Achieving Intersubjectivity and Promoting Change

Instructor: Jose’ Saporta, MD

Session I: Attunement, Responsiveness, and Repair

Erskine, R. G. (n.d.). Attunement and involvement: Therapeutic responses to relational needs. *Relational Patterns, Therapeutic Presence* (pp. 43-55). [Available as a Google Book or in the library: check reading folder or request from library@bpsi.org]


Session II: Attachment and Intersubjectivity


Session III: Facilitating Dialogue: Safety and Dialogical Approaches to Intersubjectivity


Session IV Facilitation Dialogue: Facilitative Comments


Session V: Facilitation Dialogue: Comments that Promote Exploration

Wachtel, P. (2011). Exploration not Interrogation. In Therapeutic Communication: Knowing What to Say When (Chapter 8). NY: Guilford Press. [Available in the library: check reading folder or request from library@bpsi.org]

Session VI: The Role of Affirming Strengths in Change

Wachtel, P. (2011). Building on the Patient’s Strengths, and, Affirmation and Change. In Therapeutic Communication: Knowing What to Say When (Chapters 9 & 10). NY: Guilford Press. [Available in the library: check reading folder or request from library@bpsi.org]

Session VII: Resolving Difficulties and Working Through & The Role of Interactional Freedom


Session VIII: A Dialogical Approach to Change

Saporta, J.A. (2016). Changing the Subject by addressing the other: Mikhail Bakhtin and psychoanalytic therapy. In D.M. Goodman & E.R. Severson (Eds.), The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis (pp. 209-231). NY: Routledge. [Available in the library: check reading folder or request from library@bpsi.org]

Session IX The Concept of Intersubjectivity


Session X: Intersubjective and Non-Intersubjective Forms or Relating


Benjamin, J. (2004). Beyond Doer and Done To: An Intersubjective View of Thirdness. The Psychoanalytic Quarterly, 73(1), 5-46. PEP Web Link
Learning Objectives:

1. Students will identify two primary relational needs that clients bring to psychotherapy and will describe how to address these needs in a manner that promotes change in the client.
2. Students will apply the main findings from attachment theory and research to discuss an attachment perspective on what promotes change in psychotherapy.
3. Students will explain how the therapist promotes safety in psychotherapy and explain how safety promotes change in psychotherapy.
4. Students will describe facilitative vs. accusatory forms of interpretation and give two examples of each as they might have occurred in their own clinical work.
5. Students will identify three forms of comments which promote exploration and change in psychotherapy.
6. Students will explain how affirming the client’s strengths in psychotherapy promotes change in the client.
7. Students will describe how interactions in psychotherapy foster and increase the client’s range of experience and promote change.
8. Students will explain the concept of positions in dialogue and how this concept explains change in psychotherapy.
9. Students will outline the central tenets of intersubjective theory and discuss how these apply to the conduct of psychotherapy.
10. Students will distinguish intersubjective and non-intersubjective forms of relating to others and will provide three examples of interventions in psychotherapy which promote intersubjective forms of relating.