Transference, Counter-Transference and their Relationship to Therapeutic Action in Psychoanalysis

ATP II, Spring 2019

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"... There is neither such a thing as reality nor a real relationship without transference. Any “real relationship” involves transfer of unconscious images to present day objects. In fact, present day objects are objects, and thus real, in the full sense of the word only to the extent that this transference ... is realized.

“Without ... transference – of the intensity of the unconscious, of the infantile ways of experiencing life that have no language and little organization, but the indestructability and power of the origins of life – to the preconscious and to the present day life and contemporary objects – without such transference, or to the extent to which transference miscarries, human life becomes sterile and an empty shell.”

Hans Leowald (1960)

Transference is a central concept in psychoanalytic psychotherapy. In this course, we will examine the concept of transference from its historical beginnings to its present elaborations. We will explore the usefulness of working with transference for understanding the past and helping to create therapeutic change in the present. We will look at different kinds of transferences and different ways of working with transference. We will also consider the relationship between transference and countertransference, touching on related concepts of projective identification, role responsiveness, enactment, the therapist’s use of reverie, and the question of therapist self-disclosure.

Throughout this course we will draw on clinical examples, from the literature and from our own work, to enrich and enliven our understanding. In Week 3, we will offer an initial presentation of a case to apply Freud’s ideas about transference. In subsequent sessions of the seminar we will reexamine clinical process material from this case using different clinical theoretical perspectives on transference.
As fundamental psychoanalytic concepts, transference and countertransference are closely tied to the question of what constitutes therapeutic action, that is, how do we best help our patients achieve growth and change? We will be examining the place of transference and countertransference and how they are used technically in multiple theoretical perspectives.

The class is also encouraged to bring in brief vignettes with these questions in mind: how do I recognize the presence of transference or countertransference in this material? What is its current character? How can this understanding be used to deepen the work?

**Syllabus**

**Week 1 - March 21 - Freud's discovery of Transference**


2) Freud, S. (1914). Remembering, repeating, and working through. *S. E. XII*, 147-156. [PEP Web Link](#)

**Main topic for discussion:** The first of these readings is Freud’s earliest concise description of the phenomenon of transference and the second elaborates his observations. Together they describe how Freud made the leap from transference as an impediment to teaching the patient about their neurosis to recognizing that the transference as a lived repetition of original experiences that created the patient’s disturbance that provides an essential element for understanding and transforming neurotic symptoms.

**Learning objective for this session:** At the conclusion of the session the participants will be able to describe the nature of transference as described by Freud, the origin of transference in early life, and the double aspect of transference as both an obstacle to change and a means to change.

**Week 2 - March 28 - Further development of Freud’s ideas about transference**


Main topic for discussion: These two readings, almost 30 years apart, bring a fuller description of transference as reflecting a “new edition” in the present of an original situation of conflict, providing the means to resolve forgotten trauma and repressed conflicts. The therapist must largely allow the transference the freedom to emerge unchallenged in the treatment, and with fullness of affect, to be gradually understood/interpreted with the patient.

Learning objective for this session: At the conclusion of the session the participants will be able to provide a detailed description of Freud’s understanding of transference (and more specifically transference neurosis) as a repetition within the treatment that is initially visible “in action,” but gradually can become understood as an emotionally charged “memory” leading to resolution of unconscious conflicts.

No Class - April 4 - Academic Lecture

Week 3 - April 11 - The central role of transference in ego psychology


Main topic for discussion: This paper offers a deepened understanding of the mental capacity to form transferences and specifically the *transference neurosis*, the required deep involvement of the therapist in the emergence of the transference neurosis, and thus the centrality of the countertransference. Bird further considers the tendency to focus on libidinal aspects of the transference at the expense of aggressive aspects that often appear in the form of seemingly intractable resistances. Bird, like Leowald, also draws a distinction between ‘ordinary’/automatic transference reactions, the transference neurosis, and reactions based in ‘reality’ – a distinction that continues to haunt and confuse.

Learning objective for this session: At the conclusion of the session the participants will be able to define ‘transference neurosis,’ conceptualized as distinct from the transference reactions characteristic of all human relationships, and be able to discuss the roots of the neurosis in early conflicts about both love and aggression.

Week 4 - April 18 - Self psychological views of transference and entering the patient’ experience


Main topic for discussion: Self-object transferences are concerned with the patient’s moment-to-moment self-experience. Persistent self-object transferences are established in response to deficits and developmental arrests rather than intrapsychic conflicts (though both may be evident in a treatment).

Learning objective for this session: At the conclusion of the session the participants will be able to describe self-object transferences in analytic and other relationships as well as different ways of working with these transferences and the related defenses.

Week 5 - April 25 - Countertransference as central concept and focus of controversy


Main topic for discussion: Our readings move away from viewing countertransference as “analyst’s blind spot,” and something to eradicate, to viewing countertransference as inevitable transferences of the analyst within the dyad arising both from the therapist’s internal world and in response to the patient. This perspective also brings attention to the “real” analyst as a source of patient’s phantasies and associations.

Learning objective for this session: At the conclusion of the session the participants will be able to describe a difference between old views on countertransference as a hindrance to psychoanalytic discourse and modern views of transference in the analyst – which, together with the patient’s transference, allows for the emergence of a combined dynamic unconscious.

Week 6 - May 2 - Other developmental perspectives on the capacity to form and use transference


Main topic for discussion: The central theme of this week's readings is how the patient experiences and uses the therapist developmentally (in contrast to predominantly as an interpreter) to achieve greater self-differentiation, relying on the therapist’s capacity to respond at the developmental and emotional level required by the patient.
Learning objective for this session: At the conclusion of the session the participants will be able to describe how a range of developmental needs may become evident within the transference/countertransference matrix at different times and discuss how the therapist can recognize and respond to these needs while maintaining the treatment frame.

Week 7 - May 9 - Neo-Kleinians


Main topic for discussion: Contemporary object relations theory posits that the analyst and the patient co-create a narrative based on a notion of a shared unconscious phantasy.

Learning objective for this session: At the conclusion of the session participants will be able to describe the concepts of projection/introjection as used within contemporary Kleinian theory and the creation of an intersubjective field, and will be able to apply these concepts to a clinical situation.

Week 8 - May 16 - Mutual contributions to the therapeutic process


Main topic for discussion: Analytic enactments are viewed as events occurring within the psychoanalytic dyad that both parties experience as being the consequence of behavior in the other. Analytic material emerges from interplay between the minds of patient and analyst. Analysts have different reactions to being their patients’ transference objects. The analyst’s relationship (transference) to analytic theory and to the larger culture may play a significant role in that reaction.

Learning objective for this session: At the conclusion of the session participants will be able to describe the evolving understanding of the concept of enactment from viewing it as “misbehavior” on the patient’s or analyst’s part to viewing it as inevitable co-creation of the analytic dyad, and will be able to describe the role played by self-analysis in modern psychoanalytic treatment.
Week 9 - May 23 - Transference and countertransference in work with patients who suffered early trauma


Optional but highly recommended:

Main topic for discussion: We will examine the impact of early trauma on a person’s defensive adaptations (e.g., dissociation, splitting, denial) and internal object relations and explore how these developmental disruptions become manifest in the transference/countertransference milieu of the therapy.

Learning objective for this session: At the conclusion of the session participants will be able to discuss the ways that transference and countertransference are altered when an individual has suffered early trauma that disrupts/distorts internalized object relations.

Week 10 - May 30 - Erotic Transference: how to understand and work with it

1) Freud, S. (1915). Observations on transference love. S. E., XII, 159-171. PEP Web Link


Main topic for discussion: What is Transference Love? Is Transference Love the same as “real” love? What is the role of seduction in psychoanalytic encounter? Our main topic for discussion is the origin of Erotized or Erotic Transference, the analyst’s potential contributions to its development, and ways of handling these difficult aspects of treatment.

Learning objective for this session: At the conclusion of the session the participants will be able to discuss vicissitudes of erotic transference/countertransference and the complex and variably erotized nature of the analytic relationship.
Further Optional Reading:


Canestri, J. (1993). A cry of fire: Some considerations on transference love. In E.S. Person (Ed.), *On Freud’s “observations on transference love”* (pp. 146-164). New Haven: Yale University Press. [Available in the library. Check the reading folder or request from library@bpsi.org.]


Ogden, T. (1994). Analyzing the matrix of the transference-countertransference. In Subjects of analysis. Northvale, NJ: Jason Aronson, Inc. [Available in the library. check the reading folder or request from library@bpsi.org.]


Tower, L. (1956). Countertransference. JAPA, 4, 224-255. PEP Web Link

Westen, D. & Gabbard, G. (2002). Developments in cognitive neuroscience II: Implications for theories of transference. JAPA, 50(1), 99-134. PEP Web Link

Whitebook, J. (2002). Slow magic: Psychoanalysis and “the disenchantment of the world.” JAPA, 50(4), 1197-1217. PEP Web Link