

ATTACHMENT TO SECTION 21 COPY OF CATALOG

THE ACADEMIC TRAINING PROGRAM

The academic year includes 32 weeks of course meetings divided into quarters of eight-weeks. Classes are held on Tuesday evenings (7:30-9:00) and Wednesday mornings (8:30-11:45), as well as one required weekend per year and four elective weekends over the four years. Each week on Wednesday after the coursework, there is a one-hour required candidate meeting.

CURRICULUM SUMMARY

The newly revised curriculum (June, 2010) created a new, rigorous core curriculum while allowing more flexibility and individualized learning. More inclusive categories were generated in place of the previous categories of theory, technique, development and psychopathology. The three new designations/axes include:

Conceptual core: These courses include the major theoretical trajectories and critical junctures in the history of psychoanalysis. The proposed curriculum reflects an effort to introduce the different theoretical strands within psychoanalysis by the end of the third year. The order in which classes are offered doesn't reflect a ranking of importance but is rather a reflection of the complexity of offering multiple languages within psychoanalytic thinking. The goal is to help the candidates develop a critical engagement with thinking analytically.

Clinical core: These courses address two clinical areas: 1) the analytic process, phases and dynamic vicissitudes; 2) psychic structure and development.

Experiential core: These courses promote the internal capacities of the candidates to do analytic work and function in a group.

TRAINING MODULES

1. Weekly Course Seminars

The theoretical part of PINC training takes place in weekly seminars. Dependent on the individual style of each faculty member, the seminars are a combination of lecture and dialogue format. Many candidates enter training with substantial backgrounds in a particular area of study. The dialogue that develops in these seminars offers the candidate an opportunity to be exposed to both the expertise of the faculty member as well as his/her own group of colleagues.

2. Case Conference

Continuous case seminar is an integral part of the training program. Candidates examine the integration and application of theory and technique by presenting and discussing case material with a wide range of variables including age, gender, ethnicity, and level of psychopathology. (See Guidelines below.)

3. Group Process

PINC has a commitment to a democratic process throughout the training and graduate experience. Candidates serve as full members on all standing committees. Because of this involvement in the life and decisions of the Institute as well as to make the learning environment a more enriching experience, PINC has implemented a group process experience in each year of candidate training. (Similar modules are being considered and developed for the graduates.) The group process training begins in the 8-week Analytic Identity course where candidates spend a considerable amount of time getting to know one

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another and PINC. In the Fall there is a half-day Group Process meeting and in the spring quarter of each year of training, in place of Case Conference, there is an eight-week group process. These Group Process meetings are lead by the same two faculty consultants over the four years of training. Second year candidates also have a weekend seminar that focuses on theories of group process. The Curriculum committee believes that such immersion in group process prepares candidates for full participation in the Institute. It also offers candidates training for the creative extension of psychoanalytic thinking in organizational life outside of PINC.

The PINC Curriculum has been organized into a series of thematic clusters. The faculty teaching in each cluster will meet in advance of the academic year and report back to the curriculum committee regarding the organization and status of the classes in the cluster. Initially, the curriculum committee and task force chairs will designate a convener, who is a member of the Curriculum Committee, for each cluster and the group shall be made up of the current teacher as well as the just previous teachers of the included courses. Each cluster will decide on the structure of the group, the frequency of meetings, the composition of the group beyond what has already been described and needs of the cluster. The convener may or may not be the Chair of the cluster but will be the liaison of the group to the Curriculum Committee. As a means of creating productive clusters, we recommend an annual review and report to the Curriculum Committee at the end of the academic year. The title and description of each cluster is listed below along with the individual classes that are included in the cluster.

Freud I- IV: The Critical Junctures

Freud I: Early Psychoanalysis: From Trauma to Seduction to Phantasy

Freud II: Principles of Unconscious Life: Structures, Drives and Desire

Freud III: Freud's Late Models: Death, Anxiety and the Splitting of the Ego

Freud IV: Fundamentals of Freudian Technique: Transference, Resistance and Repetition
Critical Psychoanalytic Junctures: Mapping Psychoanalysis

Infancy and Psychoanalytic Developmental Thinking

A course on infancy will introduce seminal concepts about infantile experience and its impact on development and the analytic relationship. The course will approach infancy from the perspective of its function in psychoanalytic theory, the clinical implications of the models of infancy, and the attempts to observe and describe the phenomenological experiences of infants and those in relation to them.

Psychoanalytic developmental theory has played a special role in the theory and history of the field. At its best, it synthesizes the traditional analytic interest in the phantasmatic and reconstructive mental processes with attention to what can actually be observed; this second emphasis emerges from the interest in actual developmental processes and especially, actual children (in contrast to the genetic perspective originally introduced by Freud).

Along similar lines, the developmental approach to analytic process has generally been associated with various metaphors of analytic dyads similar to parent-child relationships in quite varied forms. A course in this area would examine the basic assumptions and approaches of developmental models, trace them in different analytic schools, and consider their clinical implications.

Klein, Bion and the Contemporary Kleinians

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Seminars will start with the classic works of Melanie Klein introducing such key concepts as unconscious phantasy, internal objects, and the paranoid-schizoid and depressive positions, manic defenses, envy, gratitude, projective identification and Oedipus Complex. The study of Bion's major theoretical ideas follows: theory of thinking including the alpha function, container/contained, psychosis, transformations and the analytic field. The third seminar will focus on more recent clinical and theoretical developments integrating Klein's and Bion's ideas in the work of Segal, Joseph, Britton, Feldman, Steiner and others.

Winnicott, Independent Tradition

This cluster will address the writings of Winnicott and those in the Middle School.

The Intersubjectivities I & II: Self Psychology, Interpersonal Theory, Relational Theory

Current emphasis on intersubjectivity in psychoanalysis has arisen from the coming together of increasingly converging groups – each of which broke from traditional psychoanalysis by emphasizing the interaction between analyst and patient, and revising notions of interpretation, defense and objectivity. This 16-week class will be devoted to three significant psychoanalytic groups: interpersonal psychoanalysis, self psychology and relational psychoanalysis. The final week will be devoted to synthesizing and comparing the three schools, which have become increasingly one broad relational movement in the past decade.

Psychic Organization I, II and III (Psychosis, Narcissism, Perversions, Neurosis); Oedipus, The Body in Psychoanalysis

Psychoanalysts have theorized ways in which the mind becomes organized and structured. Constructs such as psychic structure, psychic organization and psychopathology have been developed to describe the relative stability, flexibility and rigidity of these levels of organization.

This series of courses examines the constructs critically, evaluating them clinically and theoretically. The series starts with a critical look at Oedipus, followed by a series of 24 weeks (broken into three 8 week quarters over the four years) moving from the most “primitive” (psychotic) to the most adaptive.

A class on the Body in Psychoanalysis will take up the core psychoanalytic understandings of the role of the body as site of psychic conversion, defense and evasion on the one hand, and site of ongoing psychic functions and growth on the other. The course will also address questions of technique in work with somatic experience.

Psyche and Society I and II: Psyche and Society, Gender and Sexualities, and Lacan

Psychoanalysis is rooted in a rich tradition in which the relationship between psychic and social life has been the subject of considerable probing. In this cluster, we revisit this tradition by examining the dialogue between critical social theory and psychoanalysis. We will study ways in which the splitting of psyche and society into separate domains may serve to reinforce prevailing sociopolitical realities, as well as facilitate the internalization of social realities in terms of individual pathology. We take up questions of how subjectivity is shaped by its relation to issues of class, race and the social order, and examine the ideological underpinnings of social unconsciousness. As such, the cluster presents an interweaving of the strands of history, culture, race, class, gender and sexuality as they emerge into the fabric of psychic life and the multiplicities of self- experience. Sixteen weeks will be devoted to this subject matter, broken into two segments. The course will be grounded in clinical case material, which will provide the raw material for interweaving in conjunction with readings.

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An eight-week seminar will be devoted to Jacques Lacan's work. In addition to psychoanalysis, Lacan's work has widely influenced cultural theory (politics, film, art) as well as offering important contributions to the topics of sexual differences, gender, and feminine sexuality. Lacan advocated a close reading of Freud and the importance of infantile sexuality. He emphasizes the role of the infant's absolute dependency on the desire of the other for survival and the far-reaching impact of this early dependency on the development of the child's subjectivity and subsequent identifications. Inspired by Freud's work on hysteria, Lacan insisted on the centrality of trauma for all subjects in their encounter with sexuality and the other. For Lacan, culture is language. Thus his interest in Freud's early work on dream interpretation, jokes in their relationship to the unconscious and parapraxes highlighted the role of language in the unconscious. Lacan reexamines many of the basic notions of psychoanalysis, including transference, the Oedipus Complex, the place/nature of the symptom, the drives, trauma, psychosis, cure and the end of analysis. He wrote on the ethics of psychoanalysis, especially on the specificity of the analytic stance.

Clinical Process: Beginning, Middle Phase, Termination, Dreams, Case Formulation

These courses address the phases of the analytic process, the literature on dreams and dreaming and the capacity to develop a case formulation.

Group Process

The study of groups represents an area of applied psychoanalysis. The purpose of this training is to provide experiential and theoretical learning about group relations and the group unconscious using group-as-a-whole theory. PINC acknowledges that tensions that may arise in group training are not just a result of the class experience, but may also be a result of the mutual projections of the institute at large and its candidates in training. As a result, PINC is involved in an active study of group dynamics at all levels of the institute in an effort to promote optimal working groups and relations among constituencies.

The group process section is not designed to be group therapy but rather to understand how groups may at one time, enhance and at another time, interfere with learning. The purpose of the experiential process (eight Tuesday evenings and a Fall four-hour section) is to observe group phenomena as well as one's own tendencies within groups. The purpose of the theoretical weekend class is to expose candidates to analytic theories of groups.

Case Conference

The case conference uses case material as a means for discussion concerning the integration of psychoanalytic theory, technique and analytic identity. It is an opportunity for the facilitation of a productive work group in an atmosphere of respect and curiosity.

Experiential Cluster: Developing an Analytic Identity, Psychoanalytic Writing, Integrative Seminar I & II

The courses in this cluster promote the internal capacities of the candidates to do analytic work and function in a group.

Psychoanalytic Ethics I: Boundary Violations; Psychoanalytic Ethics II: Analytic Integrity and the Analyst's Vulnerability

In the Ethics sequence, two (weekend, one-day) courses are offered to present candidates with an overview of the ways in which attention to ethical concerns frames and furthers psychoanalytic work. In

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the first course, candidates review standard ethical procedures with an eye to recognizing the kinds of dilemmas that present themselves in a psychoanalytic frame and an ear to how these issues are articulated in treatment. In the second course, students have an opportunity to visit matters of ethics from a more personal and theoretical standpoint: using clinical examples from students' work, we ask how clinical choices represent different ethical positions, and, in turn, how clinicians can frame clinical decisions in ethical terms.

Electives

In addition to the class elective that 4th year candidates determine as a group, there will be two other avenues for electives – the Visiting Scholars Program and the creation of an elective period offered to all second, third and fourth year candidates. These electives will be offered during the summer quarter. Several electives will be offered simultaneously and candidates will rank their choices and priority will be given to the senior candidates. In this way candidates will participate in three electives of their choosing over the course of their training.

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REVISED CURRICULUM

FIRST YEAR COURSES	SECOND YEAR COURSES
Fall Courses	Fall Courses
Freud I: Early Psychoanalysis: From Trauma to Seduction to Phantasy Infancy Analytic Identity	Klein Psychic Org. II: Narcissism and Perversion Case Conference
Winter Courses	Winter Courses
Freud II: Principles of Unconscious Life: Structures, Drives and Desire Oedipus Beginning Psychoanalysis	Bion Dreams Case Conference
Spring Courses	Spring Courses
Freud III: Freud's Late Models: Death, Anxiety and The Splitting of the Ego Group Process Introduction to Case Conference & Case Formulation	Independent Tradition The Body in Psychoanalysis Group Process Summer Courses
Summer Courses	
Freud IV: Fundamentals of Freudian Technique: Transference, The Intersubjectivities I Resistance and Repetition Psychic Organization I - Psychosis Case Conference	Elective Case Conference
Weekend Day Courses	Weekend Day Courses
Critical Psychoanalytic Junctures: Mapping Psychoanalysis	Theories of Groups
THIRD YEAR COURSES	FOURTH YEAR COURSES
Fall Courses	Fall Courses
The Intersubjectivities II Psychoanalytic Writing Case Conference	Psychic Organization III - Neurosis Social Unconsciousness: Psyche & Society Case Conference
Winter Courses	Winter Courses
Contemporary Kleinians Psychoanalytic Developmental Thinking Case Conference	Gender & Sexualities Class Elective Case Conference
Spring Courses	Spring Courses
Winnicott Psychoanalytic Process: The Mid-Phase of Analysis Group Process	Termination Integrative Seminar I Group Process
Summer Courses	Summer Courses
Lacan Elective Case Conference	Integrative Seminar II Elective Case Conference
Weekend Day Courses	Weekend Day Courses
Psychoanalytic Ethics I: Boundary Violations	Psychoanalytic Ethics II: Analytic Integrity and the Analyst's Vulnerability