogden, *Matrix*, Ch 6: Concepts of Internal O.R  
 \* Scharff, B.Joseph, p. 412  
 Ogden, *Subjects*, Analyzing the Matrix of  
 Transference/Countertransference, Ch.8, p. 137-164

**Optional:**

Ogden, *Primitive Edge*, Timing Transference

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Interpretations, p. 184-187

Ogden, *Primitive Edge*, Transference/CT Implications, p. 133-137

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Wk 6  
Thurs. 10/29      **Countertransference,  
Projective Identification**

**Readings for Wk 6:**

*An Acquired Art:* Chapter 11

\* Sandler in Scharff: Countertransference and Role Responsiveness,  
Ogden, *Projective Identification*, chs. 1-5, p. 1-110.

Quatman/Winnicott, Hate in the Countertransference, p. 51-70.

Optional:

\* Kernberg in Scharff, Transference/CT in the Treatment  
of Borderline Patients, p. 471-476.

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Wk 7  
Thurs. 11/5      **Technique**

**Readings for Wk 7**

*An Acquired Art:* Revisit Chap 6

\* Horner, *Psychoan OR Ther:* p. 75-91

**The Frame**

**Use of interpretation**

**Use of language**

Ogden, *Reverie & Interp*, Privacy, Reverie and Technique,  
ch. 4, p. 105-133.

Ogden, *Reverie & Interp*, Use of Language in  
Psychoanalysis, ch 7, p. 201-231.

Quatman/Winnicott: The Aims of Psycho-analytical treatment, p. 160-169

Optional:

Ogden, *Subjects*, Ch 10, Questions of Analytic Theory and Practice,  
p. 183-202

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Wk 8                      **The Therapeutic Action of Psychotherapy**

Thurs. 11/12      **Readings for Wk 8**

*An Acquired Art:* Chapter 13

Ogden, *Rev&Int*, On the Art of Psychoanalysis, p. 1-20

\*Loewald, On the Therapeutic Action of Psychoanalysis.

Phillips, *Winnicott*, p. 1-61

Optional:

Ogden, *Rev&Int*, Analyzing Aliveness/Deadness, p. 21-64

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Wk 9

**Ogden & Winnicott**

Thurs. 11/19

**Readings for Wk 9**

Phillips, *Winnicott*, p. 62-126

\* Greenberg & Mitchell, The contriubs of Winnicott, Guntrip

Ogden, "Reading Winnicott"

\* Winnicott in Scharff: Theory of Parent-Infant  
Relationship, p 225

Quatman/Winnicott: Primary Maternal Preoccup, p. 117-132

Optional:

Quatman/Winnicott: Transitional Objects..., p. 71-96

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Wk 10

**Ogden & Winnicott**

Thurs. 12/3

**Readings for Wk 10**

Phillips, *Winnicott*, p. 127-152

Optional:

Winnicott: Metapsych & Clin Aspects of  
Regression, p. 295

Winnicott, Clinical Variations of Transference, p.295-299

Ogden, *Matrix*, On potential space

Quatman/Winnicott, Fear of Breakdown, p. 221-241

**Wrap-ups**

Final Clinical notebooks, papers due.

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**POLICY ON SELF-DISCLOSURE**

*As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self disclosure in our program.*

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of

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counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

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### **POLICY ON CLASSROOM USE OF COMMUNICATIVE DEVICES**

Emailing, texting, surfing the net, or tweeting is prohibited during class, except during the mid-class break. One full grade deduction will be applied for any unauthorized violations. The professor reserves the right to ask that a student not use a laptop in class.

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### **POLICY ON ABSENCES**

Full attendance is expected for all classes. One absence drops participation grade by 10%; two absences drop grade a full grade point; three absences will result in loss of credit for the course.

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### **ACADEMIC HONESTY**

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate

acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

see: <http://www.scu.edu/studentlife/resources/academicintegrity/>

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## **DISABILITY ACCOMMODATIONS PROCEDURE**

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities), as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with me about your accommodations during my office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after I have verification of your accommodations as approved by Disabilities Resources, and with sufficient lead time for me to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

In addition, the School of Education and Counseling Psychology has a Disabilities Support Team whose mission it is to provide supplemental support to students with disabilities. For any student who wishes supplementary support beyond the services of the University's Disabilities Resources Office, the School of Education and Counseling Psychology's Disabilities Support Services Team is available and may be contacted at the following web address: <http://www.scu.edu/studentlife/disabilities/>

In collaboration with the student, the Disabilities Support Services Team will develop an "Individual Student Learning Plan" designed to address the individual's need for accommodations based on his or her disabilities and in accordance with the Americans with Disabilities Act.

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