

Course Catalogue

2012-2013



Institute of
Contemporary Psychoanalysis

Weekday Program:

Instructor(s)	Course Name	Page No.
TBD	List of Core Courses and description	2-3
Lynda Chassler, PhD	The Understanding & Application of Winnicott to Clinical Practice	4
Robin Cohen, PhD	From Object Relations to Relational Thinking	5
Carola Kaplan, PhD, PsyD	Dissociation in Psychoanalysis and Literature	6
Carol Mayhew, PhD, PsyD	Clinical Case Conference on Cases Relating to Trauma and Dissociation	7
Sue Mendenhall, PsyD & Helen Ziskind, PsyD	Case Conference: Integrating the Findings of Infant Research into Psychoanalytic Treatment of Adults	8
Michael Pariser, PsyD	Emotional Understanding: Working with Affect	9
Peter Schou, PhD	Poetry, Metaphor, and Psychoanalytic Imagination	10
John Watkins, PhD, PsyD	Psychoanalysis & the New Sciences of the Brain	11

Weekend Program:

Weekend Program Class Dates and Schedule	12-16
--	-------

First Year Core Courses:

(This year is comprised of all core courses. All the first year core courses must be taken in order to take 2nd year courses or any other elective.)

Basic Concepts (15 weeks)

This is a 15 week course that forms the foundation for the study of contemporary psychoanalysis. We will introduce the basic concepts that have shaped the dialogue about the theory and practice of psychoanalysis over time. Through our readings, our class dialogue, and our study of theory and epistemology we will investigate the underpinnings of the following concepts: structure of mind, the unconscious, development, transference and countertransference, defense and resistance, intrapsychic and interpersonal experience, and subjectivity and intersubjectivity. The course format will entail readings, lectures, discussion, and critiques of these concepts and theories. We will also incorporate clinical examples and discussion to illuminate controversies in theory and technique.

Infant and Toddler Development (15 weeks)

This course covers a broad range of contemporary literature and research on infant/mother and toddler development as well as applications of this literature to the understanding of the psychoanalytic relationship and psychoanalytic treatment of adults. Readings include authors who are primarily infancy researchers, authors who are both researchers and psychoanalytic practitioners, and authors who have read and organized the research literature in order to apply it to the psychoanalytic treatment of adults.

Case Conference (15 weeks)

The first 8 weeks of this course consists of two Training Analysts presenting to candidates. The final 7 weeks is the Candidates Presenting section, in which each candidate presents a clinical case to the class.

Freud (15 weeks)

The two main goals of this course are (1) to read a broad sampling of Freud's work. To get to know the Herr Doctor as comprehensively as possible—both as a person and as a developing thinker and clinician; and (2) to sharpen critical reading skills: to make a relationship with the text, if you will, to hear what it has to say--both explicitly and between the lines—and to monitor your own affective and associational responses to it. Hint: Reading texts has a lot in common with doing therapy.

Second Year Core Courses:

(This year is comprised of all core courses and one elective opportunity.)

Contemporary Psychoanalytic Theories (30 weeks)**-Self Psychology (10 weeks)**

The purpose of this course is to introduce the basic concepts of Self Psychology, including their early development and the contemporary transformations they have undergone. It is also to explore the post-Kohutian perspectives that are impacting contemporary psychoanalysis and to illustrate their application to clinical work.

-Intersubjective Systems Theory (10 weeks)

The course discusses the role of Affects, the Realms of Unconsciousness, Transference/ Countertransference, Experiential Worlds and Perspectival Realism, Psychotic States, "Borderline" concept, and Trauma in Intersubjective Systems Theory (IST). It also compares IST with Relational Theory.

-Relational Theory (10 weeks)

The main purpose of this course is to instill a strong understanding of the spirit of the **Relational Tradition** as it was first conceived and generated in the United States. Early influential papers from this unique tradition as it first came together in New York City will be emphasized. This course will also include current perspectives as they continue to evolve within the Relational Tradition throughout the world, and here at ICP.

Object Relations (15 weeks)

This course will compare and integrate the nature of the object, its origins and qualities, in the context of the

formulations of different theorists with a focus on their clinical applications.

Third Year Core Course

(This year is comprised of all electives and one core course.)

Boundary Dilemmas (to be taken any time after the second year)

This course is established to educate candidates on the importance of establishing a psychoanalytic framework that creates a safe environment for both patient and analyst. The utilization of a secure boundary prevents ethical violations and enables the patient to develop trust in the analytic process that allows for psychological development.

Fourth Year Core Course:

(This year is comprised of all electives and one core course.)

Theory of Everything

This class will process your years of analytic training and will allow you the opportunity to explore and reflect upon the different theories presented here at ICP. You will have a chance to discuss the wealth of ideas you have discovered. We will grapple with theories you find helpful and how you integrate them into your work.

The Understanding & Application of Winnicott to Clinical Practice**Instructor: Lynda Chassler, Ph.D., BCD**

Inspired by his work as a pediatrician, D.W. Winnicott (1896-1971) wrote about theoretical and clinical ideas on the subject of universal human concerns, attachment and separation, love and loss that expands psychoanalytic thought. He contributed fundamental papers on the development of the self in connection with the earliest mother-infant relationship and applied these ideas concerning the vital importance of the “environmental mother” for the “maturational process” to the relationship between analyst and patient. Using Winnicott’s accounts of his clinical work and writings of other authors on his concepts and clinical skill, we will apply Winnicott’s thinking on normal development and psychoanalytic technique to our own clinical work with patients.

COURSE OBJECTIVES

1. This course will review and expand the critical ideas of Winnicott in a clear, concise, and useful way to enrich the students understanding of his key concepts.
2. The originality of Winnicott’s ideas and how they apply to treatment will be discussed. We will study selected papers by various psychoanalytic authors that focus on Winnicott’s clinical theory and technique (see references), as well as clinical material provided by the instructor and seminar participants.
3. We will study the accounts given by two of Winnicott’s own patients of their analyses with him: Margaret Little and Harry Guntrip.
4. We will read and discuss “Holding and Interpretation: Fragment of an Analysis” which documents Winnicott’s therapeutic care of a gifted professional man who had a psychotic breakdown with acute depression, but who recovered with analysis and hospital care.

From Object Relations to Relational Thinking

Instructor: Robin S. Cohen, PhD

COURSE DESCRIPTION

Current contemporary relational theory has been influenced by object-relations thinking in fundamental ways. We will examine the formation and development of the middle group and look at the central ideas that have created and permeated current thinking.

COURSE OBJECTIVES

We will look most deeply at the work of Winnicott, Fairbairn and Guntrip, and the direct contributions their work has made to Benjamin, Bollas, Ghent and Bromberg. The areas that have been most significantly impacted by the middle school are:

1. the use of the analyst's subjectivity/countertransference in the therapeutic milieu (Bollas, Bromberg)
2. current thinking about trauma and dissociation (Bromberg)
3. the intersection of subjectivity and intersubjectivity (Benjamin's work)
4. the intersection of "fantasy" and "reality" (all of the above)
5. *feminist thinking about the maternal subject/object (Benjamin and others)

This course is an important one because of the paucity of courses offered at ICP that go beyond the required Object-Relations and Relational core courses.

Dissociation in Psychoanalysis and Literature

Instructor: Carola Kaplan, Ph.D., Psy.D.

COURSE DESCRIPTION

This course examines the causes, characteristics, and therapeutic implications of pathological dissociation; considers enactments in the clinical setting as deriving from dissociation; and explores the mutative potential of enactment in both a therapeutic setting and a literary context. In relationship to dissociation, the class will also consider the concepts of self-states, particularly “me” and “not-me” self- states; “small t” trauma; traumatic temporality; and traumatic spatiality. Readings include essays on dissociation, trauma, and enactment by leading relational psychoanalysts, including Donnel Stern, Robert Stolorow, and most especially Philip M. Bromberg; as well as modern and contemporary short stories containing fictional examples of dissociation.

COURSE OBJECTIVES

1. Recognize pathological dissociation in literature and in clinical practice, and distinguish adaptive from pathological dissociation.
2. Utilize enactments resulting from dissociation to advance clinical work.
3. Compare and contrast the characteristics of pathological dissociation as treated in psychoanalytic practice and in fictional works.

Clinical Case Conference on Cases Relating to Trauma and Dissociation

Instructor: Carol Mayhew, Ph.D., Psy.D.

COURSE GOALS

The goals of this course are to provide a richer understanding of the manifestations of trauma and dissociation as they unfold in the clinical hour. Participants will increase their understanding of the emotional meanings associated with individual traumatic experiences and be able to identify the presence of these meanings in transference and countertransference configurations. Participants will also improve their understanding of dissociative phenomena and extend their knowledge of treatment considerations in connection with dissociative states.

COURSE OBJECTIVES

1. Participants will be able to list and describe at least three ways a patient's traumatic experiences affect his or her experiences of self and relationships with others.
2. Participants will be able to identify at least three basic elements of trauma treatment.
3. Participants will be able to identify different manifestations of dissociation and describe ways to treat dissociation.

Case Conference: Integrating the Findings of Infant Research into Psychoanalytic Treatment of Adults

Instructors: Susan Mendenhall, Psy.D., and Helen Ziskind, Psy.D.

COURSE DESCRIPTION

Both micro-analytic infant research and attachment research have had a profound impact on our ways of working psychoanalytically with our adult patients. This course will focus specifically on the ways the findings of micro-analytic infant research can influence and enhance our clinical work. Recent articles by authors who are exploring this terrain will be used as a basis for discussion of cases.

COURSE OBJECTIVES

1. Candidates will be able to describe two ways that this course has changed their clinical work with adult patients.
2. Candidates will be able to summarize two ways that infant research has influenced psychoanalytic technique.
3. Candidates will be able to critique descriptions of clinical work based on the findings of infant research.

Emotional Understanding: Working with Affect

Instructor: Michael Pariser, Psy.D., Psy.D.

COURSE DESCRIPTION

Overcoming Freud's early formulations that relegated emotional life to the status of psychopathology, recent theorists have repositioned affect at the center of the entire therapeutic endeavor. It is now understood as the prima materia of the analytic process, and more and more literature is devoted to understanding how affect emerges in treatment and how it impacts the life of the patient. This course is designed to provide a basic understanding of emotions and complex affect states, as well as the complex ways in which the emotions of analyst and patient interact with and augment each other. It will help enable the student to track emotions as they arise and recede in the transference relationship, and to help the patient to experience, identify, communicate, tolerate, and integrate his formerly unbearable and dangerous affect states.

COURSE OBJECTIVES

1. To provide a basic understanding of emotions and complex affect states. To be able to identify the physical, mental, and relational aspects of emotional life as it manifests in life and in the clinical setting.
2. To better understand the complex ways in which the emotions of analyst and patient interact with and augment each other.
3. To be able to track emotions as they arise and recede in the transference relationship, along with the various protective strategies used to avoid those emotions felt to be unbearable or dangerous.
4. To understand the relationship between affect and context.

Poetry, Metaphor, and Psychoanalytic Imagination

Instructor: Peter Schou, Ph.D.

COURSE DESCRIPTION

In a recent interview on NPR, the American poet Peter Gizzi says that poetry for him is most fundamentally about listening. This course is based on the idea that reading and listening to poetry can teach us about the process of listening to our patients and our use of metaphor and imagination in understanding what they tell us. We will read a number of poems and discuss the experience of making sense of them as a way of exploring the process of listening to and making sense of what patients tell us and what we tell them in response.

In each class we will read and discuss three or four poems that touch on areas of particular interest to clinical work, such as memory, loss, mind/body, metaphor and the relationship between verbal and non-verbal domains. We will review articles from the psychoanalytic literature that address specifically the relationship between poetry and psychoanalysis and the experience of reading poetry.

Psychoanalysis and poetry share the challenge of putting words to experiences that seem to fall outside what can be verbalized. Both endeavors involve the creative use of imagination to meet that challenge. Using the shared experience of the selected poems, we will review readings that address the larger issues of metaphor and imagination and their use in clinical work.

No particular background in poetry or literature is required to participate in the course. The selected poems are mostly by historically recent poets and some of them may seem “difficult” at first glance. The emphasis will be on what each poem does or does not do for us, without any preconceived notions of what a particular poem is about. The course does not have a clinical focus, but the use of clinical experiences and vignettes will be an important component of the course.

COURSE OBJECTIVES

1. This course is designed to demonstrate the usefulness of reading and listening to poetry as a means of investigating the clinical listening process.
2. This course is designed to demonstrate the clinician’s use of imagination and metaphor in understanding and responding to clinical material.
3. This course is designed to expand the clinician’s awareness of the metaphorical aspects of psychoanalytic theories.

Psychoanalysis and the New Sciences of the Brain**Instructor: John M. Watkins, Ph.D.****COURSE DESCRIPTION**

This course will review historical and contemporary attempts to bridge psychoanalysis and neuroscience, beginning with the early foundations of neurology in Freud's theory, and extending to modern theories including those of Allan Schore, Mark Solms, Joseph Palombo, and Daniel Stern. The course will focus on three key concepts: empathy, memory, and sense of self. The collapse of Freud's attempt to bridge neurology and psychology left a legacy of dualism that remains with psychoanalysis and much of psychology today—a dualism that was absent from Freud's earlier neuropsychological work. Spanning Freud's neuropsychological and psychoanalytic theories is a methodology based on the detailed analysis of single or small series case reports; a method that remains at the heart of many critical historical shifts in both psychoanalysis and neuropsychology. Intrinsic to this method is an effort to make sense of individual experience. This seminar explores the issues and problems inherent in bridging psychoanalysis and neuroscience by examining single case reports, together with supporting theoretical articles, derived from the work of theorists who have been active in attempts to bridge psychoanalysis and neuroscience. In addition, several recent works by neuroscientists that examine empathy, memory, and sense of self will be examined. What, if anything, do neuroscience concepts contribute to psychoanalytic case formulation? Is the reductionism implicit in neurobiological theories fundamentally at odds with the experiential foundations of self psychology and intersubjective theory?

COURSE OBJECTIVES

1. Review historical and contemporary theories bridging psychoanalysis and neuroscience.
2. Review case studies from the published literature and as presented by seminar participants that encompass issues that span both neurobiology and psychoanalysis.
3. Provide a conceptual framework for examining the relevance of psychoanalysis for the treatment of individuals traditionally managed within a neurological or medical framework.

**Weekend Program Schedule
2012-2013**

Classes meet on	Friday:	8:30 a.m. – 11:00 a.m.
		11:30 a.m. – 2:00 p.m.
		2:30 p.m. – 5:00 p.m.
	Saturday:	8:30 a.m. – 11:00 a.m.
		11:30 a.m. – 2:00 p.m.
		2:30 p.m. – 5:00 p.m.
	Sunday:	8:30 a.m. – 11:00 a.m.
		11:30 a.m. – 2:00 p.m.

Fall:

1. September 21 – 23, 2012
2. October 26 – 28, 2012
3. November 30 – December 2, 2012

Spring:

4. January 25 – 27, 2013
5. April 5 – 7, 2013
6. May 24 – 26, 2013

FIRST YEAR COURSES

Friday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Observed Infant and Toddler Development	Carol Mayhew, Ph.D., Psy.D. and Susan Mendenhall, Psy.D., M.S.W.
11:30 a.m. – 2:00 p.m.	Basic Concepts	Robin Cohen, Ph.D. & Leonard Bearne, Psy.D., M.F.T.
2:30 p.m. – 5:00 p.m.	Freud	Joye Weisel-Barth, Ph.D., Psy.D. and Lynne Oliva, Psy.D., M.F.T.

Saturday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Observed Infant and Toddler Development	Carol Mayhew, Ph.D., Psy.D. and Susan Mendenhall, Psy.D., M.S.W.
11:30 a.m. – 2:00 p.m.	Basic Concepts	Robin Cohen, Ph.D. & Leonard Bearne, Psy.D., M.F.T.
2:30 p.m. – 5:00 p.m.	*Case Conference (Training Analysts Presenting) (Candidates Presenting)	Nancy Goldman, Psy.D., M.F.T. & Peter Radestock, LL.B, Psy.D., Ph.D. Gordon Berger, Ph.D.& Leslie Maxson, Ph.D., Psy.D.

Sunday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Freud	Joye Weisel-Barth, Ph.D., Psy.D.
11:30 a.m. – 2:00 p.m.	*Case Conference (Training Analysts Presenting) (Candidates Presenting)	Nancy Goldman, Psy.D., M.F.T. & Peter Radestock, LL.B, Psy.D., Ph.D. Gordon Berger, Ph.D.& Leslie Maxson, Ph.D., Psy.D.

**** The Fall semester of Clinical Case Conference will entail the Analysts Presenting section. The Spring semester of Clinical Case conference will entail the Candidates Presenting section.***

SECOND YEAR COURSES

Friday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Relational Psychoanalytic Theory	Elaine Silberman, Ph.D., Psy.D.
11:30 a.m. – 2:00 p.m.	Introduction to Object Relations	Lynda Chassler, Ph.D.
2:30 p.m. – 5:00 p.m.	Self Psychology	Estelle Shane, Ph.D. & Kati Breckenridge, Ph.D.

Saturday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Introduction to Object Relations	Lynda Chassler, Ph.D.
11:30 a.m. – 2:00 p.m.	Relational Psychoanalytic Theory	Elaine Silberman, Ph.D., Psy.D.
2:30 p.m. – 5:00 p.m.	Intersubjective Systems Theory	Peter Maduro, J.D., Psy.D., Psy.D.

Sunday Schedule for Fall & Spring

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Self Psychology	Estelle Shane, Ph.D. & Kati Breckenridge, Ph.D.
11:30 a.m. – 2:00 p.m.	Intersubjective Systems	Peter Maduro, J.D., Psy.D., Psy.D.

FOURTH YEAR COURSES

Friday Schedule for Fall:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Advanced Relational Theory	Leslie Maxson, Ph.D., Psy.D.
11:30 a.m. – 2:00 p.m.	Advanced Relational Theory	Leslie Maxson, Ph.D., Psy.D.
2:30 p.m. – 5:00 p.m.	Learning from each other: Conversations between Gestalt Therapy and Psychoanalysis	Lynne Jacobs, Ph.D.

Friday Schedule for Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Final Integrative Class – Theory of Everything (TOE)	Gil Spielberg, Ph.D.
11:30 a.m. – 2:00 p.m.	Final Integrative Class – Theory of Everything (TOE)	Gil Spielberg, Ph.D.
2:30 p.m. – 5:00 p.m.	TBD	Peter Maduro, J.D, Psy.D., Psy.D.

Saturday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Distant Voices: Contemporary Thinkers Across America	Michael Pariser, Psy.D., Psy.D.
11:30 a.m. – 2:00 p.m.	Neuroscience and Psychoanalysis: What the Study of Brains Teaches us about Affect, Cognition, and Mental Process	Joye Weisel-Barth, Ph.D., Psy.D.
2:30 p.m. – 5:00 p.m.	Intersubjective Systems Perspective and Relational Perspective: A Conversation about differences in Theory and Clinical Practice	Estelle Shane, Ph.D. & Ilene Philipson, Ph.D., Psy.D.

FOURTH YEAR COURSES (Continued)

Sunday Schedule for Fall & Spring:

Class Time	Course Name	Instructor (s)
8:30 a.m. – 11:00 a.m.	Listening to Patients - Therapeutic Action	Sandy Shapiro, M.D.
11:30 a.m. – 2:00 p.m.	Trauma & Dissociation, Part II	Carol Mayhew, Ph.D.