



Department of Clinical Psychology

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PYC 7300 THE DREAM IN CLINICAL PRACTICE
1 Credit
COURSE SYLLABUS

April 1st and 2nd, 2017
Saturday and Sunday: 9:00 a.m. to 5:00 p.m.
Meets in West Wing

Course Description from the AUNE catalogue:

This weekend course explores the use of dream-states (night dreaming, day dreaming, reverie) in clinical work from a variety of perspectives. Cultural and historical attitudes about dreams, dreamers, and dream interpreters will be discussed. Issues of cultural difference and diversity are considered when talking about dreams. Empirical human and animal dream studies and contemporary cognitive and neuropsychological research will be reviewed. From a psychoanalytic view, we will consider dreams as diagnostic indicators of psychic structure and content, facilitators of deeper and more authentic communication, representations of unconscious perceptions, as objects of mutual exploration, as retreats and advances, as transference and countertransference indicators and communications, wish and defense configurations, personality developmental level, character style indicators, as well as serving as the "royal road to the unconscious". We will discuss different types of dreamers, dream interpreters, various forms of dream interpretations, and dreams as interpretations of life as experienced. In addition to night dreaming, the class will also discuss nightmares and night terrors, as well as the absence of remembered dreaming. Experiential learning will be emphasized and the class will explore the experience, function, and capacity of dreaming, day dreaming, and reverie in clinical waking states. Dreaming as a listening perspective will be emphasized.

Primary Competencies

Intervention

Individual and Cultural Diversity

Discipline-Specific Knowledge: Social, Developmental, Cognitive, Affective

Student Learning Objectives

1. Students will be able to consider a variety of approaches to dream research
2. Students will have an understanding of the cognitive and neuroscience research
3. Students will have a variety of approaches to dream interpretation
4. Students will be able to use their own dreaming processes in clinical work
5. Students will be able to consider cultural and historical dreams
6. Students will be able to use both manifest and latent dream content

Required Texts:

Blechner, M. J. (2001). *The dream frontier*. Hillsdale, NJ: The Analytic Press Inc., Publishers. ISBN: 0-88163-224-4

Freud, S. (1955). *The Interpretation of Dreams: The complete and definitive text*. J. Stachey (Ed. & Trans.). New York, NY: Avon Books. ISBN 13: 978-0-465-01977-9

Lansky, M. R. (Ed.). (1992). *Essential papers on dreams: origins to present*. New York, NY: New York University Press. ISBN:978-0-8147-5062-9

Suggested Texts:

Alston, T. M., Calogeras, R. C., Deserno, H. (Eds.). (1993). *Dream Reader: Psychoanalytic Articles on Dreams*. Madison, CT: International Universities Press, Inc. ISBN: 978-0823614523

Mendelsohn, R. M. (1990). *The manifest dream and its use in therapy*. Lanham, MD: Jason Aronson, Inc. ISBN: 978-0876687666

Ogden, T. (2001). *Conversations at the frontier of dreaming*. Lanham, MD: Jason Aronson, Inc. ISBN: 978-0765703125

Required Reading (prior to the weekend workshop):

Blechner, M. J. (2001). *The dream frontier*. Hillsdale, NJ: The Analytic Press Inc., Publishers. ISBN: 0-88163-224-4

Erikson, E. H. (1992). The dream specimen of psychoanalysis. In Lansky, M. R. (Ed.). *Essential papers on dreams: origins to present*. (pp.137-182). New York, NY: New York University Press. ISBN:978-0-8147-5062-9

- Freud, S. (1955). The method of interpreting dreams: An analysis of a specimen dream. *The Interpretation of Dreams: The complete and definitive text*. J. Stachey (Ed. & Trans.). (pp.121-146). New York, NY: Avon Books. ISBN 13: 978-0-465-01977-9
- Freud, S. (1955). The dream-work. *The Interpretation of Dreams: The complete and definitive text*. J. Stachey (Ed. & Trans.). (pp.295-512). New York, NY: Avon Books. ISBN 13: 978-0-465-01977-9
- Freud, S. (1955).The psychology of the dream-process. *The Interpretation of Dreams: The complete and definitive text*. J. Stachey (Ed. & Trans.). (pp.513-616). New York, NY: Avon Books. ISBN 13: 978-0-465-01977-9
- Greenson, R. R. (1992). The exceptional position of the dream in psychoanalytic practice. In Lansky, M. R. (Ed.). *Essential papers on dreams: origins to present*. (pp.83-110). New York, NY: New York University Press.ISBN:978-0-8147-5062-9
- Hobson, J. A. (1992). The brain as a dream machine: An activation-synthesis hypothesis of dreaming. In Lansky, M. R. (Ed.). *Essential papers on dreams: origins to present*. (pp.452-476). New York, NY: New York University Press.ISBN:978-0-8147-5062-9
- Lansky, M. R. (Ed.). (1992). *Essential papers on dreams: origins to present*. New York, NY: New York University Press. ISBN:978-0-8147-5062-9

Evaluation of Learning Outcomes:

- 1) Complete all required readings prior to the class.
- 2) Think about dreams, dreaming, and dream interpretation prior to attending the workshop. Write down your dreams. *Participants will be asked to bring in dream specimens from a variety of sources: literature, film and television, clients, as well as their own (most importantly).*
- 3) Class participation is a requirement. Your individual form and process of participation will not be predetermined by the instructor. It will, however, be more difficult for other people to know your thoughts and experiences if you do not talk. There will be some smaller group exercises in addition to the larger group discussions. This is not a lecture-based class (well, some of it is), so come prepared to listen in order to also communicate.
- 4) There will be several in-class writing assignments.
- 5) It is strongly suggested that you bring in dreams (your own; clients'; family members; friends; professional literature and case studies; from literature, movies, television, etc). It is also strongly suggested that you arrive with some clinical material and experiences in mind so that you can offer this for class discussion. If you have any process notes or taped or transcribed sessions (with or without dreams presented), please consider bringing them into class. We will not be evaluating you or your clinical work when using this material.

Schedule of the Weekend:

Saturday

9:00 Mindfulness exercise (basic training for in-class dream work). Oral reading of paper, *The Dream Residue*. Outline of the weekend and orientation to perspectives on clinical use of dreams.

10:00 Discussion of intergenerational approaches to dreams and to cultural/historical elements in dream structure, function, and content. Talk about our grandparents and our familial and cultural relationship to dreams.

Break

11:00 Freud and Interpretation of Dreams. Dreams in the topographical model (condensation, displacement, symbolization, issue of representation, day residue). Dreams in the structural model (nightmares, trauma, repetition, ego feeling, defenses, superego). Dreams and ego psychology. Erikson and analyzing Freud's specimen dream (Freud is the only psychoanalyst in history that did not have an analyst—so, somebody had to do it): considerations of form, structure, aesthetics (not so verbally based and paving the way for the analysis of the manifest content).

12:00 Lunch

1:00 Melanie Klein and dreams (paranoid schizoid, depressive position, part objects, manic defense, phantasy, doubling, symbolic equivalence—Hannah Segal)

 Wilfred Bion (container and contained, alpha functions and beta elements)

 Ronald Fairbairn (dreams as ego/object relations, endopsychic structure)

2:00 Self Psychology (Kohut) and dreams (self states, dreams as self object experiences, dreams and evidence of and function as self cohesion). Intersubjective theory and Relational theory.

Break

3:00 Cognitive and Neuropsychology and dreams (Bucci, Solms, Domhoff, Hobson). Multiple code theory, brain research, activation-synthesis.

4:00 Diagnosing with dreams: Character structure and organization of personality (Mendelsohn, Langs, Lippman). Social/Historical trauma and dreams (G. Fromm).

4:30 Dream enactment groups work on projects for Sunday

Sunday

9:00 Small groups continue work on dream enactments

10:00-12:00 Dream enactments (use of two way mirror) with interviews of the dream elements as well as the actors. Explore issues of feeling, interpretation, use of more than one mind in working with dreams

12:00 Lunch

1:00 Surrealism and dreams. Discussion of the history of early psychoanalysis and its relationship to the arts in France and in America (e.g., Lacan and Surrealists)

2:00 Surrealist “games”

3:00 Dreaming in clinical process (Ogden, Bion, Bollas). Clinical process examples and group dream process.

4:00 Review of the weekend and application of learning to clinical and personal examples.

Student Academic Support Services:

Support for Research & Audiovisual Services:

The **AUNE Library** offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian, Rachel Sperling, is available weekdays 9 - 4:30 and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: <http://www.antiochne.edu/library/>

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this page: <http://www.antiochne.edu/library/audiovisual-services/>

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: <https://antioch.illiad.oclc.org/illiad/logon.html>

Support for Writing and Presentations:

The **AUNE Writing Center**, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

- Support at the **AUNE Writing Center** is available in via face-to-face, phone, or Skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website, <http://www.antiochne.edu/writingcenter/>.
- For written feedback on writing, you can submit your work to the **Virtual Writing Center**, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC at <http://www.antioch.edu/vwc/> and you will receive a response in 24-48 hours.

Support for Students with Disabilities:

Office of Student Disability Services

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the semester as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the semester.

For more information, please contact Fran Ziperstein, Director of Student Disability Services at fziperstein@antioch.edu or leave a message at 603 283-2438. The Office for Student Disability Services is located across from conference room 1C.

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