Introduction

I would like to welcome you as a research student in the Centre for Psychoanalytic Studies. I hope you will find your studies with us rewarding, and that you will make full use of the facilities available to you. Although the taught seminars are located in London, you will find it interesting and beneficial to come to the campus from time to time, especially for the Doctoral Student Research Forum and the Open Seminar series. It is a requirement to attend the summer Research Student Conference and the expectation is that you will present at least once during your studies.

This handbook contains information relevant to students on the Professional Doctorate Programme. It should be read in conjunction with the accompanying Post-Graduate Student Handbook which you should also receive at the beginning of term and is the main source of information on the Centre’s protocols for research students. You will also find further information on Centre staff, an outline calendar of Centre events including Open Seminar dates and the Research student summer conference, and guidelines on the University of Essex library. Please pay particular attention to the information on Supervisory Boards and Supervision arrangements, and the Assessment guidelines which are relevant for the coursework in Year 1 of the Professional Doctorate.

At your first meeting with your supervisor, you should explore whether you have any further training needs, necessary to complete your project, which are not already met by the taught programme of the Professional Doctorate. You should also be aware of the timetable of events and courses offered by the University’s Learning and Development programme, details of which are available on their web-page here: http://www.essex.ac.uk/ldev/research_students/research_skills.aspx

The University and the Centre make extensive use of the internet and of e-mail to communicate with you and to provide you with ready access to information you need for your studies. We expect you to keep up to date and to check your University e-mail frequently, at least once per week. We will assume that you have read messages e-mailed to you at any time during the academic year. We require that you have access to a good computer, for internet, e-mail, and, since we also expect you to submit written work in a highly finished form, for word processing, and finally for submitting your essays.

Please direct any queries regarding protocols on the Professional Doctorate to the Research Student administrator, Anne Snowling cpsasst@essex.ac.uk, the Programme Director and Advisor, Sue Kegerreis skeger@essex.ac.uk or to Kevin Lu klu@essex.ac.uk, the Director of Graduate Studies.

With good wishes for your studies,

Sue Kegerreis
Course Director

- Background
- The British Psychoanalytic Council (BPC)
- Council for Psychoanalysis and Jungian Analysis (CPJA)
- Association of Child Psychotherapists
- Degree Structure
- Time Commitment
- First Year Portfolio
- Assessment and Progression Procedures
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Background

The professional doctorate consists of two parts, a clinical training component followed by a research component. The clinical training component consists of the adult or child and adolescent psychotherapy training at any member institute of the BPC or CPJA. The research component offers a structured method of continuing professional development aimed at enhancing research skills and contributing to the development of the field with a research project and thesis. The combination of these two parts leads to a Doctorate in Psychoanalytic Psychotherapy, Psychodynamic Psychotherapy or Analytical Psychology.

All candidates will write a research thesis. The research for the thesis can be carried out in any area of psychoanalysis, psychotherapy or analytical psychology, subject to the availability of suitably qualified supervisors. Research in the context of a professional doctorate must be relevant to clinical practice. It should show either how the research derives from clinical practice or how it enhances clinical practice. In some cases, the nature of the research for a professional doctorate will be indistinguishable from research for a PhD, especially when the clinical process itself is not the source of data (for example, in conceptual, historical and outcome studies). In cases in which the clinical process itself generates the data, such as the use of one or a small number of detailed case reports or the use of psychodynamic observation and interviews, there are quite particular methodological issues unique to clinical research. In any event, the topping-up of a clinical training and the required clinical relevance distinguish the professional doctorate from a PhD. This course particularly aims to explore and develop research based on the process. Whatever form the thesis takes, its length is 40,000 words (approximately half that of a PhD thesis).

The programme comprises a taught module on research methodology, including seminars on using clinical work as data for research and more specific psychoanalytic research methods issues, workshops on research issues and a research thesis. The programme is based in London, at the University/Tavistock Academic Centre (usually known as the Belsize centre), 94 Belsize Lane, London NW3, unless other venues are announced.
Enquiries about the programme should be directed either to Anne Snowling, Research Student Administrator (cpsasst@essex.ac.uk; 01206 874554), Sue Kegerreis, Programme Director (skeger@essex.ac.uk) or to Dr Kevin Lu, Director of Graduate Studies klu@essex.ac.uk

The British Psychoanalytic Council (BPC)

The British Psychoanalytic Council (BPC) is a professional association for psychoanalytic psychotherapy. The organisation is itself made up of member organisations. These member institutions are training institutions, professional associations in their own right and accrediting bodies. Individual psychoanalytic psychotherapists are members of these organisations and are ‘registrants’ of the BPC. There are two forms of registration with the BPC and for the professional doctorate: Psychoanalytic Psychotherapy and Psychodynamic Psychotherapy. Members of the BPC who have a qualification in counselling or who have pursued more organisational trainings would not be eligible, as the training component would not have been fulfilled.

Council for Psychoanalysis and Jungian Analysis (CPJA)

The CPJA is a College of the UK Council for Psychotherapy and brings together 30 Organisational Members with an individual membership of over 1600 psychotherapists. It includes psychoanalysts, psychoanalytic and psychodynamic psychotherapists, Jungian analysts, Lacanian psychoanalysts, group analysts and analytic couple therapists.

Association of Child Psychotherapists (ACP)

The ACP is the main professional body for psychoanalytic child and adolescent psychotherapists in the UK.

Degree Structure

Components

The Doctorate programme leads to a Professional Doctorate in Psychoanalytic Psychotherapy, Analytical Psychology or Psychodynamic Psychotherapy awarded by the University of Essex, based on the following requirements:

1. A professional training in adult psychoanalytic or psychodynamic psychotherapy or Jungian analysis at any member organisation of the BPC, CPJA or ACP

2. A seminar series on psychoanalytic methodology

3. A seminar series on psychoanalytic research and research workshops on issues in psychoanalytic research

4. Attending the Research Student Conference

5. A thesis of 40,000 words

Outline of Doctorate programme structure and content

The research component of the doctorate programme will normally last three years and all teaching will take place on Fridays. There are two components in year 1 (‘Psychoanalytic Methodology’ and
Introduction to Psychoanalytic Research). Alongside, students will begin work on the research for their thesis. In Years 2 and 3 students will continue to attend the ‘Introduction to Psychoanalytic Research’ seminars, which will take the form more of a Research Workshop for students to present and discuss their work, and will complete their research and the thesis. Throughout the course, students will remain in individual supervision. **Candidates who can demonstrate their readiness may apply to submit their thesis after two years.** Students who wish to apply for early submission must request an additional supervisory board, which would meet after the fourth term of study, at which the likelihood of the candidate’s being ready for early submission will be assessed.

**Year 1**

**Psychoanalytic Methodology Seminars.** This module will cover major epistemological and methodological issues in doing clinical research from a psychoanalytic and Jungian perspective, and aims to teach a critical approach to the way in which psychoanalytic thinking generates knowledge, mainly from Freudian, Jungian and Kleinian/object relations perspectives. The module, which consists of a two-hour seminar every fortnight during the autumn and spring terms, will be taught by staff of the Centre for Psychoanalytic Studies and guest lecturers.

‘Introduction to Psychoanalytic Research’ seminars. This series will take place three times per term, alternating weeks with the ‘Psychoanalytic Methodology’ module, and will be taught by members of staff from the Centre for Psychoanalytic Studies. It comprises both practical research methods teaching and student presentations, and supplements the research methodology seminars. The aim is to facilitate the preparation of the thesis, and to introduce students to the fundamental aspects of undertaking a research project, including:

- developing a research question
- using databases and carrying out a literature review
- writing a research proposal
- ethics and informed consent
- on-going discussion of student projects

**Individual supervision.** Students will be allocated an individual supervisor. The supervisor will act as a tutor in the first instance, and, therefore, might change when the topic of the research is settled (no later than the start of the summer term of the 1st year). For professional doctorates in which research involves control of transference and counter-transference in the generation of data from the clinical process, it might be appropriate to consult an Associate Supervisor who is a member of the BPC, CPJA or ACP, and this would be done in consultation with the supervisor. In these cases, the Supervisor retains responsibility for the project, but the Associate Supervisor may be needed to monitor the clinical or observational process that generates the data. Such additional supervision would be at the discretion of the individual student, in consultation with the supervisor, and would need to be financed on a private basis. In cases of specialist knowledge areas, an associate academic supervisor or consultant from outside the University might also be brought in on the same basis.

**Short Course on Research Methods.** Students on the Professional Doctorate should also be aware that the Centre offers a short course on academic research skills for PhD students which will take place over three days from 23rd – 25th January 2017. Professional Doctorate students are encouraged to attend this course, and receive further details from Fiona Gillies. You should also be aware that the University’s Learning and Development Unit offers a number of day courses aimed at supporting the post-graduate research experience throughout the year. [http://www.essex.ac.uk/ldev/](http://www.essex.ac.uk/ldev/)

**Doctoral Student Research Forum**
Doctoral students are invited to a regular research forum, in which they present and discuss their work and research more broadly. You are warmly welcome, and encouraged, to attend these meetings, and to stay on to attend the Centre’s Open seminar Programme, at which invited speakers present papers. Both events will enrich your research experience. They take place on the same day, on the 4, 7, 10, 18, 21, 24 and 32 teaching week of each term. The forum is at 1:30pm-2:45pm and the open seminar is at 5:00pm -6:30pm, followed by informal discussion over drinks.

Conditions of progress in the first year.

- Students will be expected to have a coherent proposal prior to acceptance on the programme and will start work on more detailed planning of their research thesis from the beginning of the first year, in consultation with their supervisor.

- Students are expected to attend the Welcome Day which takes place at the Colchester campus on the Wednesday before the beginning of the academic year, at the beginning of October.

- Attendance on one day (minimum) of the Centre for Psychoanalytic Studies' Research Student Conference, which takes place at the Colchester campus on Thursday 1st and Friday 2nd June 2017 (to be confirmed), is a requirement of the course. Attendance for the full conference (usually at least another day and including the Annual Freud Memorial Lecture) is strongly recommended.

- Assessment of the taught component is based on two essays, the first essay (4000 words) is a review of the literature in the student’s chosen field of inquiry (deadline: Monday of the first week of the Spring term) and the second essay is a methodology paper, also 4,000 words (deadline: Monday of the first week of the Summer term). These two components should be coherent pieces of work, amenable to independent assessment, but it is expected that they will also provide the basis for two chapters of the research thesis. They make up the Research Portfolio for the first year of the course. In the summer term the essays will be graded according to taught post-graduate rules of assessment (see the Research handbook) and the grades will be confirmed by an examination board. These grades do not contribute to the final assessment for the doctorate, which is based solely on the thesis, but they must achieve a minimum pass (50%) as a condition for continuing in the programme. In the event that a student wishes to leave the programme after the first year, the grades contribute to the award of a Certificate in Psychoanalytic Psychotherapy, Analytical Psychology or Psychodynamic Psychotherapy.

- Assessment of the Research component is based on the research proposal, which has been expanded and revised during the first year. It will be discussed and assessed by a Supervisory Board consisting of the supervisor and normally two other members of staff, at least one of whom will be a psychoanalytic psychotherapist or analytical psychologist. The proposal should be no more than 5000 words, and represent a revision in the light of work done during the year, including the literature review and methodology paper). For details of the role and function of the Supervisory Board, see the Postgraduate Handbook.

- Research Students Progress Committee (RSPC) will recommend proceeding to the 2nd year, considering whether students have: a) passed both the written assignments; b) met the attendance requirements (see Post-Graduate Handbook), including attending the Research Student Conference; and c) shown satisfactory progress with the research proposal as assessed by the Supervisory Board.
Years 2 and 3

Work towards completion of the Research Thesis (not more than 40,000 words) will continue, supported throughout the years by:

- **Research workshops** will take place once a term during the second and third year of the course, taking the form more of a workshop that brings together students in joint problem solving activity.

- **Individual Supervision** - This will be the key method of learning and support.

- In the summer term of the second and third years, students will again present their work to a **supervisory board**. (Students who apply to be considered for early submission of their thesis will have an additional supervisory board at the end of the first term or beginning of the second term of their second year in order to consider their application).

Throughout their studies professional doctorate students are urged to take advantage of the research culture of the Centre as a whole and in particular are invited to attend and, especially in their second and third years, to present at the **Doctoral Student Research Forum**, which takes place at the Colchester campus three times a term (see relevant section of the accompanying Post-Graduate Student Handbook).

**Submission**

The thesis will be submitted no later than the last day of the summer term at the end of the third year, although extensions may be possible in certain circumstances in accordance with the University's regulations (see the Postgraduate Handbook). It will be assessed according to the procedures outlined in the University's regulations for doctorates. They include the appointment of an internal examiner and an external examiner, neither of whom will have been involved in the research. Members of the supervisory board can only act as an examiner after a one year gap at the time of submission. The examiners will conduct an oral examination. Although the written assignments for the Psychoanalytic Methodology course must be passed, and the passes confirmed by an examination board, they do not contribute to the final assessment for the award of the doctorate, which is based solely on the research thesis. (However, applicants who pass the methodology assignments but do not proceed to the thesis may be eligible for an exit award of a Certificate in Psychoanalytic Psychotherapy, Analytical Psychology or Psychodynamic Psychotherapy.

**Time Commitment**

The course will begin in October and registration will be part-time for three years (or, if approved, for two years). Depending on the student’s research experience, some applicants may be required to attend the Centre’s three-day post-graduate introduction to research methods in Essex.

Year 1 seminars will be take place on a **Friday morning** (see the syllabus) during the University terms, as will the Introduction to Psychoanalytic Research. Individual supervision will need to be negotiated with particular supervisors.

In Years 2 and 3 research workshops will take place on a **Friday morning** (see the syllabus).

Throughout all years, students will need to be able to find time to carry out their research and their own personal study, and it is strongly recommended that students allow a minimum of a day-and-a-half per week (including the half day on Friday). Students are required to visit the University at least once per academic year;
for the Centre for the Psychoanalytic Studies' Research Student Conference, usually held near the end of May/early June.

First Year Portfolio

Literature Review Essay

The Literature Review is an essay of 4,000 words, which you should think of as a draft section of the literature review for your thesis. You should also think of it as a step towards the expanded proposal (see below) and to the final thesis itself. It should be a critical literature review in your area of research, showing how your research will add to, or correct knowledge in your field. The ‘Introduction to Psychoanalytic Research’ seminars will provide an aid to thinking about how to approach your literature review. There will be a chance to discuss writing literature reviews in general, and the implications for your own project. Since the Literature Review and the Methodology essays are drafts of material which will be integral to the final thesis, you should feel free to discuss these assignments with your supervisor, as you would any other draft material for the thesis.

Methodology Essay

The methodology essays should be 4,000 words. As with the Literature Review, you should also think of it as a step towards the expanded proposal (see below) and to the final thesis itself. Likewise, you should make use of discussion in the ‘Introduction to Psychoanalytic Research’ seminars and with your supervisor to help shape the material for submission. It should address issues of methodology in general as well as how you might approach your specific research project.

Revised Proposal

In the summer term, you will submit an expanded version of their original research proposal (5000 words) to the Supervisory Board. Students should incorporate material from their Literature Review and Methodology papers into this revised version. While your essays are submitted to an examination board, just as would an essay in a taught post-graduate programme, your revised proposal is submitted to a supervisory board, just as would a piece of written work in a research degree programme. Supervisory boards have two functions: to monitor progress and to supplement the supervisor’s expertise and guidance. This first supervisory board decides whether to recommend to the Dean that you should progress into the research component or exit with a Certificate in Psychoanalytic Psychotherapy, Analytical Psychology or Psychodynamic Psychotherapy.

The format should be discussed with your supervisor, and should make use of ideas put forward in the ‘Introduction to Psychoanalytic Research’ seminars, but as a guideline, it might be structured as follows:

- Abstract
- Background
- Brief Critical Literature Review
- Conceptual Framework
- Research Question and/or Anticipated Hypothesis
- Brief Outline of Methods
- Ethical Issues
- Proposed Time-line (and chapter outline)
Rules of Assessment

1. Methodology course assignments must each be passed with a minimum grade of 50%. A pass in the methodology component acts as a gateway into the thesis research, but does not contribute to the final assessment for the award of the doctorate.

2. However, applicants who pass the methodology assignments but do not proceed to the thesis may be eligible for an exit award of a Certificate in Psychoanalytic Psychotherapy, Analytical Psychology or Psychodynamic Psychotherapy.

3. The Research Students Progress Committee (RSPC) will consider whether students have:
   a. Passed both essay assessments.
   b. Produced a research proposal approved by the supervisory board.

4. The thesis is assessed in accordance with the normal arrangements for a PhD. An internal and an external examiner are appointed and a viva is held.

5. More detailed rules of assessment applying to the taught course methodology assignments and the Postgraduate Certificate exit award are the same as those for Postgraduate Certificates generally. These can be found at: [http://www2.essex.ac.uk/academic/students/pgt/pgtrules_13.htm](http://www2.essex.ac.uk/academic/students/pgt/pgtrules_13.htm)

Assessment and Progression Procedures

1. The Board of Examiners meets once per year, normally at the end of June, to consider marks on the taught component written work, and related matters.

2. Research progress is assessed in the same way as for a PhD student. A Supervisory Board and Research Students Progress Committee will consider each student’s progress in each year of the scheme (see the relevant section of the accompanying Postgraduate Student Handbook for more details).

3. At the end of the minimum registration period, students may: a) submit their thesis; b) ask for an extension of the minimum period; c) ask to enter a completion period. The latter two options are recommended by the supervisory board to the Research Students Progress Committee and approved by the Dean of the Graduate School. To enter a completion period, students must have passed the coursework assessments and have written a substantially complete draft of their thesis (see the relevant section of the accompanying Post-Graduate Student Handbook for more details) and be able to submit within one year.

4. Examination of the thesis is the same as for a PhD (see the relevant section of the accompanying Postgraduate Student Handbook for more details).

5. Guidelines on Essay Word Length - The First-Year Taught Programme is assessed by two essays of 4000 words each. A margin of ± 10% will be allowed in both cases. Please note that marks will be deducted if the essay word length lies outside these margins:

   Between 10-20% - 3 marks deducted
   Between 20-30% - 8 marks deducted
Over 30% - a mark of zero

The word count is the total number of words it contains excluding the final reference list and any appendices (appendices must contain information only; for example, data, not interpretation). All other text must be included (quotations, footnotes, references in the text, tables etc.) You must supply a computer-generated word count, preferably printed at the beginning of the written work. (Please note that the word count generated by the OCS software is unreliable for these purposes as it includes the reference list). Written work outside these limits may be returned ungraded, or your grade could suffer from having written too little or too much, which could show insufficient preparation or understanding, or an insufficiently well-defined topic.
Course deadline policy

We have a single policy at the University of Essex for the late submission of coursework (essays). All coursework submitted after the deadline will receive a mark of zero. No extensions will be granted. A student submitting coursework late will have the University's and department's arrangements for late submission drawn to their attention. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline. More information about extenuating circumstances relating to late submission of coursework is available at: www.essex.ac.uk/dsh/latesubmission

All deadlines are published well in advance. Please note that at certain times of year several pieces of coursework may be due in at around the same time. This needs to be taken into account in planning and cannot be used to justify any difficulty with meeting deadlines.

Any coursework submitted after the deadline will be marked normally, but will be given a nominal grade of '0', pending the decision of the relevant committee. This will be either the late submission committee or the examination board depending on the amount of lateness involved. The committee or board's decision will be based on judgment as to the appropriateness of the extenuating circumstances described in a form submitted for their consideration, as described below.

If you experience extenuating circumstances immediately around the time of the deadline, which prevent you from submitting your work by the deadline, you should submit your late work along with a Late Submission of Coursework Form to your department within 7 days (including weekends and/or bank holidays) of the deadline date (provided model answers have not been released). Your Late Submission of Coursework Form will then be considered by the department's Late Submissions Committee.

If you experience a significant (longer term) extenuating circumstances that prevents you from submitting your work either by the deadline or within seven days of the deadline, you should submit an Extenuating Circumstances Form for the Board of Examiners to consider at the end of the year, which should clearly explain how your extenuating circumstances affected your ability to submit your work. For more details follow the following link Guidelines on Extenuating Circumstances. www.essex.ac.uk/dsh/extenuatingpg

Requests for dissertation extensions after the end of the taught programme must be sent to the Course Director or the Dean. Course Directors can grant up to a 4 week dissertation extension and for requests beyond 4 weeks, these should be requested on-line via ESF to the Dean. Extensions can only be given on unforeseen medical or severe personal grounds, and you should give a full-enough account and provide sufficient evidence to support the request. Workload or other foreseeable circumstances are not considered to be sufficient grounds. Plan your work and seek help early if you need it. No retrospective extensions will be granted.
Centre for Psychoanalytic Studies  
University of Essex

Professional Doctorate Programme

Doctorate in Psychoanalytic Psychotherapy / Analytical Psychology/Psychoanalytic Psychotherapy  
(D. Psych Psych / D. An Psych/ D.Psychodyn.Psych

FIRST YEAR CURRICULUM

PLEASE NOTE: Induction Day – Wednesday, 5th October 2016, at the University of Essex (all day).

PSYCHOANALYTIC METHODOLOGY SEMINARS

NOTE: Venue: University/Tavistock Academic Centre (usually known as the Belsize centre), 94 Belsize Lane, London NW3, at either 8:30am-10:30am or 10:30am-12:30pm (time is listed with the seminar topic)

Background text for this course, from which several chapters will also be assigned as required reading (you may want to buy this book, but it is also available in multiple copies in the library and as an on-line book), is


A background text on general research methods, which you will find very useful, is


Also helpful:


Readings

Readings are readily available, often on the PEPWeb or on-line resources held by the university library. Difficult to obtain materials will be placed in the ‘on-line resource bank’, under module PA990. You are expected to come to seminars ready to discuss the reading(s) for each seminar. ‘Background’ or ‘additional readings are sometimes listed to help you with further exploration of a topic at your discretion.

Course Philosophy

The course addresses a fundamental question: ‘What is the difference between clinical work and clinically relevant – or, more specifically, clinically-based – research?’ A related question is, ‘What is the difference between clinical evidence and research evidence?’ ‘How do these differences inform the sharing of
knowledge, whether in live presentation or in publication?’ It requires a shift in mind-set to begin, as a clinician, to think as a researcher, and the impact of such a shift should be to enhance clinical thinking, not to obstruct it.

As we consider methodology in the taught seminars and as you refine the formulation of your research question and your approach to it, we will come back repeatedly to these basic questions. We will begin with the idea of epistemology; that is, the idea that there are systematic ways of gaining knowledge, and the kind of knowledge depends on the systematic way we approach the process of gaining knowledge. When, for example, we speak of schools of thought or orientations, we are referring to differences in theoretical foundations and correlative practices: Freudian, Jungian, Object Relational, etc. What counts as the theoretical framework and evidence to guide both practice and research is likely to differ among orientations. Can they be brought together under any grounding idea, such as, for example, The Unconscious? What counts as evidence that could be recognized as evidence across orientations?

Autumn Term – Epistemology and The nature of ‘evidence’ in psychoanalysis and analytical psychology – 5 fortnightly seminars

1. **Causal Models, exemplifies by Freud (Karl Figlio)**

Freud as a scientist held to a causal model of the generation of symptoms: that they were produced by defences against unacceptable thoughts and associated emotions, defences that rendered the thoughts and emotions unconscious. To discover the defences and the unconscious content, and thereby to restore it to consciousness, would confirm the model in the relief of symptoms that would occur through the restoration of consciousness. The proof of the theory lay in therapeutic efficacy. To get to the truth removed the neurosis.

In his earliest work, Freud tried different techniques, including hypnosis, to remove defences against consciousness. The therapeutic and research method was based on Breuer’s concept of catharsis, which brought thought and emotion together in a reliving of a traumatic experience, and relieved the symptoms. Later, in his dream theory, he gathered detailed information as evidence of his hypothesis that ‘dreams are wish-fulfilments’. As Freud began to formulate his developmental psychology up to about 1920, especially with the case of Little Hans, he increasingly relied on the reconstruction of childhood trauma that was occasioned, not just by an event, but also by an unacceptable wish. Evidence of such trauma, either real or in fantasy, was then claimed as evidence for his developmental theory.

[Reading: S. Freud (1900) *Interpretation of Dreams*, Chapter 2 (PEPWeb)
S. Freud (1918) *The analysis of an infantile neurosis* (Wolfman), Chapter 8 (PEPWeb)]

**Background reading:** Freud and Breuer 1895 *Studies in Hysteria. Standard Edition*, vol. 2

2. **Epistemology and research methods (Chris Driver)**

Historically and currently research is influenced by the theories of knowledge, meaning and understanding (epistemology) of the researcher. Jung’s early experimental work on word association in the 1900s, leading to his theory of complexes, was based on the notion of psychology as a science. His methods evolved from empirical observation and inductive reasoning in his study of an in-patient of the Burgholzli Clinic and led to his ideas concerning schizophrenia and the compensatory function of the unconscious. Subsequently he began to employ comparative reference as a means of understanding material from the unconscious and in the early 1930s, Jung analysed a thousand or so dreams of a patient later identified as the Nobel-prize winning physicist Wolfgang Pauli, which Jung interpreted in the light of his knowledge of alchemy and mythology and
Pauli’s process of individuation. It is helpful to compare Jung’s approach to the manner in which Freud analysed dreams to consider how epistemology influences how clinical material is used as evidence. A key question is how does epistemology influence how we perceive and interpret clinical material? We also need to consider whether Jung’s evidence for the individuation process stands up?


Jung, C.G. (1936) Individual Dream Symbolism in Relation to Alchemy, in Collected Works, Volume 12 - read the Introduction and a selection of the dreams, eg Dreams 1 – 6 of the Initial Dream Series, and Dreams 6 -10, 23 and 54 -59 of the Mandala Dream Series. (multiple copies in library and also available as an on-line book)

3. **Klein’s methods (Karl Figlio)**
Melanie Klein developed her method of child analysis and justified it on the basis of its effectiveness. What was her method? Thinking about it epistemologically, what sort of model of psychic functioning was she developing? What was the role of observation (and what did she observe)? What did she discover; that is, did she begin with observations and develop them into theories (as in ‘grounded theory’)? Did she confirm her theories? Did she, like Freud, see research and therapy as part of the same process?

**Reading:** Klein, M.1932 The Psychoanalysis of Children, Chapters1 and 2. (PEPWeb)

Klein, M. (1925) A contribution to the psychogenesis of tics. In The Writings of Melanie Klein, vol. 1 (you should have easy access to this book; multiple copies in library; on-line resource bank)

4. **Psychoanalysis as science (Karl Figlio)**
Adolph Grunbaum’s critique of Freudian psychoanalysis aimed to demonstrate that psychoanalysis could not be considered to be either a hermeneutic method or a (proper) scientific method. He argued that in principle psychoanalysis could generate real scientific evidence but that the clinical method could not, since Freud had, for instance, relied on the concept of the negative therapeutic reaction when correct interpretations produced relapse of symptoms. Grunbaum argued that psychoanalytic theories had to be validated outside the clinic. How valid is this critique of the scientific basis of psychoanalysis, and what consequences does this have when we consider the basis for psychoanalytic, clinical research?

**Reading:**
Hinshelwood, R. D. (2013), chs. 4, 7, 9, 10

5. **What is a clinical fact? (Karl Figlio)**
In the light of various critiques of the psychoanalytic case study method, the whole question of ‘what is a clinical fact?’ has been critically re-assessed, both by those who want psychoanalysis to justify itself as a more ‘hermeneutic’ method and by those who wish to argue for the clinical method as a form of ‘scientific’ research. A lively symposium on the topic in 1994 produced several papers on objectivity in psychoanalysis and the concept of a clinical fact, one of which is the reading for this week’s seminar.
**Spring Term. Psychoanalytic methods of research: Clinical case studies, conceptual studies and observational methods**

The aim of this term is to apply some of the learning of Term 2 to some specific models of psychoanalytic research. Increasingly, claims for the truth of psychoanalysis have been drawn from non-psychoanalytic methods such as experimental infant psychology, drug-trial-type outcome studies, and neuroscience. Here we will examine some different models of evidence demonstrated in clinical case reports, conceptual research, psychoanalytic observation and interview studies.

1. **The analytic session as experiment (Karl Figlio)**

   Henry Ezriel developed an account of the psychoanalytic session as a here-and-now experiment in which predictions of a cause-effect type could be made: If an interpretation of the transference is given then there will be a shift in the transference towards the unconscious catastrophe.

   Hinshelwood combines a ‘semantic analysis’ and an empirical test of two defences: repression and splitting. He argues that conceptual precision is a precondition for identifying psychic mechanisms in observational material, and that one then can ‘see’ them in session records. One can gain further precision by clarifying and observing the difference between defences and in effect predict the appearance of a defence, thereby validating the theory of the defence.


   **Background reading:** Hinshelwood (2013), ch. 21.

2. **The case study and the hermeneutic debate (Chris Driver)**

   The hermeneutic method, which was touched on briefly in the previous seminar, emerged as a way of engaging with ‘meaning rather than causes’ (Hinshelwood, Ch.10) and has generated debate in relation to clinical work and the case study. Jung and Freud had different perspectives as to how clinical material could be understood and Jung moved from the scientificity of the word association test to become increasingly interested in myth and narrative, and a hermeneutic formulation of depth psychology. He specifically wished to identify links – between personal experience and ancestral themes (archetypes). This seminar will address the question: how successfully does an hermeneutic approach form evidence in relation to case study research.


**Further Reading**

Hinshelwood, R.D. (2013), ch 10

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3. **Conceptual research: hypothesis or new findings? (Chris Driver)**

Psychoanalysis and analytical psychology have developed many theoretical concepts but an important issue is how to formulate criteria in relation to clinical work so that the subjectivity of the analyst is kept to a minimum when an hypothesis is being researched. Conceptual research takes many forms but it is one of the primary ways in which the concepts in our profession have been developed. We had a brief introduction to this topic in Hinshelwood’s idea of ‘semantic analysis’. The paper by Leuzinger-Bohleber and Fischmann presents an overview of conceptual research and they describe what they identify as seven subtypes. From a Jungian perspective the paper by Dieckmann takes us through their process of conceptual research into countertransference through their use of concepts such as unconscious communication, archetypes and projective identification – but does this hold up as conceptual research and if so why? This seminar will consider conceptual research and how it can be used as a research paradigm in relation to clinical hypotheses.


**Further Reading**


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4. **Psychoanalytic observation (Karl Figlio)**

The psychoanalytic anxiety/defence model of the unconscious has become a useful method of understanding organisations and also for consultation work with organisational problems. This seminar will explore the value of such observational research as a psychoanalytic research methodology, which can sharpen our thinking about observation, both outside and inside the consulting room. It also illustrates the idea that observations are made within an observational frame or a field of observation


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5. **What Can We Learn (From the Single Session, From Different Experimental Approaches)? (Karl Figlio)**

In this seminar, we aim to look in detail at specific examples of work over a short period of time, in order to bring out the features of research arising from the clinical setting and process, and to differentiate it from the clinical understanding, clinical recording, clinical reporting and clinical evaluation of the same work. While we will
discuss some examples from the literature, we also want to reflect on your clinical work as the basis for your research, including the hypotheses, methods and imagined outcomes. So come prepared to discuss both.

Reading: Hinshelwood, chs. 21, 22, pp. 153-78.
FIRST YEAR CURRICULUM
INTRODUCTION TO PSYCHOANALYTIC RESEARCH

Seminar Leader: Jochem Willemsen

NOTE: Venue: All seminars will be at University/Tavistock Centre, Belsize Lane, London NW3.

Autumn Term
Seminar 1 – Aims of the researcher and the clinician: Conflicting or complementary?
   - Psychoanalytic research: starting from what we know and setting out what we want to learn
Seminar 2 – Generating a research idea and starting a literature search
   - Using databases
   - Searching for literature
   - Reading and critically evaluating papers
Seminar 3 – Developing a literature review

Spring Term
Seminar 4 – Developing a research question
Seminar 5 – Writing a research proposal
Seminar 6 – Ethical issues in research

Summer Term
Seminar 7 – Research methods
Seminar 8 – Research methods

NB:
Supervisory boards will take place in May or early June.

Thursday 1st June and Friday 2nd June 2017 is the Research Student Conference at the Centre for Psychoanalytic Studies, in Colchester, and all doctoral students are required to attend.

There is a Short Course on Research Methods, 23rd – 25th January 2017. Professional Doctorate students are encouraged to attend and should ask for further details from Anne Snowling.
2nd/3rd YEAR STUDENTS CURRICULUM
RESEARCH WORKSHOPS

Workshop Leader: Jochem Willemsen

NOTE: Venue: All workshops in the autumn and spring terms will be at University/Tavistock Academic Centre (usually known as the Belsize centre), 94 Belsize Lane, London NW3.

Autumn Term
4 November, 09:00am – 11:00am in the Committee Room

Spring Term
20 January, 09:00am – 11:00am in the Board Room

Summer Term
28 April, 09:00am – 11:00am in room SR10 (ground floor)

NB:
Supervisory boards will take place in May or early June.

Thursday 1st June and Friday 2nd June 2017 is the Research Student Conference at the Centre for Psychoanalytic Studies, in Colchester, and all doctoral students are required to attend.

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