ICP Academic

2010-2011

Course Catalogue

& Subsequent Information

Table of Contents

ICP Curriculum Policy ……..…2

Training Program in Psychoanalysis – Weekday Program ……..…… 3

A. Core Courses ……...….4

B. Elective Courses ……....43

Training Program in Psychoanalysis – Weekend Program ……..……84

A. Core Courses ……..……85

B. Elective Courses ……..……108

Training Program in Psychoanalysis – Ph.D. Program ……..……129

Psychoanalytic Psychotherapy Training Program ……...134

Extension Program – Los Angeles ……..……135

Extension Program – Bay Area ……..……...…138

Saturday Series Program – Pasadena ……..…140

Saturday Series Program – Bay Area ……142

Continuing Education ……...157

Commercial Support, Ethics, Utility of Presentation, Confidentiality Statements ……...157

APPENDIX: Course Evaluations for APA ……..158

ICP Curriculum Policy

1. Enrollment Policy:
   a. First year candidates may enroll in either part time or full time classes. Part time refers to one class per semester and full time refers to two classes per semester. If you are part time, there is no requirement for you to be in full time analysis.

   b. Tuition is billed according to the number of classes taken:
      i. Full time - $2,500
      ii. Part time - $1,250

   c. You can be part time for a maximum of two years in order to complete your first year core courses and tuition will be payable as in b ii above.

After completion of your first year core courses, you are required to be in full time analysis. Tuition will also be billed at the full time rate of $2,500 per year.

2. Registration policy:
   Candidates must register for both fall and spring classes by July 15th.

3. Class drop/change policy:
   a. For the fall semester, the last date to drop or change a class will be August 10th, after which tuition for that class will not be refundable.

   b. For the spring semester, the last date to drop or change a class will be December 5th, after which tuition for that class will not be refundable.

4. Tuition policy:
   a. Tuition is due in full on the following dates:
      i. Fall semester, tuition is due upon registration, July 15th.
         1. Any late payments will be assessed a late fee of $50 per month.
      ii. Spring semester, tuition is due by December 5th.
         1. Any late payments will be assessed a late fee of $50 per month.

   b. Materials fee of $100 per academic year must be paid in full by July 15th.

   c. All incoming new candidates are required to pay $7.50 Student Tuition Recover Fund - required by the Bureau of Private Postsecondary Education, State of California.

Training Program in Psychoanalysis – Weekday Program

The training program of study consists of the personal analysis, supervised analytical control cases, and four years of seminars.

Continuing Education credit is offered on all classes based solely on the actual number of instructional hours.

Course of Study
In the Weekday Program, seminars meet weekly from September through May. Candidates in this program have the option to enroll part-time for their first two years. Part-time candidates take only half of the standard first year seminars in their first year at ICP, and take the remaining half their second year. Beginning with their third year, they take the full load of classes. The course of study at ICP encourages independence of thought and gives candidates the responsibility for mastering a core body of psychoanalytic knowledge.

Curriculum
The ICP curriculum comprises a critical consideration of the diverse theory and practice of contemporary psychoanalysis. Academic freedom is highly valued and encouraged. The curriculum gives candidates considerable freedom to choose among seminars; fully half the course offerings are case conferences and a wide array of electives. Candidates demonstrate their clinical skills and understanding of psychoanalytic principles through written case reports, participation in supervision and seminars, and the graduation project.

Doctorate in Psychoanalysis
Candidates completing the regular program will receive a Psy.D. (Doctorate in Psychoanalysis). The Ph.D. is a special educational track. Those who elect this track will complete the full training program, take additional research courses, and write a doctoral dissertation.

Weekday Program: Core Courses

Instructor(s)	Course Name	Page No.
Leonard Bearne, Psy.D., M.F.T.	Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory	5
Leonard Bearne, Psy.D., M.F.T., Robin Cohen, Ph.D.	Introduction to Clinical Psychoanalytic Concepts	9
Lynda Chassler, Ph.D.	Introduction to Object Relations	14
Jimmy Fisher, Ph.D., Margy Sperry, Psy.D.	Clinical Case Conference – Candidates Presenting	20
Susan Fox Horn, Psy.D., L.C.S.W., Nancy Ronne, Ph.D., Psy.D.	Clinical Case Conference – Analysts Presenting	22
Judy Kann, Psy.D., L.C.S.W.	Final Integrative Course – Theory of Everything	24
Judy Kann, Psy.D., L.C.S.W., Doryann Lebe, M.D.	Boundary Dilemmas	26
Leslie Maxson, Psy.D.	Contemporary Psychoanalytic Theories, Part III: Relational Theories	29
Carol Mayhew, Ph.D.	Contemporary Psychoanalytic Theories, Part I: Self Psychology	31
Susan Mendenhall, Psy.D., M.S.W., Helen Ziskind, Psy.D., M.S.W.	Observed Infant and Toddler Development	35
Joye Weisel-Barth, Ph.D., Psy.D.	Freud: A Critical Historical Overview	40

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory

Instructor: Leonard Bearne, Psy.D., M.F.T.

COURSE DESCRIPTION

This course provides an overview of the most important theoretical and clinical concepts associated with Intersubjective Systems Theory. The readings will survey the most important literature in the Intersubjective Systems canon, and will expose the students to the writings of its most prominent contributors. We will discuss the philosophical roots of the theory, and contrast it with other psychoanalytic theories. In addition, the course will include ample opportunity for discussion of application of theoretical concepts, illustrating the clinical utility of a stance and perspective informed by Intersubjective Systems theory.

COURSE GOALS/OBJECTIVES

1. At the conclusion of the class, students will be able to discuss that Intersubjective Systems theory is a “field theory” and a “process” theory which focuses on the dynamic interplay between the subjective perspectives of the analyst and the patient, and will recognize the importance of attending to the analyst’s contribution to the therapeutic experience.

2. At the conclusion of the course, students will be able to compare and contrast Intersubjective Systems theory with other psychoanalytic perspective including Classical theory, Self Psychology and Relational theory, noting the substantial theoretical and clinical differences between these perspectives.

3. Students will be able to apply Intersubjective Systems theory clinically and recognize the role of affect in the organization of experience, identify central organizing principles, recognize oscillations between the repetitive and developmental dimensions of the transferences, and will be able to recognize the influence of pathologically accommodative systems.

COURSE OUTLINE

Week One
Stolorow, R., “Autobiographical Reflections on the Intersubjective History of an Intersubjective Perspective in Psychoanalysis”

Atwood, G. & Stolorow, R., (1979) Faces In A Cloud. Northvale, NJ: Jason Aronson. Chapter 6, pp. 167-180, "From the Subjectivity of Theory to a Theory of Intersubjectivity". This is a brief overview of the viewpoint delineated in this text, with some exp1anantory comments on what is meant by "metapsychology".

*****Stolorow, R. & Atwood, G. (1992) Contexts Of Being Hillsdale, NJ: The Analytic Press. Intro and Chapter 1. A discussion of "the isolated mind" as an underlying problem in psychoananlysis.

*****Stolorow, R., Atwood, G. & Brandchaft, B. (eds.) (1994) The Intersubjective Perspective. Northvale,NJ: Jason Aronson. These 2 chapters present an overview of psychoanalysis, as a method, a research tool and as a theory of mind, as well as introducing you to such ideas as hermaneutics, existential phenomenology and structuralism. A philosophical overview.

*****Stolorow, R., Brandchaft, B. & Atwood, G. (1987) Psychoanalytic Treatment: An Intersubjective Approach Hillsdale, NJ: The Analytic Press, Chapter 1. This chapter introduces thoughts about "reality" in psychoanalysis, and discusses the analytic stance, unconsciousness to consciousness, and transference and resistance as conceptualizes from our framework.

*****Orange, D., Atwood, G. & Stolorow, R. (1997) Working Intersubjectively Hillsdale,NJ: The Analytic Press. Preface and Chapters 1,2. These chapters blend philosophical overview and clinical application.

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

Week Two **Affects: An Important Psychoanalytic Concept**

*****Stolorow, R., Brandchaft, B. & Atwood, G. (1987) Psychoanalytic Treatment: An Intersubjective Approach Hillsdale, NJ: The Analytic Press. Chapter 5, "Affects and Self Objects", pp.66-87.

*****Stolorow, R. & Atwood, G. (1992) Contexts Of Being Hillsdale, NJ: The Analytic Press. Chapter 3, "The Mind and the Body, pp.41-50.

Orange.D. (1995) Emotional Understanding , NY,NY: the Guilford Press. Chapter 7, "Affects and Emotional Life", pp.89-104.

These readings discuss perspectives on affects, one of the central organizing ideas of the class, and also include a very important chapter on understanding the various ways that people embody or become un-embodied.

Week Three **Realms of Unconsciousness**

*****Stolorow, R. & Atwood, G. (1992) Contexts Of Being Hillsdale, NJ: The Analytic Press. Chapter 2, "Three Realms of the Unconscious", pp.29-40.

Stolorow, R., Atwood, G. & Orange, D. (2002) Worlds Of Experience NY, NY: Basic Books. Chapter 3, "World Horizons: An Alternative to the Freudian Unconsous", pp.39-65.

These 2 readings contextualize the concept of the unconscious. They are fundamental for understanding later ideas in the class.

Week Four **Transference/Countertransference**

*****Stolorow, R., Brandchaft, B. & Atwood, G. (1987) Psychoanalytic Treatment: An Intersubjective Approach Hillsdale, NJ: The Analytic Press. Chapter 3, "Transference – The Organization of Experience", pp. 28-46.

*****Stolorow, R., Atwood, G.,& Brandchaft, B. (eds.) (1994) The Intersubjective Perspective. Northvale,NJ: Jason Aronson. Chapter 4, "The Nature and Therapeutic Action of Psychoanalytic Interpretation", pp.43-55.

Atwood, G. & Stolorow, R., (1993) Structures of Subjectivity. Hillsdale, NJ: The Analytic Press. pp. 47-52.

*****Stolorow, R., Brandchaft, B. & Atwood, G. (1987) Psychoanalytic Treatment: An Intersubjective Approach Hillsdale, NJ: The Analytic Press. Chapter 7, "Thoughts on Psychoanalytic Cure", pp. 100-105.

These chapters take up the question of how to best understand transference, and whether the idea of "counter"transference is useful.

Week Five **The "Borderline" Concept in IST**

*****Stolorow, R., Brandchaft, B. & Atwood, G. (1987) Psychoanalytic Treatment: An Intersubjective Approach Hillsdale, NJ: The Analytic Press. Chapter 8, "Treatment of Borderline States", pp.106-131.

Wolitzky, D.L. "The Role of Clinical Inference In Psychoanalytic Case Formulation," in *American Journal of Psychotherapy,* pp.1-12.

All of these writings call for us to reconsider whether the idea of "borderline" as it now is used, is a useful clinical concept, calling for it to be contextualized as a phenomenon occurring within a specific intersubjective context.

Week Six **Experiential Worlds and Perspectival Realism**

Stolorow, R., Atwood, G. & Orange, D. (2002) Worlds Of Experience NY, NY: Basic Books. Chapter 2, "From Cartesian Minds to Experiential Worlds", pp.19-38.

Stolorow, R., Atwood, G. & Orange, D. (2002) Worlds Of Experience NY, NY: Basic Books. Chapter 6, "Perspectival Realism and Intersubjective Systems", pp.101-122.

These two readings deal with important theoretical underpinnings of contemporary intersubjective systems theory.

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

Week Seven **Psychotic States: Experiences of Personal Annihilation and Shattered Worlds**
*****Stolorow, R., Brandchaft, B. & Atwood, G. (1987) Psychoanalytic Treatment: An Intersubjective Approach Hillsdale, NJ: The Analytic Press. Chapter 9, "Treatment of Psychotic States", pp.132-172.

*****Orange, D., Atwood, G. & Stolorow, R. (1997) Working Intersubjectively Hillsdale,NJ: The Analytic Press. Preface and Chapter 4, "Contexts of Nonbeing", pp.45-66.

Stolorow, R., Atwood, G. & Orange, D. (2002) Worlds Of Experience NY, NY: Basic Books. Chapter 8, "Shattered Worlds", pp.139-177.

P*Coburn, W.J. (2001), Subjectivity, Emotional Resonance and The Sense of The Real. *Psychoanalytic Psychology, Vol. 18, No.2, pp. 303-319.*

The implications of theory can best be seen when we examine the edges of human experience and try to understand the patient's experience. These readings explore that particular edge known as "psychotic".

Week Eight **Pathological Accommodation**
Brandchaft, B. (1997) Systems of Pathological Accommodation and Change in Analysis, Psychoanalytic Psychology, Vol. 24, No. 4, pp. 667–687.

B*Stolorow, R., Atwood, G.,& Brandchaft, B. (eds.) (1994) The Intersubjective Perspective. Northvale,NJ: Jason Aronson. Chapter 5, "To Free the Spirit from Its Cell".

Week Nine **Trauma**
Stolorow, R. (2007) Trauma and Human Existence. Hillsdale, NJ: The Analytic Press. Chapter 1,2,3,4.

Recommended: Chapter 5,6,7

Week Ten **The Concept of the Antidote Function: Comparison of IST and Relational Theory**
Stolorow, R., Atwood, G. & Orange, D. (2002) Worlds Of Experience NY, NY: Basic Books. Chapter 5, pp. 77-100.

Orange, D. (Draft) "Why Intersubjective Systems Theory is my Psychoanalysis"

Orange, D. "Antidotes and Alternatives: Perspectival Realism and the New Reductionisms."

APA CRITERIA D

Intersubjective Systems theory has achieved a prominent place among contemporary psychoanalytic theories. Many theoretical and clinical scientific presentations utilize this approach as the theoretical foundation for scientific case reports and theory development. Many of these case reports demonstrate the utility of an Intersubjective Systems approach for the treatment of a broad range of psychological problems and disorders, including personality disorders, anxiety, trauma states, couples treatment, addiction treatment, depression, and severe accommodation.

Intersubjective Systems theory also indicates an ethical stance which differs importantly from classical perspectives. Namely, the impact of the analyst on the patient must be taken into account, as well as the embeddedness of both the analyst and patient in specific contexts including socio-cultural ones. In addition, the analyst is not considered to be the arbitrar of reality as was previously the case, and yet because of the analyst's impact on the patient, the analyst carries an ethical, as well as legal responsibility to his or her patient. These differences have important implications that dramatically affect the treatment process and imbue it with an ethical sensibility.

This course includes a survey of the important and most relevant literature included in the Intersubjective Systems canon, lecture by the instructor, discussion among the seminar members, and case presentation and application. The instructor regularly illustrates the application of the theory by presenting relevant clinical examples. Furthermore, the seminar includes ample opportunity to students to discuss their countertransference reactions

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

and other difficulties regarding the therapeutic process. These discussions enable the students to explore the clinical application and utility of this approach. Lastly, the theory is contrasted with other prominent psychoanalytic and behavioral treatments so as to illustrate the applicability of the principles to a broad range of clinical phenomena, including more severe psychotic and borderline states.

Intersubjective systems theory has contributed much to the shift from a one-person to a two-person/systems perspective. The importance and implications of this shift cannot be under-estimated. The clinical findings and success of an intersubjective perspective has been shown to alleviate a broad and impressive range of psychological disorders as has been outlined above. Thus, this approach is central to the practice of psychoanalysis, an important facet of psychoanalytic education, and has contributed to the development of the discipline and science of psychoanalysis.

Introduction to Clinical Psychoanalytic Concepts

Instructors: Leonard Bearne, Psy.D., M.F.T. and Robin Cohen, Ph.D.

COURSE DESCRIPTION

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 dialogue about the theory and practice of psychoanalysis over time. Through our readings, our class discussion, 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.

COURSE GOALS/OBJECTIVES

1. Candidates will be able to apply the language and practice of psychoanalysis

2. Candidates will be able to discuss the historical and contemporary themes guiding our work

3. Candidates will compare and analyze the past and current controversies in psychoanalytic theory and practice

4. Students will develop the ability to think critically and reflectively about their own assumptions and theories of psychoanalysis

5. Students will analyze and research psychoanalysis and it's interconnections with infant development, neuroscience and other areas

COURSE OUTLINE

Week 1: Introduction
Mitchell, S.A. & Black, M.J. (1995) Freud & Beyond. New York: Basic Books.

Week 2: Structure of Mind
Ogden, T. H. (1986) Instinct, phantasy, and psychological deep structure in the work of Melanie Klein. In The Matrix of the Mind: Object Relations and the Psychoanalytic Dialogue. Northvale, New Jersey: Jason Aronson Inc., pp. 9-39.

Fairbairn, W.R.D. (1952) Endopsychic structure considered in terms of object relationships. In: Psychoanalytic Studies of the Personality. London: Routledge. Chapter IV, pp. 82-136.

Kohut, H., (1977). The two analyses of Mr. Z. International Journal of Psychoanalysis, 60:3-27.

Stolorow, R. and Atwood, G. (1992). Three realms of the unconscious. In: Contexts of Being. Hillsdale, NY: Analytic Press, pp 29-40.

Week 3: Development
Bowlby, J. (1988) A Secure Base: Parent-Child Attachment and Healthy Human Development. New York: Basic Books. Lecture 7, pp. 119-136.

Winnicott, D. W. (1965) The theory of the parent-infant relationship. In: The Maturational Processes and the Facilitating Environment. Madison, Wis.: International Universities Press, pp. 37-55.

Stern, D.N. (2008) The clinical relevance of infancy: A progress report. Infant Menal Health Journal, 29(3), 177-188.

Introduction to Clinical Psychoanalytic Concepts (cont.)

Mitchell, S. A. (1988) The metaphor of the baby. In: Relational Concepts in Psychoanalysis: An Integration. Cambridge, Mass.: Harvard University Press, pp. 127-150.

Week 4: Analytic Attitude and Environment
Schafer, R. (1983) Introduction. In The Analytic Attitude, pp. 3-13.

Strenger, C. (1989) The classic and romantic vision in psychoanalysis. International Journal of Psychoanalysis, 70, pp. 593-610.

Bollas, C. (1999) The goals of psychoanalysis. The Mystery of Things. London: Routledge, pp. 59-74.

Stolorow, R., Brandchaft, B., & Atwood, G. (1987) Thoughts on psychoanalytic cure, in. Psychoanalytic Treatment: An Intersubjective Approach. New Jersey: The Analytic Press, pp. 100-105.

Decety, J & Lamm, C. (2006) Human empathy through the lens of social neuroscience. ScientificWorldJOURNAL, 6, 1146-1163.

Week 5: Analytic Attitude & Environment
Casement,P. (1985) Analytic holding under pressure. In: Learning From the Patient, London: Tavistock.

*Discussions of Analytic holding under pressure (2000). By: J. McClaughlin, B. Pizer, P. Casement, in Psychoanalytic Inquiry, Vol.20:1.

Symington, N. (1996) The psychotherapist's education. In The Making of a Psychotherapist. London: Karnac Books, pp. 11-22.

*Hoffman, I. Z. Dialectical thinking and therapeutic action in the psychoanalytic process. Psychoanalytic Quarterly, LXIII, 1994.

Week 6: Transference & Countertransference
Freud, S. (1912) The dynamics of transference, Standard Edition 12, pp. 97-108.

Freud, S. (1912) Observations on transference-love, SE 12, pp. 159-171.

Ferenczi, S. (1933/1955). Confusion of tongues between adults and the child: the language of tenderness and passion. In M. Balint (ed.), Final contributions to the problems and methods of psychoanalysis: vol. 3. New York: Basic Books, pp. 156-167.

Levinson, E.A. (2010) The enigma of transference. In: Knowing, Not Knowing & Sort-of Knowing: Psychoanalysis and the Experience of Uncertainty. Ed. J. Petrucelli, London: Karnac.

Week 7: Transference & Countertransference
Stolorow, R., Brandchaft, B., Atwood, G. (1987) Transference- organization of experience, in Psychoanalytic Treatment: An Intersubjective Approach. NJ:The Analytic Press, pp. 28-46.

Tansey, M., and Burke, W. (1989) Countertransference, empathy and projective identification: an historical perspective. In: Understanding Countertransference: From projective identification to empathy. NJ:The Analytic Press, pp.9-38.

Aron, L., (1996) The patient's experience of the analyst's subjectivity. In A Meeting of Minds: Mutuality in Psychoanalysis, NJ: Analytic Press, chap. 3. pp. 65-92.

Sandler, J. (1976) Countertransference and role-responsivenes. International Review of Psycho-analysis, 3:43-47.

Introduction to Clinical Psychoanalytic Concepts (cont.)

Week 8: Transference & Countertransference
Bollas, C. (1987) The transformational object. In: The Shadow of the Object: Psychoanalysis of the Unthought Known. New York: Columbia University Press, pp. 13-29.

Orange, D. (1995) Cotransference: the analyst's perspective. In Emotional Understanding. New York: The Guilford Press, pp. 63-74.

Stern, S. (1994) Needed relationships and repeated relationships: An integrated relational perspective. Psychoanalytic Dialogues, Vol. 4, pp. 317-345.

Optional: responses to Stern, (same volume of PD)

Vivona, J.M. (2009) A critique of mirror neuron explanations of countertransference. Journal of the American Psychoanalytic Association, 57(3): 525-550.

Week 9: Resistance & Defense
Greenson, R. (1967) Components of classical analytic technique. In: Technique and Practice of Psychoanalysis. NY: Int. Univ. Press, pp. 32-45.

Guntrip, H. (1969) Resistance, the self-induced blockage of the maturing process. In: Schizoid Phenomena, Object Relations and the Self.. Chapter VII, pp. 186-213.

Brandchaft, B., Pre-publication draft, 1994. Structures of Pathologic Accommodation and Change in Analysis

Ornstein, A. (1974), The dread to repeat and the new beginning. Annals of Psychoanalysis, 2: 231-248. NY: Int'l Univ. Press.

Week 10: Resistance & Defense
Winnicott, D. W. (1973) Fear of breakdown. Int. Rev. Psycho-Anal. 1:103-107.

Balint, M. (1968) The Basic Fault. Illinois: Northwestern University Press, Chap. 21 & 22, pp. 133-148.

Stolorow, R., Atwood, G., & Orange, D. (2002) Shattered worlds/psychotic states. In: Worlds of Experience. New York: Basic Books, pp. 139-175.

Week 11: Intrapsychic & Interpersonal Relations
Ogden, T.H. (1994) The analytic third: Working with the intersubjective clinical facts. International J. Psycho-Anal. 75: 3.

Bromberg, P. Speak, that I may see you! Psychoanalytic Dialogues, 4: 517-547, 1994.

Orange, D., Atwood, G., Stolorow, R. (1997) Thinking and working contextually. In: Working Intersubjectively. New Jersey: The Analytic Press, pp. 67-90.

Week 12: Subjectivity & Intersubjectivity
Benjamin, J. (1995) Recognition and destruction: An outline of Intersubjectivity. In: Like Subjects, Love Objects: Essays on Recognition and Sexual Difference. New Haven: Yale University Press, pp. 27-48.

Slochower, J. (1996) Holding and the fate of the analyst's subjectivity. Psychoanalytic Dialogues, 6(3), pp. 323-353
Discussion of Slochower paper by N. Symington, A. Bass, & reply by J. Slochower, pp. 355-390 (continued in Psychoanalytic Dialogues)

Week 13: How Change Occurs
Kohut, H. (1984) How Does Analysis Cure? Univ. of Chicago Press, chapter 5, pp 64-79.

Mitchell, S. A. The Therapeutic Action. In: Influence & Autonomy in Psychoanalysis. The Analytic Press, 1997.

Introduction to Clinical Psychoanalytic Concepts (cont.)

Fosshage, J. (2011) How do we "know" what we "know?" and change what we "know?". Psychoanalytic Dialogues, 21:55-74.

Shore, A.N. (2011) The right brain implicit self lies at the core of psychoanalysis. Psychoanalytic Dialogues, 21:75-100.

Week 14: Theory & Technique: Case Discussion from Many Perspectives
*Pulver, S. (1987) Psychoanalytic Inquiry, 7(2).

Week 15: Theory & Technique: Articulating Our Own Theories
*Pulver, S. (1987) Psychoanalytic Inquiry, 7(2) (continued)

APA CRITERIA D

Psychoanalysis has a long and greatly examined theoretical and clinical history. Although Freud's theory is no longer practiced in his original way, many of his ideas have been theoretically and clinically validated, as well as woven into intellectual and popular culture over the course of a century. Ideas such as: the unconscious, transference, countertransference, resistance and defense, and the analytic attitude continue to define current psychoanalytic and psychotherapy practice in always evolving iterations. We will read the original theoretical texts, followed by contemporary critiques. We will also read contemporary theories and critiques, as well as associated research.

Psychoanalytic thinking is so pervasive in the culture, in academia and in practice, that there is a vast knowledge base to explore. Articles assigned in this class address methodological, theoretical, research and practice knowledge bases, as explicated by the leading historical and contemporary thinkers in the field. Additionally, there is fertile cross-pollination with developmental psychology research, neuroscience and sociological (women's studies and multicultural) explorations. All knowledge bases can be seen in the syllabus to the course.

Recent research in psychotherapy, infant development, neuroscience and trauma support the basic tenets of psychoanalysis. A study by Jonathan Shedler, *The efficacy of psychodynamic psychotherapy* (American Psychologist, Vol 65(2), Feb-Mar, 2010, 98-109) found that psychoanalytically oriented (psychodynamic) psychotherapy was as effective as other empirically supported psychotherapies in treating depression, anxiety, stress related physical disorders, and even personality disorders. The research asserts that successful findings for non-psychodynamically oriented treatments may in fact be a result of psychodynamically informed therapist behavior. Further, research into infant development supports psychoanalytic conceptions of mother-infant relating, attachment styles and intergenerational transmission of trauma. Additionally, current research in the new areas of *social neuroscience* and *interpersonal neurobiology* further support psychoanalytic concepts of unconscious functioning, trauma/dissociation, mentalization and the psychoanalytic approach. In addition to scientific exploration that is specific to psychoanalysis there is common use of the psychoanalytic approach in a multiplicity of academic areas, such as literature, sociology, women's studies, and film criticism.

The readings provided for the course will be of two types:

- Historical articles or books written by the original theorists which will provide an accurate sample of psychoanalytic thinking and language of that time period, as well as demonstrate original thinking and cultural influences during that time
- Articles expanding and/or critiquing past and current theoretical thinking. All articles are published in peer reviewed psychoanalytic journals, such as the ***International Journal of Psychoanalysis*** and ***Psychoanalytic Dialogues***. Book chapters assigned were typically originally published in such journals, but are now in collections.
- Current thinking about process and cure based on research in related areas such as developmental and neurobiological research.

While the articles are quite useful to help students to learn critical thinking and psychoanalytic concepts, they should not be read as concrete procedures for conducting psychoanalysis. They are a starting point for beginning the self-examination, and examination of the clinical methods of psychoanalysis. While psychodynamic clinical methods have been found to be effective, many of these articles are historical and/or examinations of clinical issues and are not concrete facts or instructions. The most severe risk of the content was that these articles are

Introduction to Clinical Psychoanalytic Concepts (cont.)

taken as protocol rather than explorations. To prevent this risk, we intend to foster an exploratory approach rather than a prescriptive one. Additionally, because we are only teaching psychoanalysis, we also risk having people believe that psychoanalysis is the only appropriate treatment for psychological issues. This risk is low because all students are licensed members of other psychological disciplines, and because we will also discuss these approaches in the context of other psychotherapeutic approaches.

This course is relevant to psychological practice because it is a rigorous exploration of the primary concepts underlying psychotherapeutic theories and practice. We are reading seminal early and later theories that helped form the foundation of current psychology practice. We will discuss and critically evaluate how psychoanalytic practice differs from other psychology practices as well. We will discuss research that supports psychoanalytic conceptualizations of how the mind and treatment work. We will discuss all basic concepts and theories through a clinical lens, so that students can begin to apply these ideas to their practices. One of the class discussions involves an article presenting a case that is discussed by a multiplicity of analysts with differing theoretical orientations.

Introduction to Object Relations

Instructor: Lynda Chassler, Ph.D.

COURSE DESCRIPTION

Object relations theory addresses the observation that people live in two worlds simultaneously—the external world and the internal world with a co-mingling between the two. Individuals tend to act and react not only with an actual other but also an internal other, a psychic representation of a person which in itself has the power to influence both the individual's affective states and his or her behavioral reactions.

The evolution of object relations theory has been subject to divergent theoretical perspectives which are complex and often difficult to integrate. This theoretical dissension has caused continued confusion and ambiguity with regard to the meaning and formation of objects in both the mental and psychological development of the individual. How does our internal world evolve? What motivates the person to seek an object—the gratification of instinctual wishes or the desire for relationships? How does the child's important early relationships become internalized and impact the person's on going relational patterns? These are just three of the numerous questions discussed by the different authors who have contributed to the development of object relations theory.

This course will compare and integrate the nature of the object, its origins and qualities, in the context of the formulations of these different theorists with a focus on their clinical applications.

COURSE GOALS/OBJECTIVES

1. Analyze the theory of object relations.

2. Discuss the ideas of the divergent object relations thinkers.

3. Discuss and then demonstrate a knowledge of how to apply the ideas of object relations to clinical practice.

COURSE OUTLINE

SECTION 1: FERENCZI AND KLEIN

Overview of object relations theory and the emergence of object relations from Ferenczi, and Klein's extension and divergence from Freud's views.

SESSIONS 1 & 2
Instructor: **Katherine Schwarzenbach, Psy.D.**

The Life and Work of Sandor Ferenczi
These two sessions will introduce you to the life and work of Sandor Ferenczi, colleague and friend of Freud's, sometimes referred to as "The Mother of Psychoanalysis." That he should be the first person you encounter in your study of Object Relations is curious, but I hope that by end of our two sessions together, you will understand why he has been given this appellation.

In a longer, fuller class, I would ask you to purchase entire books containing articles by Ferenczi and studies of his life and work by other analysts. However, in the interest of time, I will provide you with the readings and will give you a bibliography, in the happy event that I have whetted your appetite.

Readings:
September 16, 2010
1. Balint, M. (1968). "The disagreement between Freud and Ferenczi and its repercussions." In The Basic Fault. New York: Brunner Mazel, pp. 149-156.
2. Haynal, A. (1988). The Technique at Issue. London:Karnac Books, pp. 1-59.
3. Ferenczi, S. (1913). Stages in the development of a sense of reality. In First Contributions to Psychoanalysis. London: Karnac Books, pp. 213-239.
4. Ferenczi, S. (1923). Dream of the "clever baby." In Further Contributions to Psychoanalysis. London: Karnac Books, pp.349-350.

Introduction to Object Relations (cont.)

5. Ferenczi, S. (1928). The Elasticity of psycho-analytic technique. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 87-101.
6. Ferenczi, S. (1929). The unwelcomed child and the death instinct. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp.102-107.

Optional Readings:
1. Aron, Lewis and A. Harris (1993). "Sandor Ferenczi: Discovery and Rediscovery." In The Legacy of Sandor Ferenczi, ed. Lewis Aron and Adrienne Harris, Hillsdale, N.J.: The Analytic Press.
2. Vida, J. (2005). Treating the "Wise Baby." In The American Journal of Psychoanalysis, Vol. 65, No. 1, pp. 3-12

Readings:
September 23, 2010
1. Ferenczi, S. The Principles of Relaxation and Neocatharsis. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp.108-125.
2. Ferenczi, S. Child analysis in the analysis of adults. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 126-142.
3. Ferenczi, S. (1932). Confusion of tongues between adults and the child. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 156-167.
4. Ferenczi, S. The Three Main Principles. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp.252-253.
5. Ferenczi, S. The Clinical Diary of Sandor Ferenczi, ed. Judith Dupont, trans. Michael Balint and Nicola Zarday Jackson. Cambridge, Mass. And London: Harvard University Press, 1988, 1995.
Selections to be determined.

Optional Readings:
1. Schwarzenbach, K. (2001). Threshold and Impasse: Excavating the Maternal
Defense in Sandor Ferenczi's Clinical Diary. In The Journal of the American Academy of Psychoanalysis, Vol. 29, No. 3, pp.387-482.
2. Smith, N. (1999). From Oedipus to Orpha: Revising Ferenczi and Servern's landmark case. In The American Journal of Psychoanalysis, Vol 59, No. 4, pp.345-366.

SESSIONS 3 & 4
Instructor: **Michael Lebow, Ph.D.**

<u>The Work of Melanie Klein</u>
Klein's & major contributions to object relations theory will be discussed.

Readings:
September 30, 2010, October 7, 2010
1. Spillius, E.B., (1994). <u>Developments In Kleinian Thought: Overview and Personal View.</u> Psychoanal. Inq., 14:324-364

<u>SECTION II: BRITISH INDEPENDENT TRADITION</u>
The historical background of the British Independents will be reviewed. The work of Michael Balint, Ronald Fairbairn, Harry Guntrip, and Donald Winnicott will be examined. For these key members of the Independent Group, the nature of the object is constituted by early maternal provisions.

SESSION 5, 6, 7
Instructor: **Robin Cohen, Ph.D.**

<u>The Relational/Structual Model of W. R. D. Fairbairn.</u>
<u>Basic Concepts of Harry Guntrip's Theory.</u>

Introduction to Object Relations (cont.)

Readings:
October 14, 2010

1. Fairbairn, W.R.D. (1952). Repression and the return of bad objects. In Psychoanalytic Studies of the Personality. London: Routledge. Chapter 3, pp. 59-81.
2. Fairbairn, W.R.D. (1952). Endopsychic structure considered in terms of object relationships. In Psychoanalytic Studies of Personality. Chapter 4, pp. 82-136.
3. Ogden, T.H. (2000, 1983) The concept of internal object relations. In J.S. Grotstein & D.B. Rinsley, Fairbairn and the Origins of Object Relations. New York: Other Books, 2000, pp. 447-467.

October 28, 2010
1. Guntrip, H. (1969). The schizoid personality and the external world. In Schizoid Phenomena, Object Relations and the Self. New York: International University Press, Inc. Chapter 1, pp. 17-48.
2. Guntrip, H. (1969). The schizoid problem, regression, and the struggle to preserve an ego. In Schizoid Phenomena, Object Relations and the Self. New York: International University Press, Inc. Chapter 2, pp. 49-86.
3. Guntrip, H. (1986). My experience of analysis with Fairbairn and Winnicott (How complete a result does psycho-analytic therapy achieve?). In Peter Buckley (ed.) Essential Papers on Object Relations. New York: NYU Press, pp. 447-467.

November 4, 2010
1. Guntrip, H. (1969). Ego weakness, the core of the problem of psychotherapy. In Schizoid Phenomena, Object Relations and the Self. New York: International University Press, Inc. Chapter 6, pp. 167-186.
2. Guntrip, H. (1969). Resistance, the self-induced blockage of the maturing process. In Schizoid Phenomena, Object Relations and the Self. New York: International University Press, Inc. Chapter 7, pp. 186-213.
3. Guntrip, H. (1969). The schizoid compromise and psychotherapeutic stalemate. In Schizoid Phenomena, Object Relations and the Self. New York: International University Press, Inc. Chapter 9, pp. 288-309.

SESSION 8
Instructor: **Lynda Chassler, Ph.D.**

History and overview of British Psychoanalysis and the formation of The Middle (Independent) School of British Object Relations; integration of readings thus far.

Reading:
November 11, 2010
1. Rayner, E., (1991). "From Beginnings to Controversy." in The Independent Mind in British Psychoanalysis (Chapter 1, pp. 5-26). New Jersey: Jason Aronson.

SESSIONS 9 & 10
Instructor: **Howard Bacal, M.D.**

The Ideas of Michael Balint: Introduction to his work; Theory and Clinical Aspects of Therapeutic Regression.

November 18, 2010
Special Request of Candidates: Email one question for discussion, that arises for you from the reading assignments of The Basic Fault. Email Howard Bacal, M.D. h.bacal@verizon.net at least 2 weeks prior to the November 19th session.

Readings:
1. Bacal, H. (1981). Notes on some therapeutic challenges in the analysis of severely regressed patients. Psychoanalytic Inquiry. International University Press, pp. 29-56.
2. Bacal, H., Newman, K. (1990). Michael Balint. In Theories of Object Relations: Bridge to Self Psychology. Columbia University Press, Chapter 6, pp. 121-134.
3. Balint, M. (1968). The Basic Fault: Therapeutic Aspects of Regression. Northwestern University Press. (recommend reading the entire text with emphasis on chapters 24 and 25)

December 2, 2010

Introduction to Object Relations (cont.)

Special Request of Candidates: Email one question for this discussion, that arises for you from the reading assignments of The Basic Fault. Email Howard Bacal, M.D. h.bacal@verizon.net.

SECTION III: THE AMERICAN SCHOOL OF OBJECT RELATIONS THEORY

SESSIONS 11 & 12
Instructor: **William Rickles, M.D.**

The work of Otto Kernberg will be explored.

Readings:
1. Kernberg, O. F., (1984). Structural derivatives of object relations. In Object-Relations Theory and Clinical Psychoanalysis, New York: Jason Aronson, Inc., Chapter 1, pp. 23-83.
2. Kernberg, O. F., (1984). A psychoanalytic classification of character pathology. In Object-Relations Theory and Clinical Psychoanalysis, New York: Jason Aronson, Inc., Chapter 5, pp. 142-159.

SESSION 13,14 & 15
Instructor: **Lynda Chassler, Ph.D.**

The Major Contributions of D. W. Winnicott
Part One: The Relationship
Winnicott emphasized the importance of "the maternal-environment-individual set-up" for the growth and development of the baby into a child. The relationship of dependence between child and mother was the critical developmental axis in Winnicott's theory. If the mother is able to perform her functions "good-enough" the infant will begin to experience a sense of continuity of its various need states and a rudimentary sense of integration, personalization, and realization will occur. If all continues to go well the child has an integrated sense of self over time and differentiated from others.

Readings:
January 6, 2011
1. Winnicott, D. W. (1965). The theory of the parent-infant relationship. In The maturational process and the facilitating environment (pp. 37 - 55). New York: International Universities Press.
2. Winnicott, D. W. (1975). Primary maternal preoccupation. In Through paediatrics to psycho-analysis. (pp. 300 - 305). New York: Basic Books.
3. Winnicott, D. W. (1971). Mirror-role of mother and family in child development. In Playing and reality (pp. 111 - 118). London: Tavistock Publications.
4. Winnicott, D. W. (1965). The capacity to be alone. In The maturational process and the facilitating environment (pp. 29 - 36). New York: International Universities Press.

Supplemental Readings:
1. Winnicott, D. W. (1965). From dependence towards independence in the development of the individual. In The maturational process and the facilitating environment (pp. 83 - 92). New York: International Universities Press.
2. Winnicott, D. W. (1975). Primitive emotional development. In Through paediatrics to psycho-analysis. (pp. 145 - 156). New York: Basic Books.
3. Winnicott, D. W. (1965). Ego integration in child development. In The maturational process and the facilitating environment (pp. 56 - 63). New York: International Universities Press.
4. Winnicott, D. W. (1965). The development of the capacity for concern. In The maturational process and the facilitating environment (pp. 73 - 82). New York: International Universities Press.
5. Winnicott, D. W. (1971). The use of an object and relating through identifications. In Playing and reality (pp. 86 - 94). London: Tavistock Publications.

Introduction to Object Relations (cont.)

Readings:
January 13, 2011

Part Two: Transitional Phenomena and Creativity

The concept of transitional phenomena refers to a dimension of living that belongs neither to internal or to external reality; rather, it is the place that both connects and separates inner and outer. Developmentally,

transitional phenomena occur from the beginning, even before birth, in relation to the mother-infant dyad. As the infant begins to separate Me from Not-me, he makes use of the transitional object. This necessary developmental journey leads to the use of illusion, the use of symbols, and the use of an object. Transitional phenomena are inextricably linked with playing and creativity. Here is located culture, being, and creativity.

Reading:
1. Winnicott, D. W. (1971). Transitional objects and transitional phenomena. In Playing and reality (pp. 1 - 25). London: Tavistock Publications.

Supplemental Reading:
2. Winnicott, D. W. (1971). Creativity and its origins In Playing and reality (pp. 65 - 85). London: Tavistock Publications.

SESSION 15
Instructor: Lynda Chassler, Ph.D.

Part Three: The Effects of Environmental Failure (The "Not-Good-Enough Mother): Psychopathology and Treatment
Winnicott's view of psychopathology results from an insufficiently facilitating environment (parental deficiency), that causes the infant or child to react to environmental impingement, and thus arrests the maturational process. All later disturbances in his system involves impairment in the functioning of the self.

Readings:
3. Winnicott, D. W. (1975). Metapsychological and Clinical Aspects of Regression within the psycho-analytic set-up. In Through paediatrics to psycho-analysis. (pp. 278 - 294). New York: Basic Books.

4. Winnicott, D. W. (1965). Ego distortions in terms of true and false self. In The maturational process and the facilitating environment (pp. 140 - 152). New York: International Universities Press.

Supplemental Readings:
1. Grolnick, S. (1990). How to do Winnicottian therapy. In D. Goldman, (Ed.), In one's bones: The clinical genius of Winnicott (pp. 185-212). Northvale, NJ.:Jason Aronson.
2. Little, M. L. (1990). Psychotherapy with D.W. W., 1949-1955, 1957. In Psychtic anxieties and containment (pp-. 41 – 71). New Jersey: Jason Aronson.
3. Winnicott, D. W. (1975). Hate in the countertransference. In Through paediatrics to psycho-analysis. (pp. 194 - 203). New York: Basic Books.
4. Winnicott, D. W. (1975). The antisocial tendency. In Through paediatrics to psycho-analysis. (pp. 306 - 315). New York: Basic Books.
5. Winnicott, D. W. (1986). Fear of breakdown. In G. Kohon (ed.), The British school of psychoanalysis (pp. 173 - 182). London: Free Association Books.

Final integration of readings.

Introduction to Object Relations (cont.)

APA CRITERIA D

Object Relations is an umbrella concept for the theories that derives its principles of human motivation from the need for early relationships---that the fundamental human motivation is for object contact rather than drive discharge as put forth by Freud. Fundamental to object relations theory is the belief that pathological object relational units arose in response to early inadequate attachments. These critical ideas have bee well documented in the literature (Klein,1926; Fairbairn,1944; Bion, 1957; Winnicott, 1960a; Balint, 1968).

The materials being presented reflect my ongoing clinical work and continuous review of the writings of the thinkers of object relations ideas to-date. The utility of these materials resides in their applicability to work with patients in overcoming insecure attachments. The content being taught reflects the ideas of object relations, and does not pose any risk to the students and participants.

The classical language in psychoanalytic therapy goes back to Freud who focused on experiences belonging to the oedipal level of development. All Symptoms that suggested problems originating at a pre-oedipal level (early mother-infant relationships) were interpreted as symptoms of castration anxiety or penis envy. Object relations theory offers clinicians an understanding and the language to address the problems of patients which date back to early mother-infant relationships (Balint, 1968). The aim of treatment is to change the structure of the patient's object relations so that the self can function more effectively. The patient-therapist relationship has been emphasized (Rosenfeld, 1978; Segal, 1981) as a crucial element in therapy to allow for the internalization of a new object relationship.

Clinical Case Conference – Candidates Presenting

Instructors: Jimmy Fisher, Ph.D. and Margy Sperry, Psy.D.

COURSE DESCRIPTION

This course focuses on the clinical application of various psychoanalytic perspectives, and will teach the students to "think psychoanalytically". Students will present clinical cases for discussion by two senior analysts of differing theoretical perspectives. The discussion will focus on different ways to understand clinical phenomena and will demonstrate how to work with transference and countertransference dynamics, enactments, and trauma, as well as how to track and attend to affect states. This particular seminar will illustrate the differences between an Intersubjective systems theory and a Relational theoretical focus, corresponding to the theoretical foci of the instructors.

COURSE GOALS/OBJECTIVES

1. As a result of the seminar, students will be able to compare and contrast how to think about clinical phenomena from different psychoanalytic perspectives. The instructors will illustrate the types of questions to ask as well as different ways to formulate a psychodynica formulation.

2. At the conclusion of the seminar, students will discuss the different clinical focus of various psychoanalytic theories, especially Intersubjective Systems theory and Relational theory, as well as the implications of these focuses.

3. At the conclusion of the seminar, students will be able to discuss how the impact of their countertransferencen reactions affects the treatment process.

COURSE OUTLINE

Candidates present clinical cases to the class each week.

Orange, D. M. (1995). Cotransference: The Analyst's Perspective. In Emotional Understanding: Studies in Psychoanalytic Epistemology. New York: Guilford, p. 63-74.

Stolorow, R.D. (2002). Impasse, Affectivity, and Intersubjective Systems. In Psychoanalytic Review, 89:329-337

Trop, J. & Stolorow, R. D. (1992), Defense Analysis in Self Psychology, In Psychoanalytic Dialogues, 2 (4), p. 427-442.

Brandchaft, B. (2007) Systems of Pathological Accommodation and Change in Analysis, Psychoanalytic Psychology, 24, p. 667-687.

Sperry, M (unpublished paper) Cultivating Cultural Dialogue, paper presented at the annual conference for the International Association of Psychoanalytic Self Psychology.

APA CRITERIA D

The clinical case study is central to the development of psychoanalytic theory and is the scientifically accepted method for presenting and applying the finding, procedures, practices and theoretical concepts associated with the psychoanalytic method. Thus, it is crucially important that our candidates and students are exposed to this applied method of study as it is a central component in training students to think psychoanalytically. In this case conference, the students present an ongoing clinical case and are taught by the instructors how to study the process of a psychoanalytic treatment, how to recognize and respond to clinical phenomena, how clinical phenomena might be regarded from different theoretical vantage points, and how to apply the techniques and concepts associated with contemporary psychoanalytic practice.

Also central to this course is the delineation and development of an ethical and legal stance that is consistent with psychoanalytic practice. In particular, we discuss and illustrate the clinical implications of a two-person dyadic

Clinical Case Conference – Candidates Presenting (cont.)

process model which is associated with contemporary psychoanalytic theories. In addition, students are taught to consider the impact of the dyadic embeddedness in larger socio-cultural contexts. This stance is consistent with contemporary psychoanalytic perspectives and has important implications that dramatically affect the treatment process and imbue it with an ethical sensibility.

This course focuses particularly on the application of psychoanalytic techniques, concepts and theoretical models. An in-depth ongoing case is presented for discussion by the instructors and students. The instructors regularly illustrate the application of contemporary psychoanalytic theory by highlighting aspects of the treatment process being presented as well as by using examples from the instructors' clinical work. The seminar includes an opportunity to students to examine their countertransference reactions in depth and to consider the impact that such reactions have on the treatment process. Similarities and differences between contemporary psychoanalytic theories, classical psychoanalytic theory, cognitive behavioral forms of treatment, and humanistic approaches are discussed and illustrated during the course. This enables the students to understand and apply contemporary psychoanalytic concepts and principles to a broad range of clinical phenomena, including psychotic and borderline states, trauma and dissociation, addictive disorders, etc.

Contemporary Psychoanalytic theory and treatment has been shown to alleviate a broad and impressive range of psychological disorders (as has been outlined above). The applied nature of this course is particularly relevant for the clinical practice of contemporary psychoanalysis, and teaches students to construct a psychodynamic case formulation which will enable them to understand the psychoanalytic literature, and to contribute to that literature in the future.

Clinical Case Conference – Analysts Presenting

Instructors: Susan Fox Horn, Psy.D., L.C.S.W. and Nancy Ronne, Ph.D., Psy.D.

COURSE DESCRIPTION

This course focuses on the understanding of clinical application of various psychoanalytic perspectives. Two analysts will present clinical cases for class discussion. The discussion will focus on different ways to understand clinical phenomena and will demonstrate how to work with various theories.

COURSE GOALS/OBJECTIVES

1. Describe the epistemological origins of the major theoretical perspectives in contemporary psychoanalysis.

2. Analyze how various recognized psychoanalytic orientations compare and contrast with one another.

3. Elaborate the theoretical basis, practical applications and empirical support as well as the ethical and legal considerations involved in contemporary psychoanalysis.

COURSE OUTLINE

1. American Psychological Association (2010). *Ethical principles and code of conduct.* APA: Washington, DC. http://www.apa.org/ethics/code/index.aspx

2. McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process, 2nd Edition*. Guilford Press.

3. Shedler, J. (February–March 2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*. Vol. 65, No. 2, 98 –109. http://www.nvpp.nl/JonathanShedlerStudy20100202.pdf

APA CRITERIA D

The program content of this case conference will relate to a demonstration of and critical review of the treatment of a patient involved in a psychoanalytic psychotherapy. An ongoing presentation will be made by a therapist of clinical case material. The instructor will discuss the technique of the psychoanalytic therapy utilized. The objective of the course will be to elaborate the theoretical basis, practical applications and empirical support of this therapy as well as the ethical and legal considerations involved in this work. Class participation will be encouraged to obtain an understanding of the process of change with psychoanalysis as a theoretical orientation of psychological treatment. The class will be oriented to follow the practice of contemporary psychoanalytic psychotherapy with discussion of the major theoretical perspectives (i.e., relational, intersubjective, neurobiological, trauma studies) to compare and contrast the mode of therapy applied. As well, adherence to the Ethical Principles of Psychologists and Code of Conduct (Standard 10 - Therapy) of the American Psychological Association and the regulations established by the State of California for mental health practice will structure the ethical and legal aspects of the treatment discussion.

The accuracy of the class material will be established as it will be based upon the most up to date developments in the theoretical and technical literature relating to the practice of psychoanalytic therapy. This data base will include published books and articles, conference proceedings and personal communications with noted scholars and scientists in this area. The domain will include both theoretical scholarship and empirical studies. The most common risk is that the orientation of the instructor will bias the discussion of the technique. However, this problem will be limited by involvement of the class - who are all licensed mental health professionals - as discussants of the case material. It may also occur that a technique will be considered without prior empirical testing. However, techniques will not be considered if they do not have external validity by a consensus of its validity by clinicians in the psychoanalytic professional community.

The case study model is one of the recognized methodologies of research in psychological science as a means to study psychotherapy. The class is consistent with that standard as well as one established within the discipline of psychoanalysis of the case conference as a means to teach students about psychoanalytic technique. This

Clinical Case Conference – Analysts Presenting (cont.)

standard is a component of the teaching of the technique of psychoanalytic therapy by all major psychoanalytic organizations in the Western world (i.e., the International Psychoanalytic Association, the American Psychoanalytic Association, and the Division of Psychoanalysis of the American Psychological Association).

Final Integrative Course – Theory of Everything

Instructor: Judy Kann, Psy.D., L.C.S.W.

COURSE DESCRIPTION

As you complete your training at ICP, you have had different classroom experiences, read many papers, and had lots of conversations related to your learning. This class will process these years of analytic training. This course 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. We will read articles covering relational thought, attachment theory, complexity theory, self-psychology, specificity theory and intersubjectivity theory. I want you to think upon the authors point of view and add your own thoughts and experiences. I look forward to lively mindful discussions.

COURSE GOALS/OBJECTIVES

1. Describe the causes and conditions that led to the theories that constitute contemporary psychoanalysis.

2. Thoroughly apprehend the distinctions and relationship between the theories that comprise the body of contemporary psychoanalytic thinking.

3. Demonstrate the application of these theories to the treatment of psychological disorders.

COURSE OUTLINE

Session I:
*Mitchell, S.A. (2004). My Psychoanalytic Journey. Psychoanalytic Inquiry, 24:531-541.

Session II:
*Fonagy, P. (1999). Points of Contact and Divergence Between Psychoanalytic and Attachment Theories: Is Psychoanalytic Theory Truly Different. Psychoanalytic Inquiry, 19:448-480.

Session III:
Coburn, W. Psychoanalytic Complexity-Pouring New Wine Directly into Ones Mouth, Chapter 1, pp. 3-22.

Session IV:
* Bacal, H., Herzog, B. (2003). Specificity Theory and Optimal Responsiveness: An Outline. Psychoanalytic Psychology, 20:635-648.

Session V:
*Shane, E. (2006). Developmental Systems Self Psychology. International Journal of Psychoanalytic Self Psychology, 1:23-45.

Session VI:
Stolorow, R.D. Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections. Chapters 1, 2, & 5.

Session VII:
Wrap-Up & Conclusion

APA CRITERIA D

The *Theory of Everything* class is an overview and review of the coursework and studies that precede it in the Institute of Contemporary Psychoanalysis (ICP) curriculum, including:

- Attachment theory,
- Intersubjectivity theory,

Final Integrative Course – Theory of Everything (cont.)

- Nonlinear dynamics systems theory,
- Relational theory,
- Self-psychology theory, and
- Specificity theory.

These theories comprise the broadly accepted body of contemporary psychoanalytic thinking as presented at ICP and are considered to be the epistemological and ontological roots of our work.

The theories reviewed in the class comprise the canon of contemporary psychoanalysis. Class content is limited to the scope of contemporary psychoanalytic theory, and does not discuss theories outside of that scope, such as Freudian theory, drive theory, or cognitive behavioral theory.

As an overview and review of the coursework and studies that precede it in the ICP curriculum, the theories presented are a balanced representation of the contemporary psychoanalytic theory landscape in practice today.

By presenting these theories juxtaposed in relation to each other as well as to the overarching field as a whole, students gain perspectival insight into the benefits and drawbacks of the varied theoretical positions.

Boundary Dilemmas

Instructors: Judy Kann, Psy.D., L.C.S.W. and Doryann Lebe, M.D.

COURSE DESCRIPTION

The Boundary Dilemmas 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.

COURSE GOALS/OBJECTIVES

1. Recognize and attend to ethical dilemmas that develop in a contemporary psychoanalytic environment.

2. Demonstrate the ability to assess and resolve difficult therapeutic situations.

3. Discuss how to create and maintain a safe psychoanalytic frame

COURSE OUTLINE

Session 1 – The Psychoanalytic Frame

Discussion of times/length of session, referrals, phone calls, missed sessions, extra-analytic contact, fees, vacation policy, gifts, etc.

Lebe, D., and Namir S. (1993) "Boundary Dilemmas Posed by Contemporary Psychoanalytic Theories." Presented at the 37th Winter Meeting of the American Academy of Psychoanalysis, December, 1993.

*****Modell, A.H. (1991) "The Therapeutic Relationship as a Paradoxical Experience." Psa. Dialogues, Vol. 1, pps. 13-28.

Ehrenberg, D.B., (1992) "Structuring A Psychoanalysis the Engagement" in The Intimate Edge Norton, Co, Inc. NY, pp 64 – 79.

Session 2 – The Psychoanalytic Frame

Liss-Levinson, N. (1990) "Money Matters and the Woman Analyst: In A Difference Voice." Psa. Psychology, 7(suppl.), pps. 119-130.

Aron,L., and Hirsch, I (1992) "Money Matters in Psychoanalysis," Relational Perspectives in Psychoanalysis, Hillsdale, N.J.: Analytic Press, pps. 239-256.

Meyers, K. "Show Me The Money," Contemporary Psychoanalysis, Vol 44 (1), pps. 118-140.

Session 3 - Answering Questions and Self Disclosure

Greenberg, J. (1995) "Self-Disclosure: Is It Psychoanalytic?" CV V3(2) pps. 193-205.

*****Ehernberg, D.B. (1995) "Self-Disclosure: Therapeutic Tool or Indulgence?" Contemporary Psa., Vol. 31 (2), pps. 213-228.

*****Epstein, L. (1995) "Self-Disclosure and Analytic Space." Contemporary Psa., Vol 31 (2) pps. 229-236.

Gediman, H.K. (2006). "Facilitating Analysis with Implicit and Explicit Self-Disclosures," Psychoanalytic Dialogues, 16 (3), pps. 241-262.

Boundary Dilemmas (cont.)

*****Stolorow, Robert D, and Orange, Donna, "Self-Disclosure from the Perspective of Intersubjectivity Theory". Psychoanalytic Inquiry, Vol, 18, 1998, pps. 530-537.

Session 4 – Difficult Therapeutic Situations: When There is No Meeting of the Minds

Eigen, M. (1997). On Working with Unwanted Patients, Journal of Psycho Anal, 58, pps 109-121.

*****Brandchaft, B., Stolorow, R.D. (1990). The Borderline Concept, Bulletin Amer Psychoanal Assn, 46, pps. 1117-1119.

Fonagy, P, Target, M. (2000). Playing with Reality: The Persistence of Dual Psychic, Internation Journal of Psychoa Anal, 81, pps. 853-873.

*****Hillman, C. (2006). Relational Treatment of a Borderline Analysand, Forum Psychoanal, 15, pps. 178-182.

Session 5 – Physical Contact

*****Casement, P. (1982) "Some pressures on the analyst for physical contact during the reliving of an early trauma", Int. Rev. J. Psychoanalytic, Vol. 9, pps. 279-286.

*****Gabbard, G. "The Analyst's Contribution to the Erotic Transference." Contemporary Psa., Vol. 32(2), 1996, pps. 249-274.

*****Fosshage, J. "The Meanings of Touch in Psychoanalysis: A Time for Reassessment", Psychoanalytic Inquiry, Vol 20 (1), 2000, pps. 21-43.

*****Holden, A. "To Touch or Not to Touch: That is the Question", Psychoanalytic Inquiry, Vol. 20(1), 2000, pps 44-64.

Session 6 – Personal Vulnerabilities and Needs in Analysts

*****Celenza, A. "Precursors to Therapist Sexual Misconduct." Psa. Psychology, Vol. 15, 1998, pps. 378-395.

Edwards, N. (2004) "The Ailing Analyst and the Dying Patient, A Relational Perspective, Psa. Dialogues, Vol. 114(3), pps. 313-335.

Celenza , A (2006). "Sexual Boundary Violations in the Office," Pscyhoanalytic Dialogues, 16 (1), pp. 113-128,
*****Pizer, Stuart, "The Role of Consultations in the Prevention of Boundary Violations." Psa. Dialogues, Vol 10 (2), 2000, pps.195-196.

*****Pizer, B., "The Therapist's Routine Consultations: A Necessary Window in the Treatment Frame." Psa. Dialogues, Vol 10 (2), 2000, pps. 197-208.

*****Gabbard, G. (2000) "Consultation from the Consultant's Perspective." Psa. Dialogues, Vol 10 (2), pps. 209-218.

*****Davies, J. (2000) "Descending the Therapeutic Slopes – Slippery, Slipperier, Slipperiest: Commentary on Papers by Barbara Pizer and Glen Gabbard." Psa. Dialogues, Vol 10 (2), pps. 219-230.

Session 7 – Difficult Patients for the Analyst, Confidentiality in Papers and Presentations

Lear, J "Confidentiality as a Virtue" in Confidentiality Ethical Perspectives and Clinical Dilemmas, pps. 4-17.

Furlong, Allannah, "The Why of Sharing and Not the What: Confidentially and Analytic Purpose," in Confidentiality Ethical Perspectives and Clinical Dilemmas, pps. 40–49.

*****Aron, L. "Ethical Considerations in the Writing of Psychoanalytic Cast Histories." Psychoanalytic Dialogues, Vol 10 (2), 2000, pps. 213-246.

Boundary Dilemmas (cont.)

*****Pizer, S. "A Gift in Return: The Clinical Use of Writing About a Patient." Psychoanalytic Dialgoues, Vol. 10 (2), 2000, 247-260.

*****Gerson, S. "The Therapeutic Action of WritingAbout Patients: Commentary o Papers b Lewis Aron and by Stuart A. Pizer." Psychoanalytic Dialogues, Vol. 10(2),2000, pps. 261-266.

Session 8 – Psychoanalytic Institutes and Psychoanalytic Careers

O'Neil, Mary Kay, "Confidentiality, Privacy and the Psychoanalytic Career", pps. 119-134.

*****Kirsner, D. "The Future of Psychoanalytic Institutes." Psychoanalytic Psychology, Vol 18(2),2001,

*****Eisold, K. "The Intolerance of Diversity in Psychoanalytic Institutes." Int.J. Psycho-Anal. Vol.75 (4) 1994. pps.785-800.

APA CRITERIA D

Candidates will read and discuss articles on the following topics:
Establishing a frame, length and time of sessions, responding to phone calls, establishing fees, vacation policies, self-disclosure, assessing difficult therapeutic situations, recognizing personal vulnerabilities, confidentiality and sexual misconduct.

The readings for this course are from seasoned psychoanalysts and psychologists who have studied the conflicts that often develop between analyst and patient. They present dilemmas encountered by colleagues and supervisees. The class participants will have an opportunity to share their skill, knowledge and their own professional dilemmas. There may be candidates who are inhibited from sharing their experiences and this may minimize their opportunity to profit fully from the class.

The course is designed to heighten awareness of ethical issues. It enables analytic candidates ways to recognize red flags that might lead to boundary infractions. It provides strategies for recognizing complicated situations and seeking consultation as needed.

Contemporary Psychoanalytic Theories, Part III: Relational Theories

Instructor: Leslie Maxson, Psy.D.

COURSE DESCRIPTION

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 fist 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.

COURSE GOALS/OBJECTIVES

1. To analyze Relational Theory's unique characteristics of paradox and inclusiveness that hold the tension of Classical Freudian Theory, Ego Psychology, Object Relations Theory, Self Psychology, Interpersonal Theory, and Intersubjectivity theory.

2. To discuss the close relevance to intimate clinical process of social consciousness; including a deep consideration of the consciousness of the other as well as the self as a distinct form of intersubjectivity.

3. To compare and contrast the original contributors to the Relational Tradition as a foundation to appreciate current writings in contemporary psychoanalysis as it has evolved.

COURSE OUTLINE

March 10 Leslie Maxson-- Introduction to Relational Theory
Aron, L. 1996 "The Relational Orientation" (Ch. 1 in Meeting of Minds)

Mitchell, S. 2004 "My Psychoanalytic Journey" (In *Psychoanalytic Inquiry*, Vol. 24 #4)

Mitchell, S. 1986 "Penelope's Loom" from Relational Concepts in Psychoanalysis

March 17 Leslie Maxson -- Introduction to Jessica Benjamin
Benjamin, J. 1988 "The First Bond" (Ch. 1 in Bonds of Love)

Rudnytsky, P. 2000 "Jessica Benjamin, Reparative Projects" (in Psychoanalytic Conversations)

March 24 Leslie Maxson—Introduction to a Schema of Gender and Introduction to the Analytic 3rd
Benjamin, J. "Sameness & Difference: An Overinclusive View of Gender Constitution" (in Gender in Psychoanalytic Space, 2002)
Maxson, L. (2009) "The Dialectic in Autonomy and Recognition: A View Into the Analytic Dyad", *International Journal of Psychoanalytic Self Psychology*, vol 4, 53-79

April 7 Leslie Maxson
Davies J. (2004) "Whose Bad Objects Are We Anyway? Repetition and Our Elusive Love Affair with Evil" see a copy of the original paper as presented 2004

Benjamin, J. (2004) "Escape From the Hall of Mirrors: Commentary on paper by Jody Davies", in *Psychoanalytic Dialogues* Nov/Dec 2004, vol.14, #6

April 14 Katherine Schwarzenbach
**Ghent, E. (1990) "Masochism, Submission, Surrender: Masochism as a Perversion of Surrender", In Relational Psychoanalysis the Emergence of a Tradition, 1999,vol 1

Contemporary Psychoanalytic Theories, Part III: Relational Theories (cont.)

Meloy, M (2009) "Two Step", in Both Ways is the Only Way I Want It

April 21 Katherine Schwarzenbach
**Aron, L. (1991) "The Patient's Experience of the Analyst's Subjectivity" In Relational Psychoanalysis the Emergence of a Tradition, 1999, vol 1

April 28 Phil Ringstrom
Ringstrom, P. (2010) "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory" In *Psychoanalytic Dialogues*

May 5 Phil Ringstrom
Ringstrom, P. (2009) "Scenes That Write Themselves: Improvisational Moments in Relational Psychoanalysis", In *Psychoanalytic Dialogues*

May 12 Elaine Bridge
**Bromberg (1993) "Shadow and Substance: A Relational Perspective on Clinical Process", In Relational Psychoanalysis the Emergence of a Tradition, 1991,vol 1

Bromberg ((1996) "Standing in the Spaces: The Multiplicity of Self and the Psychoanalytic Relationship", in Standing in the Spaces, 1998

May 19 Elaine Bridge and Leslie Maxson Final session review
Beebe,B.,Knoblauch,J.,Sorter,D. (2005) Chapter 1, pps. 1-28, Forms of Intersubjectivity in Infant Research and Adult Treatment: A Systems View

APA CRITERIA D

Relational Psychoanalysis has its origins in object relations and interpersonal theory, as well as its philosophical basis in social constructivism. It is a theoretical orientation in psychoanalysis with a specific technique that has been considered in a myriad of ways in the professional psychology and mental health literature.

The theory of relational psychoanalysis has been given scholarly consideration in the psychotherapy literature and it has been recommended as a therapeutic technique for a broad spectrum of clinical problems. The primary book used for this course Relational Psychoanalysis, The Emergence of a Tradition edited by Lew Aron and Stephen Mitchell in 1999. This collection includes recent work on the Patient's Experience of the Analyst's subjectivity as well as other contemporary dynamic approaches. Jonathan Shelder's recent article (PEP) validate psychoanalytic psychotherapy.

This course is based upon the published literature concerning Relational Psychoanalysis both books and journal articles. The limitations of the content are that it favors one theoretical orientation in psychoanalysis although a compare and contrast aspect to other orientations will be included. The most common risk would be to bias students to think that Relational Psychoanalysis is the only viable orientation in psychoanalysis however measures will be taken to avoid this risk.

Recent trends in the Practice of Relational Psychoanalysis are particularly focused on a multicultural orientation to patient's needs. Issues of gender, race, and religion are emphasized to prevent bias and stereotyping. Classical psychoanalysis was based upon Western culture and Eurocentric ideas. Relational Psychoanalysis takes the full experience of the individual into account. Relational Psychoanalysis is a reflection of trends in global society to understand the context as well as the subjective experience of the psychotherapy patient in establishing meaning and treatment goals.

Contemporary Psychoanalytic Theories, Part I: Self Psychology

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

COURSE DESCRIPTION

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.

COURSE GOALS/OBJECTIVES

1. Describe the epistemological origins of psychoanalytic self psychology theory.

2. Explain the theory and technique of psychoanalytic self psychology theory and its distinctive aspects.

3. Demonstrate the application of psychoanalytic self psychology theory to the treatment of psychological disorders.

4. Analyze how psychoanalytic self psychology theory compares and contrasts with other recognized psychoanalytic and psychotherapeutic orientations.

5. Discuss approaches for assessment of the efficacy of psychoanalytic self psychology theory.

COURSE OUTLINE

Session 1: (September 16) Overview and History of Self Psychology - Arthur Malin, M.D.

*Strozier, C. (1985), Glimpses of a life: Heinz Kohut (1913-1981), in Progress in Self Psychology, ed. By A. Goldberg, Vol. 1, pp3-13, NY: Guilford Press.

Malin, A. Commentary on Self Psychology – please read the commentary which is included with the syllabus.

Malin, A. (1990), Psychotherapy of the narcissistic personality disorders. In Review of Psychiatry, Vol. 9, Chapter 19, pp. 355-369, Washington, D.C.: American Psychiatric Press.

Kohut, H. (1959), Introspection, empathy and psychoanalysis: examination of the relationship between mode of observation and theory. Ed. by P. Ornstein, The Search for The Self, Vol. 1, Chapter 12.

Session 2: (September 23) Empathic mode of Listening - Carol Mayhew, Ph.D.

*Kohut, H. (1982), "Introspection, Empathy and the Semicircle of Mental Health" in Int. J. Psycho-Anal., Vol. 63, pp.395-407.

Geist, R. (2007), "Who are You, Who am I, and Where are We Going: Sustain Empathic Immersion in the Opening Phase of Psychoanalytic Treatment" in Int. J. of Psychoanalytic Self Psychology, Vol. 2 (1), p. 1-24.

**Kohut, H. (1984), The role of empathy in psychoanalytic cure. (Ch. 9), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 172-191.

Recommended Reading: Orange, D. (2007) "Attitudes, Values, and Intersubjective Vulnerability", Prepublished paper presented at the 30th conference on the Psychology of the Self, Los Angeles, CA.

Session 3: (September 30) Self Psychology – An Overview
Carol Mayhew, Ph.D.

*Kohut, H. and Wolf, E. (1978), The Disorders of the self and their treatment: An outline, Int. J. Psa., 59:413-425.

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

*Kohut, H. (1979), The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27.

Session 4: (October 7) Relational Self Psychology – Case Discussion – Howard Bacal, M.D.
Bacal, H. and Newman, K. Introduction and Overview (pp. 1-14) and Heinz Kohut (Ch. 11) (pp. 225-273), Theories of Object Relations: Bridges to Self Psychology, New York: Columbia University Press, 1990.

***For this class please have in mind case material that relates to the concepts discussed in the chapters assigned.

Session 5: (October 14) Therapeutic Action from a Self Psychological Perspective - Carol Mayhew, Ph.D.

**Kohut, H. (1984), The self psychological reassessment of the therapeutic process, (Ch. 6), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 80-110.

**Kohut, H. (1984), The selfobject transferences and interpretation, (Ch. 10) How Does Analysis Cure?, Chicago, IL., University of Chicago Press, p. 192-210.

Session 6: (October 28) Self Psychological Perspectives on Aggression and the Oedipus Complex - Carol Mayhew, Ph.D.

*Kohut, H. (1972), Thoughts on Narcissism and Narcissistic Rage, The Search for the Self, Chapter 40, Vol. 11.

Lachmann, F., (2000), Transforming Aggression, NJ: Jason Aronson, pp. 1-45.

Kohut, H. (1977), The oedipus complex and the psychology of the self. (Ch. 5) The Restoration of The Self, New York: International Universities Press, 220-248.

Recommended:
**Kohut, H. (1984), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, p. 13-28.

Session 7: (November 4) Self Psychological Perspectives on Defense and Resistance, Self Psychology Applied, and Forward Edge Concept - Carol Mayhew, Ph.D.

**Kohut, H. (1984), The self psychological approach to defense and resistance, (Ch. 7) How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 111-151.

*Miller, J. (1985), How Kohut actually worked, in Progress In Self Psychology, ed. By A. Goldberg, Vol. 1, pp. 13-30, NY:Guilford Press.

*Tolpin, M. (2002), Doing psychoanalysis of normal development: forward edge transferences, in Progress in Self Psychology, ed. By A. Goldberg, Vol. 18, pp. 167-190, NJ: Analytic Press.

Session 8: (November 11) Contemporary Self Psychological Perspectives: Self and Motivational Systems and Listening Perspectives – Carol Mayhew, Ph.D.

*Lichtenberg, J. (1999), Listening, understanding and interpreting: reflections on complexity, Int. J. Psa., 80, 719-737.

*Fosshage, J. (1997), Listening/experiencing perspectives and the quest for a facilitating responsiveness, in Goldberg, A. (ed.) Progress in Self Psychology, 13, 33-55. .

Session 9: (November 18) Systems Perspectives and Developmental Self Psychology – Estelle Shane, Ph.D.

Shane, E. (2006), Developmental Systems Self Psychology, Int. J. Psychoanalytic Self Psychology, 1 (1), 23-46.

Coburn, W. J. (2007). Psychoanalytic Complexity: Pouring New Wine Directly Into One's Mouth (Chapter 1), in

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

"New Developments in Self Psychology Practice," Eds. Buirski, P. and Kottler, A., Jason Aronson

Session 10: (December 2) Self Psychological Perspectives – Case Discussion- Carol Mayhew, Ph.D.

*Kindler, A. (1999), The case of Joanna Churchill, Progress in Self Psychology and discussions by Fosshage, J., Ornstein, P., Stolorow, R. and reply by Kindler, pp. 197-240

APA CRITERIA D

The theory of psychoanalytic self psychology was originally developed in the late 1950's, the 1960's and the 1970's by psychoanalyst, Heinz Kohut and his collaborators. It is a theory that takes its contemporary foundations from classical Freudian psychoanalytic theory and practice. Kohut was trained and immersed in the classical Freudian modality, but he discovered that a certain type of patient, the narcissistic patient, did not respond to traditional treatment. Kohut found that these patients had very particular needs of him in the transference, and that the patient's growth and development depended on how Kohut understood and responded to these needs interpretively.

In the theory and practice of self psychology, the self is a central focus of theoretical and clinical concern. The infant is seen as entering the world as a whole, coherent being and it is only in pathology that that a person's coherent self-structure fragments. Subsequently, researchers have found that the self, and the mind, is naturally fragmented, with meaning systems often unintegrated at several levels in parallel. This occurs particularly when there are insufficient empathic relationships within which to integrate relational understanding and way of being with an other. Kohut's idea was that the child could fare well enough within an average-expectable empathic surround.

A second feature of self psychology is Kohut's introduction of a mode of listening and understanding in the psychoanalytic situation. This mode is the empathic introspective mode and honors the patient's subjective experience as the principle data source defining the field.

A departure from a more classical point of view is that in self psychology theory there is a dependence, rather than an independence from, others. This is a lifelong requirement. This postulate is the basis for Kohut's theory of self object function in the self-selfobject matrix. The selfobject provides many important functions, including soothing, calming, delineating, affirming, and recognition that sustain and repair the self.

Defenses, in self psychology, are conceptualized primarily as self-protective, and not as an effort to thwart the analyst's efforts. Defenses are seen as necessary to self-state stability. The hypothesis is that defenses will fall away once the patient experiences a sense of safety and security. Similarly, aggression is conceptualized as an emergent reaction to frustration and deprivation, not as drive expression. The clinical focus will be on the context in which aggression is evoked and experienced.

The final significant point in self psychology is that the psychoanalytic process carries not just insight and understanding, but also a meaningful developmental power and thrust. This trajectory emerges from within the patient-analyst system. It is self-organizing, nonlinear, bidirectional, and unpredictable.

In summary, self psychology is a theoretical orientation in psychoanalysis with a specific technique that has been considered in a myriad of ways in the professional psychology and mental health literature. There are voluminous numbers of professional scholarly books, journal articles, conference presentations in reference to self psychology and related fields of research, such as attachment theory, systems theory, infant research, and complexity theory.

The theory of self psychology has been given scholarly consideration in the psychotherapy literature and that it has been recommended as a therapeutic technique for a broad spectrum of clinical problems. It is particularly effective with patients who have a trauma history and with narcissistic patients. It can be utilized diversely because all humanity responds to empathy.

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

As stated previously, there are voluminous numbers of professional scholarly books, journal articles, conference presentations in reference to self psychology and related fields of research, such as attachment theory, systems

theory, infant research, and complexity theory. The PEP Archive documents the interest in and the promulgation of scholarly pursuits for the development of the theory and its clinical application over the decades. In addition, the International Association of Self Psychology publishes its own quarterly journal dedicated to the study, exploration, and growth and development of the theory. It proves to be a very effective psychoanalytic clinical modality. Psychoanalysis continues to provide patients with relief from crushing childhood trauma, as evidenced by Jonathan Shedler's article and other empirical studies which validate psychoanalytic psychotherapy.

The course is based upon the published literature concerning self psychology. This includes both books and recent journal articles. The limitations of the content are that it favors one theoretical orientation in psychoanalysis, although a compare and contrast aspect to other orientations will be included. The most common risk would be to bias students to think that self psychology in the only viable orientation in psychoanalysis. However, measures will be taken to avoid this risk.

Recent trends in psychological practice are based upon a multicultural orientation to patient's needs. Classical psychoanalysis was based upon Western culture and Eurocentric ideas. Self psychology takes the full experience of the individual into account. Self psychology is a reflection of trends in global society to understand the context as well as the subjective experience of the psychotherapy patient in establishing meaning and treatment goals.

Observed Infant and Toddler Development

Instructors: Susan Mendenhall, Psy.D., M.S.W. and Helen Ziskind, Psy.D., M.S.W.

COURSE DESCRIPTION

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.

COURSE GOALS/OBJECTIVES

1. Students will be able to describe the major findings of contemporary infant research.

2. Students will be able to discuss theories of development which have been derived from these research findings.

3. Students will be able to apply this knowledge to the treatment of adults.

COURSE OUTLINE

Session 1: Introduction and Overview:
Zeanah, C., Anders, T.F., Seifer, R., Stern, D.N. (1989). "Implications of Research on Infant Development for Psychodynamic Theory and Practice," Journal of American Academy of Child and Adolescent Psychiatry, vol. 28, #5, pp. 657-688.

Clyman, R. (1992) "The Procedural Organization of Emotions: A Contribution from Cognitive Science to the Psychoanalytic Theory of Therapeutic Action," Affect: Psychoanalytic Perspectives, eds. T. Shapiro and R. Emde, Conn.: Int. Univ. Press. pp. 349-382.

Banks, A., Jordan, J. (2007). "The Human Brain: Hardwired for Connections," Research and Action Report – Wellesley Centers for Women. Vol. 28, #2, pp. 8-11.

Optional:
Seligman, S.(2003). The Developmental Perspective in Relational Psychoanalysis," Contemporary Psychoanalysis, vol. 49, #3, pp. 477-508.

Session 2: Stern's Synthesis of Infant Research I
Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 3 on The Sense of the Emergent Self, pp. 37-68.

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 4 on Sense of a Core Self: Self vs. Other, pp. 69-99.

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 13-22.

Film: "The Amazing Newborn."

Session 3: Stern's Synthesis of Infant Research II
Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 5 on Sense of a Core Self: Self with Other, pp. 100- 123.

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 6 on Sense of a Subjective Self: Overview, pp. 124-137.

Observed Infant and Toddler Development (cont.)

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 57-71.

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 7 on Sense of a Subjective Self: Affect Attunement, pp. 138-161.

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 101-107.

Film: "First Feelings."

Session 4: Stern's Synthesis of Infant Research III: Modifications, Critiques
Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 8 on The Sense of a Verbal Self, pp. 162-182.

Stern, Daniel (1990). Diary of a Baby, New York; Basic Books, pp. 111-127.

Stern, Daniel (2000). Introduction to New Edition of The Interpersonal World of the Infant.

Orange, Donna (2003). "Why Language Matters to Psychoanalysis," Psychoanalytic Dialogues, vol. 13, #1, 77-103.

Cushman, Philip (1991). "Ideology Obscured: Political Uses of the Self in Daniel Stern's Infant," American Psychologist, March, pp. 206-219.

Session 5: Attachment I: History and Overview
Ainsworth, M. and Bowlby, J. (1991). "An Ethological Approach to Personality Development," American Psychologist, April, 1991, pp. 333-341.

Karen, Robert (1990). "Becoming Attached," Atlantic Monthly, Feb.1990, pp.35-70.

Bowlby, J. (1979). "On Knowing What You Are Not Supposed to Know and Feeling What You Are Not Supposed to Feel," A Secure Base, New York: Basic Books, 1988, pp. 99-118.

Routledge, Derek ( ). "James Robertson's Vision: Moving Pictures," Context, vol., #, pp., 20-23.

Film: Robertsons' Film: "John."

Session 6: Attachment II: History and Overview
Weinfield, N., Sroufe, L.A., Egeland, B., and Carlson, E.A.,(2008). "The Nature of Individual Differences in Infant-Caregiver Attachment," in J. Cassidy and P. Shaver, eds., Handbook of Attachment, New York: Guilford, Chapter 4, pp. 78-101.

Sroufe, L. A., Egeland, B, Carlson, E.A., (2005). Behavioral and Emotional Disturbance," The Development of the Person. New York: The Guilford Press, pp. 239-264.

Marris, P. (1991). "The Social Construction of Uncertainty," in C.M. Parkes, J. S.Hinde and P. Marris, eds., Attachment Across the Life Cycle. London: Routledge, pp. 77-90.

Film: Robertson's Film: "Jane."

Session 7: Overview of Lichtenberg's Motivational-Functional Systems, Chapter on Exploratory-Assertive Motivational System
Lichtenberg, J.D. (1988). " A Theory of Motivational-Functional Systems as Psychic Structure," JAPA, vol. 36, pp. 57-72.

Lichtenberg, J., (1983). Psychoanalysis and Motivation, Hillsdale, NJ: The Analytic Press, Chapter 6, pp. 125-165.

Observed Infant and Toddler Development (cont.)

Session 8: Motivational Systems: Aversive
Fosshage J. (1998). "On Aggression: Its Forms and Functions," Psychoanalytic Inquiry, vol. 18, #1, pp. 45-54.
Lachmann, F. M. (2000). Transforming Aggression, New York: Aronson, Chapter 2, pp. 25-45.

Beebe, B (2000) "Co-Constructing Mother-Infant Distress: The Microsynchrony of Maternal Impingement and Infant Avoidance in the Face- to-Face Encounter," Psychoanalytic Inquiry, vol. 20, #3, pp. 421-440.

Session 9: Motivational Systems: Intersubjectivity
Trevarthan, Colwyn (2005). "Learning about Ourselves from Children: Why a Growing Human Brain Needs Interesting Companions," pp. 1-36.

Stern, D. (2004). "Intersubjectivity as a Basic, Primary Motivational System," The Present Moment, New York: W.W. Norton and Co., Chapter 6, pp. 97-111.

Optional:
Beebe. B. et.al. (2003). "An Expanded View of Intersubjectivity in Infancy and its Application to Psychoanalysis," Psychoanalytic Dialogues, vol. 13, # 6, pp. 805-841.

Additional Readings:
"Foreward to Fivaz-Depeursinge, Lavanchy-Scaiola, and Favez Paper", (2010) Psychoanalytic Dialogues, Vol. 20:121-124.

"The Young infant's Triangular Communication in the Family:Access to Threesome Intersubjectivity?Conceptual Considerations and Case Illustrations", (2010) P.D., Vol. 20;125-140.

Session 10: Contingency
Nahum, J.P. (1994) "New Theoretical Vistas in Psychoanalysis: Louis Sander's Theory of Early Development," Psychoanalytic Psychology., vol.11, #1, pp. 1-19.

Sander, Louis (2008). 'The Awareness of Inner Experience: A Systems Perspective on Self-Regulatory Process in Early Development," in Amadei, G. and Bianchi, I., eds., Living Systems, Evolving Consciousness, and the Emerging Person: A Selection of Papers from the Life Work of Louis Sander. New York: The Analytic Press, pp.205-214.

Tronick, Edward Z. (1989) "Emotions and Emotional Communication in Infants," American Psychologist, vol. 44, # 2, pp.112-119.

Film: Tentative, The Social Baby

Session 11: Beebe and Lachman: Theory of Interaction for Development and Treatment
Beebe, Beatrice and Lachmann, Frank (1998). "Representation and Internalization in Infancy: Three Principles of Salience," Psychoanalytic Psychology, vol.11, #2, pp.127-165.

Beebe, Beatrice and Lachmann, Frank (2002). "An Interactive Model of the Mind for Adult Treatment," Infant Research and Adult Treatment: Co-constructing Interactions. New York: The Analytic Press, Chapter 9, pp. 209-232.

Session 12: Developments in Attachment Theory and Research
Hesse, Erik, (2008). "The Adult Attachment Interview: Protocol, Method of Analysis, and Empirical Studies." In Jude Cassidy and Phillip Shaver, eds., Handbook of Attachment, N.Y: Guilford Press, Chapter 25, pp. 552-598.

Tronick, Edward Z., (2003). "Of Course All Relationships Are Unique: How Co-creative Processes Generate Unique Mother-Infant and Patient-Therapist Relationships and Change Other Relationships," Psychoanalytic Inquiry, vol. 23, # 3., pp. 473-491.

Hofer, M. (2002). "Clinical Implications Drawn from the New Biology of Attachment," JICAP, vol. 2, #4, pp. 157-162.

Observed Infant and Toddler Development (cont.)

Optional:
Steele, H. (2002) "Multiple Dissociation in the Context of the Adult Attachment Interview,"in Sinason, V., ed., Attachment, Trauma and Multiplicity, Sussex: Brunner Routledge, pp. 107-121.

Session 13: Trauma and Disorganization
Soloman, J. and George, C. (1999). "The Place of Disorganization in Attachment Theory: Linking Classic Observations with Contemporary Findings," in Attachment Disorganization, Judith Soloman and Carol George, eds., New York: Guilford Press, pp. 3-32.

Hesse, E. and Main, M. (2000). "Disorganized Infant, Child, and Adult Attachment: Collapse of Behavioral and Attentional Stratetgies," JAPA, vol. 48, #4, pp. 1097-1127.

Lyons-Ruth, K. (2003). "Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research," JAPA, vol. 51, #3, pp. 884-910.

Gaensbauer, Theodore (2002). "Representations of Trauma in Infancy: Clinical and Theoretical Implications for theUnderstanding of Early Memory," Infant Mental Health Journal, vol.23, #3, pp. 259-277.

Session 14: Mentalization and Reflective Function in Development and Treatment
Fonagy, Peter (2006). "A Mentalization-Focused Approach to Social Development," Handbook of Mentalization-Based Treatment, ed. by Allen J., and Fonagy, P. West Sussex: John Wiley and Sons, Ltd., pp. 53-100.

Slade, Arietta (2008). "The Implications of Attachment Theory and Research for Adult Psychotherapy: Research and Cliical Perspectives." Chapter 32 in Handbook of Attachment, Jude Cassidy and Phillip R. Shaver, eds., New York: Guilford Press, pp. 762-782.

Optional:
Slade, Arietta (1999). "Representation, Symbolization and Affect Regulation in the Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy," Psychoanalytic Inquiry, vol. 19, #5, pp. 797-830.

Session 15: Clinical Applications
Stern, D., Sander, L., Nahum, J., Harrison, A., Lyons-Ruth, K., Morgan, A., Bruschweiler-Stern, N., and Tronic, E.,The Processes of Change Study Group (1998). "Non-Interpretive Mechanisms in Psychoanalytic Therapy," Int. J. Psa., vol. 79, pp. 903-921.

Lyons-Ruth, Karlen (1999). "The Two Person Unconscious: Intersubjective Dialogue, Enactive Relational Representation and the Emergence of New Forms of Relational Organization," Psychoanalytic Inquiry, vol. 19, #4, pp. 576-617.

Stern, D. (2004). "The Process of Moving Along," Chapter 10 in The Present Moment, New York: W. W. Norton and Co., pp.149-186.

Stern, D. What Implications Do Forms of Vitality Have for Clinical Theory and Practice, Chapter 7.

APA CRITERIA D

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 and written about its application to the treatment of adults.

Writings of all of the most prominent researchers and theorists are sampled. Thus students should come away with a comprehensive overview of this topic as well as the ability to use these ideas in their clinical work.

Observed Infant and Toddler Development (cont.)

The ideas studied in this course have been supported by extensive research which has been replicated many times. Broader theories which have been derived from the research are of course to some degree interpretive and subject to later revision. Thus such theories should not be assumed to be absolute truth, but ideas that, while empirically derived, are always to be critically examined.

This course includes a number of articles on the clinical usefulness of infancy research in guiding the clinician in developing and sustaining a developmentally enhancing therapeutic relationship. Research is included which supports the beneficial effects of clinical work consistent with the findings of infancy research.

Freud: A Critical Historical Overview

Instructor: Joye Weisel-Barth, Ph.D., Psy.D.

COURSE DESCRIPTION

From his earliest theories about the mind to his last statement on the psychoanalytic process, this course focuses on the major documents in the development of Freud's thought. It also seeks to place Freudian development in the context of historical, cultural, and personal factors. The class requires reading and analyzing important original documents from the Freudian canon with the goal of preparing candidates to know, understand, and compare Freudian ideas with contemporary psychoanalytic thinking.

COURSE GOALS/OBJECTIVES

1. Describe and discuss the development of Freud's thinking.

2. Be able to place Freud in this historical and cultural contexts.

3. Be able to trace and discuss some contemporary psychoanalytic ideas back to their Freudian origins.

4. Be able to compare Freudian approaches to the mind to contemporary psychoanalytic ideas.

COURSE OUTLINE

WEEK I
(Assigned reading)
Freud, S., and Breuer, J. (1895) Studies on Hysteria. New York: Basic Books
Preliminary Communication, pps.3-17
Case of Anna O, pps. 21-47
Case of Emmy von N., pps. 48-105
Case of Lucy R, pps. 106-124
Case of Katharina, pps. 125-134

Breger, L. (2000) Freud: Darkness in the Midst of Vision. New York: John Wiley & Sons.
Read over the semester.

WEEK II
(Assigned reading)
Freud, S. "The Aetiology of Hysteria" (1896). S.E. 3: 189-221
"The Neuro-Psychoses of Defense"(1894) S.E. 3: 45-61

WEEK III
(Assigned reading)
Letters from Freud to Fliess THE FRIENDSHIP: 1)Beginning: Dec. 28, 1887, Jul 21, 1890, August 11. 1890, August 11, 1890, May 2, 1891, August 17, 1891; 2) Seduction Theory and Self Analysis: September 21, 1897, October 3, 1897, October 4, 1897, October 15, 1897, October 27, 1897; 3) The Ending: August 7, 1901, September 19, 1901, September 20, 1901, April 27, 1904, July 20, 1904, July 23, 1904, July 26, 1904, July 27, 1904 The Complete Letters of Sigmund Freud to Wilheim Fliess 1887-1904, ed. J.M. Masson (Harvard, 1986)

WEEK IV
(Assigned reading)
Freud, S.(1900) The Interpretation of Dreams. Chapters II and III, pps. 128-166

Freud: A Critical Historical Overview (cont.)

Letters From Freud to Fliess concerning Emma Eckstein's operation. The Complete Letters of Sigmund Freud to Wilhelm Fleiss 1887-1904, ed. J.M.Masson (Harvard, 1986), January 24, 1895, March 4, 1895, March 8, 1895, March 13, 1895, March 23, 1895, March 28, 1895, April 11, 1895, April 20, 1895, April 26, 1895, April 27, 1895, May 25, 1895, May 4, 1896, May 17, 1896, June 9, 1896. Pp.113-130, 191-192.

Schur, M (1966) "Some Additional 'Day Residues' of 'The Specimen Dream of Psychoanalysis.' " In Psychoanalysis—A General Psychology: Essays in Honor of Heinz Hartmann, ed. R.M. Loewenstein, etal. New York: Int. Univ. Press, pps 45-85.

(Optional reading) Read as much of The Interpretation of Dreams as you can manage.

WEEK V
(Assigned reading)
Freud, S. (1905) Dora: An Analysis of a Case of hysteria. New York: Simon and Schuster. Sections I, II, III, pps. 1-124

(Suggested reading)
Mahony, P.J. (1966) Freud's Dora: A psychoanalytic, Historical and Textual Study. Yale University Press.

WEEK VI

(Assigned reading)
Freud, S. (1905) Three Essays on the Theory of Sexuality. New York: Basic Books. Sections I and II, pps 1-72

WEEK VII
(Assigned reading)
Freud, S. (1905) Three Essays on the Theory of Sexuality. New York: Basic Books. Section III, pps. 73-96

Breger, L. (1981) "The Theory of Sexuality." In Freud's Unfinished Journey: Conventional and Criical Perspectives in Psychoanalytic Theory. London, Routledge, pps. 51-79.

WEEK VIII
(Assigned reading)
Freud, S. (1909) Five Lectures on Psychoanalysis. New York: Basic Books. S.E. 11: 3-55.

W*EEK IX*
(Assigned reading)
Freud, S. (1917) "Mourning and Melancholia." S.E. 14: 243-258.

Bowlby, John (1960) "Grief and Mourning in Infancy and Early Childhood." In The Psychoanalytic Study of the Child, 15: 53-94.

Freud, A., Schur, M., Spitz, R. (1960) "Discussion of Dr. John Bowlby's Paper" In The Psychoanalytic Study of the Child, 15: 53-94.

WEEK X
(Assigned reading)

Freud, S. (1920) Beyond the Pleasure Principle. New York: W.W. Norton. Chapters 1-111, pp. 3-25

WEEK XI
(Assigned reading)
Kardiner, A. (1977) My Analysis with Freud. New York: W.W. Norton. Forward, Chapters 1-8, pps. 11-123

(Optional Reading) Freud. The Ego and the Id.

Freud: A Critical Historical Overview (cont.)

WEEK XII

(Assigned reading)
Freud, S. (1926) Inhibitions, Symptoms and Anxiety. New York: W.W. Norton. Chapters I-XI, pps. 2-109.

WEEK XIII

(Assigned reading)
Freud, S. (1933) "Femininity." In New Introductory Lectures on Psycho-Analysis.
S.E. 22: 112-135.

Atwood, G., and Stolorow, R. (1993) "Sigmund Freud." In Faces in a Cloud: Subjectivity in Psychoanalytic Theory. (Second revised edition) Northvale, NJ: Jason Aronson, pps. 37-59.

WEEK XIV

(Assigned reading)

Freud, S. (1932) "Why War?" in Character and Culture, ed. Phillip Rieff, Collier Books, N.Y. (1963). pps. 134-147.

Freud, S. (1937) "Analysis Terminable and Interminable." S.E. 23:216-253.

WEEK XV
Class Presentations and Review Discussion

APA CRITERIA D

This critical-historical overview of Sigmund Freud examines the contribution of his thought on the field of psychoanalysis. Investigating the origins and history of psychoanalysis is necessary to an understanding of contemporary analytic thought and practice.

A Freud course is foundational at all psychoanalytic institutes.

The materials being presented are the central documents of the Freudian Canon, the primary source of his thinking.

Freud, the founder of Psychoanalysis, generated central ideas for the field: the unconscious, trauma, transference, infantile origins of adult psychology. Contemporary psychoanalytic practice is unthinkable without a good knowledge of Freudian ideas.

Weekday Program: Elective Courses

Instructor(s)	Course Name	Page No.
Bernard Brickman, M.D.	What Is Analysis and Thoughts on Termination	44
Helen Grebow, Ph.D., Psy.D.	Analytic Knowing: A Contemporary Approach to Countertransference	46
James Green, Ph.D., Psy.D.	Case Conference: Current Issues in Gender and Sexual Orientation	50
Lynne Jacobs, Ph.D.	Book Study: Thinking for Clinicians, by Donna Orange	52
Lynne Jacobs, Ph.D. & Veronica Abney, Ph.D., L.C.S.W., D.C.	A Psychoanalytic Exploration of the Socio-Cultural Horizons of the Experience of Analysts and Their Patients	53
Jeri Johnston, Psy.D. & Linda Loomis, Psy.D.	Facing Uncertainty: Making Meaning in a Meaningless World - Trauma-Centered Treatment in Psychoanalysis	56
Karen Koch, Psy.D., L.C.S.W.	Sandor Ferenczi I: Trauma and Technique	59
Peter Maduro, J.D., Psy.D.	5 Psychoanalytic Theorists and the Evolution of Their Theories (Fall Semester)	62
Peter Maduro, J.D., Psy.D.	6 Psychoanalytic Theorists and the Evolution of Their Theories (Spring Semester)	67
Carol Mayhew, Ph.D. , Psy.D.	Clinical Case Conference on Cases Relating to Trauma and Dissociation	72
Elaine Silberman, Ph.D., Psy.D.	Advanced Relational Psychoanalysis	74
Judith Vida, M.D.	Finding One’s Own Way as A Psychoanalyst (FOOWAP)	78

What is Analysis and Thoughts on Termination

Instructor: Bernard Brickman, M.D.

COURSE DESCRIPTION

My interest is to discuss the definition of analysis and whether and in what way it differs from psychotherapy, based on a series of stimulating papers that have appeared in Psychoanalytic Dialogues, vol. 19, 2009. Contemporary psychoanalysis proliferates forever expanding ideas on the subject that call upon us to constantly redefine our field. The leading article is written by Steven Stern in which he points out that our field has suffered from a definition of psychoanalysis that has been locked into "extrinsic " criteria such as session frequency and the like. He argues that organized psychoanalysis needs to redefine what it means to practice psychoanalysis. The dialogue includes responses by Lewis Aron, Peter Goldberg and Robert Wallerstein, reflecting relational, object relations and traditional viewpoints.

Additionally, there are a series of papers on the subject of termination that are appropriately grouped with the above topic in that they, too, go to the relational heart of the psychoanalytic process.

COURSE GOALS/OBJECTIVES

1. The participant will have an enhanced capacity to separate and discuss the difference between "extrinsic" and "intrinsic" dimensions of psychoanalysis.

2. The class will collectively explore whether a procedural definition of psychoanalysis is indeed possible.

3. The class will attempt to grapple with and pursue deeper discussion of the subject of termination in terms of its theory and practice.

Participants will be encouraged to bring their own clinical experience into the discussion .

COURSE OUTLINE

First session:
Stern, S. Session Frequency and the Definition of Psychoanalysis, above issue of Psychoanalytic Dialogues, pp 639-656

Second session:
Aron, L. Day, Night, or Dawn, Commentary on Paper by Steven Stern, above issue,pp 656-669

Goldberg, P. With Respect to the Analytic Frame, above issue, pp. 669-75

Third session:
Wallerstein, R. Defining Psychoanalysis: A Review and a Commentary, above issue. pp. 675-691

Fourth session:
Stern, S. What's Possible? What Matters? Reply to Commentaries. Above issue, pp. 691-704

Fifth session:
Salberg, J. Leaning into Termination, above issue, pp. 704-723

Sixth session:
Grand, S. Termination as Necessary Madness, above issue pp. 723-734.

Seventh session:
Davies, J.M. , Love Never Ends Well: Termination as the Fate of an Illusion, above issue, pp. 734-744

What is Analysis and Thoughts on Termination (cont.)

Eighth session:
Bass, A. It Ain't Over 'til It's Over: Infinite Conversations, Imperfect Endings, and the Elusive Nature of Termination. , above issue, pp. 744-756

APA CRITERIA D

The class engaged in a discussion/study of the basic definition of psychoanalysis. We considered whether and in what way psychoanalysis differed from psychotherapy, based on classical writings and concepts. In a contemporary spirit, the class challenged old ideas about how analysis is defined. We considered that the field is locked into "extrinsic" criteria such as session frequency and the like. The discussion included the writings of such figures as Aron, P. Goldberg, and Wallerstein.

Additionally, we studied a series of papers on the subject of termination that were appropriately grouped with the above topic in that they, too, went into the heart of the psychoanalytic process.

We addressed two areas that go to the heart of psychoanalysis, maintaining objective assessments of the material studied by considering several different points of view. Students thereby became more familiar with the difference between "extrinsic" and "intrinsic" dimensions of psychoanalysis.

The program content was directly applicable to psychological practice and education in that the comprehension of the above issues directly and indirectly affect and shape the practioners' psychoanalytic and psychological sensibilities.

Analytic Knowing: A Contemporary Exploration of Countertransference

Instructor: Helen Grebow, Ph.D., Psy.D.

COURSE DESCRIPTION

"So here is my attempt to make an end run around the split of speech versus action. I am going to talk about mutative action as action built on reveries, as action that colors and stains speech and dialogue. Mutative action is potentiated by virtue of an analytic stance or, rather, by shifts in the internal world of the analyst…This is a way of thinking about analytic idiom, a stance, a form of clinical speech and clinical listening a way of living in reverie, where the boundaries inside and outside the self are less firm, where there is…a dreamscape, a bodyscape."

Adrienne Harris, 2009

The ways in which we resonate with, or attune to, patients is shaped and informed by what we know and by who we are. This course will give us an opportunity to understand how our own history and subjectivity shape the analytic process. We will focus on the analyst's implicit, procedural, nonconscious reactions (i.e., our feelings, images, sensations, and associations which emerge within each unique analytic dyad) as a vital aspect of the analytic relationship and process. Our objective will be a close examination of those aspects of the analytic relationship which have been subsumed under the heading of countertransference or, from a contemporary psychoanalytic perspective, referred to as implicit relational knowing, the prereflective unconscious, affective resonance, the unconscious meeting of minds, mentalization, reverie, enactment, unformulated experience. Recognizing that communication is never simply verbal, we will explore the ways in which the nonverbal, implicit, procedural aspects of the analyst's being and relating "spontaneously" contextualize the analytic interaction, without privileging either the verbal/explict or nonverbal/implicit.

We will integrate theory and research with reflections on our own clinical experiences of implicit, procedural knowing to examine, illuminate, and question the developmental origins of "analytic knowing." We will use the readings as a context in which to share our clinical experiences. Our goal will be to deepen our understanding of how we "know" what we "know." Participants will share their own clinical examples, verbally and in writing, to play with ways of capturing the analyst's "knowing" something about the analysand, not yet explicitly formulated — those complex, multimodal, nonverbal aspects of the analytic experience – the nonverbal elements of the analyst's and patient's subjectivity and history that vitally effect the process of change within the "talking cure."

COURSE GOALS/OBJECTIVES

1. Describe the epistemological origins of "analytic knowing" and the complex ways in which "analytic knowing" emerges within the context of each analytic relationship

2. Compare and critique aspects of contemporary theory and research that examine the implicit aspects of the analytic relationship and shape the analyst's reactions

3. Integrate theory and research to evaluate one paradigm for understanding the developmental origins of "analytic knowing," i.e., how and why we react to our patient's in terms of our own unique subjectivities

4. Apply the concepts to their own clinical examples/experiences of resonance within the analytic dyad as a reflection of how their own history and subjectivity shape their reactions to their patients impacting the analytic relationship and the analytic process, as well as defining what is mutative in the analytic encounter

COURSE OUTLINE

Session 1: From the Traditional to the Contemporary—An Overview of Conceptions of Transference/Countertransference

Mitchell, S.A. (1996). When interpretations fail: A new look at the therapeutic action of psychoanalysis. In Understanding Therapeutic Action: Psychodynamics of Cure, ed. L. Lifson, New Jersey, The Analytic Press: 165-186.

Analytic Knowing: A Contemporary Exploration of Countertransference (cont.)

Jacobs, T.J. (1997) In search of the mind of the analyst: A progress report. Journal of the American Psychoanalytic Association, 45: 1035-1059.

Boston Process of Change Study Group (1998). Non-interpretive mechanisms in psychoanalytic therapy: The 'something more' than interpretation. International Journal of Psycho-Analysis, 79: 903-921.

Bass, A. (2001). It takes one to know one; Or whose unconscious is it anyway? Psychoanalytic Dialogues, 11(5): 683-702.

Harris, A. (2009). You must remember this. Psychoanalytic Dialogues, 19: 2-21.

Session 2: **A Dynamic Systems Approach to Relational Attunement**

Lyons-Ruth, K. (1999). The two-person unconscious: Intersubjective dialogue, enactive relational representation, and the emergence of new forms of relational organization. Psychoanalytic Inquiry, 19(4): 576-617.

Beebe, B. and Lachmann, F. (2002). Infant Research and Adult Treatment: Co-Constructing Interactions, Chapter 2, A Dyadic Systems View. Hillsdale, NJ: The Analytic Press: 21-44.

Coburn, W. (2002). A world of systems: The role of systemic patterns of experience in the therapeutic process. Psychoanalytic Inquiry, 22(5): 655-677.

Sucharov, M. (2002). Representation and the intrapsychic: Cartesian barriers to empathic contact. Psychoanalytic Inquiry, 22(5): 686-707.

Taerk, G. (2002). Moments of spontaneity and surprise: The nonlinear road to "something more." Psychoanalytic Inquiry, 22(5): 728-739.

Session 3: Relational Attunement and the Emergence of Reflective Function

Stern, D.N. (1990). The Interpersonal World of the Infant, Introduction to the Paperback Edition, New York:Basic Books, Inc.: vi – xxxix.

Fonagy, P. and Target, M. (1997). Attachment and reflective function: Their role in self-organization. Development and Psychopathology, 9: 679-700.

Fonagy, P. and Target, M. (1998). Mentalization and the changing aims of child psychoanalysis. Psychoanalytic Dialogues, 8(1): 87-114.

Grebow, H. (2008). Mentalization and adult analysis. International Journal of Psychoanalytic Self Psychology, 3(1): 16-33.

Session 4: The Implicit Domain and Therapeutic Action

Altman, N. (2002). Where is the action in the"talking cure"? Contemporary Psychoanalysis, 38(3): 499-514.

Stern, D.B. (2002). Language and the nonverbal as a unity: Discussion of "where is the action in the 'talking cure'?" Contemporary Psychoanalysis, 38(3): 515-526.

Zeddies, T.J. (2002). Sluggers and analysts: Batting for average with the psychoanalytic unconscious. Contemporary Psychoanalysis, 38(3): 423-444.

Altman, N. (2002). Reply to Stern. Contemporary Psychoanalysis, 38(8): 527-529.

Fosshage, J. (2005). The explicit and implicit domains in psychoanalytic change. Psychoanalytic Inquiry, 25: 516-539.

Analytic Knowing: A Contemporary Exploration of Countertransference (cont.)

Session 5: **The Neurobiological Domain and Cognitive Psychology**
Pally, R. (2001). A primary role for nonverbal communication in psychoanalysis. Psychoanalytic Inquiry, 21(1): 71-93.

Wolf, N., Gales, M., Shane, E., and Shane, M. (2001). The developmental trajectory from amodal perception to empathy and communication: The role of mirror neurons in this process. Psychoanalytic Inquiry, 21(1): 94-112.

Arnetoli, C. (2002) Empathic networks: Symbolic and subsymbolic representations in the intersubjective field. Psychoanalytic Inquiry, 22: 740-765.

Bucci, W. (2002). The referential process, consciousness, and the sense of the self. Psychoanalytic Inquiry, 22(5): 766-793.

Session 6: **The Intersubjective Domain**
Coburn, W. (2001). Subjectivity, emotional resonance, and sense of the real. Psychoanalytic Psychology, 18(2): 303-319.

Stolorow, R. (2002). From drive to affectivity: Contextualizing the psychological life. Psychoanalytic Inquiry, 22(5): 678-686.

Orange, D. (2008). Recognition as intersubjective vulnerability in the psychoanalytic dialogue. International Journal of Psychoanalytic Self Psychology, 3: 178-194.

Levenson, E. (2009). The enigma of transference. Contemporary Psychoanalysis, 45(2): 163-178.

Optional Reading
Coburn, W. (2002). A world of systems: The role of systemic patterns of experience in the therapeutic process. Psychoanalytic Inquiry, 22(5): 655-677.

Session 7: **One Paradigm: An Integration of Theory and Research**
Grebow, H. (accepted for publication, 2010/2011). Seeing with our senses: An exploration of the developmental origins of analytic knowing. International Journal of Psychoanalytic Self Psychology.

Two Clinical Vignettes: In a Time Before Words: (Excerpted clinical example from
the paper to be read for Session 7) To be read as: (1) an example of the analyst's "spontaneous" implicit/procedural nonconsciousreactions which inform "analytic knowing";
(2) one clinical, experiential frame of reference to which we can refer in our discussions of the articles, defining different perspectives for understanding aspects of the complex origins of how "we know what we know".

'Til Death Do Us Part: To be read as an example of a different way of writing and thinking about cases reflecting our own unique histories and subjectivities that contextualize the analyst/analysand dyadic interaction and relationship.

Vignettes written by class members that we can use in applying what we've read to understand each analyst's subjectivity (reactions, associations, history) as facilitative in "knowing" something more about his/her patient than has been conveyed verbally from analysand to analyst.

APA CRITERIA D

The concept of countertransference has been re-examined from a contemporary psychoanalytic perspective and aspects of countertransference have been subsumed under discussions of implicit relational knowing, the prereflective unconscious, affective resonance, the unconscious meeting of minds, mentalization, reverie, enactment, unformulated experience. This course will integrate both theory and research alongside of our own clinical experiences of implicit, procedural knowing, to examine, illuminate, and question the developmental origins of "analytic knowing." "Analytic knowing" is being defined as the analyst's "knowing" something about the analysand, not yet explicitly formulated – those complex, multimodal, nonverbal aspects of the analytic

Analytic Knowing: A Contemporary Exploration of Countertransference (cont.)

experience – the nonverbal elements of the analyst's and patient's subjectivity and history that vitally effect the process of change within the "talking cure."

The course content will be based on readings in psychoanalytic theory, e.g., S. Mitchell, A. Bass, D. B. Stern, R. Stolorow, attachment theory, e.g., Fonagy and Target, the infant research literature, e.g., Beebe and Lachman, The Boston Change Process Study Group, D. N. Stern, cognitive psychological research, e.g., W. Bucci and neuroscience. e.g., R. Pally, N. Wolf.

The course is based upon an integration of the published literature, both books and journal articles, as referred to in response to Question 1 above. This integration is based on both theory and supporting research documentation. The limitations of the content being taught is that some of the extrapolations from the research are speculative at this point in time and based on clinical experience which is not quantifiable in the same way as research data. Therefore, when possible, attempts are made in the curriculum to present research data to support clinical experiences and speculations that are presented. The most common risk would be that students might be biased to think that this is the only paradigm for understanding and explaining the basis for "analytic knowing" as an approach to a contemporary understanding of one aspect of countertransference.

Classical psychoanalysis was based on Western culture and Eurocentric ideas. Expanding our consideration of this resonant aspect of countertransference that I am calling "analytic knowing" takes into account the full experience, history, and subjectivity of each individual analyst. In so doing the course content is a reflection of the contemporary trend to understand both the uniqueness of each analytic dyad which would include subjective, cultural and contextual differences and experiences in establishing meaning and treatment goals in psychological practice and education.

Case Conference: Current Issues in Gender and Sexual Orientation

Instructor: James Green, Ph.D., Psy.D.

COURSE DESCRIPTION

This course covers a brief overview of contemporary psychoanalytic thinking concerning issues of gender, sexuality and sexual orientation. Each candidate will be asked to present a case (so that all candidates have an opportunity) highlighting these concepts. Specifically, transference and counter-transference will be discussed to help shed light on hidden and unconscious issues. Readings will be assigned each week so there will be time for class discussion of the readings and case presentation(s).

COURSE GOALS/OBJECTIVES

1. Distinguish among the core concepts of the continuum theories of male-female, masculine-feminine, and heterosexual-homosexual identities.

2. Demonstrate that in treating a gay/lesbian patient in analysis, by interpretative and a self- psychological stance that the candidate is able to engage in a sustained empathic relationship to the patient.

3. Explain why one would or would not have a different approach to the treatment of gay/lesbian patients.

COURSE OUTLINE

Week 1
Corbett, K. Gender Now, Psychoanalytic Dialogues, 18:838, 856, 2009.

Goldner, V. Ironic Gender/Authentic Sex: Studies in Gender and Sexuality, Volume 4, #2, pp.113-139.

Suggested Reading: Solomon, J. (2005) Young, Effeminate, and Strange: Early Photographic Portraiture of Truman Capote. Studies in Gender and Sexuality, pp. 293-326.

Week 2
Jagose, A. (1996) Queer Theory, Retrieved August 29, 2005 from
http://www.lib.latrobe.edu.au/AHR/archive/Issue-Dec-1996/jagose.html.

Week 3
Green, J. (2003) Growing up Hidden: notes on Understanding Male Homosexuality.

Week 4
Dimen, M. (2005) Sexuality and Suffering. Or the EEw! Factor. Studies in Gender and Sexuality, 6:1-18.

Week 5
Corbett, K. (1996) Homosexual Boyhood: Notes on Girlyboys: Gender and Psychoanalysis, 1:4, pp.429-461.

Harris, A. (2000) Gender as a Soft Assembly: Tomboy Stories: Studies in Gender and Sexuality, Volume 1, Number 3, pp.223-250.

Week 6
Elise, D. (1998) Gender Repetoire: Body, Mind and Bisexuality: Psychoanalytic Dialogues, 8:353-371.

Week 7
Jacobson, Jesse. Counter *trans* ference: Frequently asked questions for Mental Health Professionals. (Unpublished manuscript)

Case Conference: Current Issues in Gender and Sexual Orientation (cont.)

APA CRITERIA D

The content of the course is based on the work of Richare Isay, Kenneth Corbett, Virgina Goldner and Muriel Dimen. Each of these psychoanalysts has written about shifting definitions of gender and sexuality. These ideas are then discussed in class with relevance to the case presentations.

Content of the course is new to most candidates and one of the goals of the class to make sure the candidates understand contemporary approaches to this population.

The class will consist of case presentations by the candidates and a discussion of their transference and counter-transference issues. References to applicable literature will be presented and their relevance to case presentations. The materials presented are accurate for the case being presented, but making generalizations about case presentations can be risky.

The strong possibility that each clinician will be a therapist/analyst for a gay, lesbian, bi-sexual or transgender person is a strong possibility and the familiarity with a variety of issues that will be brought up seems of of paramount importance. The candidates will learn about developmental issues and that are related to gender and sexuality and family dynamics.

Book Study: Thinking for Clinicians, by Donna Orange

Instructor: Lynne Jacobs, Ph.D.

COURSE DESCRIPTION

Orange's book is very clearly written, and provides an opportunity for non-philosophers to make use of some of the inspiration and modes of thought that philosophy might offer clinicians. It is not necessary to learn each of the philosophers' ideas per se. It is more important to let their ideas inspire us and stimulate us to think more clearly and perhaps also more fruitfully about our practice and our theory. To this end, will learn a method for examining the philosophical assumptions that underlie our theories, we will learn some philosophical ideas that are directly relevant to contemporary psychoanalysis, and we will attempt to discern the philosophical assumptions that underlie our clinical practice, using sessions from our clinical work.

COURSE GOALS/OBJECTIVES

1. Recognize some philosophical assumptions that underlie our theories.

2. Recognize some philosophical assumptions that underlie our clinical practice.

3. Observe the clinical utility of examining the above assumptions

COURSE OUTLINE

Each student will need to purchase Orange, D. 2009. Thinking for Clinicians. Routledge Press.

Week 1: Overview of method of exploring philosophical concepts in psychoanalysis
Hersch, E. (2000). Philosophically-informed psychotherapy. Paper presented at the 4th International Conference on Philosophy and Psychiatry: Madness, Science, And Society. Florence, Renaissance 2000, Florence, Italy.

Weeks 2-6 (or 7): One chapter per week from Orange's book. The philosophers are: Buber, Wittgenstein, Merleau-Ponty, Levinas and Gadamer.
Orange,D. (2009). Thinking for Clinicians. Routledge Press.

Week 7 (or 8): Summary and discussion of the philosophical project

APA CRITERIA D

Psychoanalysis has always drawn upon insights from philosophy. It can be said that psychoanalysis is applied philosophy. Many contemporary analysts and other therapists are drawing on phenomenology and hermeneutics for philosophical inspiration (Hersch, Mitchell, Gendlin, Stolorow, Benjamin, Orange, Frie, May). This book study focuses on Orange's book and ancillary articles that focus particularly on dialogic hermeneutics and phenomenology.

The articles and ideas I will present for discussion are all drawn from the book and from peer-reviewed journals in psychoanalysis. The materials will focus on theory, which will help students sort out their own theoretical preferences as well as learn some new theory. The readings will be applicable to a variety of psychoanalytic orientations within the broad umbrella **of** contemporary practice. Orange and the others are respected for their philosophic knowledge. Orange has a doctorate in philosophy.

Since every theory has a philosophic ground, it is applicable to anyone interested in learning about their ground. There are no dangers.

Almost every text on psychological theory that is worth its salt has sections devoted to philosophical underpinnings (see, for example, Corsini and Wedding).

A Psychoanalytic Exploration of the Socio-Cultural Horizons of the Experience of Analysts and Their Patients

Instructor: Lynne Jacobs, Ph.D. and Veronica Abney, Ph.D., L.C.S.W., D.C.

COURSE DESCRIPTION

As psychoanalysts, we are familiar with looking at families as a context that shapes the subjectivity of our patients and ourselves. There are broader contexts as well, such as cultural practices, social history, and one's "place," or situatedness in relation to the society in which one lives.

"Place" can be usefully denoted as "social location." One's social location determines one's access to one's societal and cultural resources and power. People who are centrally socially located tend to be unaware of the implications of being so situated, whereas those on the margins are often acutely aware of the implications of their own location as well as the implications of being centrally socially located.

There is a paucity of psychoanalytic literature that addresses these issues and how they affect the consulting room. Most of the literature is offered by analysts who identify as "marginalized" in relation to the dominant culture. Some literature written by cultural insiders tend to aim at helping us to understand "others."

While we will use some of this literature in class, our main aim is to broaden our self-awareness. That is, we hope to increase our awareness of the limits to our understanding that arise from our horizonal limits. This requires, first, becoming more aware of those horizons.

We will focus largely on black/white racialization, but the principles we explore encompass myriad other aspects of social location.

We also hope to increase our awareness of the multiplicity of our own context-dependent identification process. In some contexts, for instance, our gender renders us as marginal. In another context our color may render us as dominant. By and large, when we are placed in a dominant position, we suffer the most severe limits on awareness of the clinical (and social) implications of our place. We have blind spots. We will explore the "blind spot" syndrome that accompanies such situatedness, and explore ways together to try to reduce the tendency towards blind spots.

COURSE GOALS/OBJECTIVES

1. Recognize the differing implications of central vs. marginalized social location

2. Recognize the implications of social location in the consulting room

3. Develop skill at addressing the implications in the consulting room and within the analytic relationship

4. Identify and discuss our blind spots and expand awareness of the conditions that contribute to the same

5. Identify and discuss how to work with the therapeutic implications of my and my patients' social locations.

6. Identify and discuss prior blind spots in my understanding of my social location.

COURSE OUTLINE

SESSION 1
Social Location: The dominant culture lens
McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study, 4*, 165-169.

A Psychoanalytic Exploration of the Socio-Cultural Horizons of the Experience of Analysts and Their Patients (cont.)

McGill, D., & Pearce, J. (1982). British families. *Ethnicity and family therapy*, 457-479.

Jacobs, L. 2006. Racializing whiteness, queerifying straightness: contextualizing the "normative" mind. A discussion of Drescher, J., Homosexuality and its vicissitudes, and Leary, K., Racial Insult and repair

McConville, M. 2008. The Gift. In T. Levine Bar-Yoseph (Ed.), *The bridge: Dialogues across cultures* (pp. 225-244). New Orleans: Gestalt Institute Press.

SESSION 2
Social location: Marginalized view

Jordan, J. (2001). Report from the Bahamas. *Identity politics in the women's movement*.

Leary, K. (2007). Racial Insult and Repair. *Psychoanalytic Dialogues, 17*(4), 539-549.

SESSION 3-4
Therapeutic Issues

Altman, N. (2000)l Black and White Thinking: *A Psychoanalyst Reconsiders Race*. *Psychoanalytic Dialogues, 10*:589-605.

Leary, K. (2000). Racial enactments in dynamic treatment. *Psychoanalytic Dialogues, 10*(4), 639-653.

Comas-DÌaz, L. (2005). Becoming a multicultural psychotherapist: The confluence of culture, ethnicity, and gender. *Journal of clinical psychology, 61*(8), 973-982.

Cushman, P. (1991). Ideology obscured: Political uses of the self in Daniel Stern's infant. *American Psychologist, 46*(3), 206-219.

SESSION 5-6
Difficult discussions about therapy

Altman, N. (2006). Whiteness. *Psychoanalytic Quarterly, 75*(1), 45-72.

Cushman, P. (2000). White guilt, political activity, and the analyst: Commentary on paper by Neil Altman. *Psychoanalytic Dialogues, 10*(4), 607-618.

Gump, J. (2000). A White Therapist, an African American Patient shame in the Therapeutic Dyad: Commentary on Paper by Neil Altman. *Psychoanalytic Dialogues, 10*(4), 619-632.

Leary, K. (1997). Race, Self-Disclosure, And "Forbidden Talk": Race And Ethnicity In Contemporary Clinical Practice. *Psychoanal Quaterly*., 66:163-189.

SESSION 7
Warp-up and reflections and discussions of practical next steps/

Blechner, M.J. (2009). The Role of Prejudice in Psychopathology and Psychoanalytic History. *Contemporary Psychoanalysis, 45*:239-250.

Suchet, M. (2007). Unraveling Whiteness. *Psychoanalytic Dialogues, 17*:867-886.

APA CRITERIA D

As psychoanalysts, we are familiar with looking at families as a context that shapes the subjectivity of our patients and ourselves. There are broader contexts as well, such as cultural practices, social history, and one's "place,"or situatedness in relation to the society in which one lives. There is a paucity of psychoanalytic literature that addresses these issues and how they affect the consulting room. Most of the literature is offered by analysts who identify as "marginalized" in relation to the dominant culture. Some literature written by cultural insiders tend to aim at helping us to understand "others." While we will use some of this literature in class, our main aim is to

A Psychoanalytic Exploration of the Socio-Cultural Horizons of the Experience of Analysts and Their Patients (cont.)

broaden our self-awareness. That is, we hope to increase our awareness of the limits to our understanding that arise from our horizonal limits. This requires, first, becoming more aware of those horizons.

We also hope to increase our awareness of the multiplicity of our own context-dependent identification process. In some contexts, for instance, our gender renders us as "other." In another context our color may render us as "dominant." By and large, when we are placed in a dominant position, we suffer the most severe limits on awareness of the clinical (and social) implications of our place. We have blind spots. We will explore the "blindspot" syndrome that accompanies such situatedness, and explore ways together to try to reduce the tendency towards blindsppots.

Our primary paradigm for exploring how socio-cultural horizons shape our clinical attitude will be a study of the meaning of "whiteness" is a racialized society. Social location theory has evolved from feminist action research. One of the pioneers is Ruth Fraankenberg (2000). The articles cited herein (and are among those used in the course) are from peer reviewed journals. Human sciences have been interested in issues of cluture, racialization, and intercultural communication for several years.

Cushman, P. (1991). Ideology obscured: Political uses of the self in Daniel Stern's infant. American Psychologist, 46(3), 206-219.

Perez Foster, R. (1996). The bilingual self: Duet in two voices. Psychoanalytic Dialogues, 6(1), 99-121.

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. Race, class, and gender in the United States: An integrated study, 4, 165-169.

McGill, D., & Pearce, J. (1982). British families. Ethnicity and family therapy, 457-479.

Yi, K. (1998). Transference and race: An intersubjective conceptualization. Psychoanalytic Psychology, 15(2), 245-261.

Leary, K. (2000). Racial enactments in dynamic treatment. Psychoanalytic Dialogues, 10(4), 639-653.

Altman, N. (2000)l Black and White Thinking: A Psychoanalyst Reconsiders Race. Psychoanalytic Dialogues, 10:589-605.

Gump, J. (2000). A White Therapist, an African American Patient shame in the Therapeutic Dyad: Commentary on Paper by Neil Altman. Psychoanalytic Dialogues, 10(4), 619-632.

Cushman, P. (2000). White guilt, political activity, and the analyst: Commentary on paper by Neil Altman. Psychoanalytic Dialogues, 10(4), 607-618.

The articles that we will use are among the most relevant in the psychoanalytic literature. The limitations are that few of the articles address the power differentials directly. A risk in the course is that class members may feel moments of shame and/or guilt. It is our intention to lift out those experiences for exploration and study as they pertain to the topics, and to use self-disclosure to minimize any individual shame.

Increasingly, as psychoanalytic practice expands the range of people it treats, and as our country becomes increasingly diverse, our practice is required to take not of the Euro-centered nature of our theories and perceptions of clinical process. In so doing, cross-cultural dialogue is expanded in the consulting room, and there is less risk of pathologizing one whose cultural norms are not one's own.

Facing Uncertainty: Making Meaning in a Meaningless World – Trauma-Centered Treatment in Psychoanalysis

Instructors: Jeri Johnston, Psy.D. and Linda Loomis, Psy.D.

COURSE DESCRIPTION

This course will address a number of issues that pertain to the treatment of trauma as it affects the analyst and the patient. We wish to delve into the explicit and the implicit underpinnings of the phenomenological experience of trauma, how it interpenetrates the treatment process for the patient and the analyst, and how to manage "uncertainty" that coexists when negotiating the challenges that trauma brings to the analytic dyad. This course aims to address the analyst's trauma, as well as the patient's trauma in the treatment process.

In this class we will read Doris Brother's book and excerpts from Robert Stolorows's Intersubjective Systems theory, as well as other articles which can help us expand our understanding of the inevitability of working with our own and our patient's trauma, whether event-activated or relationally generated, in our treatment rooms. Participants are encouraged to bring their own case material and personal experiences for discussion.

COURSE GOALS/OBJECTIVES

1. Identify and address the profound uncertainties of the treatment situation and human life in general.

2. Identify the uncertainty surrounding the relational basis of living systems and how experience of this existential uncertainty are transformed within the analytic dyad.

3. Assess how trauma destroys regulatory processes of everyday life and how to create "meaning in a meaningless world."

4. Describe how trauma affects developmental processes and describe new ways of addressing rigid relational patterns that come to organize treatment in areas such as gender, faith, cults and therapist burnout.

COURSE OUTLINE

Week One
Preface and acknowledgements, ix-xii.

Chapter One: The Laboratory and the Labyrinth, p.1-18.

Chapter Two: Making the Unbearable Bearable: Regulation, Expectation, and the Experience of Existential Uncertainty, pp 19-42.

Week Two
Chapter Three: Trauma as Exile: Terror, Shame, and The Destruction of Certainty, pp. 43-60

Stolorow, R.D. (2007). Trauma and Human Existence, Chapter Three: The Phenomenology of Trauma and the Absolutisms of Everyday Life, pp. 13-16

Week Three
Chapter Four: Sanctuary on the Ledge: Trauma-centered Treatment, pp. 61-84.

Bucci Wilma, (2008). The Role of Bodily Experience in Emotional Organization in Bodies in Treatment: The Unspoken Dimension, p. 51-76

Week Four
Chapter Five: Muting the Sirens of Certainty: Beyond Dichotomous Gender and the Oedipus Complex, pp. 85-106.

Facing Uncertainty: Making Meaning in a Meaningless World – Trauma-Centered Treatment in Psychoanalysis (cont.)

Adrienne Harris, ((2005). Chaos Theory as a Map to Contemporary Gender Theorists: in Gender as Soft Assembly, Hillsdale, NJ: The Analytic Press, pp. 191-214.

Week Five
Chapter Six: To Die with Our Dead: Ghosts, Ghouls and the Denial of Life, pp 107-143.

Stolorow on Shame: (2009). Unpublished. (**Handout day of class).**

Week Six
Chapter Seven: Faith, False Gods, and the Surrender of Certitude, pp. 143-176.

Donna Orange, For Whom the Bell Tolls, (2006) in Context, Complexity & Compassion in Psychoanalysis, International Journal of Psychoanalytic Self Psychology, 1(1): 5-21,2006, Ed. William J. Coburn

Week Seven
In the Ashes of Burnout: Lost (and Found) Faith, and Epilogue: Rewinding the Thread, pp. 177-198

Adrienne Harris & Kathy Sensheimer (2008). "The Analyst's Vulnerability: Preserving and fine-tuning analytic bodies." In Bodies in Treatment: The unspoken Dilemma, ed. Frances Anderson, The Analytic Press, New York, N.Y., pp.255-273

William Coburn, Beyond Postmodernism New Dimensions in Clinical Theory and Practice. "Attitudes in psychoanalytic complexity", An Alternative to postmodernism in psychoanalysis. Ch. 8, pp. 183-197.

APA CRITERIA D

This course is based upon the text written by Dr. Doris Brothers, "Toward a Psychology of Uncertainty – Trauma-Centered Psychoanalysis," supplemented by other analytic articles addressing theoretical concepts of trauma to give an overarching array of ideas in addressing theoretical action and analytic transformation of emotional traumatic experiences. Dr. Brothers' has devoted years of research and practice in the area of trauma and has published several articles and books. She substantiates her current work, Toward a Psychology of Uncertainty" with psychoanalytic theoretical concepts from many relational schools of thought. Dr. Brothers furthers our understanding of these theoretical concepts by identifying and addressing the profound uncertainties of the treatment situation and human life in general. She identifies and uses the idea of uncertainty as surrounding the relational basis of living systems and how experiences of this existential uncertainty are transformed within the analytic dyad.

Dr. Brothers is cognizant of the impact of psychoanalytic practices and the effects of our work on our patients and demonstrates her sensitivity to issues not often addressed by other analysts such as gender, faith and burnout. She describes traumatic transference issues where the analyst's trauma can collide with the patient's trauma and how healing can emerge within the dyad.

In addition, we will explore the writings of Robert Stolorow, a noted psychoanalyst specializing in trauma; Wilma Bucci,, who writes about the effects of trauma on the physiology of the body and how trauma is metabolized; Adrienne Harris, a noted relational analyst specializing in gender and dynamic systems theory; Hans Loewald, a classical analyst who will describe the therapetic action of Psychoanalysis; Donna Orange, a intersubjective analyst describing how trauma affects faith; and William Coburn a complexity analyst who will describe how our attitudes affect our analytic work.

The utility of the materials being presented here are that they are effective in certain situations. Dr. Brothers' cautions us to use her book and her ideas as an addition to other theoretical concepts and clinical understandings. She speaks of the intricacies of investigating anyone's psychological life and sees the "idea of uncertainty" as a thread to follow and explore, to discover how it impacts our patient's world and specifically, their emotional life. In the area of trauma it has specific meaning and what emerges in the work is often illustrative of

Facing Uncertainty: Making Meaning in a Meaningless World – Trauma-Centered Treatment in Psychoanalysis (cont.)

the dynamics of the trauma that has occurred. Dr. Brothers' believes that trauma destroys the regulatory processes of everyday life and in this class teaches us how to understand how to help our patients create "meaning in their meaningless world," a world that has been

shattered by a traumatic event. Dr. Brothers also describes how trauma affects developmental processes and describes new ways of addressing rigid relational patterns that come to organize treatment in areas such as gender, faith, cults and therapist burnout.

The most common risks that will be addressed are in the areas of the analyst' s transference with their patients especially when their traumas collide. Dr. Brothers advocates supervision as a needed requirement in this situation and provides clinical examples of the importance of case supervision in these circumstances. Dr. Brothers also addresses specific areas that can require the analyst to be cognizant of legal and ethical laws for the protection of their patients and themselves, for example, cults and therapist burnout.

This course is relevant and important to clinicians because Dr. Brothers describes what can happen when traumas collide in the analytic dyad. When these specific moments of traumatic collisions occur, Dr. Brothers demonstrates what to do and gives personal, clinical examples of how to address these painful experiences. Dr. Brothers also recognizes and highlights an awareness of cultural and specific diversity issues that are so often missed in patients with trauma. As ethical and educated analysts, it is helpful to have as many ideas and expansive possibilities within our grasp to handle what can come up in our daily analytic sessions. This class, using Dr. Brothers book as a text, supplemented with other readings, provides clinicians with a new way to look at trauma and especially to understand how to use our own traumatic experiences to connect with and validate our patient's experiential world.

Sandor Ferenczi I: Trauma and Technique

Instructor: Karen Koch, L.C.S.W., Psy.D.

COURSE DESCRIPTION

This seminar will include both an in-depth exploration of the clinical work of Sandor Ferenczi, as well as some study of the relational context within which his ideas developed. In particular we will study Ferenczi's relationship with Freud, and the impact of their dual relationship and disagreements on the development of psychoanalysis. Clinically, the emphasis will be on the treatment of trauma, and on Ferenczi's ground-breaking experimentations in how to work with traumatized patients, through selected readings from his papers and from *The Clinical Diaries*. Research in the last two decades, demonstrates that the work of this most sensitive analyst heralded much of contemporary psychoanalytic thinking on the nature of the analytic relationship; the importance of the analyst's subjectivity and countertransference, the patient's transference, the concepts of mutuality, authenticity, regression, and the possibility of retraumatization in the analytic relationship.

COURSE GOALS/OBJECTIVES

1. Compare and contrast the differences between the psychoanalytic theory and technique of Sigmund Freud and Sandor Ferenczi.

2. Discuss Ferenczi's return to the theory of "actual trauma", and his ideas as to the psychological aftermath of such trauma on the individual.

3. Analyze the components of Ferenczi's clinical technique for working with traumatized individuals.

COURSE OUTLINE

Session 1: Overview – The Freud-Ferenczi Relationship
Haynal, S. (1992) "Introduction", in The Correspondence of Sigmund Freud and Sandor ferenczi, Vol. 1, ed, Brabant, Falzeder, and Giampieri-Deutsch, Psychoanalytic Books; pp. xviii – xxxiv.

Hoffer, A. (1991) "The Freud-Ferenczi Controversy: A Living Legacy." *International Review of Psycho-Analysis, 18: 465-472.*

Smith, Nancy. A video of Sandor Ferenczi's Budapest

Vida, J. (1994) Book review: The Correspondence of Sigmund Freud and Sandor Ferenzci, Vol 1, ed. Brabant, Falzeder, and Giampieri-Deutsch, intro. Haynal. Psychoanalytic Books, 5:339-348.

Session 2: Some Classic Papers
Ferenczi, S. (1912) "Transitory Symptom Construction in the Analysis."

Ferenczi, S. (1913) " Stages in the Development of a Sense of Reality."

Ferenczi, S. (1913) "A Little Chanticleer.

Ferenczi, S. (1919) "On the Technique of Psychoanalysis."

Ferenczi, S. (1923) "The Dream of the 'Clever Baby'".

Session 3: His Last Great Papers
Ferenczi, S. (1927) "The Problem of the Termination of the Analysis."

Ferenczi S. (1928) "The Elasticity of Psycho-analytic Technique"

Ferenczi, S. (1929) "The Unwelcome Child and His Death Instinct."

Sandor Ferenczi I: Trauma and Technique (cont.)

Ferenczi S. (1930) " The Principles of Relaxation and Neo-catharsis."

Ferenczi, S. (1931) "Child Analysis in the Analysis of Adults."

Ferenczi, S. (1932) "The Confusion of Tongues Between Adults and the Child"

Session 4: The Clinical Diaries: Ferenczi's Patients
Dupont, J. ed. (1988) The Clinical Diary of Sandor Ferenczi, trans. M. Balint and N.Z. Jackson, Cambridge, MA: Harvard Univ.Press; pp. 96-100, 1-4, 131-133.

Fortune, C. (1994) "The Case of 'R. N.': Sandor Ferenczi's Radical Experiment in Psychoanalysis." In The Legacy of Sandor Ferenczi, L. Aron and A. Harris,eds. Hillsdale, NJ and London: The Analytic Press.

Shapiro, Sue. A., (1994)" Clara Thompson: Ferenczi's Messenger and Half Messenger." In The Legacy of Sandor Ferenczi, L. Aron and A. Harris, eds. The Analytic Press: NJ and London. 1994.

Session 5: The Clinical Diaries: Trauma and Technique Countertransference, Mutuality, Authenticity, Regression, Reliving
Dupont, J. ed. (1988) The Clinical Diary of Sandor Ferenczi, trans. M. Balint and N.Z. Jackson, Cambridge, MA: Harvard University Press; pp. 8-19, 24-27,37-40,102-106, 51-53, 111.

Session 6: Trauma and the Activation of "Orphic" Functioning
Smith, Nancy A. (1998). "Orpha Reviving Toward an Honorable Recognition of Elizabeth Severn." *International Forum of Psychoanalysis 7: (241-246).*

Smith, Nancy A. (1999). "From Oedipus to Orpha: Revisiting Ferenczi and Severn's Landmark Case." *The American Journal of Psychoanalysis, Vol. 59, No. 4*

"Myth of Orpheus and Eurydice" as retold by E. Hamilton in Mythology.

Session 7: Regression: Ferenczi's Legacy and the Work of Michael Balint
Balint, M. (1969) "Part V: The Regressed Patient and His Analyst", in The Basic Fault, Tavistock Publications Ltd., London, pp.159-188.

Kinston, W. and Cohen,J. (1968) "Primal Repression: Clinical and Theoretical Aspects," *The International Journal of Psychoanalysis 67: 337- 355.*

Session 8: Ferenczi's Legacy: Some Contemporary Papers
Schwarzenbach, K. (2001), "Threshold and Impasse: Excavating the Maternal Defense in Sandor Ferenczi's Clinical Diary", *Journal of the American Academy of Psychoanalysis; 29(3), pp.387- 402.*

Vida, J. (1996)"The 'Wise Baby' Grows Up." In Ferenczi's Turn in Psychoanalysis. Eds. Bokay, Giampieri-Deutsch, Rudnytsky. New York: New York University Press: pp. 272-286.

Vida, J. (2005) "Treating the 'Wise Baby', *The American Journal of Psychoanalysis, Vol. 65; No. 1, March 2005, pp.3-12.*

APA CRITERIA D

The program content of this class, Sandor Ferenczi's psychoanalytic theory and technical approach to the treatment of trauma, has gained great credibility in psychological practice and in educational communities in the last twenty-five years. This is due to the publication, for the first time, of his clinical diaries in the English language in 1988, as well as the near simultaneous publication of three volumes of the Freud/Ferenczi correspondence. The work of Sandor Ferenczi had been suppressed by Freud and certain disciples since the early 1930s. Now, his significance in the history and development of psychoanalysis is being recognized, as well as the value and current relevance of his techniques for working with traumatized patients.

Sandor Ferenczi I: Trauma and Technique (cont.)

Freud and Ferenczi, though friends and collaborators, eventually developed very divergent theories and clinical approaches to psychoanalytic treatment. Ferenczi's treatment of trauma foreshadowed contemporary clinical ideas and current practice. As such, it is becoming part of the curriculum of many masters level and doctoral programs in the fields of psychology and psychoanalysis. There are international Ferenczi study groups, Ferenczi scholars, and an annual Sandor Ferenczi conference.

As this course is based on the actual writings of Sandor Ferenczi, including many of his original papers, as well as his own diaries, the accuracy level is high. Similarly, the actual correspondence between Freud and Ferenczi outlines the differences leading to the break between them, and their disagreements on technique. Articles assigned which are written by other Ferenczi scholar/analysts are also based on this data. Nonetheless, as with all written material, there may be, and sometimes are differing interpretations, particularly when there has been a translation, in this case from the German. Also,we are talking about writings from an earlier point in time historically, which means not everything can be verified currently. Such uncertainties are shared with the class and questions of interpretation and accuracy are discussed at all points. Nonetheless, Ferenczi's clinical technique and its theoretical underpinnings are quite clear.

The program content of this course is directly related to psychological practice and to psychoanalytic education. Psychoanalytic technique, as we know it, has always meant the ideas of Sigmund Freud; particularly his use of the blank screen, abstinence and neutrality, and insight through repetition, interpretation and working through. Trauma was seen as fantasy related to the struggles of the Oedipal complex. Ferenczi, Freud's cherished colleague and friend, came to differ with these ideas, returning to the idea of the "actual trauma" of the sexually abused child, and the the need for a more nurturing, maternal, and accepting therapeutic atmosphere and analytic relationship; a two person rather than a one person relationship. In such a therapeutic relationship, he believed an affective reliving in the treatment to be facilitated, one leading to healing of the original trauma. His papers and diaries describe this technique.

The program content of this course not only describes the historical development of psychoanalytic theory and clinical technique, but also demonstrates techniques for working with traumatized patients which are currently relevant and part of psychological practice.

5 Psychoanalytic Theorists and the Evolution of their Theories

Instructors: Peter Maduro, J.D., Psy.D.

COURSE DESCRIPTION

As indicated in the Syllabus below, two initial class sessions would be devoted to readings and discussion of the nature and function of theory formation within psychoanalysis. The important distinctions between theoretical "language games" or discourse, and phenomenological or other forms of discourse will be illuminated.

Beginning with the third class session, each theorist will use either one or one and one-half class sessions (see Syllabus, below) to discuss the contexts that supported his or her process of theory creation. Each theorist will assign readings (that may include both required and recommended materials) that lay a foundation for the students' better appreciation of his or her presentation. The students will be required to read at least the required reading-materials in advance of the corresponding presentation.

Following each theorist's presentation, at least one entire class session would be led by the Lead Faculty and devoted to a discussion of the theorist, his or her presentation, and the associated readings.

The final class session will be devoted to reflecting upon and discussing all five of the Theorists, their presentations, and the corresponding class discussions and readings. Conclusions and good-byes will be exchanged.

Required Writing. Each enrolled student, whether or not he or she seeks academic credit, will write two (2) papers. The assigned substance of each paper would be as follows:

In the first paper, due by the eighth (8th) class session, the student would articulate his or her reflections on the assertion (implicit in this course) that theoretical discourse in psychoanalysis is its own distinctive "language game" or form of discourse; he or she would also comment on the place, role, value, utility, if any, to him or her of such theoretical discourse in the student's development as a psychoanalyst.

In the second paper, due at the conclusion of the course, the student would articulate the central features of his or her evolving theoretical stances, and, even more importantly, highlight the personal historicity of the evolution-to-date of those stances, including the extent, if any, that one or more of the presenting Theorists' theories have contributed to the student's theoretical development.

Critical comments on the students' papers would be provided by the Lead Faculty. The Lead Faculty would also discuss with the students their feelings about exchanging the papers amongst themselves as a means to getting to know one another more intimately as thinkers and clinicians. If the students are comfortable with this idea, dissemination of the papers to the class would be facilitated by the Lead Faculty and ICP Administrative Staff.

COURSE GOALS/OBJECTIVES

1. To explore and delineate the distinctive features of theoretical discourse in psychoanalysis and evaluate the value and functions of such discourse .

2. To discuss the thesis that any given psychoanalytic theory and the process of its formation are highly personal phenomena that cannot be thoroughly understood and appreciated outside of the context of the individual theorist's personal story --that is, the story of the theorist's development as a person, clinician and thinker and the contexts in which such development emerged.

3. To develop, analyze and articulate *in writing* an understanding of the distinctive features and functions of psychoanalytic theorizing.

4. To compare and contrast *in writing* one's own explicit and heretofore implicit psychoanalytic theories, attitudes and orientations, and the contexts and course of their development.

5 Psychoanalytic Theorists and the Evolution of their Theories (cont.)

COURSE OUTLINE

I. The Process of Psychoanalytic Theorizing: Theoretical and Personal Considerations.

September 16 & 23: The Lead Faculty, joined by William Coburn, Ph.D., will present and discuss the readings (below), including consideration of the following questions:

What is theory?
What functions does it serve in psychoanalysis?
How is theoretical discourse distinct from other forms of discourse?
Are we all theorists?
What are the crucial elements involved in the process of theory formulation?
What distinguishes formal theorizing from everyday theorizing?
Do particular psychoanalytic theories give rise to particular clinical attitudes? What is the nature of the correlations between substantive theory and clinical attitudes? Do these attitudes make a difference in our ways of relating and working with our patients?

Readings:
Orange, D. M. (2009). Kohut memorial lecture: attitudes, values and intersubjective vulnerability. International Journal of Psychoanalytic Self Psychology, 4(2).

Coburn, W. J. (2009). Attitudes In Psychoanalytic Complexity: An Alternative to Postmodernism In Psychoanalysis. in Beyond Postmodernism: New Dimensions in Clinical Theory and Practice, ed. R. Frie & D. Orange. New York: Routledge Press.

Stern, D. Implicit theories of technique and the values that inspire them. Manuscript expected to be published in 2010/11 in journal Psychoanalytic Inquiry.

II. Evolution of a Theorist and Theory: DONNEL STERN, PH.D.

September 30 & October 7: Donnel Stern, Ph.D. presents the evolution of his theory and theorizing.

Readings:
(1983) Unformulated experience: From familiar chaos to creative disorder. *Contemporary Psychoanalysis*, 19, 71-99. [Author's note: this article also appears in S. Mitchell & L. Aron (Eds.), *Relational Psychoanalysis: The Emergence of a Tradition*. Hillsdale, NJ: The Analytic Press, 1999, pp. 77-107. In the Mitchell & Aron collection the paper appears with a very brief afterword that puts the paper in the context of the work I did in the 16 years between its publication and 1999, the date of the collection. This same paper was expanded into three chapters (Chapters 2-4) in my first book, *Unformulated Experience: From Dissociation to Imagination in Psychoanalysis*, published by The Analytic Press (Hillsdale, NJ) in 1997]
.
(1990) Courting surprise: Unbidden perceptions in clinical practice. *Contemporary Psychoanalysis*, 26: 452-478.

(2004). The eye sees itself: Dissociation, enactment, and the achievement of conflict. *Contemporary Psychoanalysis*, 40, 197-237. [Author's note: this paper also appears as Chapter 4 of *Partners in Thought*, my recent book; however, the journal version is a fuller, even richer version].

(2009), Partners in thought: A clinical process theory of narrative. *Psychoanalytic Quarterly*, 78: 101-131. [Author's note: this is my own favorite among my papers over the last 10 years. It also appears, pretty much in the same form as in the journal, as Chapter 5 of *Partners in Thought]*.

October 14: Class discussion of Donnel Stern, Ph.D.'s presentation and associated readings.

Readings:
Review readings from September 30 & October 7.

5 Psychoanalytic Theorists and the Evolution of their Theories (cont.)

III. Evolution of a Theorist and Theory: KAREN MARODA, PH.D.

October 28: Karen Maroda, Ph.D. presents the evolution of her theory and theorizing.

Readings:
Searles. H.F. (1973). Concerning therapeutic symbiosis, *Annual of Psychoanalysis,* (1) 247-262.

Searles, H.F. (1975). The patient as therapist to his analyst, in *Tactics and Techniques in Psychoanalytic Therapy, Vol II.,* (Ed. P.L. Giovacchini), pp. 95-151. New York: Aronson.

Maroda, K. (1999). *Seduction, Surrender and Transformation: Emotional Engagement in the Analytic Process,* Hillsdale, NJ: The Analytic Press. **Pages: 65 – 86.**

November 4: Class discussion of Dr. Maroda's presentation and associated readings.

Readings:
Review readings from October 28.

IV. Evolution of a Theorist and Theory: GEORGE ATWOOD, PH.D.

November 11 & 18: George Atwood, Ph.D. Presentation of the evolution of Dr. Atwood's theory and theorizing.

Readings:
Atwood & Stolorow (2002) Worlds of Experience, Chapter __: Shattered Worlds/Psychotic States

3 Dialogues with Dr. E: "Abyss of Madness," "Psychotherapy is a Human Science," and "Philosophy and Psychotherapy."

Paper: Paper #1 due on November 11.

December 2: Class discussion of Dr. Atwood's presentation and associated readings.

Readings:
Review readings from November 11 & 18.

V. Evolution of a Theorist and Theory: MALCOLM SLAVIN, PH.D.

December 9: Malcolm Slavin, Ph.D. presents the evolution of his theory and theorizing.

Readings:
"Why the Analyst Needs to Change" and "Afterword" by Malcolm Slavin, Ph.D. (2005). Republished in Aron and Harris, R*elational Psychoanalysis II*, 2005.

Slavin, Malcolm. "Post-Cartesian thinking and the dialectic of doubt and belief in the Treatment relationship" (Discussion of Atwood, Stolorow and Orange), *Psychoanalytic Psychology*, 2002.

Slavin, Malcolm. "Constructivism With a Human Face" (Review essay of Irwin Hoffman's work), *Psychoanalytic Dialogue*s, 2001.

December 16: Class discussion of Dr. Slavin's presentation and associated readings,

Readings:
Review readings from December 9.

5 Psychoanalytic Theorists and the Evolution of their Theories (cont.)

VI. Evolution of a Theorist and Theory: LEWIS ARON, PH.D.

January 13, 2011: Dr. Aron presents the evolution of his theory and theorizing.

Readings:
Safran, J. (2009) Interview with Lewis Aron. Psychoanalytic Psychology.

VII. Last Class: Reflections on the Presentations and Semester Discussions

January 20: Discussion of the final presentation by Dr. Aron, and retrospective discussion of all five Theorist presentations. Conclusions and good-byes.

Readings:
Review readings from January 13.

Paper: Paper #2 due.

APA CRITERIA D

The content of the above referenced course is based on the following knowledge bases:

Theoretical: The course content is grounded in the theory that psychoanalytic theories are constituted or organized in part by the subjectivities of the theorists who formulate them.

Research: Consequently, thorough-going research and study of such theories (and the clinical fruits they offer) must necessarily include study and inquiry into the theorists' personal subjectivities, and the personal and professional life experiences that contributed to their particular organizations.

Methodology: The methodology of this course was designed to inquire into both of the above research goals, namely, the content of the theorists' substantive psychoanalytic theories, and the subjective organizations of the theorists themselves, and their inter-relationship. Specifically, the method entailed: (a) class-member reading of select articles written by the theorists that lay out essential features of their psychoanalytic theories; (b) in-person, video-conferenced, or telephonic meetings of the class with the theorist in which autobiographical accounts by the theorist of the embeddedness of his/her thinking in his/her life experience are offered by him or her and class-members dialogue and converse with the theorist in an effort to illuminate data pertinent to the research goals; and (c) two written essays are produced by each class-member in order to further crystallize the data gathered and provisional conclusions in respect of the research goals in the context of their personal perspective.

The credibility of the course content --including its theoretical theses, research goals and methodology-- is grounded in literature within the field of psychoanalysis that has previously demonstrated the immense value of psycho-biographical studies in the process of understanding the substantive contents of personality theories. For example, Stolorow and Atwood (1979) demonstrated that content of any personality theory is inseparable from the context of the personality of the theorist who formulates it. They successfully demonstrated this thesis by undertaking in-depth psycho-biographical studies of Freud, Rank, Jung and other personality theorists. Through their studies, they illuminated the need for a theory of subjectivity that could produce understanding not only of the given personality theory, but of the person who created it; and they showed that in-depth understanding of the former requires some understanding of the latter. That is, they demonstrated the need to illuminate the psychological and historical contexts constituted by the theorists' respective lives and life-situations at the times that they formulated their psychoanalytic theories in order to deeply understand the substantive tenants of the their formulated theories.

More broadly, the emergence of theories of "contextualism" and "complexity" within the field of psychology and psychoanalysis mandates inquiry into the myriad factors that constitute any particular psychoanalytic theory, including not only the theorist's research findings and conclusions, but the personal and professional lived experiences that contextualize his or her approach to his or her study, his or her method of gathering findings,

5 Psychoanalytic Theorists and the Evolution of their Theories (cont.)

and his or her manner of formulating and organizing conclusions. In short, the course content --which centrally entailed contextualizing 5 psychoanalytic theorists' theories in information about their personal traumas, clinical experiences and myriad other factors arrived at during in-person (or video conference, or telephonic) dialogic meetings with the theorists themselves-- bases its legitimacy on the foundation of wide acceptance within the fields of psychology and psychoanalysis of contextualist concepts and sensibilities both in research and clinical practice.

The "accuracy" of the course content lies in the unassailable importance of context in any study of human emotional life (which study is the domain of psychoanalysis). Thus, no class-member can be misled by the course content's emphasis on the importance of context in understanding psychoanalytic theory, nor for that matter in understanding any particular patient's psychological world. The "utility" of the course content lies primarily in the methodology modeled in the course wherein context --namely, the context of the psychoanalytic theorist's person and personal history in the substance of his psychoanalytic theories-- is investigated in depth, with an open mind, and with a high value ascribed to considering the fusion of content and context. This training is invaluable not only in consideration of psychoanalytic theories, but in everyday clinical psychoanalytic practice wherein inquiry into the relational contexts of any patient's emotional experience is an investigative process essential to deep understanding of the content of that person's emotional experience.

Naturally, the "limitations" of this process entail limitation in access to personal information that may be central in understanding the theorist as person. Additionally, the nexus between a theorist's personal information and the substantive tenants of his theories can only be provisional and is necessarily partially speculative. That said, these limitations have value by encouraging the researcher to move slowly and prudently in his data gathering and, especially, formulation of conclusions. In the end, conclusions must be "held lightly" and assessed for their value against a pragmatist criteria, namely, whether they help illuminate a given theory in a fashion that produces positive clinical results or further good theoretical ideas.

This demonstration has already been made above. To reiterate, the course content is relevant to psychological practice, education, and science because it embodies and models contextualist thinking in the analysis and understanding of psychoanalytic theories. In so doing, it educates class members in how to achieve in-depth understanding of the materials they read and employ in their professional reflections and practices. Furthermore, the contextualist sensibility, and associated methodology, applies directly to the clinical domain; there, the class-member can use the investigative method of dialogic inquiry into "context" as a means of illuminating the "content" of his patients' emotional experiencing.

6 Psychoanalytic Theorists and the Evolution of their Psychoanalytic Theories

Instructors: Peter Maduro, J.D., Psy.D.

COURSE DESCRIPTION

As indicated in the Syllabus below, two initial class sessions will be devoted to readings and discussion of the nature and function of theory formation within psychoanalysis. These classes will also illuminate the important distinctions between theoretical "language games" or discourse, on the one hand, and phenomenological or other forms of discourse, on the other.

Beginning with the third class session, each Theorist will use either one or one and one-half class sessions (see Syllabus, below) to historicize his or her psychoanalytic thinking and writings in a manner responsive to the elective's above stated course-thesis or charter. The presenting Theorist will have assigned readings, required and some recommended, that lay a foundation for the students' better appreciation of the Theorist's presentation. The students will be required to read the required reading-materials in advance of the corresponding presentation.

Following each Theorist's presentation, at least one entire class session would be led by the Lead Faculty and devoted to the discussion of the Theorist, his or her presentation the previous week(s), and the associated readings (see Syllabus, below).

After discussion of the last Theorist-presentation, the final class session will be devoted to reflecting upon and discussing all six of the Theorists, their presentations, and the corresponding class discussions and readings. Conclusions and good-byes will be exchanged.

Writing Requirement. Each enrolled student, whether or not he or she seeks academic credit, would be required to write two (2) papers. The assigned substance of each paper will be as follows:

In the first paper, due by the eighth (8th) class session, the student would articulate his or her reflections on the assertion (implicit in this course) that theoretical or explanatory discourse in psychoanalysis is its own distinctive "language game" or form of discourse; he or she would also comment on the place, role, value, utility, if any, to him or her of such theoretical discourse in the student's development as a psychoanalyst.

In the second paper, due at the conclusion of the course, the student would articulate the central tenants of his or her evolving theoretical stances, and, even more importantly, highlight the personal historicity of the evolution-to-date of those stances, including the extent, if any, that one or more of the presenting Theorists' theories have contributed to the student's theoretical development.

Critical comments on the students' papers would be provided by the Lead Faculty. The Lead Faculty would also discuss with the students their feelings about exchanging the papers amongst themselves as a means to getting to know one another more intimately as thinkers and clinicians. If the students are comfortable with this idea, dissemination of the papers to the class would be facilitated by the Lead Faculty and ICP Administrative Staff.

COURSE GOALS/OBJECTIVES

1. To explore and delineate the distinctive features of theoretical discourse in psychoanalysis and evaluate the value and functions of such discourse .

2. To discuss the thesis that any given psychoanalytic theory and the process of its formation are highly personal phenomena that cannot be thoroughly understood and appreciated outside of the context of the individual theorist's personal story --that is, the story of the theorist's development as a person, clinician and thinker and the contexts in which such development emerged.

3. To develop, analyze and articulate *in writing* an understanding of the distinctive features and functions of psychoanalytic theorizing.

4. To compare and contrast *in writing* one's own explicit and heretofore implicit psychoanalytic theories, attitudes and orientations, and the contexts and course of their development.

6 Psychoanalytic Theorists and the Evolution of their Psychoanalytic Theories (cont.)

COURSE OUTLINE

I. The Process of Psychoanalytic Theorizing: Theoretical and Personal Considerations.

February 3 & 10: The Lead Faculty, joined by William Coburn, Ph.D., will present and discuss the readings (below), including consideration of the following questions:

What is theory?
What functions does it serve in psychoanalysis?
How is theoretical discourse distinct from other forms of discourse?
Are we all theorists?
What are the crucial elements involved in the process of theory formulation?
What distinguishes formal theorizing from everyday theorizing?
Do particular psychoanalytic theories give rise to particular clinical attitudes? What is the nature of the correlations between substantive theory and clinical attitudes? Do these attitudes make a difference in our ways of relating and working with our patients?

Readings:
Orange, D. M. (2009). Kohut memorial lecture: attitudes, values and intersubjective vulnerability. International Journal of Psychoanalytic Self Psychology, 4(2).

Coburn, W. J. (2009). Attitudes In Psychoanalytic Complexity: An Alternative to Postmodernism In Psychoanalysis. in Beyond Postmodernism: New Dimensions in Clinical Theory and Practice, ed. R. Frie & D. Orange. New York: Routledge Press.

Stern, D. Implicit theories of technique and the values that inspire them. Manuscript expected to be published in 2010/11 in journal Psychoanalytic Inquiry.

II. Evolution of a Theorist and Theory: HOWARD BACAL, PH.D.

February 17: Howard Bacal, Ph.D. presents the evolution of his theory and theorizing.

Readings:
Specificity Theory: Specifying a Personal and Professional Quest for Therapeutic Possibility. International Journal of Psychoanalytic Self Psychology. 1(2): 133 – 155, 2006.

Specificity Theory: Discovering Therapeutic Efficacy in Specificity of Process. Presented at 2008 Spring Meeting of American Psychoanalytic Association.

February 24: Class discussion of Dr. Bacal's presentation and associated readings.

Readings:
Review readings from February 17.

III. Evolution of a Theorist and Theory: JESSICA BENJAMIN, PH.D.

March 3: Jessica Benjamin, Ph.D. presents the evolution of her theory and theorizing.

Readings:
TBA

March 10: Class discussion of Dr. Benjamin's presentation and associated readings.

Readings:
Review readings from March 3.

6 Psychoanalytic Theorists and the Evolution of their Psychoanalytic Theories (cont.)

IV. Evolution of a Theorist and Theory: ROBERT STOLOROW, PH.D.

March 17: Dr. Stolorow presents the evolution of his theory and theorizing.

Readings:
Autobiographical Reflections on the Intersubjective Development of Intersubjective Systems Theory.

March 24: Class discussion of Dr. Stolorow's presentation and associated readings.

Readings:
Review readings from March 17.

V. Evolution of a Theorist and Theory: DONNA ORANGE, PH.D.

April 7: Dr. Orange presents the evolution of her theory and theorizing.

Readings:
Orange, D.M., 1990 Intersubjective Systems Theory: A Fallibililist's Journey. Self and Systems: Explorations in Contemporary Psychoanalysis. pp237-248. New York Annals of Science.

Reread: Orange, D.M. (2009). Kohut memorial lecture: attitudes, values and intersubjective vulnerability. International Journal of Psychoanalytic Self Psychology, 4(2).

Paper: Paper #1 due.

April 14: Class discussion of Dr. Orange's presentation and associated readings.

Readings:
Review readings from April 7.

VI. Evolution of a Theorist and Theory: JAMES FOSSHAGE, PH.D.

April 28 & May 5: Dr. Fosshage presents the evolution of his/her theory and theorizing.

Readings:
Required Readings
Fosshage, J., (1997) The organizing functions of dream mentation. *Contemporary Psychoanalysis,* Vol. 33, No. 3: 429-458.

Fosshage, J., (2003) Contextualizing self psychology and relational psychoanalysis: Bi-directional influence and proposed syntheses. *Contemporary Psychoanalysis,* Vol. 39, No. 3: 411-448.

Fosshage, J. (2005) The explicit and implicit domains in psychoanalytic change. *Psychoanalytic Inquiry,* Vol 25, 4: 516-539.

Recommended Readings
Fosshage, J. (1994) Toward reconceptualizing transference: theoreticaland clinical considerations. International Journal of Psycho-Analysis, 75, 2: 265-280.

Fosshage, J. (1995) Countertransference as the analyst's experience of the analysand: Influence of listening perspectives. Psychoanalytic Psychology, 12(3), 375-391.

Fosshage, J., (2000) The meanings of touch in psychoanalysis: A time for reassessment. (PDF) Psychoanalytic Inquiry, Vol. 20, 1: 21-43.

Fosshage, J. (2007) Searching for love and expecting rejection: Implicit and explicit dimensions in co-creating analytic change. Psychoanalytic Inquiry. Vol. 7, 3, 326-347.

6 Psychoanalytic Theorists and the Evolution of their Psychoanalytic Theories – Spring Semester (cont.)

May 5: Last 45 min. of this class devoted to discussion of Dr. Fosshage's presentation and associated readings

VII. Evolution of a Theorist and Theory: ESTELLE SHANE, PH.D.

May 12: Dr. Shane presents the evolution of her theory and theorizing.

Readings:
Shane, Shane, and Gales (1997) Intimate Attachments, A Developmental Systems Systems Self Psychology, Guilford Press, Chapter 2

Shane, E. (2006). Developmental Systems Self Psychology. Int. J. Psychoanal. Self Psychol., 1:23-45.

Carlton & Shane (In Press) Brain-Based Psychoanalysis: How Changing Dynamic Patterns Contextualize Emotional Life Chapter One: Why Brain In Psychoanalysis?; Chapter Two: What Brain in Psychoanalysis?

VIII. The Evolution of 6 Prominent Psychoanalytic Theorists and their Theories: Reflections on the Presentations and Semester Discussions

May 19: Retrospective discussion of the six Theorist presentations and the class discussions. Conclusions and good-byes.

Paper: Paper #2 due.

APA CRITERIA D

The content of the above referenced course is based on the following knowledge bases:

Theoretical: The course content is grounded in the theory that psychoanalytic theories are constituted or organized in part by the subjectivities of the theorists who formulate them.

Research: Consequently, thorough-going research and study of such theories (and the clinical fruits they offer) must necessarily include study and inquiry into the theorists' personal subjectivities, and the personal and professional life experiences that contributed to their particular organizations.

Methodology: The methodology of this course was designed to inquire into both of the above research goals, namely, the content of the theorists' substantive psychoanalytic theories, and the subjective organizations of the theorists themselves, and their inter-relationship. Specifically, the method entailed: (a) class-member reading of select articles written by the theorists that lay out essential features of their psychoanalytic theories; (b) in-person, video-conferenced, or telephonic meetings of the class with the theorist in which autobiographical accounts by the theorist of the embeddedness of his/her thinking in his/her life experience are offered by him or her and class-members dialogue and converse with the theorist in an effort to illuminate data pertinent to the research goals; **6** and (c) two written essays are produced by each class-member in order to further crystallize the data gathered and provisional conclusions in respect of the research goals in the context of their personal perspective.

The credibility of the course content --including its theoretical theses, research goals and methodology-- is grounded in literature within the field of psychoanalysis that has previously demonstrated the immense value of psycho-biographical studies in the process of understanding the substantive contents of personality theories. For example, Stolorow and Atwood (1979) demonstrated that content of any personality theory is inseparable from the context of the personality of the theorist who formulates it. They successfully demonstrated this thesis by undertaking in-depth psycho-biographical studies of Freud, Rank, Jung and other personality theorists. Through their studies, they illuminated the need for a theory of subjectivity that could produce understanding not only of the given personality theory, but of the person who created it; and they showed that in-depth understanding of the former requires some understanding of the latter. That is, they demonstrated the need to illuminate the psychological and historical contexts constituted by the theorists' respective lives and life-situations at the times that they formulated their psychoanalytic theories in order to deeply understand the substantive tenants of the their formulated theories.

Psychoanalytic Theorists and the Evolution of their Psychoanalytic Theories – Spring Semester (cont.)

More broadly, the emergence of theories of "contextualism" and "complexity" within the field of psychology and psychoanalysis mandates inquiry into the myriad factors that constitute any particular psychoanalytic theory, including not only the theorist's research findings and conclusions, but the personal and professional lived experiences that contextualize his or her approach to his or her study, his or her method of gathering findings, and his or her manner of formulating and organizing conclusions. In short, the course content --which centrally entailed contextualizing 6 psychoanalytic theorists' theories in information about their personal traumas, clinical experiences and myriad other factors arrived at during in-person (or video conference, or telephonic) dialogic meetings with the theorists themselves-- bases its legitimacy on the foundation of wide acceptance within the fields of psychology and psychoanalysis of contextualist concepts and sensibilities both in research and clinical practice.

The "accuracy" of the course content lies in the unassailable importance of context in any study of human emotional life (which study is the domain of psychoanalysis). Thus, no class-member can be misled by the course content's emphasis on the importance of context in understanding psychoanalytic theory, nor for that matter in understanding any particular patient's psychological world. The "utility" of the course content lies primarily in the methodology modeled in the course wherein context --namely, the context of the psychoanalytic theorist's person and personal history in the substance of his psychoanalytic theories-- is investigated in depth, with an open mind, and with a high value ascribed to considering the fusion of content and context. This training is invaluable not only in consideration of psychoanalytic theories, but in everyday clinical psychoanalytic practice wherein inquiry into the relational contexts of any patient's emotional experience is an investigative process essential to deep understanding of the content of that person's emotional experience.

Naturally, the "limitations" of this process entail limitation in access to personal information that may be central in understanding the theorist as person. Additionally, the nexus between a theorist's personal information and the substantive tenants of his theories can only be provisional and is necessarily partially speculative. That said, these limitations have value by encouraging the researcher to move slowly and prudently in his data gathering and, especially, formulation of conclusions. In the end, conclusions must be "held lightly" and assessed for their value against a pragmatist criteria, namely, whether they help illuminate a given theory in a fashion that produces positive clinical results or further good theoretical ideas.

This demonstration has already been made above. To reiterate, the course content is relevant to psychological practice, education, and science because it embodies and models contextualist thinking in the analysis and understanding of psychoanalytic theories. In so doing, it educates class members in how to achieve in-depth understanding of the materials they read and employ in their professional reflections and practices. Furthermore, the contextualist sensibility, and associated methodology, applies directly to the clinical domain; there, the class-member can use the investigative method of dialogic inquiry into "context" as a means of illuminating the "content" of his patients' emotional experiencing.

Clinical Case Conference on Cases Relating to Trauma and Dissociation

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

COURSE DESCRIPTION

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 GOALS/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 apply at least three basic elements of trauma treatment.

3. Participants will be able to discuss different manifestations of dissociation and describe ways to treat dissociation.

COURSE OUTLINE

Each class meeting will involve presentation of case material and a discussion of the assigned reading(s).

Session 1.
Van der Kolk, B.and McFarlane, A. (1996). The black hole of trauma. In B. Van der Kolk, A. McFarlane, and L. Weisaeth (Eds.) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society* (pp. 3-23). New York: Guilford.

Stolorow, R.D. amd Atwood G.E. (1992). Trauma and pathogenesis. In R. D. Stolorow amd G. E. Atwood, *Contexts of Being: The Intersubjective Foundations of Psychological Life* (pp. 51-60). New Jersey: Analytic Press.

Session 2.
Ferenczi, S. (1933). Confusion of tongues between adults and the child. *International Journal of psychoanalysis,* 156-167.

Rachman, A. W. (1997). The suppression and censorship of Ferenczi's confusion of tongues paper. *Psychoanalytic Inquiry, 17,* 459-485.

Session 3.
Bromberg, P. (2000). Potholes on the royal road: or is it an abyss? *Contemporary Psychoanalysis*, 36, 5-28.

Session 4.
Bromberg, P. M. (2003) One need not be a house to be haunted: on enactment, dissociation, and the dread of "not-me"–a case study. *Psychoanalytic Dialogues*, 13 (5): 689-709.

Session 5.
Davies, J. M. And Frawley, M. G. (1994). Dissociation. In J. M. Davies amd M. G. Frawley *Treating the Adult Survivor of Childhood Sexual Abuse* (pp. 62-85). New York Basic Books.

Davies, J. M. (1996). Dissociation, repression and reality testing in the countertransference: The controversy over memory and false memory in the psychoanalytic treatment of adult survivors of childhood sexual abuse. *Psychoanalytic Dialogues, 6,* 189-218.

Clinical Case Conference on Cases Relating to Trauma and Dissociation (cont.)

Session 6.
Marmer, S. S. (1996). An outline for psychoanalytic treatment. In J. L. Spira and I. D. Yalom (Eds.) *Treating dissociative identity disorder* (pp. 183-218). San Francisco: Jossey-Bass.

Session 7
Droga, J. T. (1997). Realities lost and found: trauma, dissociation and somatic memories in a survivor of childhood sexual abuse. *Psychoanalytic Inquiry*, 17, 173-191.

(Optional) Loomis, L. (2006). From Fog to Feeling: A dynamic contextualization of dissociation: the relational requirement to disappear and the inevitability of appearing in another form. Unpublished paper - in archives of ICP.

Session 8
Brothers, D. (2009). Trauma-centered psychoanalysis: transforming experiences of unbearable uncertainty. In N. VanDerHeide and W.J. Coburn (Eds.) *Self and Systems: Explorations in Contemporary Self Psychology* (pp. 51-62). Annals of the New York Academy of Sciences, Volume 1159. Boston: New York Academy of Sciences.

APA CRITERIA D

The content of this course includes contributions from an extensive range of authors, all of whom are distinguished in the fields of trauma and dissociation. Their writings draw upon a wide range of empirical research on the effects of trauma, links between trauma and dissociation, trauma and memory, and neurobiological findings connected to trauma and dissociation. The different authors represent a range of theoretical perspectives as well, allowing students the opportunity to compare and contrast an array of ideas about treatment.

While some of the information in the course is based on empirical research, other information is drawn from clinical case experience and is illustrated with single case reports. Thus, the applicability of many of the treatment ideas studied in this class must be decided on a case by case basis using clinical judgment. While this course is designed to improve and refine clinical judgment in dealing with cases involving trauma and dissociation, the applicability of any given treatment ideas to any given case must be assessed by the treating clinician.

A history of trauma is extremely prevalent in clinical populations. In addition, dissociation in one form or another frequently manifests in clients who have been traumatized. Untreated trauma and untreated dissociation have been linked to an extensive range of social problems, including criminal behavior, addictions, eating disorders, work difficulties, relationship problems, and physical symptoms. Hence, improved treatment of trauma-related disorders and dissociative symptoms is of great benefit to society.

Advanced Relational Psychoanalysis

Instructor: Elaine Silberman, Ph.D., Psy.D.

COURSE DESCRIPTION

This class is an extension of a basic Relational Psychoanalysis class, studying in greater depth both the influences and roots of Relational Psychoanalysis as well as more current articles and books of prominent Relational authors. We will study how Relational Psychoanalysts utilize the here and now moment to moment interaction between analyst and patient to promote growth and transformational change.

The various influential perspectives we will study will be Interpersonal Psychoanalysis, Object Relations Theory, Ego Psychology and Attachment Theory. The specific Relational authors' writings we will study in greater depth are Irwin Hoffman, Stephen Mitchell, Philip Bromberg, Donnel Stern, Lew Aron, Jessica Benjamin, Malcolm Slavin, Philip Ringstrom , and others.

COURSE GOALS/OBJECTIVES

1. Explain the theory and technique of Relational Psychoanalysis and its distinctive aspects.

2. Demonstrate the application of Relational Psychoanalysis to the treatment of psychological disorders

3. Apply the concepts of Relational Psychoanalysis to clinical work.

COURSE OUTLINE

Sessions 1and 2:
Goal: To learn the Roots of Relational Psychoanalysis, including the influence of Interpersonal Psychoanalysis, Hans Loewald, W.R.D. Ronald Fairbairn, Donald Winnicott, and John Bowlby, on Relational Psychoanalysis.

Session 1:
*Frankel, Jay (1998) "Are Interpersonal and Relational Psychoanalysis the Same?" *Contemporary Psychoanalysis,* Vol.34, No.4: pp.484-500.

*Hirsch, Irwin (2006) "The Interpersonal Roots of Relational Thinking," *Contemporary Psychoanalysis*, Vol. 42, No. 4, pp. 551-555.

*Tublin, S. (2006) "Introduction to the Symposium, Interpersonal and Relational Psychoanalysis, Untangling Confusion: a History Lesson," *Contemporary Psychoanalysis,* Volume 42: pp. 523-527.

*Crastnopol, Margaret (2006) "Untangling View of Self in Interpersonal and Relational Theories," *Contemporary Psychoanalysis*, Vol. 42, Number 4, pp. 529-533.

*Ehrenberg, Darlene Bregman (2006) "The Interpersonal/Relational Interface, History, Context, and Personal Reflections," pp.535-550 *Contemporary Psychoanalysis*, Vol. 42, number 4.

Ehrenberg, Darlene Bregman (1974), "The Intimate Edge in Therapeutic Relatedness," in Volume 2 of Relational Psychoanalysis Innovation and Expansion, pp.3-28. (Darlene Ehrenberg represents a relational analyst who is very influenced by the interpersonal approach to the patient whereas many other relational analysts have diverged more from the interpersonal approach while being influenced by the perspective.)

Session 2:
Mitchell, Stephen (2000) "An Interactional Hierarchy," in Relationality, Analytic Press, Hillsdale, New Jersey. pp.57-77.

Mitchell, Stephen (2000) "Fairbairn's Object-Seeking, Between Paradigms," in Relationality, Analytic Press, Hillsdale, N.J. pp.103-123.

Advanced Relational Psychoanalysis (cont.)

Mitchell, Stephen (1998) "From Ghosts to Ancestors, The Psychoanalytic Vision of Hans Loewald," Relationality, Analytic Press, Hillsdale, N.J., pp.3-29.

Session 3:
Goal: We will continue reading articles which illustrate the roots of Relational Psychoanalysis as well as the continuing development of Relational ideas. In the first article Mitchell more specifically discusses how Attachment Theory, Object Relations Theory, and Loewald influence his ideas about this particular case. Please pay particular attention to Mitchell's case, "Connie." It illustrates much of Relational thinking in 2000, but also some current relational thinking as well.

Mitchell, Stephen (1999) "Attachment Theory and the Psychoanalytic Tradition: Reflections on Human Relationality" first printed in Psychoanalytic Dialogues, then later included in Mitchell's book, Relationality (2000). This article includes Mitchell's clinical work with "Connie," which was the subject of a November 2008 Relational Colloquium. pp. 1-18.

Personal communications, from 2008 colloquium discussing "What is technique" in Relational Psychoanalysis applied to Mitchell's case "Connie." Pp.1-55. These communications will be handed out to students. They will not be on ICP site.

Session 4:

Instructors: Edie Boxer and Elaine Bridge
Goal: To understand the concept of dissociation and its application in every psychoanalytic treatment.

In this class we will read the Introduction (chapter 1) and chapter 2 from Philip Bromberg's book Awakening the Dreamer. Also please buy the book "The Fly Truffler," by Gustov Sobin. It is a 150 page novel which is supposed to be an exquisite example of Dissociation. An article by Susan Sands is optional. She presents her ideas about how multiple self-states helps to further an empathic stance.

Bromberg, Philip (2006) Awakening the Dreamer, Chapters 1 through 2, pp. 1-50. Analytic Press, Mahwah, N.J.
(These chapters will be available on ICP's site.)

Sobin, Gustof, The Fly Truffler This is available on Amazon.com.

Also please bring a dream from on of your patients to possibly discuss in class.

Session 5:
We will read and discuss some of the more recent major concepts and focus in Relational Psychoanalysis with case descriptions that illustrate them from the psychoanalytic relational literature.. The concept of paradox, negotiation and how "the analyst needs to change" are some of them. Some cases from the most recent Relational conference will be reviewed and discussed.

Slavin, Malcolm Owen, and Kriegman, Daniel(1998) " Why the Analyst Needs to Change: Toward a theory of Conflict, Negotiation, and Mutual Influence" in Relational Psychoanalysis: Innovation and Expansion(2005) Vol.2, pp.75-108.

Pizer, Stuart (1998) "Paradox & Negotiation in a Wider Context," in Building Bridges, The Negotiation of Paradox in Psychoanalysis, Chapter 7, pp. 161-174. The Analytic Press, Hillsdale, N.J.

Session 6: The third and thirdness
In the first article, Lew Aron presents his concept of thirdness and refers to Benjamin as a partner in the development of this concept. In a recent Benjamin presentation we can see how in Benjamin's clinical work she struggles to find thirdness and moments of recognition with her patient. I've included the Mitchell article because it discusses the significance of Jessica's contribution to Relational Psychoanalysis. The optional Daehnert article illustrates the concept of surrender and recognition in a very beautiful, poignant and profound way.

Advanced Relational Psychoanalysis (cont.)

Aron, Lewis (2006) "Analytic impasse and the third: Clinical implications of intersubjectivity theory". International Journal Psychoanalysis, 87:349-368.

Benjamin, Jessica (2008) unpublished 'Intersubjective Aspects of the Analytic Process of Losing and Restoring Recognition." pp.1-32. This paper was presented at the Pasadena PPT conference and represents Benjamin's latest thinking in print on the topic of "thirdness" and "recognition." I believe you already read this article read this article in Leslie's core class. I list it here because it is an example of her latest ideas on thirdness.

Mitchell, Stephen, (2000). "Juggling Paradoxes: Commentary on the Work of Jessica Benjamin," Studies in Gender and Sexuality Roundtable on the Work of Jessica Benjamin 1(3): 251-269.

Optional:
Daehnert, Christal (2008). "Crossing Over: A story of Surrender and Transformation." Contemporary Psychoanalysis, Vol. 44, No 2, pp.199-218, the journal of the William Alanson White Institute, New York, NY. (This paper was presented at the International Association for Relational Psychoanalysis and Psychotherapy (IARRP) conference in Athens on July7, 2007.

Session 7:
Included in this session are significant relational articles which continue to represent further Relational development of interpersonal, object relations and feminism influences.

Lew Aron, Adrienne Harris, Melanie Suchet (2007). "Contents" and "Introduction," in Relational Psychoanalysis, Volume 3, Analytic Press, New Jersey, London. Pp. vii-xx and pp. 1-3.

Crastnopol, Margaret (2007). " Uneasy Intimacy, a Siren's Call," Relational Psychoanalysis: New Voices, Volume 3, pp.35-50. (Interpersonal, Self Psychology influence).

Grand, Sue (2007) in Relational Psychoanalysis: New Voices, Volume 3. "Unsexed and Ungendered Bodies: The Violated Self." pp. 61-80. (Influence of feminism)

Session 8:
Articles to be announced. Open to student suggestions.

APA CRITERIA D

Relational psychoanalysis is a school of psychoanalysis in the United States that emphasizes the role of relationships in general and more specifically the relationship between the therapist and patient as the most significant vehicle for positive change in the patient. It is considered by its founders to represent a paradigm shift in psychoanalysis. The paradigm shift is that all clinical content and process are co-constructed moment by moment in the present by both participants in a mutually influencing process.

Relational Psychoanalysis began in the 1980's and has been influenced by Interpersonal Psychoanalysis, Object Relations theory, later ego psychology, existentialism , Self-Psychology and more recently Attachment Theory. Its philosophical basis is social constructivism. It is a theoretical orientation in psychoanalysis with a specific way of working that has been considered in a myriad of ways in the professional psychology and mental health literature. The journal articles and books used in this program have been peer reviewed and have published support beyond those publications and other types of communications devoted primarily to the promotion of the approach. Examples are:

Shedler, Jonathan, Ph.D. (2006) "That was Then, This is Now: An Introduction to Contemporary Psychodynamic Therapy," Department of Psychiatry, University of Colorado, School of Medicine.

Leichsenring, Falk, DSc, Rabung, Sven, Ph.D., (2008) Journal of the American Medical Association, Volume 300, No.13

This class is based upon the published literature concerning Relational Psychoanalysis-both books and recent journal articles. The limitations of the content are that it favors one theoretical orientation in psychoanalysis

Advanced Relational Psychoanalysis (cont.)

although a compare and contrast aspect to other orientations will be included. The most common risk would be to bias students to think that Relational Psychoanalysis is the only viable orientation in Psychoanalysis. However, measures will be taken to avoid this risk.

Recent trends in psychological practice are based upon a multicultural orientation to patients needs. Classical psychoanalysis was based upon Western culture and Eurocentric ideas. Relational Psychoanalysis takes the full experience of the individual into account. Relational Psychoanalysis is a reflection of trends in global society to understand the context as well as the subjective experience of the psychotherapy patient in establishing meaningful treatment goals.

Finding One's Own Way as A Psychoanalyst (FOOWAP)

Instructor: Judith Vida, M.D.

COURSE DESCRIPTION

For six years, this was a required class positioned to come at or near the end of the four year program of required and elective seminars. The elective version is identical to the original with one exception: **for an eight-week class there is a maximum enrollment of 9**. If interest in the class exceeds the space available, preference will be given to candidates in the 4th year or beyond.

This class was removed as "required" when the Curriculum Committee and the Board determined that its autobiographical framework violated boundaries established by the Code of Ethics of the American Psychological Association regarding the presentation of autobiographical material in a psychoanalytic curriculum.

In its reformulation as an elective, the class exists (and persists) to question those boundaries, and much more than that. FOOWAP is offered in the spirit of "the autobiographical dialogue," the premise that whatever we say, do and write, and whatever our theory or practice, exist(s) mainly in the context of our personal story. Very much as it is in the clinical situation, where we analyze transference and countertransference responses, **you cannot really understand what I say or write unless you know something of me, some of my autobiography (my biography as I tell it), and in the same way I cannot understand you. And, further than that, many times we do not really understand what we have said until we receive and understand one another's response.**

But, "unlike the relative safety of clinical space, conference space [which includes seminar space] can be a disaster area where too often we are re-traumatized when we meet one another defensively straining to demonstrate knowledge in the impersonal disguise of most clinical and theoretical presentations. At the same time, each clinical and theoretical development in psychoanalysis and each case presentation is about *the survival of the analyst*, though the detail of it is usually secret, private, unacknowledged … or unconscious. This makes it hard to know what we (readers and listeners) have heard or read, and who we are in relation to it." (Vida, 2003, listed in recommended readings.)

Part of what determines whether conference space can become something of an *analytic* space is how we present our story; another part is contributed by how our story is received --- this refers to how seriously is exercised the ethical responsibility of those who listen and read. This is therefore an issue of *mutuality*, which has an effect on the quality and the depth of the dialogue and the possibility for (mutual) transformation within it.

For some years, Gershon J. Molad of Israel and I have been working collaboratively to explore the nature of the dialogue between analysts, and how the fate of its autobiographical essence thwarts or facilitates the analyst's clinical, theoretical, and personal development. We (2005, listed in recommended readings) distinguish two basic modes of learning: one is identification, with emphasis on "a cognitive and intellectual patterning after a received tradition, personal, theoretical, and technical"; the other is *introjection,* an altogether different mode of learning. If identification is about taking in what already exists, introjection has to do with "the absent, the absorbed, the disquieting new experience that we can't know how or if it will come out and how we will be affected by it, until it happens." With identification, the impetus for change is the aspiration to become or to emulate another; for introjection, "the agent of transformation is desire, especially thwarted, unmet desire." As Nicholas Abraham and Maria Torok wrote, "Learning to fill the emptiness of the mouth with words is the initial model for introjection."[1]
In a way, this seminar can be seen as a prototypical laboratory, a laboratory for uncertainty. I would say that all our experiences and individual encounters exist in a personal "laboratory" in which we test (or do not test) empirical outcomes of our personal hypotheses (sometimes referred to as "organizing principles" but more than that). Hence we (and our dialogue) are all **always** "research subjects" in one another's

Finding One's Own Way as A Psychoanalyst (FOOWAP) (cont.)

[1] (1972). Mourning *or* melancholia: introjection *versus* incorporation. In *The Shell and the Kernel*, N.T. Rand, ed., trans., intro. Chicago & London: University of Chicago Press, p. 128.

personal laboratories. What is done with the data is partially private but also, at the same time, points to the importance of developing an ethics of relatedness. I will address the issue of ethics shortly.

Seminar Plan

This is a seminar for **introspection,** for **writing,** and for **relating,** in the sense of both **telling** our story and **responding** to the stories of others. **Relating to one another** is our primary ethical responsibility, and constitutes our discussion. Your **presence** is essential.

1. ***Before the seminar begins***, please read three articles that will be distributed: "Mutual Tuning of Developmental Trajectories: The Shaping of Dialogue Between Analysts in Conference Space," by Gershon J. Molad, *International Forum of Psychoanalysis,* 2001, **10**, 227-234; "The Autobiographical Dialogue in the Dialogue Between Analysts: Introductory Notes on the Use of Relational and Intersubjective Perspectives in Conference Space," by Gershon J. Molad and Judith E. Vida (a chapter in *Relational and Intersubjective Perspectives in Psychoanalysis,* J. Mills, ed., 2005, Jason Aronson, Inc.).; and "A Dialogue of Unconsciouses," by Judith E. Vida, *Journal of Analytical Psychology,* 2003, **48**, 491-497.

2. *Also, before the seminar begins,* I would like each class member to try to write a brief[2] autobiographical account of your involvement with psychoanalysis and particularly the personal development of your voice, **in two parts, the "what" and the "how."** (Depending on your degree of comfort, these will be read by the whole class, and/or related by you to us.) The **first part (the "what") is "the story."** One approach could be to look at the influence on you of your training model (as patient, therapist, supervisee and student; when these experiences are positive, the mode of learning tends toward the identificatory; when disappointing, it is more introjective); another could be your situation in the cultural and social milieu, and how you observe that you talk to one another. (In previous years of this seminar, class members were asked to select a most-loved and most-hated article and to write something about the autobiographical origins of that love and hate, as a way-in to exploring the "dialogical autobiography." It was useful for some and not for others, so it has been dropped as a requirement, but it can be a way to begin your thinking.) The **second part (the "how")** is an observation of yourself thinking about and writing the first part, thus creating an "in vivo" vignette. **Before the seminar begins,** I would like you to send me (by e-mail or regular mail) a copy of what you have written.

Please note: **there is no "right way" or "wrong way" to respond to this assignment; there is only "your" way --- whatever that is --- and that's what we aim to explore and recognize.**

"No right way or wrong way" also means that **no individual evaluations will be given**. **"Satisfactory" completion means meeting the attendance requirements.** The objective of the class is not "knowledge" but "experience," and no one but you *can* be the judge of your experience. You will be present in your own way, and you will use (or not use) your own voice entirely as you wish. Your observations (shared or not) of yourself during this process constitute the essence of the seminar. In previous iterations of this class, I have written a general comment on the class process which served as each class member's evaluation; one year, during the last session, I asked everyone to write a sentence describing their experience; these sentences were then collected and became the general evaluation. (Of course, this does not replace your personal evaluation of the class which you prepare separately and privately.)

3. At each session, one (or more) of you will be asked **to relate** what you have or have not written, from which our conversation will develop --- and what that means is **relate** rather than **read**. In other words, I'd like you to **tell** us what it was like to write what and as you did --- we may already have read what you have written, and be able to ask questions. Figure about 15 or so minutes for the initial presentation. All along we will have an open discussion of where we have been, using our shared experience as "content." In addition, as a formal opportunity for feedback, after each of you has "presented," I would like you **to write just a few lines or a paragraph describing the experience**; during the following week, we will hear these responses **related** as well. Everyone is expected to participate in this process, which will build as we go, so your regular attendance is crucial to the success of the class. If we have heard from everyone by the end of the next-to-last session, the last session can be reserved for the remaining post-presentation responses, and a general discussion.

[2] "Brief" means one or two pages; some may wish to write less, others more, but please be specific in your writing, rather than general; use details.

Finding One's Own Way as A Psychoanalyst (FOOWAP) (cont.)

COURSE GOALS/OBJECTIVES

1. To compare and contrast "the autobiographical dialogue" from the standard notion of "self disclosure."

2. To discuss the legitimate (and essential) place of the "how" as well as the "what" in clinical discourse (both dialogue and writing).

3. Be able to apply awareness of "the missing" when clinical discourse disregards or refuses recognition of the autobiographical.

COURSE OUTLINE

Week One.
Orientation: introducing "the autobiographical dialogue" and ourselves. Papers by Molad, Molad &Vida, and Vida may (or may not) be referred to. Questions about the seminar. Possibly one presentation.

Week Two.

Response from last week's presenter. One or more presentations.

Week Three.
Responses from last week. One or more new ones.

Week Four.
Responses from last week. One or more new ones.

Week Five.
Responses from last week. One or more new ones.

Week Six.
Responses from last week. One or more new ones.

Week Seven.
Responses from last week. One or more new ones.

Week Eight.
Responses from last week. Any remaining presentation.

Review of the seminar experience.

APA CRITERIA D

For six years, this was a required class positioned to come at or near the end of the four year program of required and elective seminars. The elective version is identical to the original with the exception of a limit on enrollment. If interest in the class exceeds the space available, preference will be given to candidates in the 4th year or beyond.

This class was removed as "required" when the Curriculum Committee and the Board determined that its autobiographical framework violated boundaries established by the Code of Ethics of the American Psychological Association regarding the presentation of autobiographical material in a psychoanalytic curriculum.

In its reformulation as an elective, the class exists (and persists) to question those boundaries, and much more than that. FOOWAP is offered in the spirit of "the autobiographical dialogue," the premise that whatever we say, do and write, and whatever our theory or practice, exist(s) mainly in the context of our personal story. Very much as it is in the clinical situation, where we analyze transference and

Finding One's Own Way as A Psychoanalyst (FOOWAP) (cont.)

countertransference responses, **you cannot really understand what I say or write unless you know something of me, some of my autobiography (my biography as I tell it), and in the same way I cannot understand you. And, further than that, many times we do not really understand what we have said until we receive and understand one another's response.**

But, "unlike the relative safety of clinical space, conference space [which includes seminar space] can be a disaster area where too often we are re-traumatized when we meet one another defensively straining to demonstrate knowledge in the impersonal disguise of most clinical and theoretical presentations. At the same time, each clinical and theoretical development in psychoanalysis and each case presentation is about *the survival of the analyst*, though the detail of it is usually secret, private, unacknowledged … or unconscious. This makes it hard to know what we (readers and listeners) have heard or read, and who we are in relation to it." (Vida, 2003, listed in recommended readings.)

Part of what determines whether conference space can become something of an *analytic* space is how we present our story; another part is contributed by how our story is received --- this refers to how seriously is exercised the ethical responsibility of those who listen and read. This is therefore an issue of *mutuality*, which has an effect on the quality and the depth of the dialogue and the possibility for (mutual) transformation within it.

For some years, Gershon J. Molad of Israel and I have been working collaboratively to explore the nature of the dialogue between analysts, and how the fate of its autobiographical essence thwarts or facilitates the analyst's clinical, theoretical, and personal development. We (2005, listed in recommended readings) distinguish two basic modes of learning: one is identification, with emphasis on "a cognitive and intellectual patterning after a received tradition, personal, theoretical, and technical"; the other is *introjection,* an altogether different mode of learning. If identification is about taking in what already exists, introjection has to do with "the absent, the absorbed, the disquieting new experience that we can't know how or if it will come out and how we will be affected by it, until it happens." With identification, the impetus for change is the aspiration to become or to emulate another; for introjection, "the agent of transformation is desire, especially thwarted, unmet desire." As Nicholas Abraham and Maria Torok wrote, "Learning to fill the emptiness of the mouth with words is the initial model for introjection."[3]

In a way, this seminar can be seen as a prototypical laboratory, a laboratory for uncertainty. I would say that all our experiences and individual encounters exist in a personal "laboratory" in which we test (or do not test) empirical outcomes of our personal hypotheses (sometimes referred to as "organizing principles" but more than that). Hence we (and our dialogue) are all **always** "research subjects" in one another's personal laboratories. What is done with the data is partially private but also, at the same time, points to the importance of developing an ethics of relatedness. I will address the issue of ethics shortly.

Any relation, any encounter, any *psychoanalytic seminar* has its own overlay and underpinning of the personal, and that's where the seminar will begin, to look at and to explore with one another the development of "the voice of the analyst" --- your voice, my voice. As we go, **we will work** to create an atmosphere safe enough for such a dialogue to emerge. "Safe enough" does not mean only nice and comfortable, although it can be that. It also means finding a way to include "the difficult," the inevitable difficulties that arise along the way, and making use of them to expand both our self-understanding and our appreciation of the individuality of one another. "Safe enough" also means that **how we listen to one another, how we listen and hold and work with one another,** is as important as what we present. The outcome of this seminar is thus **a shared responsibility; this is the active practice of *ethics*** in the autobiographical dialogue between analysts. This is "pluralism" in action, not merely a philosophical premise, or idea, or ideology. What may become obvious (if it is not already) is that this can be difficult; a certain amount of anxiety (yours, and also mine) may be generated by even starting to touch it. It is also apparently a different reading of "ethics" than that of the American Psychological Association.

Of course, within the notion of an "ethics" of relating, there must be some consideration for confidentiality, which is an issue of what use we will make of our contact with one another.

[3] (1972). Mourning *or* melancholia: introjection *versus* incorporation. In *The Shell and the Kernel*, N.T. Rand, ed., trans., intro. Chicago & London: University of Chicago Press, p. 128.

Finding One's Own Way as A Psychoanalyst (FOOWAP) (cont.)

Jean-Jacques Rousseau in his *Confessions,* completed in 1770, offers one of the earliest explorations (after St. Augustine and some others) of the autobiographical in print. Rousseau's great subject was the (troubled) relation of appearance to reality, the tension between the public and the private, the demonstration of *the connection between feelings and philosophic thought.* "Rousseau focuses on the personal and the intimate, but in doing so he claims to gain access to general truths of ultimate significance. Early in the book he uses his very idiosyncratic responses to spankings to raise questions about the origins of sexuality and feelings about justice and injustice. He uses the fact of his father's failure to pursue him beyond Annecy when he ran away from Geneva to reflect on the fundamental maxim of natural goodness. Conversely he reveals apparently general discussions about the moral character of the theatre to be guided by personal desires to curry favor with the powerful and then shows that petty personal rivalries are connected with competing views about the proper place of an intellectual in society. In the *Confessions* every general issue is connected with a personal problem and every personal problem illustrates a general issue."[4]

This is, of course, the premise of FOOWAP: to establish formally the legitimate participation of the link between "the personal problem" and "the general issue." This participation is what Gersh Molad and I call "the autobiographical dialogue," the area in which transference and countertransference are indistinguishably mingled, which has been the *missing* piece of traditional psychoanalytic training and official discourse (although this may be changing now). In its focus on "the missing," this seminar thus follows an introjective rather than identificatory model. It is Gersh Molad's and my sense that the "autobiographical dialogue," added to the personal analysis, the supervised analyses and the seminars, constitutes a "fourth part" of the tri-partite system of psychoanalytic training --- it is the developmental part, and it has its own story. It is in the autobiographical dialogue that is born "one's own way" as a psychoanalyst, being able to hear one's own voice as a clinician, as a reader, as a writer, and as a person in ongoing confluent development. Thus the stance of the American Psychological Association about autobiographical material, in the guise of "ethics," negates what for the two of us is the basic premise of psychoanalysis. You may agree, and you may not.

In terms of understanding one's own voice, we see that the way we present our work to others is a two-way process: from one side, we deal with the difficulties we have in expressing ourselves as we bring the clinical experience to seminars, conferences, and consultations; and from the other, we look at how our expectations of being listened to and understood (or misunderstood) influences our inner analytic voice in working with someone[5].

Any relation, any encounter, any *psychoanalytic seminar* has its own overlay and underpinning of the personal, and that's where the seminar will begin, to look at and to explore with one another the development of "the voice of the analyst" --- your voice, my voice. As we go, **we will work** to create an atmosphere safe enough for such a dialogue to emerge. "Safe enough" does not mean only nice and comfortable, although it can be that. It also means finding a way to include "the difficult," the inevitable difficulties that arise along the way, and making use of them to expand both our self-understanding and our appreciation of the individuality of one another. "Safe enough" also means that **how we listen to one another, how we listen and hold and work with one another,** is as important as what we present. The outcome of this seminar is thus **a shared responsibility; this is the active practice of *ethics*** in the autobiographical dialogue between analysts. This is "pluralism" in action, not merely a philosophical premise, or idea, or ideology. What may become obvious (if it is not already) is that this can be difficult; a certain amount of anxiety (yours, and also mine) may be generated by even starting to touch it. It is also apparently a different reading of "ethics" than that of the American Psychological Association.

Of course, within the notion of an "ethics" of relating, there must be some consideration for confidentiality, which is an issue of what use we will make of our contact with one another.

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[4] Christopher Kelly, Introduction to *The* Confessions *and Correspondence, including the Letters to Malesherbes.* The Collected Writings of Rousseau, Volume 5. Eds. C. Kelly, R.D. Masters, & P.G. Stillman, Trans. C. Kelly. Hanover & London: University Press of New England, 1995, p. xxxi.

[5] Molad (2003). "From interpretation to interpellation: Introductory remarks on the nature of transformational dialogue between analysts in conference space, and some notes on resistance," presented to International Federation for Psychoanalytic Education 14th Annual Conference, Pasadena, CA, November 7; Molad & Vida (unpublished) "Notes on the clinical relevance of the autobiographical dialogue in the dialogue between analysts in conference space."

Finding One's Own Way as A Psychoanalyst (FOOWAP) (cont.)

Seminar Plan

This is a seminar for **introspection,** for **writing,** and for **relating,** in the sense of both **telling** our story and **responding** to the stories of others. **Relating to one another** is our primary ethical responsibility, and constitutes our discussion. Your **presence** is essential.

Training Program in Psychoanalysis – Weekend Program

The training program of study consists of the personal analysis, supervised analytical control cases, and four years of seminars.

Course of Study
Candidates in the Weekend Program meet for six weekends of intensive study over the course of the entire year. Courses are equivalent to those available in the weekly training program in both quality and amount of time. There are four years of seminars in both programs. The course of study at ICP encourages independence of thought and gives candidates the responsibility for mastering a core body of psychoanalytic knowledge.

Curriculum
The ICP curriculum comprises a critical consideration of the diverse theory and practice of contemporary psychoanalysis. Academic freedom is highly valued and encouraged. The curriculum gives candidates considerable freedom to choose among seminars; fully half the course offerings are case conferences and a wide array of electives. Candidates demonstrate their clinical skills and understanding of psychoanalytic principles through written case reports, participation in supervision and seminars, and the graduation project.

Doctorate in Psychoanalysis
Candidates completing the regular program will receive a Psy.D. (Doctorate in Psychoanalysis). The Ph.D. is a special educational track. Those who elect this track will complete the full training program, take additional research courses, and write a doctoral dissertation.

Weekend Program: Core Courses

Instructor(s)	Course Name	Page No.
Lynda Chassler, Ph.D.	Introduction to Object Relations	86
Nancy Goldman, Psy.D.	Contemporary Psychoanalytic Theories, Part I: Self Psychology	91
Sylvia Jones, Ph.D., Psy.D., Edie Boxer, Psy.D., M.S.W.	Boundary Dilemmas	96
Elaine Silberman, Ph.D., Psy.D.	Contemporary Psychoanalytic Theories, Part III: Relational Psychoanalytic Theory	98
Margy Sperry, Psy.D.	Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory	103

Introduction to Object Relations

Instructor: Lynda Chassler, Ph.D.

COURSE DESCRIPTION

Object relations theory addresses the observation that people live in two worlds simultaneously—the external world and the internal world with a co-mingling between the two. Individuals tend to act and react not only with an actual other but also an internal other, a psychic representation of a person which in itself has the power to influence both the individual's affective states and his or her behavioral reactions.

The evolution of object relations theory has been subject to divergent theoretical perspectives which are complex and often difficult to integrate. This theoretical dissension has caused continued confusion and ambiguity with regard to the meaning and formation of objects in both the mental and psychological development of the individual. How does our internal world evolve? What motivates the person to seek an object—the gratification of instinctual wishes or the desire for relationships? How does the child's important early relationships become internalized and impact the person's on going relational patterns? These are just three of the numerous questions discussed by the different authors who have contributed to the development of object relations theory.

This course will compare and integrate the nature of the object, its origins and qualities, in the context of the formulations of these different theorists with a focus on their clinical applications.

COURSE GOALS/OBJECTIVES

1. Explain the theory of object relations.

2. Discuss the ideas of the divergent object relations thinkers.

3. Demonstrate a knowledge of how to apply the ideas of object relations to clinical practice.

COURSE OUTLINE

WEEKEND 1: September 24th and September 25th
Instructor: Katherine Schwarzenbach, Psy.D.

The Life and Work of Sandor Ferenczi
These two sessions will introduce you to the life and work of Sandor Ferenczi, colleague and friend of Freud's, sometimes referred to as "The Mother of Psychoanalysis." That he should be the first person you encounter in your study of Object Relations is curious, but I hope that by end of our two sessions together, you will understand why he has been given this appellation.

Readings:
September 24, 2010
1. Balint, M. (1968). "The disagreement between Freud and Ferenczi and its repercussions." In The Basic Fault. New York: Brunner Mazel, pp. 149-156.
2. Haynal, A. (1988). The Technique at Issue. London:Karnac Books, pp. 1-59.
3. Ferenczi, S. (1913). Stages in the development of a sense of reality. In First Contributions to Psychoanalysis. London: Karnac Books, pp. 213-239.
4. Ferenczi, S. (1923). Dream of the "clever baby." In Further Contributions to Psychoanalysis. London: Karnac Books, pp.349-350.
5. Ferenczi, S. (1928). The Elasticity of psycho-analytic technique. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 87-101.
6. Ferenczi, S. (1929). The unwelcomed child and the death instinct. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp.102-107.

Introduction to Object Relations (cont.)

Optional Readings:
1. Aron, Lewis and A. Harris (1993). "Sandor Ferenczi: Discovery and Rediscovery." In The Legacy of Sandor Ferenczi, ed. Lewis Aron and Adrienne Harris, Hillsdale, N.J.: The Analytic Press.
2. Vida, J. (2005). Treating the "Wise Baby." In The American Journal of Psychoanalysis, Vol. 65, No. 1, pp. 3-12

Readings:
September 25, 2010
6. Ferenczi, S. The Principles of Relaxation and Neocatharsis. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp.108-125.
7. Ferenczi, S. Child analysis in the analysis of adults. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 126-142.
8. Ferenczi, S. (1932). Confusion of tongues between adults and the child. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 156-167.
9. Ferenczi, S. The Three Main Principles. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp.252-253.
10. Ferenczi, S. The Clinical Diary of Sandor Ferenczi, ed. Judith Dupont, trans. Michael Balint and Nicola Zarday Jackson. Cambridge, Mass. And London: Harvard University Press, 1988, 1995.
Selections to be determined.

Optional Readings:
1. Schwarzenbach, K. (2001). Threshold and Impasse: Excavating the Maternal Defense in Sandor Ferenczi's Clinical Diary. In The Journal of the American Academy of Psychoanalysis, Vol. 29, No. 3, pp.387-482.
2. Smith, N. (1999). From Oedipus to Orpha: Revising Ferenczi and Servern's landmark case. In The American Journal of Psychoanalysis, Vol 59, No. 4, pp.345-366.

WEEKEND 2: November 5th and November 6th
Instructor: Michael Lebow, Ph.D.

The Work of Melanie Klein
Klein's & major contributions to object relations theory will be discussed.

Readings:
1. Spillius, E.B., (1994). Developments In Kleinian Thought: Overview and Personal View. Psychoanal. Inq., 14:324-364.

WEEKEND 3: December 3rd and December 4th
Instructor: Lynda Chassler, Ph.D.

The Work of Fairbairn and Guntrip

Readings:
December 3, 2010
1. Fairbairn, W.R.D. (1952). Repression and the return of bad objects. In Psychoanalytic Studies of the Personality. London: Routledge. Chapter 3, pp. 59-81.
2. Fairbairn, W.R.D. (1952). Endopsychic Structures Considered in Terms of Object Relationships. In Psychoanalytic Studies of Personality. Chapter 4, pp. 82-136.
3. Guntrip, H. (1969). The schizoid personality and the external world. In Schizoid Phenomena, Object Relations and the Self. New York: International University Press, Inc. Chapter 1, pp. 17-48.

Supplemental Readings:
1. Fairbairn, W.R.D. (1954) Observations on the Nature of Hysterical States. International Journal of Psychoanalysis

Introduction to Object Relations (cont.)

2. Rubens, Richard. "Fairbairns Structural Theory" This article is on the internet at http://www.columbia.edu/~rr322/FAIRBAIRN.html It is also on Richard Rubens publication website.

Readings:
December 4, 2010
1. Ch. 6 The Schizoid Problem in Psychoanalytic Theory, Therapy, and the Self by Harry Guntrip pp. 145-172.
2. Guntrip H. (1975) My Experience of Analysis with Fairbairn and Winnicott. International Journal of Psychoanalysis pp. 145-156.
3. Eigen M. (1975) Guntrip's Analysis with Winnicott- A Critique of Glatzer and Evans. Contempaorary Psychoanalysis 17: 103-111.
4. Rayner E (1995) a book review of "Personal Relations Therapy: The Collected Papers of Guntrip" International Journal of Psychoanalysis pp. 1070-1071.

WEEKEND 4: January 28th and January 29th
Instructor: Lynda Chassler, Ph.D.

History and overview of British Psychoanalysis and the formation of The Middle (Independent) School of British Object Relations; integration of readings thus far.

Reading:
January 28, 2011
1. Rayner, E., (1991). "From Beginnings to Controversy." in The Independent Mind in British Psychoanalysis (Chapter 1, pp. 5-26). New Jersey: Jason Aronson.

The Major Contributions of D.W. Winnicott - Part One: The Relationship
Winnicott emphasized the importance of "the maternal-environment-individual set-up" for the growth and development of the baby into a child. The relationship of dependence between child and mother was the critical developmental axis in Winnicott's theory. If the mother is able to perform her functions "good-enough" the infant will begin to experience a sense of continuity of its various need states and rudimentary sense of integration, personalization, and realization will occur. If all continues to go well the child has an integrated sense of self over time and differentiated from others.

Reading:
January 28-29, 2011
1. Winnicott, D.W. (1965) "The theory of the parent-infant relationship" in The Maturational Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 37-55.
2. Winnicott, D.W. (1965) "From dependence towards independence in the development of the individual" in The Maturational Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 83-92
3. Winnicott, D.W. (1975) "Primitive emotional development" in Through pediatrics to psycho-analysis, NY: Basic Books, pp. 145-156.
4. Winnicott, D.W. (1965) "Ego integration in child development" in The Maturational Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 56-63.
5. Winnicott, D.W. (1975) "Primary maternal preoccupation" in Through pediatrics to psycho-analysis, NY: Basic Books, pp. 300-305.
6. Winnicott, D.W. (1971) "Mirror-role of mother and family in child development" in Playing and Reality, London: Tavistock Publications, pp. 111-118.
7. Winnicott, D.W. (1965) "The capacity to be alone" in The Maturational Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 29-36.
8. Winnicott, D.W. (1965) "The development of the capacity for concern" in The Maturational Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 73-82.
9. Winnicott, D.W. (1971) "The use of an object and relating through identifications" in Playing and Reality, London: Tavistock Publications, pp. 86-94.

Introduction to Object Relations (cont.)

WEEKEND 5: March 25th and March 26th
Instructor: Lynda Chassler, Ph.D.

The Major Contributions of D.W. Winnicott - Part Two: Transitional Phenomena and Creativity
The concept of transitional phenomena refers to a dimension of living that belongs neither to internal nor to external reality; rather, it is the place that both connects and separates inner and outer. Developmentally, transitional phenomena occur from the beginning, even before birth, in relation to the mother-infant dyad. As the infant begins to separate Me from Not-me, he makes use of the transitional object. This necessary developmental journey leads to the use of illusion, the use of symbols, and the use of an object. Transitional phenomena are inextricably linked with paying and creativity. There is located culture, being and creativity.

Readings:
March 25, 2011
1. Winnicott, D.W. (1971) "Transitional objects and transitional phenomena" in Playing and Reality, London: Tavistock Publications, pp. 1-25.
2. Winnicott, D.W. (1971) "Creativity and its origins" in Playing and Reality, London: Tavistock Publications, pp. 65-85.

The Effects of Environmental Failure (The Not-Good-Enough Mother): Psychopathology and Treatment – Part Three
Winnicott's view of psychopathology results from an insufficiently facilitating environment (parental deficiency), that causes the infant or child to react to environmental impingement, and thus arrests the maturational process. All later disturbances in his system involves impairment in the functioning of the self.

Readings:
March 26, 2011
1. Grolnick, S. (1990) "How to do Winnicottian therapy" in In One's Bones: The Clinical Genius of Winnicott, D. Goldman (ed.) Northvale, NJ: Jason Aronson, pp. 185-212.
2. Little, M.L. (1990) "Psychotherapy with D.W.W., 1949-1955, 1957" in Psychiatric anxieties and containment, NJ: Jason Aronson, pp.41-71.
3. Winnicott, D.W. (1975) "Hate in the countertansference" in Through pediatrics to psycho-analysis, NY: Basic Books, pp. 194-203.
4. Winnicott, D.W. (1975) "The antisocial tendency" in Through pediatrics to psycho-analysis, NY: Basic Books, pp. 306-315.
5. Winnicott, D.W. (1975) "Metapsychological and Clinical Aspects of Regression within the psycho-analytic set-up" in Through pediatrics to psycho-analysis, NY: Basic Books, pp. 278-294.
6. Winnicott, D.W. (1975) "Ego distortions in terms of true and false self" in The Maturational Process and the Facilitating Environment, NY: Int. Univ. Press, pp. 140-152.
7. Winnicott, D.W. (1975) "Fear of breakdown" in The British school of psychoanalysis, G. Kohon (ed.) London: Free Association Books, pp. 173-182.

WEEKEND 6: May 13th and May 14th
Instructor: William Rickles, M.D.

The work of Otto Kernberg

Readings:
3. Kernberg, O. F., (1984). Structural derivatives of object relations. In Object-Relations Theory and Clinical Psychoanalysis, New York: Jason Aronson, Inc., Chapter 1, pp. 23-83.
4. Kernberg, O. F., (1984). A psychoanalytic classification of character pathology. In Object-Relations Theory and Clinical Psychoanalysis, New York: Jason Aronson, Inc., Chapter 5, pp. 142-159.

Introduction to Object Relations (cont.)

APA CRITERIA D

Object Relations is an umbrella concept for the theories that derives its principles of human motivation from the need for early relationships---that the fundamental human motivation is for object contact rather than drive discharge as put forth by Freud. Fundamental to object relations theory is the belief that pathological object relational units arose in response to early inadequate attachments. These critical ideas have bee well documented in the literature (Klein,1926; Fairbairn,1944; Bion, 1957; Winnicott, 1960a; Balint, 1968).

The materials being presented reflect my ongoing clinical work and continuous review of the writings of the thinkers of object relations ideas to-date. The utility of these materials resides in their applicability to work with patients in overcoming insecure attachments. The content being taught reflects the ideas of object relations, and does not pose any risk to the students and participants.

The classical language in psychoanalytic therapy goes back to Freud who focused on experiences belonging to the oedipal level of development. All Symptoms that suggested problems originating at a pre-oedipal level (early mother-infant relationships) were interpreted as symptoms of castration anxiety or penis envy. Object relations theory offers clinicians an understanding and the language to address the problems of patients which date back to early mother-infant relationships (Balint, 1968). The aim of treatment is to change the structure of the patient's object relations so that the self can function more effectively. The patient-therapist relationship has been emphasized (Rosenfeld, 1978; Segal, 1981) as a crucial element in therapy to allow for the internalization of a new object relationship.

Contemporary Psychoanalytic Theories, Part I: Self Psychology

Instructor: Nancy Goldman, Psy.D.

COURSE DESCRIPTION

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.

COURSE GOALS/OBJECTIVES

1. Describe the epistemological origins of psychoanalytic self psychology theory.

2. Explain the theory and technique of psychoanalytic self psychology theory and its distinctive aspects.

3. Demonstrate the application of psychoanalytic self psychology theory to the treatment of psychological disorders.

4. Analyze how psychoanalytic self psychology theory compares and contrasts with other recognized psychoanalytic and psychotherapeutic orientations.

5. Discuss approaches for assessment of the efficacy of psychoanalytic self psychology theory.

COURSE OUTLINE

Session 1 (Friday, September 24): Estelle Shane
The Work of Kohut

Kohut, H. (1959), Introspection, empathy and psychoanalysis: examination of the relationship between mode of observation and theory. Ed. by P. Ornstein, The Search for The Self, Vol. 1, Chapter 12.

*Kohut, H. (1979), The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27.

Shane, E. (2006), Developmental Systems Self Psychology, International Journal of Psychoanalytic Self Psychology, Vol. 1, #1., pp. 23-45.

Stolorow, R., Brandchaft, B., & Atwood, G. (1987), Reflections on self psychology. Psychoanalytic Treatment: An Intersubjective Approach, pp. 15-27, Hillsdale, NJ: The Analytic Press. Chapter 5, pp. 66-87.

*Strozier, C. (1985), Glimpses of a life: Heinz Kohut (1913-1981), in Progress in Self Psychology, ed. By A. Goldberg, Vol. 1, pp. 3-13, NY: Guilford Press. Kohut, H. (1959),

Session 2 (Sunday, September 26):

The Work of Kohut

Kohut, H. (1972), Thoughts on narcissism and narcissistic rage, The Search for the Self, Chapter 40, Vol. 11.

Kohut, H. (1977), The Oedipus Complex and the Psychology of the Self. (Ch. 5) The Restoration of The Self, New York: International Universities Press, pp. 220-248.
Kohut, H. and Wolf, E. (1978), The disorders of the self and their treatment: an outline. International Journal of Psychoanalysis., 59:413-425.

*Kohut, H. (1979), The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27. (FOR RE-REVIEW IN THIS CLASS)

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

Session 3 (Friday, November 5): Carol Mayhew
The Work of Kohut

Kohut, H. (1981), On empathy. In P.H. Ornstein (Ed.), The Search for the Self: Selected Writings of Heinz Kohut, 1950-1978. New York: International Univ. Press, pp. 525-535.

*Kohut, H. (1982), Introspection, empathy and the semicircle of mental health, in Int. J. Psycho-Anal., Vol. 63, pp.395-407.

Kohut, H. (1984), How Does Analysis Cure? Chicago: Univ. of Chicago Press, pp. 172-191.

Geist, R. (2007), "Who are You, Who am I, and Where are We Going: Sustaining Empathic Immersion in the Opening Phase of Psychoanalytic Treatment" in Int. J. of Psychoanalytic Self Psychology, Vol. 2 (1), p. 1-24.

Session 4 (Sunday, November 7): Margaret Allan
The Work of Kohut

Kohut, H. (1984), How Does Analysis Cure? Chicago: Univ. of Chicago Press, pp. 81-151.

Session 5 (Friday, December 3):
The Work of Kohut

Kohut, H. (1984), How Does Analysis Cure? Chicago: Univ. of Chicago Press, Chapters 2, 4, 5, 6, and 10.

Session 6 (Sunday, December 5): Gita Zarnegar
Developmental Systems Self Psychology

*Shane, M. & Shane, E. (1993), "Self Psychology After Kohut: One Theory or Many?", J. Amer. Psychoanalytic. Assoc., 41, (3), pp. 777-797.

*Shane, M. & Shane, E. (1996), "Self Psychology in Search of the Optimal: A Consideration of Optimal Responsiveness; Optimal Provision; Optimal Gratification; and Optimal Restraint in the Clinical Situation," in Progress in Self Psychology, ed. by A. Goldberg, Guilford Press, NY, vol. 12, pp. 37-54.

Shane, M., Shane, E., & Gales, M. (1997), Intimate Attachments: Toward a New Self Psychology, Chapters 2, 3, &5, NY: Guilford Press.

Session 7 (Friday, January 28) Joye Weisel Barth
Self and Motivational Systems Theory

Lichtenberg, J., Lachmann, F. & Fosshage, J. (2011). Chapter 1, Dynamic Systems Theory and Five Areas of Inquiry. In Psychoanalysis and Motivational Systems: A New Look. Pp. 1-12. NY: Routledge.

Lichtenberg, J., Lachmann, F. & Fosshage, J. (2011). Chapter 2, Revisions and Elaborations of Motivational Systems Theory. In Psychoanalysis and Motivational Systems: A New Look. Pp. 13-32. NY: Routledge.
Lichtenberg, J., Lachmann, F. & Fosshage, J. (2011). Chapter 7, Applying the Theory to Clinical Exploration. In Psychoanalysis and Motivational Systems: A New Look. Pp. 95-118. NY: Routledge.

*Fosshage, J. (1997), Listening/experiencing perspectives and the quest for a facilitating responsiveness. In Progress In Self Psychology, ed. by A. Goldberg, Vol. 13, pp.33-55, NY: Guilford Press.

*Weisel-Barth, J. (2004) The Wide-ranging Worlds of Frank Lachmann. In Progress is Self Psychology ed. by W. Coburn, Vol. 15, pp. , NY: Guilford Press.

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

Session 8 (Sunday, January 30): Nancy Goldman
Optimal Responsiveness and Specificity Theory

Bacal, H. (1998), Optimal Responsiveness: How Therapists Heal Their Patients, Ed. H. Bacal, NJ: Jason Aronson, Chapter 1, pp. 3-34.

Bacal, H. (1998), Optimal Responsiveness: How Therapists Heal Their Patients, Ed. H. Bacal, NJ: Jason Aronson, Chapter 7, pp. 141-170.

*Bacal, H. (2006). Specificity Theory: Conceptualizing a Personal and Professional Quest for Therapeutic Possibility, International Journal of Psychoanalytic Self Psychology, Volume I, No. 2, pp. 133-155.

Session 9 (Friday, March 25): Joye Weisel Barth
Self Psychology – Forward Edge and Trailing Edge
Self Psychology and Relational Theory

*Miller, J. (1985), How Kohut actually worked, in Progress In Self Psychology, ed. By A. Goldberg, Vol. 1, pp. 13-30, NY: Guilford Press.

*Pickles, J. (2006). A Systems Sensibility: Commentary on Judith Teicholz's "Qualities of Engagement and the Analyst's Theory", International Journal of Psychoanalytic Self Psychology, Volume 1, Number 3, pp. 301-316.

*Teicholz, J. (2006). Qualities of Engagement and the Analyst's Theory, International Journal of Psychoanalytic Self Psychology, Volume 1, Number 1, pp. 47-78.

*Tolpin, M. (2002), Doing Psychoanalysis of Normal Development: Forward Edge Transferences, in Progress in Self Psychology, ed. By A. Goldberg, Vol. 18, pp. 167-190, NJ: Analytic Press.

*Fosshage, J. (2003), Contextualizing Self-Psychology and Relational Psychoanalysis: Bidirectional Influence and Proposed Synthesis. Contemporary Psychoanalysis, 39: 411-448.

Session 10 (Sunday, March 27): Bill Coburn
Intersubjective Systems Theory and Psychoanalytic Complexity Theory

Coburn, William J. (2007). Psychoanalytic Complexity: Pouring New Wine Into One's Mouth, in New Developments in Self Psychology Practice, ed. By P. Buriski & A. Kottler, pp. 1-33.

Coburn, William J. (2009). Attitudes In Psychoanalytic Complexity: An Alternative to Postmodernism In Psychoanalysis. In Beyond Postmodernism: New Dimensions in Clinical Theory and Practice, ed. R. Frie & D. Orange. New York: Routledge Press.

Stolorow, R. D. and George E. Atwood (1996), The Intersubjective Perspective. Psychoanalytic Review, 83(2). Pp. 181-194.

Stolorow, R. D., (in press). A Phenomenological-Contextualist Psychoanalytic Perspective: From Mind to Word, From Drive to Affectivity. Revue de Psychiatrie Francaise.

Session 11 (Friday, May 13) Sue Fox Horn
The Work of Richard Geist

Geist, R. (2009) Empathic understanding: The foundation of self-psychological psychoanalysis. In N. Vanderheide and W.J. Coburn (eds). Self and Systems, Explorations in Contemporary Self Psychology. Boston, MA. Blackwell Publishing on behalf of the New York Academy of Sciences, pp. 63-74.

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

Orange, Atwood, Stolorow. (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 2, pp. 19-34.

Geist, R. (2008), Connectedness, Permeable Boundaries, and the Development of the Self. International Journal of Psychoanalytic Self Psychology, Vol 3, No. 2, pp.129-152.

Doctors, S. (2009). Interpretation as a Relational Process. International Journal of Psychoanalytic Self Psychology, Vol. 4, No. 4, pp. 449-465.

Geist, R. (2009). Empathy, Connectedness, and the Evolution of Boundaries in Self Psychological Treatment, International Journal of Psychoanalytic Self Psychology, Vol 4, pp.165-180.

Fosshage, J. (2007). Searching for Love and Expecting Rejection: Implicit and Explicit Dimensions in Co-creating Analytic Change, Psychoanalytic Inquiry, Vol. 27, pp. 326-347.

Session 12 (Sunday, May 15) Robin Cohen, Nancy Goldman, & Linda Loomis
Clinical application From Multiple Perspectives

*Kindler, A. (1999), The Case of Joanna Churchill. Progress In Self Psychology, Ed. A. Goldberg, NJ: The Analytic Press, Chapter 13, pp. 197-205.

*Fosshage, J. (1999), Tracking Alan Kindler's Case Report: a Self and Motivational Systems Perspective. Progress In Self Psychology, Ed. A. Goldberg, NJ: The Analytic Press, Chapter 14, pp. 207-213.

*Ornstein, P. (1999), The Centrality of the Selfobject Transferences: A Discussion of Alan Kindler's "The Case of Joanna Churchill." Progress In Self Psychology, Ed. A. Goldberg, NJ: The Analytic Press, Chapter 15, pp. 215-227.

*Stolorow, R. (1999), Antidotes, Enactments, Rituals, and The Dance of Reassurance: Comments on The Case of Joanna Churchill and Alan Kindler. Progress In Self Psychology, Ed. A. Goldberg, NJ: The Analytic Press, Chapter 16, pp. 229-232.

*Kindler, A. (1999), Reply to the Three Discussions. Progress In Self Psychology, Ed. A. Goldberg, NJ: The Analytic Press, Chapter 17, pp. 233-240.

APA CRITERIA D

The theory of psychoanalytic self psychology was originally developed in the late 1950's, the 1960's and the 1970's by psychoanalyst, Heinz Kohut and his collaborators. It is a theory that takes its contemporary foundations from classical Freudian psychoanalytic theory and practice. Kohut was trained and immersed in the classical Freudian modality, but he discovered that a certain type of patient, the narcissistic patient, did not respond to traditional treatment. Kohut found that these patients had very particular needs of him in the transference, and that the patient's growth and development depended on how Kohut understood and responded to these needs interpretively.

In the theory and practice of self psychology, the self is a central focus of theoretical and clinical concern. The infant is seen as entering the world as a whole, coherent being and it is only in pathology that that a person's coherent self-structure fragments. Subsequently, researchers have found that the self, and the mind, is naturally fragmented, with meaning systems often unintegrated at several levels in parallel. This occurs particularly when there are insufficient empathic relationships within which to integrate relational understanding and way of being with an other. Kohut's idea was that the child could fare well enough within an average-expectable empathic surround.

A second feature of self psychology is Kohut's introduction of a mode of listening and understanding in the psychoanalytic situation. This mode is the empathic introspective mode and honors the patient's subjective experience as the principle data source defining the field.

Contemporary Psychoanalytic Theories, Part I: Self Psychology (cont.)

A departure from a more classical point of view is that in self psychology theory there is a dependence, rather than an independence from, others. This is a lifelong requirement. This postulate is the basis for Kohut's theory of self object function in the self-selfobject matrix. The selfobject provides many important functions, including soothing, calming, delineating, affirming, and recognition that sustain and repair the self.

Defenses, in self psychology, are conceptualized primarily as self-protective, and not as an effort to thwart the analyst's efforts. Defenses are seen as necessary to self-state stability. The hypothesis is that defenses will fall away once the patient experiences a sense of safety and security. Similarly, aggression is conceptualized as an emergent reaction to frustration and deprivation, not as drive expression. The clinical focus will be on the context in which aggression is evoked and experienced.

The final significant point in self psychology is that the psychoanalytic process carries not just insight and understanding, but also a meaningful developmental power and thrust. This trajectory emerges from within the patient-analyst system. It is self-organizing, nonlinear, bidirectional, and unpredictable.

In summary, self psychology is a theoretical orientation in psychoanalysis with a specific technique that has been considered in a myriad of ways in the professional psychology and mental health literature. There are voluminous numbers of professional scholarly books, journal articles, conference presentations in reference to self psychology and related fields of research, such as attachment theory, systems theory, infant research, and complexity theory.

The theory of self psychology has been given scholarly consideration in the psychotherapy literature and that it has been recommended as a therapeutic technique for a broad spectrum of clinical problems. It is particularly effective with patients who have a trauma history and with narcissistic patients. It can be utilized diversely because all humanity responds to empathy.

As stated previously, there are voluminous numbers of professional scholarly books, journal articles, conference presentations in reference to self psychology and related fields of research, such as attachment theory, systems theory, infant research, and complexity theory. The PEP Archive documents the interest in and the promulgation of scholarly pursuits for the development of the theory and its clinical application over the decades. In addition, the International Association of Self Psychology publishes its own quarterly journal dedicated to the study, exploration, and growth and development of the theory. It proves to be a very effective psychoanalytic clinical modality. Psychoanalysis continues to provide patients with relief from crushing childhood trauma, as evidenced by Jonathan Shedler's article and other empirical studies which validate psychoanalytic psychotherapy.

The course is based upon the published literature concerning self psychology. This includes both books and recent journal articles. The limitations of the content are that it favors one theoretical orientation in psychoanalysis, although a compare and contrast aspect to other orientations will be included. The most common risk would be to bias students to think that self psychology in the only viable orientation in psychoanalysis. However, measures will be taken to avoid this risk.

Recent trends in psychological practice are based upon a multicultural orientation to patient's needs. Classical psychoanalysis was based upon Western culture and Eurocentric ideas. Self psychology takes the full experience of the individual into account. Self psychology is a reflection of trends in global society to understand the context as well as the subjective experience of the psychotherapy patient in establishing meaning and treatment goals.

Boundary Dilemmas

Instructor: Sylvia Jones, Ph.D., Psy.D. and Edie Boxer, Psy.D., M.S.W.

COURSE DESCRIPTION

Boundary Dilemmas is a course providing a look into an aspect of psychoanalytic practice that, historically, tends not to be addressed by psychoanalytic education. Traditionally, psychoanalysts have employed a one person psychology often missing nuances of potential and actual boundary violations. Therefore, the content of this course is to help the participants in a psychoanalytic training program to prepare themselves to recognize potential ethical problems. Covering a variety of topic the clinician needs to consider, the goal is to establish a safe environment for the analytic dyad. This is developed through a class discussion of the papers (see syllabus) integrated with a variety of clinical examples to help the students address their own areas of actual and potential boundary difficulties.

COURSE GOALS

1. To recognize the potential of a boundary crossing/violation during the course of an analysis.

2. To non defensively discuss ethical guidelines that are essential to the practice of safe therapeutic intervention.

3. To demonstrate a capacity to handle an ethical situation that arises during treatment including the use of consultation and/or supervision.

COURSE OUTLINE

SESSION 1, September 25 (History, overview)
l. Gabbard, Glen, 1995, "The Early History of Boundary Violations in Psychoanalysis," Journal, American Psychoanalytic Association, 43, pp.1115-1136.

2. Keenan, Margaret, 1995, "Enactments of Boundary Violations," Journal, American Psychoanalytic Association," 43, pp. 853-868.

3. Bleiberg, James, and Baker, Margaret, 2008 "Working Through Co-Transferences in Inadvertent or Unavoidable Multiple Relationships, International Jrnl. Of Psychoanalytic Self Psychology, pp. 465-481.

4. Gabbard, Glen, 2001. Journal , American Psychoanalytic Association, pp.659-673

SESSION 2, October 30 (Self Disclosure)
1. Orange, Donna, and Stolorow, Robert, 1998, "Self-Disclosure from the Perspective of Intersubjectivity Theory, Psychoanalytic Inquiry, pp. 530-537.

2. Ehrenberg, Darlene, 1995 "Self-Disclosure: Therapeutic Tool Or Indulgence? Countertransference Disclosure; Contemporary Psychoanalysis, pp. 213-227.

3. Epstein, Lawrence, "Self-disclosure and Analytic Space—some Issues Raised by J. Greeberg's Paper on Self-disclosure," Contemporary Psychoanalysis, pp 229-235.

4. Wiener, Jan, 2001, "Confidentiality and paradox: The location of ethical space," Journal of Analytical Psychology, pp. 431-442.

SESSION 3, November 13, (Boundaries and Sexual Issues)
1. Hirsch, I. (1994) "Countertransference Love and Theoretical Model" Psa Dialogues, Vol.4, pp.171-192.

2. Tansey, MJ (1994) "Sexual Attraction and Phobic Dread in the Countertransference," Psa Dialogues, Vol.4, pps. 139-152.

Boundary Dilemmas (cont.)

3. Davies, Jody M. (1994) "Love in the Afternoon: Arelational Reconstruction of Desire and Dread in Countertransference" Psa Dialogues, Vol. 4, pp193-201.

4. Celenza, Andrea (2006) "Sexual Boundary Violations in the Ofice: When is a Couch just a Couch?" Psa Dialogues, 16:113-128.

SESSION 4, December 4 (Physical Touch)
1. Holder, A., (2000), "To Touch or not to touch: That is the Question" Psychoanalytic Inquiry, Vol. 20, pp.44-64.

2. Fosshage, James, (2000), "The Meanings of Touch in Psychoanalysis: A Time for Reassessment," Psychoanalytic Inquery, Vol. 20, pp. 21-43

3. Davies, Jody (2000), "Descending the Therapeutic Slopes—Slippery, Slipperier, Slipperiest: Commentary on papers by Pizer and Gabbard." Psa Dialogues, Vol.10, pp 219-230.

4. Breckenridge, K.(2000) "Physical Touch in Psychoanalysis: A Closet Phenomenon?" Psychoanalytic Inquiry, Vol20, pp 2-20.

SESSION 5, Jan.29 (Consultation, and writing about patients)
1. Pizer, B. (2000), "The Therapist's Routine Consultations: A Necessary Window in the Treatment Frame," Psa Dialogues, Vol. 10, pp. 197-208.

2. Gabbard, Glen, (2000) "Consultation from the Consultant's Perspective," Psa Dialogues, Vol. 10, pp. 209-218.

3. Pizer, Stuart, (2000) "A Gift in Return: The Clinical Use of Writing About a Patient." Psa Dialogues. Vol. 10, pp.247-260.

4. Aron, L. (2000) "Ethical Consideration in Writing Psychoanalytic Case Histories." Psa Dialogues, Vol.10, pp.231-246.

APA CRITERIA D

Boundary Dilemmas is a course conceptualized and conceived as an avenue into viewing an aspect of psychoanalytic practice that, historically, tends to not be addressed by psychoanalytic education. Traditionally, according to the seminal article by Gabbard (Please insert the Gabbard citing here as listed on the syllabus as Session 1, # 1.), psychoanalysts have employed a one person psychology often missing nuances of potential and actual boundary violations.

The program content is to demonstrate the importance of heightening awareness of ethical guidelines developed by individual practitioners within the larger context of the best psychoanalytic practice. Adhering to such boundaries as the preservation of confidentiality and carefulness about self disclosure are at the forefront of fostering a safe environment.

This course is designed to teach analytic candidates ways to recognize red flags that could lead to boundary crossings such as sexual enactments which could have potential legal implications. This is developed through a class discussion of the papers integrated with a variety of clinical examples to help the student address their own areas of actual and potential boundary difficulties.

The syllabus is organized by highlighting the most current articles under the specific topics that illustrate a variety of boundary dilemmas and violations. (You may, if it is important, attach our syllabus which we recently updated through a thorough search of PEP WEB articles: to be noted if that is helpful.)

Included in the readings are articles addressing the use of consultation and supervision to handle boundary issues. These issues may compromise the analyst's ability to keep the patient safe and the analyst working within their personal and professional values.

Contemporary Psychoanalytic Theories, Part III: Relational Psychoanalytic Theory

Instructor: Elaine Silberman, Ph.D., Psy.D.

COURSE DESCRIPTION

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 reviewed. This course will also include current perspectives as they continue to evolve within the Relational Tradition throughout the world, and here at ICP.

COURSE GOALS/OBJECTIVES

3. Describe the epistemological origins of Relational psychoanalysis

4. Explain the theory and technique of Relational Psychoanalysis and its distinctive aspects.

5. Demonstrate the application of Relational Psychoanalysis to the treatment of psychological disorders

COURSE OUTLINE

Session 1: September 24, 2010
Instructor: Elaine Silberman, Ph.D., Psy.D.
Introduction to contemporary Relational Psychoanalysis

Mitchell, Stephen (1993) Hope and Dread in Psychoanalysis, "What does the analyst know?"Chapter 2:56-61, Basic Books, New .York, N.Y. (This chapter offers clear explanations of the terms hermeneutics and social constructivism which Aron uses in the next article.)

Aron, L. (1996) "The Relational Orientation," Ch. 1: 1-29 in Meeting of Minds, The Analytic Press, Hillsdale, N.J.,

Philipson, Ilene, "Why Now? A Social-Historical Inquiry Into the scent of Relational Theory," pp. 1-10 Presented at the AARP conference in 2009

Mitchell, S. 2004 "My Psychoanalytic Journey," *Psychoanalytic Inquiry*, Vol. 24 #4: 531-541.

Mitchell, S. (1986) , Relational Concepts in Psychoanalysis,"Penelope's Loom,"Chapter 10: 271-306, Harvard University Press, Cambridge, Mass.

Session 2: **September 25, 2010**
Instructor, Elaine Silberman

******Mitchell, S. (1988) Relational Concepts in Psychoanalysis: An Integration "The Wings of Icarus: Illusion and the Problem of Narcissism," Chapter 7: 179-203, Harvard University Press, Cambridge, Mass., and London, England.

Mitchell, S. (1988) Relational Concepts in Psychoanalysis, "A Delicate Balance: The Clinical Play of Illusion," Chapter 8: 204-234, The Analytic Press. Hillsdale, New Jersey.

Mitchell, Stephen (1999) "Attachment Theory and the Psychoanalytic Tradition: Reflections on Human Relationality", pp.1-18. first printed in *Psychoanalytic Dialogues,* then later included in Mitchell's book, Relationality (2000). This article includes Mitchell's clinical work with "Connie" which was the subject of a November 2008 colloquium discussing "What is technique" in Relational Psychoanalysis.

Contemporary Psychoanalytic Theories, Part III: Relational Psychoanalytic Theory (cont.)

Session 3: November 5, 2010
Instructor : Ilene Philipson, Ph.D.
Irwin Hoffman

Hoffman, Irwin (1991) "Toward a Social Constructivist View of the Psychoanalytic Situation," *Psychoanalytic Dialogues,* 1:74-105. (Also rewritten in Chapter 5 in Ritual and Spontaneity in the Psychoanalytic Process (1998) Hillsdale, NJ: Analytic Press. Please use the original article.)

Hoffman, Irwin(1992) "Some Practical Implications of a Social-Constructivist View of the Psychoanalytic Situation," *Psychoanalytic Dialogues* 2: 287-304. (Also rewritten as chapter 6, retitled as "Conviction and Uncertainty in Psychoanalytic Situations," in Ritual and Spontaneity. Please use the original article.)

Fonagy, Peter,(2004) "Miss A," *The International Journal of Psychoanalysis*, 85:805-814.

Hoffman, Irwin, (2004) "Commentary 2,"*The International Journal of Psychoanalysis*, 85:817-822.

Hoffman, Irwin (2009) "Therapeutic Passion in the Countertransference," *Psychoanalytic Dialogues*, 19: vol. 5: 617-637.

Session 4: November 6, 2010
Instructor: Ilene Philipson: Lewis Aron
Readings:

Aron, L. (1996) A Meeting of Minds: Mutuality in Psychoanalysis, "Aspects of Mutuality in Clinical Psychoanalysis," Chapter 5:143-168, Analytic Press, Hillsdale, New Jersey.

Ibid. "On knowing and being known: Theoretical and Technical Considerations Regarding Self-Disclosure," pp.221-253.

Weisel-/Barth, Joye (2003)"The Case of Patient J" *Progress in Self Psychology*, 19:199-206.

Aron, L.,(2003) A Ruthless Examination of An Empathic
Clinical Presentation: A discussion of Joye Weisel-Barth's
Clinical Case, *Progress in Self Psychology*, 19:207-216

Safran, D., (2009) "Interview with Lewis Aron,"
Psychoanalytic Psychology 26:2: 99-116.

Session 5: December 3, 2010
Instructor: Elaine Silberman: Jody Davies
Readings:

Davies, J. (2004) "Whose Bad Objects Are We Anyway? Repetition and Our Elusive Love Affair with Evil." A copy of the original paper as presented 2004 at the first meeting of IARPP following Stephen Mitchell's death.

Fonagy, P. & Target, M. "Relationships to Bad Objects: Repetition or Current Self-Disorganization?" Commentary on paper by Jody Davies*, Psychoanalytic Dialogues*, Nov/Dec 2004, vol. 14, no. 6: 743-731.

Benjamin, J. (2004) "Escape From the Hall of Mirrors: Commentary on paper by Jody Messler Davies,"(same reference as above.)

Davies, Jody (2004) "Reply to Commentaries," *Psychoanalytic Dialogues*, same volume.

Davies, J.M. (2005) Transformation of Desire and Despair: Termination and a Dissociative Model of Mind, Psychoanalytic Dialogues, 15: Vol. 6: 779-805.

Contemporary Psychoanalytic Theories, Part III: Relational Psychoanalytic Theory (cont.)

Session 6: December 4, 2010
Instructor: Elaine Silberman
Readings: Donnel Stern, Stuart Pizer, Sue Grand, Christal Daehnert, Emmanual Ghent.

Stern, Donnel, (2010) Partners in Thought, Introduction, pp. xiii-xix, Chapter 3: 43-69, and Chapter 4:71-105. Routledge, Taylor & Frances group, New York, London.

Pizer, Stuart (2009) Presentation at the 2009 IARRP conference. (I'm in the process of trying to get a copy of this paper from Stuart Pizer.)

Grand, Sue (2007) "Unsexed and Ungendered Bodies: The Violated Self" in Relational Psychoanalysis, New Voices. Vol. 3: 61-80, Analytic Press, New Jersey & London.

Daehnert, Christal (2008) "Crossing Over: A story of Surrender and Transformation," *Contemporary Psychoanalysis*, Vol.44, No.2: 199-218, the journal of the William Alanson White Institute, New York, N.Y. (This paper was presented at the International IARRP conference on July 7, 2007.)

Ghent, Emmanuel (1990) "Masochism, Submission, Surrender: Masochism as a Perversion of Surrender," *Contemporary Psychoanalysis*, 26:108-136. (This article was first presented at New York University Postdoctoral Program in Psychoanalysis, December 2, 1983. Emmanual Ghent was Jessica Benjamin's analyst.We can see in the concept of surrender the develop of the idea of the "third.")

Session 7: January 28, 2011
Instructor: Sona D'lurgio and Elaine Silberman
Philip Bromberg

Bromberg , Philip (1996) "Standing in the Spaces," originally in *Contemporary Psychoanalysis* 32:509-535, reprinted in the book Standing in the Spaces: Essays on Clinical Process Trauma & Dissociation, (1998) Chapter 17: 267-290, The Analytic Press, Hillsdale, N.J.

Bromberg, Philip (2006) Awakening the Dreamer, Chapters 4,5: 65-107, Chapters 6:108-127, Chapter 8: 153-173, Analytic Press, Mahwah, N.J.

Session 8: January 29, 2011
Instructor: Elaine Silberman
Bromberg continued

"Repression, Dissociation and Conflict." This is an outline Bromberg sent to our independent study group at ICP in 2008.

Bromberg, P.M. (2010) "The Nearness of You: Navigating Selfhood, Otherness, and Uncertainty,"pp.22-50, Knowing, Not-Knowing and Sort-of-Knowing: Psychoanalysis and the Experience of Uncertainty ed. J Petrucelli, London: Karnac.

Bromberg, P.M. (2009) "Truth, Human Relatedness, and the Analytic Process: An Interpersonal/Relational Perspective," *International Journal of Psychoanalysis*, 90: 347-361.

Session 9: March 25, 2011
Instructor: Sona D'lurgio
Jessica Benjamin
Readings:

Benjamin, J. (1998) Bonds of Love, Chapter 1: 11-50, Pantheon Books, New York.

Benjamin,J. (1990) "Recognition and Destruction: An Outline of Intersubjectivity," Published for the second time in Volume 1, Relational Psychoanalysis, The Emergence of a Tradition (1999) Analytic Press, Hillsdale, N.J.

Contemporary Psychoanalytic Theories, Part III: Relational Psychoanalytic Theory (cont.)

D'Lurgio, Sona (2008) Sona will present a shortened version of her graduate paper, "Coming into existence: A Case Review Looking Through the Lens of Jessica Benjamin's Intersubjectivity."

Session 10: March 26, 2011
Instructor: Elaine Silberman
More recent articles related to Jessica Benjamin's concept of the third. "Doer and Done to" illustrates her concept of "thirdness" and further development of the concept of recognition.

Orange, Donna M., (2010) "Recognition As: Intersubjective Vulnerablility in the Psychoanalytic Dialogue," *International Journal of Psychoanalytic Self Psychology*, 5: 227-243.

Ibid. Benjamin, Jessica (2010) "Can We Recognize Each other? Response to Donna Orange," 244-255.

Ibid. Slavin, Malcolm, (2010) "On Recognizing The Psychoanalytic Perspective Of The Other: A Discussion of 'Recognition As: Intersubjective Vulnerability in the Psychoanalytic Dialogue by Donna Orange,' 274-290.

Ibid. Ringstrom, Philip, "Commentary on Donna Orange's "Recognition As: Intersubjective Vulnerability" 257-272.

Ibid.Orange, Donna, "Revisiting Mutual Recognition: Responding To Ringstrom, Benjamin And Slavin," 293-306.

Benjamin, Jessica, (2003) "Beyond Doer and Done To: An Intersubjective View of Thirdness" Submitted to the *Psychoanalytic Quarterly*, April 2003.

Session 11: May 13, 2011
Instructor: Phil Ringstrom: Comparison between Intersubjectivity Theory and Relational Psychoanalysis

Ringstrom, Philip, (2010a) **"**Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis And Intersubjective System Theory." *Psychoanalytic Dialogues*, Vol. 20, No.2: 236-250.

Ibid. Reiss, Bruce (2010) "All Roads Do Not Lead to Rome," 231-235.

Ibid. Clement, Carol (2010) "Commentary on Paper by Phil Ringstrom," 219-223.

Ibid. Jacobs, Lyn (2010)"Truth or What Matters," 224-230.

Ibid. Ringstrom, P. (2020b) "Reply to Commentaries" *Psychoanalytic Dialogues*, 236-250.

Session 12: May 14, 2011
Instructor: Phil Ringstrom: Improvisation

Ringstrom, P. (2010c) (in press) "Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis". Accepted for Publication in *Relational Psychoanalysis*, Vol. IV. Ed. by L. Aron and A. Harris, Analytic Press.

APA CRITERIA D

Relational psychoanalysis is a school of psychoanalysis in the United States that emphasizes the role of relationships in general and more specifically the relationship between the therapist and patient as the most significant vehicle for positive change in the patient. It is considered by its founders to represent a paradigm shift in psychoanalysis. The paradigm shift is that all clinical content and process are co-constructed moment by moment in the present by both participants in a mutually influencing process.

Relational Psychoanalysis began in the 1980's and has been influenced by Interpersonal Psychoanalysis, Object Relations theory, later ego psychology, existentialism , Self-Psychology and more recently Attachment Theory. Its philosophical basis is social constructivism. It is a theoretical orientation in psychoanalysis with a specific way of working that has been considered in a myriad of ways in the professional psychology and mental health literature. The journal articles and books used in this program have been peer reviewed and have published support beyond

Contemporary Psychoanalytic Theories, Part III: Relational Psychoanalytic Theory (cont.)

those publications and other types of communications devoted primarily to the promotion of the approach. Examples are:

Shedler, Jonathan, Ph.D. (2006) "That was Then, This is Now: An Introduction to Contemporary Psychodynamic Therapy," Department of Psychiatry, University of Colorado, School of Medicine.

Leichsenring, Falk, DSc, Rabung, Sven, Ph.D., (2008) Journal of the American Medical Association, Volume 300, No.13

This class is based upon the published literature concerning Relational Psychoanalysis-both books and recent journal articles. The limitations of the content are that it favors one theoretical orientation in psychoanalysis although a compare and contrast aspect to other orientations will be included. The most common risk would be to bias students to think that Relational Psychoanalysis is the only viable orientation in Psychoanalysis. However, measures will be taken to avoid this risk.

Recent trends in psychological practice are based upon a multicultural orientation to patients needs. Classical psychoanalysis was based upon Western culture and Eurocentric ideas. Relational Psychoanalysis takes the full experience of the individual into account. Relational Psychoanalysis is a reflection of trends in global society to understand the context as well as the subjective experience of the psychotherapy patient in establishing meaningful treatment goals.

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory

Instructor: Margy Sperry, Psy.D.

COURSE DESCRIPTION

This course provides an overview of the most important theoretical and clinical concepts associated with Intersubjective Systems Theory. The readings will survey the most important literature in the Intersubjective Systems canon, and will expose the students to the writings of its most prominent contributors. We will discuss the philosophical roots of the theory, and contrast it with other psychoanalytic theories. In addition, the course will include ample opportunity for discussion of application of theoretical concepts, illustrating the clinical utility of a stance and perspective informed by Intersubjective Systems theory.

COURSE GOALS/OBJECTIVES

1. At the conclusion of the class, students will be able to explain that Intersubjective Systems theory is a "field theory" and a "process" theory which focuses on the dynamic interplay between the subjective perspectives of the analyst and the patient, and will recognize the importance of attending to the analyst's contribution to the therapeutic experience.

2. At the conclusion of the course, students will be able to compare and contrast Intersubjective Systems theory with other psychoanalytic perspective including Classical theory, Self Psychology and Relational theory, noting the substantial theoretical and clinical differences between these perspectives.

3. Students will be able to apply Intersubjective Systems theory clinically and recognize the role of affect in the organization of experience, identify central organizing principles, recognize oscillations between the repetitive and developmental dimensions of the transferences, and will be able to recognize the influence of pathologically accommodative systems.

COURSE OUTLINE

Session 1: September 25, 2010
Introduction, Philosophical Origins and the Evolution of Intersubjective Systems Theory

Over the course of this first weekend, we will examine the philosophical underpinnings and central tenants of IST, ideas that we return to throughout the course. You will be introduced to concepts like metapsychology, hermeneutics, existential phenomenology and structuralism. We'll also begin to explore the ways that these philosophical roots influence IST's stance on more traditional psychoanalytic conceptualizations of reality, the analytic stance, the unconscious, transference, resistance, and the "isolated mind".

Required Readings:

Stolorow, R.D. (2004), "Autobiographical Reflections on the Intersubjective History of an Intersubjective perspective in Psychoanalysis", *Psychoanalytic Inquiry*, 24 (4), p. 542-557.

Atwood, G. E. & Stolorow, R.D. (1993), "From the Subjectivity of theory to a theory of intersubjectivity", *Faces in a Cloud*, p. 167-180.

Chapters 1 in *The Intersubjective Perspective*.
Chapter 1 in *Contexts of Being*.

Pgs. 1-12 (end with the section on the Analytic Stance) in *Psychoanalytic Treatment*.

Pgs. 3-28 in *Working Intersubjectively*.

Recommended:

Pgs. 28-34 in *Working Intersubjectively*.

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

Session 2: September 26, 2010
Affect and the organization of experience; The Realms of Unconscious Experience

IST considers affect to be the central motivating factor in human experience. This shift from drives to affectivity has important implications which we will discuss in this session. We will also begin to explore the ways that this focus on affectivity recontextualizes unconscious experience.

Required Readings:

Chapter 5 in *Psychoanalytic Treatment*.

Stolorow, R. D. (2002). From Drive to Affectivity: Contextualizing Psychological Life. *Psychoanalytic Inquiry*, 22:678-685.

Chapters 2, & 3 in *Worlds of Experience*.

Chapter 3 in *Contexts of Being*.

Recommended:

Chapter 1 in *Worlds of Experience*.

Stolorow, R.D. (2005). The Contextuality of Emotional Experience. *Psychoanalytic Psychology.* 22:101-106.

P. 12-13 (Section on the Unconscious) in *Psychoanalytic Treatment*

Session 3: November 6, 2010
Transference and Countertransference, Therapeutic Action

This session explores the concepts of transference and countertransference. The implications of conflict and deficit models will be explored and IST's perspective will be delineated. This discussion will also enable us to consider ideas about therapeutic action and cure.

Required readings:

Chapters 3, 6, & 7 in *Psychoanalytic Treatment*.

Chapter 5 in *Emotional Understanding*

Chapters 4 in *The Intersubjective Perspective*.

Recommended Reading:

P. 13-14 (Section on Transference and countertransference) in *Psychoanalytic Treatment.*

Chapter 10 in *The Intersubjective Perspective*.

Session 4: November 7, 2010
Impasses, Disjunction, and Conjunction

This session focuses on contextualizing the concept of the therapeutic alliance and how to recognize and work with therapeutic disjunctions and conjunctions.

Chapters 6 & 7 in Contexts of Being.

Stolorow, R.D. (2002). Impasse, Affectivity, and Intersubjective Systems. In *Psychoanalytic Review*, 89:329-337

Trop, J. & Stolorow, R. D. (1992), Defense Analysis in Self Psychology, In *Psychoanalytic Dialogues,* 2 (4), p. 427-442.

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

Mitchell, S. (1992), Reply to Trop and Stolorow, In *Psychoanalytic Dialogues*, 2 (4), p. 443-454.

Trop, J. & Stolorow, R. D. (1992), Reply to Richards and Mitchell, In *Psychoanalytic Dialogues*, 2 (4), p. 467-474.

Recommended:

Jacobs, L. Longings for the Therapist-as-Subject, presented at the ICP listserve colloquium, July 2004.

Session 5: December 4, 2010
Working with "Borderlines"

With this session, we will begin to explore the clinical implications and application of IST. This class will focus on the "borderline" diagnosis as it is commonly used and consider the intersubjective contexts in which borderline phenomena emerges.

Chapter 8 in *Psychoanalytic Treatment*.

Chapters 7 & 8 in *The Intersubjective Perspective*.

Bearne, L. (2004), Shift Happens. Paper presented at the 27th annual conference on the Psychology of the Self, San Diego, CA.

Session 6: December 5, 2010
Working with "Psychotic" Experience

Chapter 9 in *Psychoanalytic Treatment*.

Chapter 8 in *Worlds of Experience*

Coburn, W. J. (2001), Subjectivity, Emotional Resonance and the Sense of the Real, In *Psychoanalytic Psychology*, 18 (2), p. 303-319.

Chapter 4 in *Working Intersubjectively*.

Session 7: January 29, 2011
Pathological Accommodation

Brandchaft has contributed to IST an emphasis on pathological accommodation. Many have compared this concept to Winnicott's false self. Brandchaft's conceptualization with his focus on the intersubjective context in which a person becomes organized around the subjectivity of another will be the focus of this discussion.

Chapter 5 in *The Intersubjective Perspective*

Chapter 5 in *Contexts of Being*

Brandchaft, B. (2007) Systems of Pathological Accommodation and Change in Analysis, *Psychoanalytic Psychology*, 24, p. 667-687.

Recommended (see clinical example):

Sperry, M. (2004) The God Who Didn't Disappear: Psychoanalysis, Religious Experience and Transformation, paper presented at the ICP conference on spirituality, Pasadena, CA., p. 2-4, 14-22.

Session 8: January 30
Traumatic Experience

Chapter 4 in *Contexts of Being*.

Chapter 7 in *Worlds of Experience*

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

Read all of *Trauma and Human Existence*

Session 9: March 26, 2011
Comparing IST other Psychoanalytic Traditions: Classical theory and Self Psychology

This weekend we will compare the central tenants and philosophical underpinnings of IST with other psychoanalytic theories and concepts.

Required reading:

Chapter 4 in *Worlds of Experience*.

Chapter 3 in *Working Intersubjectively*.

Chapter 7 & 11 in *Emotional Understanding*

Sucharov, M.S. (2002). Representation and the Intrapsychic. *Psychoanalytic Inquiry,* 22:686-707

Recommended:

Chapter 2 in *Intersubjective Perspective*.

Session 10: March 27, 2011
Comparing IST and other Psychoanalytic Traditions: Relational Theory

Chapter 5 in *Worlds of Experience*

Chapter 10 in *Emotional Understanding*

Orange, D. M. (2010) Recognition as: Intersubjective Vulnerability in the Psychoanalytic Dialogue. *International Journal of Psychoanalytic Self Psychology*, 5: 227-243.

Benjamin, J. (2010) Can We Recognize Each Other? International Journal of Psychoanalytic Self Psychology, 5:244-255.

Orange, D. (2010) Revisiting Mutual Recognition: Responding to Ringstrom, Benjamin, and Slavin. *International Journal of Psychoanalytic Self Psychology*, 5: 293-306.
Recommended:

Ringstrom, P. (2010) Commentary on Donna Orange's Recognition as Intersubjective Vulnerability in the Psychoanalytic Dialogue. *International Journal of Psychoanalytic Self Psychology*, 5:257-273.

Slavin, M. (2010) On Recognizing the Psychoanalytic Perspective of the Other: A Discussion of 'Recognition as Intersubjective Vulnerability in the Psychoanalytic Dialogue' by Donna Orange. *International Journal of Psychoanalytic Self Psychology*, 5: 274-290.

Session 11: May 14, 2010

Chapter 3 & 4 in *Emotional Understanding*

Chapters 6 in *Worlds of Experience*

Orange, D. M. (2009), Intersubjective Systems Theory: A Fallibilist's Journey, In N. Vanderheide & W. Coburn (eds.) *Self and Systems: Explorations in Contemporary Self Psychology* (p. 237-248), New York Academy of Sciences.

Orange, D. M. (2009) Psychoanalysis in a Phenomenological Spirit. *International Journal of Psychoanalytic Self Psychology*, 4: 119-121.

Contemporary Psychoanalytic Theories, Part II: Intersubjective Systems Theory (cont.)

Session 12: May 15, 2010

Chapter 6 in *Emotional Understanding*

Jacobs, L. (2009), From Selfobjects to Dialogue: A Journey through the Intersubjective Field, In N. Vanderheide & W. Coburn (eds.) *Self and Systems: Explorations in Contemporary Self Psychology*, (p. 106-121), New York Academy of Sciences.

Sucharov, M. (2009) Embracing the Limits of Psychoanalysis: A Dialogic Approach to Healing, In N. Vanderheide & W. Coburn (eds.) *Self and Systems: Explorations in Contemporary Self Psychology*, (p. 150-163), New York Academy of Sciences.

APA CRITERIA D

Intersubjective Systems theory has achieved a prominent place among contemporary psychoanalytic theories. Many theoretical and clinical scientific presentations utilize this approach as the theoretical foundation for scientific case reports and theory development. Many of these case reports demonstrate the utility of an Intersubjective Systems approach for the treatment of a broad range of psychological problems and disorders, including personality disorders, anxiety, trauma states, couples treatment, addiction treatment, depression, and severe accommodation.

Intersubjective Systems theory also indicates an ethical stance which differs importantly from classical perspectives. Namely, the impact of the analyst on the patient must be taken into account, as well as the embeddedness of both the analyst and patient in specific contexts including socio-cultural ones. In addition, the analyst is not considered to be the arbitrar of reality as was previously the case, and yet because of the analyst's impact on the patient, the analyst carries an ethical, as well as legal responsibility to his or her patient. These differences have important implications that dramatically affect the treatment process and imbue it with an ethical sensibility.

This course includes a survey of the important and most relevant literature included in the Intersubjective Systems canon, lecture by the instructor, discussion among the seminar members, and case presentation and application. The instructor regularly illustrates the application of the theory by presenting relevant clinical examples. Furthermore, the seminar includes ample opportunity to students to discuss their countertransference reactions and other difficulties regarding the therapeutic process. These discussions enable the students to explore the clinical application and utility of this approach. Lastly, the theory is contrasted with other prominent psychoanalytic and behavioral treatments so as to illustrate the applicability of the principles to a broad range of clinical phenomena, including more severe psychotic and borderline states.

Intersubjective systems theory has contributed much to the shift from a one-person to a two-person/systems perspective. The importance and implications of this shift cannot be under-estimated. The clinical findings and success of an intersubjective perspective has been shown to alleviate a broad and impressive range of psychological disorders as has been outlined above. Thus, this approach is central to the practice of psychoanalysis, an important facet of psychoanalytic education, and has contributed to the development of the discipline and science of psychoanalysis.

Weekend Program: Elective Courses

Instructor(s)	Course Name	Page No.
Margaret Allan, Psy.D., M.S.W.	Contemporary Theorists	109
Robin Cohen, Ph.D.	Winnicott	111
Laurence Green, Ph.D., C. Roger Hastings, Ph.D.	Mentalization in A Clinical Context: The Clinical Focus	114
Michael Lebow, Ph.D.	Bion	116
Estelle Shane, Ph.D., Ilene Philipson, Ph.D., Psy.D.	Self Psychological and Relational Sensibilities: An Exploration of Their Relationship	118
Sanford Shapiro, M.D.	Pathological Accommodation	123
Penelope Starr-Karlin, M.F.T.	Sleeping Vision, Waking Muse: Dreams and Psychoanalysis	125

Contemporary Theorists

Instructor: Margaret Allan, Psy.D., M.S.W.

COURSE DESCRIPTION

This series of conversations is a chance to get close and personal with five renowned psychoanalysts. We will be talking via skype for the most part and in keeping with a truly contemporary focus we will be reaching for the personal as well as theoretical underpinnings of their work in a less formal, hopefully relaxed forum of interaction.

COURSE GOALS AND OBJECTIVES

1. Describe the epistemological origins of five contemporary psychoanalytic thinkers and theory makers.

2. Explain the theory and technique of these five relationally oriented theorists.

3. Demonstrate the application of these modes of relational theories to the treatment of psychological disorders.

4. Analyze how these five theorists both differ and share common theoretical ground in their explication and practice of psychotherapy.

5. Discuss approaches for assessment of the efficacy of these five contemporary theorists

COURSE OUTLINE

Session 1: September 26, Donnel Stern
Primary readings (2 articles)
Stern, D.B. (2004). The eye sees itself: Dissociation, enactment, and the achievement of conflict. *Contemporary Psychoanalysis*, 40, 197-237. This article, which also appears in my 2010 book, *Partners in Thought: Working with Unformulated Experience, Dissociation, and Enactment* (Routledge), lays out my way of thinking about and working with dissociation and enactment.

Stern, D.B. (2009), Partners in thought: A clinical process theory of narrative. *Psychoanalytic Quarterly*, 78: 101-131. This article, also a chapter in *Partners in Thought* (Routledge, 2010) expands from dissociation and enactment into the concept and activity of witnessing.
Suggested readings (2 articles)

Stern, D.B. (2009) Dissociation and unformulated experience: A psychoanalytic model of mind. In: P. F. Dell, J. O'Neil & E. Somer, *Dissociation and the Dissociative Disorders: DSM-V and Beyond*. New York: Routledge, pp. 653-663. This article is an introduction to the ideas about unformulated experience that I've been writing about since 1983. I also wrote a book on the topic: *Unformulated Experience: From Dissociation to Imagination in Psychoanalysis* (Routledge, 1997).

Stern, D.B. (2010), Unconscious fantasies, unconscious relatedness: Comparing Interpersonal/Relational and Freudian approaches to clinical practice. *Contemporary Psychoanalysis*. This is a brief one that may help you to clarify in your minds what relational/interpersonal psychoanalysis is about.

Session 2: October 31, Frank Lachmann
Suggested reading:
Transforming Narcissism: Reflections on Empathy, Humor, and Expectations (Analytic Press, 2008)

Additional reading:
Lachmann, F. (2010). Going Home, International Journal of Psychoanalytic Self Psychology, 5: 144-159.

Session 3: November 14, Morris Eagle.
Eagle, M. (2010). Interpretation and the Therapeutic Relationship: An Attempt at Integration.

Contemporary Theorists (cont.)

Session 4: December 5, Barbara Pizer.
Pizer, B. Tracking Analytic Liveliness While Working in The Dark: Experiencing Ambiguity and Sate Change Signals. Not for reproduction to be included in soon to be published book

Pizer, B, Body Words: Transforming The Unspeakable in Psychoanalytic Work. Not for reproduction, to be included in soon to be published book.

Pizer, B, "Eva,Get the Goldfish Bowl": Affect and Intuition in the Analytic Relationship. Not to be reproduced, to be included in soon ot be published book.

Session 5: January 30, Donna Orange.
Specific reading to be announced on the topic of the Hermeneutics of Hope and Suspicion

APA CRITERA D

A survey of Contemporary theorists using the medium of directly interviewing five contemporary psychoanalytic thinkers in vivo, introduces students directly to the theory and practice of five highly published and renowned theorists. These theorists are Donnel Stern, Frank Lachmann, Barbara Pizer, Morris Eagle and Donna Orange. Each theorist presents an analytic perspective, grounded in a developed theoretical orientation: Selfpsychology, Intersubjectivity theory, Relational psychoanalysis and contemporary freudian theory.

Each theorist explores the origins of their theory development from a range of psychoanalytic traditions and knowledge bases: self psychology, interpersonal theory, Freudian theory and Intersubjectivity theory and contemporary infant research. Each theorist also discusses the philosophical underpinnings of their theory making: e.g. social constructivism, Levinas and Heidegger, contemporary humanism. Each theorist discusses their unique contribution to professional psychology and as highly published authors indicate their influence in the theory and practice of psychoanalysis, e.g Morris Eagle has made a life work of integrating psychoanalytic, philosophical and psychological theory from the work of Freud to the present, Donna Orange has sought to explore the limits and prerequisites for psychological understanding, Frank Lachmann has developed a new understanding of the psychology of narcissism building on a self psychological perspective, Donnel Stern has developed a theory of Relational Dissociation and Barbara Pizer offers her unique contribution to relational theory and practice.

"Contemporary Theorists" is based upon the life work of five contemporary psychoanalysts. Their theory has been laid out in numerous published journal articles (see pepweb) and their own books, most recently, Donnel Stern, "Partners in Thought: Working with Unformulated ExperIence, Dissociation, and Enactment"; Frank Lachmann, "Transforming Narcissism, Reflections on Empathy, Humor and Expectations"; Barbara Pizer "Body Words: Transforming the Unspeakable in Psychoanalytic Work"(in press) ; Donna Orange " Emotional Understanding" and Morris Eagle, 'From Classical to Contemporary Psychoanalysis, A Critique to Integration". The limits of these multiple presentations are in fact the limitations of the field in that it is based on very specific clinical material and generalizations are drawn from the subjective contexts of the analysts themselves, so this must always be borne in mind, however, this is also often made apparent by the theorists and encompassed in ideas like Donna Orange's notion of "perspectival realism". Also these theorists are powerfully compelling in their seasoned and often charismatic presences, which can make for dulling critical thinking about the applicability of their theory making, but again this "criticism"captures the strength of these presenters also.

Each of these presenters has been chosen for their highly contemporary post modern contribution to psychoanalytic thought. In this there is an appreciation of the relational context on all levels be that intrapsychic, family, cultural or global. In this way each presenter broadens our understanding of the process of assessment and the establishment of treatment goals for the individual(s) in treatment. No longer can the "student" psychologist approach the patient as a sole agent carrying a problem or set of problems but as a person embedded in a constellation of relational matrices which include the psychologist herself, where all must be attended to if a fuller understanding of meanings and curative process is to be possible.

Winnicott

Instructor: Robin Cohen, Ph.D.

COURSE DESCRIPTION

This course is a clinical exploration of the work of Winnicott and the contemporary relational work that evolved from his thinking. Winnicott was an original thinker who focused on the question: how do we develop an authentic self within the context of our intimate connections?

The articles assigned explore this continuous tension between autonomy and connection throughout development, from early merger experience to the development of our abilities to experience someone as an other. In addition to the readings and the theoretical discussions, each week one student will present a case and we will discuss it through a broad, Winnicottian and relational lens.

COURSE OBJECTIVES

1. Discuss Winnicott's developmental theory and clinical perspectives

2. Apply the more recent development of relational thinking that has evolved out of Winnicott's perspective

3. To be able to discuss and apply Winnicottian concepts to our own clinical work.

COURSE OUTLINE

Class 1: February 26, 2011
Winnicott, D. W. (1965) The theory of the parent-infant relationship. In: *The Maturational Processes and the Facilitating Environment.* Madison, Wis.: International Universities Press.

Winnicott, D.W. (1975) Metapsychological and clinical aspects of regression within the psycho-analytic set-up. In: *Through pediatrics to psycho-analysis*, NY: Basic Books, pp. 278-294.

Bollas, C. (1987) The transformational object. In: *The Shadow of the Object: Psychoanalysis of the Unthought Known*. New York: Columbia Univ. Press, pp. 13-29.

Guntrip, H. (1986) My experience of analysis with Fairbairn and Winnicott (How complete a result does psycho-analytic therapy achieve?). In Peter Buckley (ed.), *Essential Papers on Object-Relations.* New York: NYU Press, pp. 447-467.

Crastnopol, M. (1999) The analyst's personality: Winnicott analyzing Guntrip as a case in point. *Contemporary Psychoanalysis,* 35 (2), pp. 271-299.

Class 2: March 26, 2011
Winnicott, D.W. (1971) Transitional objects and transitional phenomena. In: *Playing and Reality*, London: Tavistock Publications, pp. 1-25.

Winnicott, D.W. (1971) Playing: A theoretical statement. In: *Playing and Reality,* London: Tavistock Publications, pp. 38-52.

Winnicott, D.W. (1971) Playing: creative activity and the search for the self. In: *Playing and Reality,* London: Tavistock Publications, pp. 53-64.

Winnicott, D.W. (1971) The location of cultural experience. In: *Playing and Reality,* London: Tavistock Publications, pp. 95-103.

Bollas, C. (1987) Expressive uses of the countertransference: notes to the patient from oneself. In: *Shadow of the Object: Psychoanalysis of the Unthought Known.* N.Y.: Columbia University Press.

Winnicott (cont.)

Class 3: April 23, 2011

Winnicott, D.W. (1971) The use of an object and relating through identifications. In *Playing & Reality*, London: Tavistock, pp. 86-94.

Benjamin, J. (1995) Recognition and destruction: An outline of Intersubjectivity. In: *Like Subjects, Love Objects: Essays on Recognition and Sexual Difference*. New Haven: Yale University Press, pp. 27-48.

Slochower, J. (1996) Holding and the fate of the analyst's subjectivity. *Psychoanalytic Dialogues*, 6(3), pp. 323-353.

Discussion of Slochower paper by N. Symington, A. Bass, & reply by J. Slochower, pp. 355-390 (continued in *Psychoanalytic Dialogues*)

Ghent, E. (1990) Masochism, submission, surrender. *Contemporary Psychoanalysis*, 26, pp. 108-136.

Class 4: May 14, 2011

Winnicott, D.W. (1975) "Hate in the countertansference" in *Through pediatrics to psycho-analysis*, NY: Basic Books, pp. 194-203.

Winnicott, D.W. (1950) Aggression in relation to emotional development. In: T*hrough Pediatrics to Psychoanalysis*, pp. 204-218.

Symington, N. (1983) The analyst's act of freedom as agent of therapeutic change. In: *The British School of Psychoanalysis—The Independent Tradition.* ed. G. Kohon. Free Association Press, 1986.

Harris, A. (1997) Aggression, envy and ambition: Circulating tensions in women's psychic lives. *Gender & Psychoanalysis,* 2(3), pp. 291-325.

Kraemer, S. (1996) "Betwixt the Dark and the Daylight" of maternal subjectivity: Meditations on the threshold. *Psychoanalytic Dialogues*, 6(6), pp. 765-791.

Class 5: June 18, 2011

Winnicott, D.W. (1975) Ego distortions in terms of true and false self in *The Maturational Process and the Facilitating Environment*, NY: Int. Univ. Press, pp. 140-152.

Winnicott, D.W. (1975) Fear of breakdown in *The British school of psychoanalysis*, G. Kohon (ed.) London: Free Association Books, pp. 173-182.

Brandchaft, B. (2007) Systems of Pathologic Accommodation and Change in Analysis, Psychoanalytic Psychology, Vol.24, No.4, pp.667-687

Mitchell, S. (1993) True selves, false selves, and the ambiguity of authenticity. In: *Hope and Dread in Psychoanalysis.* New York: Basic Books, pp. 123-150.

APA CRITERIA D

D.W. Winnicott was a gifted theoretician and psychoanalyst who was part of the British Middle School, post-war in London. He developed an object-relations perspective that built on and deviated from Freud and Klein in forward-edge ways: focusing on the good-object aspects of the mother. Originally a pediatrician, he used his observations of infants, children and their mothers to develop a set of ideas that explicated the role of connection in the development of the self. Current infant and neuroscience theories and research seem to support his original ideas of the significance of pre-verbal experience in the development of the self, the crucial influence of the mother's attunement and responsiveness on development, and the concept that in trauma, the mind tends toward dissociation, more than repression.

Winnicott's work is highly valuable and credible, as it has been cited, expanded and researched in a multiplicity of peer reviewed theoretical and clinical journals. Further, current infant and neuroscience research supports

Winnicott (cont.)

Winnicott's conceptions of pre-verbal learning, dissociation, and maternal empathy and attunement. In addition to reading Winnicott's seminal articles, I have assigned more recent, object-relations and contemporary relational articles that explore and expand clinical applications of his ideas. If you go into Google Scholar, or PEPweb, you will find hundreds of articles (at least) specifically addressing his ideas, just within recent years.

Winnicott's work is a way of conceptualizing development and psychotherapy; it is not a set of prescriptive facts or techniques. A danger of teaching Winnicott (or any theoretician) is that a student may hear his ideas as procedures, rather than starting points for considering the psychoanalytic setting and experience. This danger will be directly addressed when we read his work and discuss cases—as we will do so in a flexible way, rather than a prescriptive way. Another issue is that Winnicott wrote his work in post-war through 1970's London. It is unlikely that his patients were diverse. We will address this lack of diversity by applying his work (and work following) to diverse cases. Another danger is that students understand his work too literally, as in when Winnicott relates the mother-infant relationship to the therapist-patient relationship. We will address the multiplicity of psychological functioning in order to help students understand the multifaceted personalities we treat.

Winnicott's work is relevant to clinical practice because it informs the stance we take with our patients. His thinking has greatly influenced our current psychological and psychoanalytic treatment approaches.

Winnicott's ideas that influence current treatment perspectives are: the close attachment bond between mother and infant; an understanding of the importance of therapist empathy and attunement; multiplicity of self-states and dissociation of invalidated aspects of self; and the importance of recognition of another's separateness from ourselves. These ideas have not only influenced current psychotherapy treatment approaches, but they have impacted current infant and neuroscience research, as well as feminist perspectives on maternal experience.

Mentalization in A Clinical Context: The Clinical Focus

Instructor: Laurence Green, Ph.D. and C. Roger Hastings, Ph.D.

COURSE DESCRIPTION

Across human populations there is a wide range of mentalization. Some people, in the course of growing up in securely attached relationships, develop extraordinary psychological-mindedness and sensitivity to the feelings and intentions of others. In more adverse families, only the most mechanical behavioral instructions are shared or fearful or traumatic states of mind prevail in ways which preclude thought. In these latter families, there is no playground in which an understanding of mental and emotional life might grow. In the past two decades the language of "mentalization" has emerged which seeks to describe how this crucial mental development does, and perhaps more importantly, does not develop.

This course will focus on understanding first of the developmental context of mentalization, why that context is important and how it develops, and then look to more specific clinical situations where these concepts might prove useful.

COURSE GOALS/OBJECTIVES

1. Identify and describe the childhood development of mentalization through four developmental stages.

2. Demonstrate how to link the progress of mentalizing abilities in childhood with parenting habits and styles.

3. Identify mentalizing disturbances in adult psychotherapy populations and formulate a relational therapeutic approach to resolving that deficit.

COURSE OUTLINE

Week One:
Chapter 1, "Introduction", p.1-22; Chapter 2, "Mentalizing", p. 25-72 from Jon G. Allen, Peter Fonagy and Anthony Bateman, Mentalizing in Clinical Practice, American Psychiatric Press, Arlington, VA., 2008.

David Wallin, Chapter 4, "Fonagy and Forward" p. 43-58, from Attachment In Psychotherapy, The Guilford Press, NY, 2007

David Wallin, Chapter 9, "The Stance of the Self Toward Experience: Embededness, Mentalizing and Mindfulness, p.133-166, from Attachment In Psychotherapy.

Week Two:
Allen, Fonagy and Bateman. Chapter 3, "Development", p. 73-112 in Mentalizing In Clinical Practice.

David Wallin, Chapter 11, "Constructing the Developmental Crucible", p.193-210, from Attachment In Psychotherapy; and Chapter 5, "The Art of Mentalizing", p. 149-161, and Chapter 6, "Mentalizing Interventions", p. 163-210, from Allen, Fonagy and Bateman, Mentalizing In Clinical Practice.

Week Three:
David Wallin, Chapter 6, "The Varieties of Attachment Experience, from Attachment In Psychotherapy.

David Wallin, Chapter 7, "How Attachment Relationships Shape the Self, from Attachment In Psychotherapy.

David Wallin, Chapter 12, "The Dismissing Patient: From Isolation To Intimacy", p. 211-223, from Attachment In Psychotherapy.

Mentalization in A Clinical Context: The Clinical Focus (cont.)

David Wallin, Chapter 13, "The Preoccupied Patient: Making Room for a Mind of One's Own", p. 224-241, from Attachment In Psychotherapy.

Week Four:
David Wallin, Chapter14, "The Unresolved Patient: Healing The Wounds of Trauma and Loss", p. 242-256, from Attachment In Psychotherapy.

Allen, Fonagy and Bateman, Chapter 9, "Borderline Personality Disorder", p. 259-291, from Mentalizing In Clinical Practice.

David Wallin, Chapter 15, "The Nonverbal Realm: Working with the Evoked and the Enacted", p. 259-291, from Attachment In Psychotherapy.

David Wallin, Chapter 16, "The Nonverbal Realm II: Working with the Body", p. 292-306, from Attachment In Psychotherapy.

David Wallin, Chapter 17, "Mentalizing and Mindfulness", p. 307-338, from Attachment In Psychotherapy.

Week Five:
Bram, A. & Gabbard G. (2001) "Potential Space and Reflective Functioning." International Journal of Psychoanalysis, 82: 685-697.

Wright, Kenneth (2009). Mirroring and Attunement: Self-Realization in Psychoanalysis and in Art. Routledge, London, Introduction, Chapter 1 and Chapter 2.

APA CRITERIA D

The information described in this seminar is based upon two strands of contemporary psychological research: a. Attachment research and, b. Mentalization research. The attachment research has been extensively published in peer-reviewed APA journals and the Mentalization research is similarly published. See The Handbook of Attachment by Cassidy and Shaver, (1999) and Affect Regulation, Mentalization and the Development of the Self, Peter Fonagy, et. al., for citations.

The materials contained in this course present a theoretical overview which makes it possible to observe clinical phenomena in a developmental context. The developmental studies underlying this theory are well supported by replicated research findings. When the ideas under discussion are integrated into a comprehensive clinical approach, the limitations and risks are not meaningful.

The social processes which underlie the development of mentalization are directly associated with our patients' development of emotion regulation, a sense of agency and a capacity for reflective function; all personal variables which are associated with successful social functioning. So whether as consultants to educators, parents or direct engagement with a clinical population, these ideas are foundational to successful psychological science.

Bion

Instructor: Michael Lebow, Ph.D.

COURSE DESCRIPTION

Wilfred Ruprecht Bion (Sept. 1897-Nov.1979) was President of the British Psychoanalytic Society from 1962 till 1965. He began his first analysis with John Rickman, M.D., an analysis that was interrupted by World War II. At the end of the War he began a training analysis with Melanie Klein and he became a leading member in the Kleinian School.

His writings are stimulating, original, and challenging, requiring effort. He was a pioneer in group dynamics and was associated with the Tavistock Institute (1946) in London that is currently very active (classes, seminars, certification programs, etc.). His influence worldwide remains substantial and enduring.
Bion's work is accessible; however, it is indecipherable without an understanding of his underlying theoretical model(s) and the immense value he places on frustration tolerance, thinking, insight, "truth" and the role of each in enhancing development.

The seminars will be in lecture format with plenty of time for discussion/interaction. Read the material before or after the seminars. The lectures are structured so that you will obtain the tools needed to read, study and independently evaluate his ideas.

COURSE GOALS/OBJECTIVES

1. Discuss basic influences on the theoretical thought of W. Bion.

2. Compare and contrast the similarities and differences between the ideas of Bion and the ideas of Melanie Klein.

3. Utilize Bion's psychoanalytic concepts in your theoretical formulations when you work and think about your patients.

4. Discuss the benefits in Bion's theoretical formulations as well as the potential hazards.

COURSE OUTLINE

REQUIRED BOOK PURCHASE: **Le Bon, Gustave (1896) The Crowd: a Study of the Popular Mind. T. Fisher Unwin, London.**

Seminar 1 – February 26: Personal, Developmental, Theoretical/Projective Identification, Cultural Influences
Le Bon, Gustave (1896) The Crowd: a Study of the Popular Mind. T. Fisher Unwin, London.

Seminar 2 – March 26: Groups: Theory and Technique/Basic Assumptions/BaD, BaP, BaF
Bion, W.R. (1952). Group Dynamics: A Re-View. Int. J. Psycho-Anal., 33:235-247

Seminar 3 – April 23: A Theory of Thinking
Bion, W.R. (1962). The Psycho-Analytic Study of Thinking. Int. J. Psycho-Anal., 43:306-310

Seminar 4 – May 14: Attention & Interpretation 1
Bion, W.R. (1970). Attention and Interpretation. London: Tavistock Publications. (Pp.1-62)

Seminar 5 – June 18: Attention & Interpretation 2
Bion, W.R. (1970). Attention and Interpretation. London: Tavistock Publications. (pp.62-118)

Conclusions & Evaluations.

Bion (cont.)

APA CRITERIA D

W. Bion was greatly influenced by the theoretical and methodological contributions of G. Le Bon (The Crowd, 1893), W. Trotter (Instincts of the Herd in Peace and War, 1916) and W. McDougall (The Group Mind, 1927).
Bion, a trained physician, became further interested in groups and participated in early attempts to study and use groups to assist soldiers who were suffering from psychological disorders during World War II. Many of these earlier experiences were collected in Human Relations, Vols. I-IV, 1948-1951. The papers on groups led to later developments in group therapy, group consultation and the use of therapeutic communities in the treatment of the hospitalized mentally ill.

Consultative groups and training groups emerged, added to an evolving body of knowledge and the emergence of the Tavistock , which is active in training and consultation to date. Bion ideas strongly contributed to the latter developments.

The English analyst, J. Rickman encouraged Bion's work. He was Bion's first psychoanalyst, who supported Bion's interest in psychoanalysis where Bion was creatively productive, particularly in applying the ideas of David Hume (1711-1776), e.g., 'constant conjunctions'; in physics, e.g., elements and valency; and, philosophy (Kant, Critique of Pure Reason), e.g., phenomena, which Bion acknowledged as similar to Kant's 'thing-in-itself'. Bion was consistently attempting to bring psychoanalytic practice and theory into the progressively evolving scientific and philosophical community.

Bion's books and papers have an immediacy that is useful as he documents specific interactions with groups and individuals such that one can see the results of the interactions, giving clarity to his thinking. The material is useful as he concentrates on aspects of individual and collective thinking with an incisive alertness to logical deviations, impulsive actions unreasonable assumptions and mentally regressive behavior.

Bion aids and encourages careful listening and assessment. However, while he corrects many questionable Kleinian assumptions, particularly the latter's persistent reduction of a maternal role in early development, he nevertheless adheres to many Kleinian suppositions, particularly her relative disregard of the effects of early injury and her failure to reconstruct early experience that is removed from consciousness due to dissociation. Bion and Klein over emphasize the power of interpretations; although, Bion correctly identified that interpretation can be a link between the patient and the analyst, an idea undeveloped in Klein. Bion's adherence to earlier and untested formulations, e.g., death instinct, pose limitations and substantial restrictions as the latter assumption precludes investigation of unformulated experience that gives rise to destructive behavior.

Bion's thinking emerges out of concern for precision in language, logic, and meaning reflected in the philosophy of science during the mid-twentieth century in the writings of R.B. Braithwaite (Scientific Explanations, 1955) and K.R. Popper (The Logic of Scientific Discovery, 1959). His work reflects an historic effort to align psychoanalysis with advances in scientific thought, allowing for a highly quality of discourse that can more readily yield to critical thought and examination.

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship

Instructors: Estelle Shane, Ph.D., Ilene Philipson, Ph.D., Psy.D.

COURSE DESCRIPTION

This class considers the differences, similarities, connections, and mutual contradictions that exist between relational self psychology and new york relational psychoanalysis. It includes the basic concepts of each of these important traditions in psychoanalytic theory and explores their conflicts and contradiction. The goal is to convey to the class that these contrast in theory construction are valuable to maintain, as each has something different to offer toward understanding and helping the individual patient; while each theory can stand alone, it does not provide as much toward good-enough clinical performance as the pair taken together. But in order to maintain the best of both theories they must be understood separately.

The class seeks to introduce, then, a creative clash of the two cultures, preserving the dialectical tensions between the self psychological and the relational sensibilities. To establish in the class participants both a clear understanding of each approach to the patient population, as well as a clear understanding of their differences, case vignettes are introduced and looked at by each perspective separately, noting the differences that pertain, and especially noting how these differences are clinically productive in the case of the individual patient who is afforded the value of each. No choice has to be made, but rather the task is to maintain their differences as promoting the best understanding. Each participant will then present a case in which aspects of both approaches are applied and the clinical results are note.

COURSE GOALS/OBJECTIVES

1. Describe three basic tenets of Self Psychology.

2. Describe three basic tenets of Relational Theory

3. Compare and contrast the tenets of both, identifying two ways they are similar in meaning and two ways they diverge in meaning

COURSE OUTLINE

WEEK ONE: ***September 25, 2010***
This week provides an overview of selected psychoanalytic publications that discern differences between self psychology and relational psychoanalysis.

1. Mitchell's Part 1 of Hope and Dread describes the paradigm shift from classical to relational psychoanalysis, placing Kohut and self psychology in a particular on-the-way position in that shift, as well as articulating the changes in attitude that are encompassed in the relational sensibility, changes in what the patient needs, what the analyst knows, and how these are integrated more or less successfully in the thoroughly relational perspective.

2. Stolorow et al describe what he labels the cartesian trends that infect all relational theories, rendering them all vulnerable to isolated mind conceptualization.

3. Fosshage describes the similarities and differences between self psychology and relational psychoanalysis, and while he privileges self psychology, he illustrates how each theory has influenced and benefited from the other.

4. Bromberg compares interpersonal analysis with self psychology, strongly privileging interpersonal analysis while denigrating self psychology.

The class will consider the merits and disadvantages of holding strong positions vis a vis the differences in theory, versus taking a more integrative view. Charges made by the one theoretical group against the other will be addressed. The readings are as follows:

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

Readings:
Fosshage, J. (2003). Contextualizing Self-Psychology and Relational Psychoanalysis: Bi-Directional Influence and Proposed Synthesis. *Contemporary Psychoanalysis.*

Shane, E. (2010). How Does Relationship Cure? The Dynamics of Relationship in Psychoanalysis.

Bromberg, P. (1989). Chapter 11, Interpersonal Psychoanalysis and Self Psychology – A Clinical Comparison, *Standing in the Spaces*.

Mitchell, S. (1993). Preface, Chapters 1, 2 and 3, *Hope and Dread*.

Optional:
Stolorow, Atwood, and Orange. (2002). Chapter 5, Cartesian Trends in Relational Psychoanalysis, *Worlds of Experience*.

WEEKS TWO THROUGH FIVE WILL CENTER AROUND CASE PRESENTATIONS AND DISCUSSIONS THAT REVEAL DIFFERENCES BETWEEN SELF PSYCHOLOGY AND RELATIONAL THOUGHT. THIS FORMAT, FAMILIAR FORM THE BASIC CONCEPTS COURSE, AND ACTUALLY REPEATING SOME OF THE READINGS FROM THAT COURSE, WILL ATTEMPT TO ADDRESS THE QUESTION: ARE THERE REAL DIFFERENCES BETWEEN THESE FRAMEWORKS?; WHAT ARE THEY?; IS THERE REALLY A DISTINCT RELATIONAL SENSIBILITY? WE WILL ADDRESS IN PARTICULAR CONCEPTS THAT WOULD SEEM TO "BELONG" TO ONE OR THE OTHER THEORETICAL ORGANIZATION. DO THEY?

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

WEEK TWO*: October 30, 2010*
THE FATE OF NARCISSISTIC RAGE, featuring readings by Anna Ornstein,
Steven Mitchell, James Fosshage, Adrienne Harris, D.D. Raphling, and Estelle Shane.

It was in this panel that Mitchell's ideas about aggression and the distinction of the relational view of aggression from the self psychological was first clearly articulated, including how these differences affect clinical work. He uses, as do Jim Fosshage and Adrienne Harris, Anna Ornstein's case illustration to contextualize theory and practice. The concepts under consideration are: narcissistic rage, aggression, objectivism

Readings:
(from Psychoanalytic Inquiry, Vol. 18(1), 1998)
Theoretical Perspectives
*Steven Mitchell, Relational, “Aggression and the Endangered Self,” Pages 21-30

*Adrienne Harris, Kleinian, “Aggression: Pleasures and Dangers,” Pages 31-44

*James Fosshage, Self Psychological, “On Aggression: Its Forms and Functions,” Pages 45-54

Case Presentation:
*Anna Ornstein: “The Fate of Narcissistic Rage in Psychotherapy,” pages 55-70

Case Discussions
*James Fosshage, Discussion of Anna Ornstein's “The Fate of Narcissistic Rage in Psychotherapy”, pages 71-8l

*Adrienne Harris, Discussion of Anna Ornstein's “The Fate of Narcissistic Rage in Psychotherapy,” Pages 82-88

*Steven Mitchell, “Commentary on Case,” Pages 89-99

*D.D. Raphling, “The Narcissistic Basis of Aggression,” Pages 100-106

*Response to Discussants: A. Ornstein, “Response to the Discussants: The Fate of Narcissistic Rage in Psychotherapy,” Pages 107-119

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

*Discussion Overview: Estelle Shane, "The Fate of Narcissistic Rage in Psychotherapy: A Commentary on Discussions by Stephen Mitchell, James Fosshage, Adrienne Harris, and David Raphling on the Theory and Clinical Application of Aggression Based on a Case Presentation by Anna Ornstein," Pages 120-136

WEEK THREE: ***November 13, 2010***
THE CASE OF PATIENT J (PROGRESS IN SELF PSYCHOLOGY, 2003) featuring readings by Joye Weisel Barth (case presentation), Lew Aron (discussion) , Bob Stolorow (discussion) , and Estelle Shane (intro and discussion of discussants). In this panel that was part of an annual meeting of the psychology of the self, a leading relational thinker, Lew Aron, was invited to discuss the case presentation of a self psychologist, Joye Weisel Barth, reflecting differences in these two theories. In addition, Bob Stolorow offered his discussion arising from an intersubjective systems perspective. Joye Weisel Barth responded to the discussants. Estelle Shane was moderator. The panel was unique in deliberately offering a direct confrontation among differing theoretical perspectives. The concepts introduced were: self disclosure, empathy, agency, projective identification, negative transference, the bad object, the good object.

Readings:
(from Progress in Self Psychology, 2003)
*Weisel-Barth, J. "The Case of Patient J"

*Aron, L. "A Ruthless Examination of an Empathic Clinical Presentation"

*Stolorow, R. "On the Impossibility of Immaculate Perception—There Is No Relationship without Interpretation, and There Is No Interpretation without Relationship: A Discussion of Joye Weisel-Barth's Clinical Case"

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

*Shane, E. "Chapter 10 The Case of Patient J and Discussions: Introduction"

*Shane, E. "Commentary on Discussion by Stolorow and Aron"

WEEK FOUR*: December 4, 2010*
LOVE AND HATE WITH THE PROPER STRANGER. While there had been an earlier panel offered by the American Psychological Association that featured the case by Holly Levenkron in a somewhat different form along with several discussions, this session's readings were first introduced in their current forms in an issue of Psychoanalytic Inquiry as an effort to show the range of relational thinking, from relational self psychology on the one end of the spectrum (with Fosshage, Teicholtz, and Slavin) to the different expressions of more purely Relational thought by Bromberg, Stern, and Barbara and Stuart Pizer. Holly's case was written expressly to show the Relational Perspective. It therefore makes a good talking point from which relational ideas can be considered and compared, both with self psychology and with one another. Concepts under consideration are: dissociation, empathy and authenticity, listening stances, motivational systems, negotiation, unformulated experience, enactment, and projective identification. The question of Why the Analyst Needs to Change (based on Slavin and Kreigman's 1998 article) is also considered.

Readings:
*Bromberg, P. (2006). American Relational, "Ev'ry Time We Say Goodbye, I Die a Little …": Commentary on Holly Levenkron's "Love (and Hate) with the Proper Stranger" *Psychoanalytic Inquiry.*

*Teiholz, J. (2006). Relational Self Psychology, "Enactment as Therapeutic Hand Grenade: How Bursts of Emotional Honesty Can Get a Stuck Treatment Moving Again: Discussion of Holly Levenkron's Paper", *Psychoanalytic Inquiry.*

*Slavin, M. (2006). Evolutionary Biology, "Affective Honesty and Compassion Come in Many Forms: Discussion of "Love (and Hate) With the Proper Stranger: Affective Honesty and Enactment,"by Holly Levenkron, L.I.C.S.W.", *Psychoanalytic Inquiry.*

*Fosshage, J. (2006). Relational Self Psychology, "Affective Experiences and Honesty in the Interaction: Discussion of Holly Levenkron's Paper" *Psychoanalytic Inquiry.*

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

*Pizer, B. and Pizer, S. (2006). ""The Strangest Remembrance": The Analyst's Intersubjective Negotiation of Desire: Commentary on Holly Levenkron, L.C.S.W." American Relational, *Psychoanalytic Inquiry.*

*Stern, D. (2006). Interpersonal, "Affective Honesty" as Example and Metaphor: Discussion of Holly Levenkron's "Love (and Hate) With the Proper Stranger: Affective Honesty and Enactment", *Psychoanalytic Inquiry.*

WEEK FIVE: ***January 29, 2011***
EXPANDING RECOGNITION This final session will be based on the Volume 5, Number 3, 2010 issue of the Journal of Psychoanalytic Self Psychology and on an earlier (2008) series JPSP articles on recognition. The 2008 articles discussed the concept of recognition from particular perspectives (we'll read from that 2008 series the overview on Recognition by Coburn and Shane (Vol 3, #2), Varieties of Recognition by Bruce Reis,(Vol 3, #2,) Dialogue, Confirmation, and the Good by Lynne Jacobs (Vol 3, #4) and Recognition and the Duality of the Self by Russell Meares and Philip Graham (Vol 3, #4), as well as the original article by Donna Orange (Vol 3, #2) which is reprinted in the 2010 issue. Then, from the 2010 issue we will read Jessica Benjamin's response to Orange, Can we Recognize Each Other; Philip Ringstrom's Commentary on Orange, Mal Slavin's Discussion of Orange, and Donna Orange's response. This is a lot of reading, and obviously depends upon knowledge of Jessica Benjamin's 1997 Recognition and Destruction article in Like Subjects, Love Objects, as well as numerous other renditions of Benjamin's singular theory.

Readings:
Coburn, W. and Shane, E. (2008). Recognizing Recognition in Self Psychology, *International Journal of Psychoanalytic Self Psychology.*

Reis, B. (2008). Varieties of Recognition, *International Journal of Psychoanalytic Self Psychology.*
Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

Orange, D.M. (2008). Recognition as: Intersubjective Vulnerability in the Psychoanalytic Dialogue, *International Journal of Psychoanalytic Self Psychology.*

Jacobs, L. (2008). Dialogue, Confirmation, and the Good, *International Journal of Psychoanalytic Self Psychology.*

Meares, R. and Graham, P. (2008). Recognition and the Duality of Self, *International Journal of Psychoanalytic Self Psychology.*

Stern, S. (2010). Recognition Revisited: Commentaries on Donna Orange's (2008) "Recognition as: Intersubjective Vulnerability," *International Journal of Psychoanalytic Self Psychology.*

Orange, D.M. (2010 reprinted). Recognition as: Intersubjective Vulnerability in the Psychoanalytic Dialogue, *International Journal of Psychoanalytic Self Psychology.*

Benjamin, J. (2010). Can We Recognize Each Other? Response to Donna Orange, *International Journal of Psychoanalytic Self Psychology.*

Ringstrom, P. (2010). Commentary on Donna Orange's, "Recognition as: Intersubjective Vulnerability in the Psychoanalytic Dialogue," *International Journal of Psychoanalytic Self Psychology.*

Slavin, M.O. (2010). On Recognizing the Psychoanalytic Perspective of the Other: A Discussion of "Recognition as: Intersubjective Vulnerability in the Psychoanalytic Diaolgue," by Donna Orange, *International Journal of Psychoanalytic Self Psychology.*

Orange, D.M. (2010). Revisiting Mutual Recognition: Responding to Ringstrom, Benjamin, and Slavin, *International Journal of Psychoanalytic Self Psychology.*

Self Psychological and Relational Sensibilities: An Exploration of Their Relationship (cont.)

APA CRITERIA D

The program is based on both methodological research and on a practical knowledge base. The wider psychoanalytic and psychological communities have proven the usefulness and credibility of these two theories, Self Psychology and Relational Theory, by applying the teaching and writing about these approaches to treatment with individuals and couples in the clinical situation. Both in Journal Articles, Seminars, and National and International Meetings, the tenets of these theories have been subjected to searching examination where clinicians have attempted to demonstrate their application in that work.

The two theories themselves, Self Psychology and Relational Theory, have especially been considered together as different perspectives that focus on divergent aspects of treatment. Particularly when a specimen case is presented and then discussed from each of these approaches, their differences can be seen and demonstrated, and the value of applying both of these theories at different times when patients reveal particular difficulties is clearly presented to the audience.

The material being presented in this program has been the subject of review articles that are monitored by respected clinicians and researchers in the field. In each case the ideas contained have been considered, questioned, and supported by the publishers of the journals in which the articles have been printed. They represent the highest standards of our profession.

The published articles on which the program is based has been monitored by the educators and practitioners of our field and have been found consistent with established practice. The selected material represents the highest achievement in our field.

Pathological Accommodation

Instructor: Sanford Shapiro, M.D.

COURSE DESCRIPTION

In this class we will review the development of Brandchaft's work from his early explorations into the work on defense and resistance to his last papers on Obsessional Disorders and Pathological Accommodation.

We will particularly look at his evolving focus on Depression as he moved through classical analytic ideas, Kleinian theory, object relations theory, and the impact of self psychology. His connection with Stolorow impacted both of them, and we will touch on that also.

COURSE GOALS/OBJECTIVES

At the end of this class participants will be able to:

1. Discuss the origins of Developmental Systems theory in Freud, Klein and British Object Relations Theory

2. Demonstrate the role of psychic conflict from a self psychological and intersubjective systems perspective.

3. Analyze the clinical technique used to access deeply unconscious structures.

4. Discuss the neuroscience concept of implicit memory.

COURSE OUTLINE

Session I
Sunday, September 26, 2010 -- 9:00 a.m. to 11:45 a.m.

Brandchaft, B. (2007). Systems of Pathologic Accommodation and Change in Analysis, Psychoanalytic Psychology, 24:4, pp. 667-687.

Brandchaft, B. (2010). Reflections on the Unconsious in Brandchaft, B, Doctors, S. Sorter, D. Toward an Emancipatory Psychoanalysis, pp. 221-242. Routledge, New York.

Shapiro, S. (2010). The Psychoanalytic Process. (paper given at the Tampa Bay Psychoanalytic Society, Sept. 11, 2010).

Session II
Sunday, October 31, 2010

Brandchaft, B. (1986). British Object Relations Theory and Self Psychology. Progress in Self Psychology, 2:245-272.

Brandchaft, B. and Stolorow, R. (1984). The Borderline Concept: Pathological Character or Iatrogenic Myth? in: Lichtenberg, J., Bornstein, M. and Silver, D. Empathy II. Hillsdale New Jersey: The Analytic Press. Pp. 333-358

Brandchaft, B. (1983). The Negativism of the Negative Therapeutic Reaction and the Psychology of the Self. In: Goldberg, A. The Future of Psychoanalysis. New York: International Universities Press, pp. 327-359.

Pathological Accommodation (cont.)

Session III
Sunday, November 14, 2010

Brandchaft, B. (1985). Resistance and Defense: An Intersubjective View. Progress in Self Psychology, 1:88-96.

Brandchaft, B. (1988). A Case of Intractable Depression. Progress in Self Psychology, 4:135- 154.

Brandchaft, B. (1993). To Free the Spirit From Its Cell. Progress in Self Psychology, 9:209-230.

Session IV
Sunday, December 5, 2010

Brandchaft, B. and Stolorow, R. (1984). A Current Perspective on the Difficulty Patient. In: Stepansky, P. and Goldberg, A. Kohut's Legacy. Contributions to Self Psychology. Hillsdale, NJ. The Analytic Press. Pp. 93-115.

Stolorow, R., Brandchaft, B. and Atwood, G. (1987). Bonds That Shackle, Ties That Free. In: Psychoanalytic Treatment: An Intersubjective Approach. Hillsdale, NJ. The Analytic Press. Pp. 47-65.

Brandchaft, B. (1992). Co-Determination and Change in Psychoanalysis. Address to the 15th Annual Conference on the Psychology of the Self. October, 1992.

Session V
Sunday January 30, 2011

Brandchaft, B. (1998). The Self and Its Objects in Developmental Trauma. Presentation to the 21st Annual Conference on the Psychology of the Self. October, 1998.

Brandchaft, B. (2001). Obsessional Disorders: A Developmental Systems Perspective. Psychoanalytic Inquiry, 21:253-288.

APA CRITERIA D

This course shows the development of major clinical contributions to psychoanalytic practice, starting with Freud, and showing emendations by Heinz Hartmann, Heinz Kohut and Bernard Brandchaft. Clinical ideas supported by empirical evidence.

Course material utilizes data from major psychoanalytic journals and, because the process is interactive involving reciprocal feedback, errors are self correcting minimizing risk.

These ideas have direct application to the treatment of clinical problems and this course will improve the therapists clinical skills.

The program content is based on the widely accepted concept of unconscious mental processes. This concept has now been expanded by contributions from the neuroscience study of brain functions.

This program content is widely represented in the psychoanalytic literature of the past 60 years. And this program content has broad clinical application to a wide variety of psychotherapeutic techniques.

The risk is if the theoretical concepts are overly generalized to clinical applications. In this course, theoretical concepts will be closely correlated with clinical material.

Therapists who work with patients who have experienced severe trauma in early development will find that this course content will enhance their clinical skills.

Sleeping Vision, Waking Muse: Dreams and Psychoanalysis

Instructor: Penelope Starr-Karlin, M.F.T.

COURSE DESCRIPTION

This is an overview class that will briefly review a wide variety of ideas about dreams and their usefulness in psychoanalysis. We will consider various perspectives on dreams including dreams as keepers of psychological wellbeing, as communications to the analyst, as prophetic oracles, and as psychoanalytic phenomena to use as support for the analytic process. We will also make note of how dreams have been used to verify and support theoretical concepts.

While the specifics of what we discuss will emerge from the class members' interests, some questions I have in mind to get us started include: What is a dream, and why do we have them? Should dreams be treated like any other narrative the patient brings in, or are they different? What is the meaning of a patient bringing a dream for the dyadic process – is it a gift, a snapshot, a distraction, a request for us to be a shaman, a communication, a special enactment? What does the process of dream work in the analytic session look like? How do dreams fit into our favorite theories, and vice versa? Why is it that so much of an even well-interpreted dream remains a mystery? Should we simply interpret or are there other interventions that could be more helpful?

There will be the opportunity to work with dreams in class. We will emphasize the importance of safety, and we will decide if you would prefer me to bring in sample dreams, or use yours, or analytic patients.' The use of your personal dreams will most likely yield the best benefit.

Since time is so limited, and the topic so vast, I have taken the approach of "origins, and current ideas."

COURSE GOALS/OBJECTIVES

1. Discuss some exciting psychoanalytic ideas about dreams

2. Analyze some key questions which will contribute toward further developing our clinical attitudes towards dreams – attitudes that patients will sense

3. Rate our different choices of ways to work with dreams in analytic practice.

COURSE OUTLINE

CLASS 1:

Required Reading:

Meier, C. A. (1986). The Dream in Ancient Greece and its use in Temple Cures. In: Soul and Body: Essays on the Theories of
C. G. Jung. San Francisco: Lapis Press. Pp 190-209.

Dodds, E. R. (1951). Dream Pattern and Culture Pattern. In: The Greeks and the Irrational. LA: Regents of the University of California. Pp 112-117.

Lear, J. (2006). Radical Hope: Ethics in the Face of Cultural Devastation. Cambridge, Massachusetts: Harvard University Press. Pp 66-80, 113-117, 124-136, 147-151.

Optional Reading:

Irwin, L. (1994). Sharing the Dream. In: The Dream Seekers: Native American Visionary Traditions of the Great Plains. Volume 213 in the 'The Civilization of the American Indian." series. Norman: University of Oklahoma. Pp 163- 184, 270-275.

Irwin, L. (1994). Afterword. In: The Dream Seekers: Native American Visionary Traditions of the Great Plains. Volume 213 in the 'The Civilization of the American Indian." series. Norman: University of Oklahoma. Pp 237 - 239.

Sleeping Vision, Waking Muse: Dreams and Psychoanalysis (cont.)

EXPERIENTIAL: Plenty Coup's Dream (see Lear).

CLASS 2:
Required Reading:
*Freud, S. (1900). The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume IV (1900): The Interpretation of Dreams (First Part), p. 122-133 and 550-572 (wish fulfillment).

****Please read the following topics and be prepared to explain these ideas to your cohort at the this meeting****
Condensation and Displacement, p. 279-309 – Janice Ehrlich
Secondary Revision, p. 488-508 – Christine Jansen-Gillum
Forgetting, p. 512-532 – Gina Keys
Regression, p. 533-549 – Kristen Parker
Arousal and Anxiety Dreams, p. 573-587 – Gina Taffi
Primary and Secondary Process, Repression, p. 588-609 – Eileen Van Koppen
The Unconscious and Conscious, p. 610-621 – Mary Walters

Recommended:
Freud, S. (1900) The Interpretation of Dreams, (Irma Dream) page 96-121.

Freud, S. (1916-17). Revision of the Theory of Dreams, Lecture XXIX. In: New Introductory Lectures on Psychoanalysis, pp 15-46.

Optional:
Freud, S. Letters from Freud to Fleiss concerning Emma Eckstein's operation. The Complete Letters of Sigmund Freud to Wilhelm Fleiss 1887-1904, ed. J. M. Masson (Harvard, 1986), pp113-130, 191-192.

EXPERIENTIAL: Irma Dream

CLASS 3:
Required Reading:
Atwood, G. E. (in press) Dreams and Delusions: A Conversation.

Stolorow, R.D., Atwood, G.E. (1992). Dreams and the Subjective World. In: Essential Papers on Dreams, M. R. Lansky (Ed.), pp. 272-294. New York: New York University Press.

Fosshage, J. L. (1997). The Organizing Functions of Dream Mentation. *Contemporary Psychoanalysis*, 33, 429-458.

Optional:
Kohut, H. (1971). The Analysis of the Self: A Systematic Approach to the Psychoanalytic Treatment of Narcissistic Personality Disorders. Chicago: University of Chicago Press. Pp 4-5, 149.

Kohut, H. (1977). The Restoration of the Self. New York: International Universities Press. Pp 109-111.

Gill, H. S. (1982). The Life-Context of the Dreamer and the Setting of Dreaming. *Intnl. Journal of Psycho-Analysis*, 63:475-482.

EXPERIENTIAL: Contemporary Self / Intersubjective Systems.

CLASS 4:
Required Reading:
Bromberg, P. M. (2006). Bringing in the Dreamer. In: Awakening The Dreamer: Clinical Journeys, Chapter 2, pp 31 – 50. Mahwah New Jersey: The Analytic Press.

Sleeping Vision, Waking Muse: Dreams and Psychoanalysis (cont.)

Faraday, A. (1973). Perls' Gestalt Approach to Dreams. In: Dream Power. Berkeley: Berkeley Medallion. Pp 142- 158.

Optional:
Crocker, S. F. (2009). Dramatic Gestalt Dreamwork. *Gestalt Journal of Australia and New Zealand,* November 2007, Vol. 4. No 1, pp.66-83.

Bromberg, P. M. (2002). On Being One's Dream: Some Reflections On Robert Bosnak's "Embodied Imagination." *Contemporary Psychoanalysis* 39:697-710.

EXPERIENTIAL: Gestalt Method

Class 5:
Required Reading:
Jung, C. G. (1974). "General Aspects of Dream Psychology" and "On the Nature of Dreams" excerpted from The Structure and Dynamics of the Psyche. **Collected Works of C. G. Jung***, Vol 8*, Part IV. Bollingen Series XX. Tr by R. F. C. Hull. New York: Pantheon Books, and London: Routledge and Kegan Paul. Paragraphs 443 – 569. In: **Dreams**. Princeton: Princeton University. Pp 23 – 82.

Jung, C. G. (1974). The Practical Use of Dream Analysis. Extracted from Volume 16, The Practice of Psychotherapy, **Collected Works of C. G. Jung.** Bollingen Series XX. Tr by R. F. C. Hull. New York: Pantheon Books, and London: Routledge and Kegan Paul. Paragraphs 294 – 352. In: *Dreams*. Princeton: Princeton University. Pp 87 – 109.

Hillman, J. (1989). Dreams and the Blood Soul. In: A Blue Fire: Selected Writings by James Hillman. Ed. Thomas Moore. London: Harper & Row. Pp 239 – 265.

Optional:
Samuels, A. (1990). Jung and the Post-Jungians. Chapters 8 and 9, pp 230 – 248. London: Routledge.

Johnson, R. A. (1986). Approaching Dream Work. In: Inner Work: Using Dreams and Active Imagination for Personal Growth. New York: Harper Collins. Pp 43- 107.

EXPERIENTIAL: Archetypal Jungian

APA CRITERIA D

This is an overview class that will briefly review past and present theoretical approaches to working with dreams in Psychoanalysis. We will consider various perspectives on dreams' usefulness, including dreams as keepers of psychological stability, processes of psychic maintenance, communications to the analyst, prophetic oracles, and as psychoanalytic phenomena vital to the analytic process. We will also make note of how dreams have been used to verify and support theoretical concepts.

While the specifics of what we discuss will emerge from the class members' interests, some questions I have in mind to get us started include: What is a dream, and why do we have them? Should dreams be treated like any other narrative the patient brings in, or are they different? What is the meaning of a patient bringing a dream for the dyadic process – is it a gift, a snapshot, a distraction, a need for us to play shaman, a communication, a special enactment? What does the process of dream work in the analytic session look like? How do dreams fit into our favorite theories, and vice versa? Why is it that so much of an even well-interpreted dream remains a mystery? Should we simply interpret or are there other interventions that could be more helpful?

We will read papers about dreams by Psychoanalytic theorists across time beginning with Freud (1900), and ending with Atwood (2011), to understand and become familiar with the way dreams have been variously interpreted with contrasting emphasis on mind, affect, embodied experience or spirit.

Sleeping Vision, Waking Muse: Dreams and Psychoanalysis (cont.)

There will be some limited opportunities to work with dreams in class. We will emphasize the importance of safety, and we will decide if you would prefer me to bring in sample dreams, or use yours, or analytic patients.' The use of your personal dreams will most likely yield the best benefit.

Since time is so limited, and the topic so vast, I have taken the approach of "origins, and current ideas."
Source articles will be used whenever possible to most accurately represent various theoretical ideas. The ideas of Psychoanalytic theories make-up the working tools of Psychoanalysis and guide the interpretation of dreams as a way to access psyche.

The most substantial risk is the misunderstanding of readings, but this is addressed by the didactic portion of each class in which the readings and theory are reviewed.

It is commonly agreed that the practice of Psychoanalysis began in 1900 with Freud's book "The Interpretation of Dreams." The analysis of patient's dreams has been an important part of analytic practice since then, with the need for updating as theories change.

Training Program in Psychoanalysis – Ph.D. Program

The Ph.D. is a special educational track. Those who elect this track will complete the full psychoanalytic training program, take additional research courses, and write a doctoral dissertation.

Ph.D. Program: Courses

Instructor(s)	Course Name	Page No.
Gwyneth Erwin, Ph.D., Psy.D.	Research Methods	131

Research Methods

Instructor: Gwyneth Erwin, Ph.D., Psy.D.

COURSE DESCRIPTION

This intensive course on Psychoanalytic Scholarship/Research Methods is conducted over five session meetings of three hours each (for a total of 15 hours). While writing literature is read and explored, and various research methods are taught, the course is designed primarily to provide a workshop environment in which each candidate can design and begin his or her own research and writing of the Ph.D. or Psy.D. Dissertation. The classes are conducted in absolute confidentiality and promote an atmosphere of creative discovery and emotional safety, so that every member of the class can allow for their own creative vulnerability with the assurance of guidance, learning, and, ultimately, accomplishment.

The instructor, Dr. Gwyn Erwin, will de-mystify and inspire the psychoanalytic research and writing experience for candidates, while creating a holding environment in which each candidate can begin to work with her/his individual writing voice. The requirements and formats of scholarly, professional writing in the Ph.D. Doctoral Dissertation Proposal, the Ph.D. Doctoral Dissertation, and/or the Psy.D. Clinical Dissertation is conveyed, along with the practical and how-to aspects of conducting and organizing psychoanalytic research and setting up a writing environment. Finally, the workshop environment provides opportunities for research and writing that will launch the candidates into the research and writing phases of their doctoral scholarship.

Gwyneth Kerr Erwin, Ph.D., Psy.D. is a Training and Supervising Psychoanalyst in Private Practice in Tustin, California, working with adults, couples, families, adolescents, and children. Her areas of expertise include infant and child development, unresolved trauma and its repercussions upon early development and its assessment and treatment for children and adults, and the use of creativity and personal voice in the healing process. She is recent Past President of the Newport Center for Psychoanalytic Studies and its Training Division, the Newport Psychoanalytic Institute, and its Board of Directors. In addition to being a Faculty member at NPI, ICP, and LAISPS, she is an active keynote or contributing presenter at conferences. As a professional writer, book doctor/editor of twenty-five years, she conducts professional writing groups and is a dissertation consultant.

COURSE GOALS/OBJECTIVES

1. To explain and inspire the psychoanalytic research and writing experience for candidates

2. To create a holding environment in which each candidate can begin to work with her/his writing voice

3. To explain the requirements and formats of scholarly, professional writing in the Ph.D. Doctoral Dissertation Proposal, the Ph.D. Doctoral Dissertation, and/or the Psy.D. Clinical Dissertation

4. To demonstrate the practical and how-to aspects of conducting and organizing psychoanalytic research and setting up a writing environment

5.To utilize research and writing opportunities in class that will launch the candidates into the research and writing phases of their doctoral scholarship

COURSE OUTLINE

I. Introductions and Overview of the Course

Guidelines and Policies for the Doctoral Dissertation of the Ph.D. and the Psy.D. Clinical Doctoral Paper and Their Special Challenges Workshop on Potential Topics Using "The Necklace Metaphor"©

Reading Assignments for next class:

1) Talamo, P. B. (1996). An 'ethical code' for authors? In E. Piccioli, P. L. Rossi, & A.A. Semi (Eds.). Writing in Psychoanalysis. Hillsdale, N. Jer.: The Analytic Press (pp. 71-84).

2) Sternberg. D. (1981). **Parts** of Chapter 2: The great decision: Reordering priorities and choosing a (viable) topic. How To Complete and Survive a Doctoral Dissertation. New York: St. Martin's Press (pp. 36-55).

Research Methods (cont.)

Writing Assignment for next class:
Work on your dissertation topic design (using the Necklace Metaphor© exercise)

II. The Dissertation Process

The Nuts and Bolts of Research and Dissertation Helpmates Continued Workshop on Potential Topics Using "The Necklace Metaphor"©
Your Original Contribution and a Working Hypothesis
Proprioceptive writing exercise in class

Reading Assignments for next class:

1) Gill, M. M. (1994). Research in psychoanalysis. New York: Round Robin (pp. 8-12).
2) Edelson, M. (1989). The nature of psychoanalytic theory: Implications for psychoanalytic research. Section on case study. Psychoanalytic Inquiry, 9(2), (pp.186-192).
3) Michaels, R. (2000). The case history. Journal of the American Psychoanalytic Association. 48(2), (pp. 355-375).

Writing Assignment for next class:
Write a flow draft of your possible Statement of the Problem and the Hypothesis

III. The Ph.D. Dissertation Proposal Requirements and Its Specific Elements

Converting Your Proposal into the Dissertation's Chapter One
Writing Case Material and Integrating Case Material and
Literature Research into your Discussion

Reading Assignments for next class:

1) Scharff, J. S. (2000). Writing from clinical experience. Journal of the American Psychoanalytic Association. 48(2), (pp. 421-447).
2) Ogden, T. (2005). On psychoanalytic writing. International Journal of Psychoanalysis. 86 (pp. 15-29).

Writing Assignments for next class:
1) Write a flow draft of Scope of the Study
2) Write a flow draft of 4-7 Research Questions
3) Write a flow draft of case material (3-5 pages)

IV. Drafting Your Writing From Start to Finish©

Reading Assignments for next class:

1) Resiser, L. W. (2000). The write stuff. Journal of the American Psychoanalytic Association, 48(2), p. 351-354.
2) Coen, S. J. (2000). Why we need to write openly. Journal of the American Psychoanalytic Association, 48(2), p. 449-470.

***Writing Assignment for next class*:**
1) Write a flow draft of the Introduction
2) Write a flow draft of the Discussion (integrating Case Material, Literature Research, and your Original Contribution ideas)

V. Opening Pages, Appendices, and References

Writing Workshop

APA CRITERIA D

This program/class is related to the doctoral standards, responsibilities, and tasks inherent in the dissertation requirements for both the PsyD and PhD degrees. Program content has gained credibility by the successful completion and approval of previous dissertations over the past six years, utilizing qualitative and quantitative research methodology, and clinical application to the practice of psychoanalysis.

Research Methods (cont.)

The accuracy of the design models taught are comparable to the design models of graduate schools and training institutes across the United States. Additionally, the utility of materials being taught supports the research and writing process, even for those candidates who are at the beginning of their doctoral writing process or who suffer from any writing blocks. The limitations that exist are not present in the content, but from the limitation of time, since a several months' process does not cover the time needed to complete the dissertation, which could take several years. There are no severe risks; however, there is the common risk of interferences from a candidate's life impeding or slowing down the research or writing process.

The program/class content is relevant to the educational objectives of ICP in that it teaches and demonstrates the requirements and responsibilities for the Doctoral Dissertations for both the PsyD and PhD degrees. In so doing, the instructor teaches how to conduct research, how to structure the dissertations, and how to begin the writing process.

Psychoanalytic Psychotherapy Training Program

Learning Objectives

At the conclusion of the year, the participants will increase their ability to:

4. Describe the epistemological origins of psychoanalysis.

5. Analyze how various recognized psychoanalytic orientations compare and contrast with one another.

6. Demonstrate the application of the various theories to the treatment of psychological disorders.

This course is designed to help participants recognize how psychoanalysis has evolved since the earliest ideas were introduced by Sigmund Freud over a hundred years ago. Psychoanalysis has its philosophical basis in different ideas from western philosophy and has evolved to include borrowing elements from physics and systems theory as well. The multiple orientations in psychoanalytic theory have been considered in a myriad of ways in the professional psychology and mental health literature.

Psychoanalysis has been given scholarly consideration in the psychotherapy literature and has been recommended as a therapeutic technique for a broad spectrum of clinical problems. the class materials utilize theoretical literature and empirical studies cited from psychoanalytic peer reviewed journals as well as published literature in the self psychological orientation (see citations below).

Jonathan Sedlar's article in the February-March issue of *American Psychologist* cites recent studies proving the efficacy of psychodynamic psychotherapy. These studies validate the effectiveness of these techniques.

The content of this class is directly relevant to psychological practice since the course is based upon the published literature concerning contemporary psychoanalysis and psychoanalytic psychotherapy – both books and recent peer reviewed journal articles. The limitations of the content include that interventions other than psychoanalysis or psychoanalytic psychotherapy, such as referral for medication management or cognitive-behavioral therapy are not directly studied, although a compare and contrast aspect will be included.

The content of this program is directly relevant to psychological practice since the readings and lectures have been chosen and developed to enhance the participants' ability to utilize the covered theoretical orientations as perspectives for understanding their clients and to inform their interventions.

Recent trends in psychological practice are based upon a multicultural orientation to patient's needs. Classical psychoanalysis was based upon Western culture and Eurocentric ideas. Contemporary psychoanalysis is particularly focused on the individual and their particular experiential world. Thus, contemporary psychoanalysis is a reflection of trends in global society to understand the context as well as the subjective experience of the psychotherapy patient in establishing meaning and treatment goals.

Representative Readings: (in order of presentation)

Strenger, C. (1989). The classic and the romantic vision of psychoanalysis. International Journal of Psychoanalysis, pp. 593-610.

Winnicott, D.W. (1960). The theory of the parent-infant relationship, International Journal of Psychoanalysis, 41:585-595.

Kohut, H. (1979). The two analyses of Mr. Z. International Journal of Psychoanalysis, vol. 60.

Stolorow, R. (2007). The contextuality of human life in *Trauma and Human Existence,* Ch.1, pps. 1-6.

Coburn, W.J. (2009). Attitudes in psychoanalytic complexity: An alternative to postmodernism in psychoanalysis, in *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice,* ed. R. Frie and D. Orange. New York: Routledge Press.

Extension Program – Los Angeles

At ICP, as is traditional, it is mandated that candidates in psychoanalytic training be licensed professionals, a requirement that ensures that practitioners have a sufficient basis in clinical experience to be able to utilize advanced psychoanalytic concepts. Institute-level analytic education, therefore, excludes unlicensed clinicians, who nonetheless might benefit from exposure to basic psychodynamic concepts. The ICP Extension Program was created in response to this need, as an introductory curriculum for unlicensed and early career therapists, and it is designed to provide a firm grounding in psychoanalytic theory that can serve as a solid foundation both for therapeutic application and for further psychoanalytic education.

The Program is structured as a multi-year course of study, with each year building upon the learning of the previous years. It is not necessary, however, that the student experience the entire program to derive benefit from the education that has come before, as each year provides exposure to unique and valuable elements in the analytic canon. At present, there are three separate years active simultaneously. That is, there are three separate groups that started in successive years, each one working at a different level of the overall course curriculum.

The first year, called the Foundations class, is structured as an overview of the major branches of psychoanalysis and their most significant theoretical formulations. Among these central conceptual areas are Freud, Klein, British Object Relations, Interpersonalism, Self Psychology, Infant Research, Attachment Theory, Intersubjective Systems Theory, and Contemporary Relational Analysis. The second and third year's (Advanced I and II) curricula focus more directly on contemporary schools of thought (Intersubjective Systems Theory and Relational Analysis), along with their application in the clinical setting.

For each year's group, there is an ongoing facilitator who provides organization and continuity for the students and functions as a liaison between the students and the institute. At the same time, each individual class (there is one a month, or twelve each year) is taught by a different instructor with specialized knowledge in a specific conceptual domain. In that way, the students benefit from both an ongoing sense of continuity as well as a wide variety of theoretical perspectives and teaching styles.

Sample Classes

First Year (Foundations Class):

- Introduction to Contemporary Psychoanalysis
- Freud and the History of Psychoanalysis
- Klein and Bion
- Object Relations Theory
- Self Psychology
- Attachment Theory and Mentalization
- Intersubjective Systems Theory
- Relational Perspectives
- Infant and Mother
- Case Conference from Different Perspectives

Second Year (Advanced I) - The Intersubjective Perspective:

- How Does Analysis Cure?
- Basic Analytic Stance
- Resistance, Danger, and Defense
- The Centrality of Affect
- Frame and Boundaries

Extension Program – Los Angeles (Cont.)

- Pathological Accommodation
- Subjectivity and Intersubjectivity
- Countertransference
- Realms of Unconsciousness
- Trauma

Third Year (Advanced II) - The Relational Perspective:

- The Relational Matrix - Stephen Mitchell and Emmanuel Ghent
- Multiplicity - Philip Bromberg and Jody Messler-Davies
- Implicit Relation Knowing - The work of Daniel Stern
- Thirdness - Jessica Benjamin and Thomas Ogden
- Enactments - Theodore Jacobs, Owen Renik, Anthony Bass
- Improvisation - Philip Ringstrom
- Self Disclosure - Karen Maroda and Lewis Aron
- Psychotic States - George Atwood, Michael Eigen
- Working Relationally - Irwin Hoffman, Jody Messler-Davies

Objectives of The Program

1. To explain the basic concepts and theoretical formulations of psychoanalysis, along with the major thinkers and schools of thought from which they are derived.

2. To explain the differentiation between classical and contemporary analytic approaches, and to understand their respective strengths and weaknesses.

3. To list the ways in which the basic concepts can be seen to emerge in the clinical setting; to be able to be alert to the transference and countertransference manifestations of underlying emotional dynamics.

4. To discuss, from differing theoretical perspectives, the complex ways in which the evoked feelings of analyst and patient interact with and augment each other.

5. To analyze how differing theoretical perspectives can be applied to specific cases as they arise in the therapeutic process.

6. To compare and analyze different theoretical orientations that will serve the clinician with an increasing variety of patients.

7. To create a sufficient grounding in psychoanalytic theory and its practical application so as to make further reading understandable and further study possible.

Representative Readings (in alphabetical order):

Atwood, G. (2011). *The Abyss of Madness.* NYC: Routledge Press

Benjamin, J. (2004). Beyond Doer and Done-To: An Intersubjective View of Thirdness. *Psychoanalytic Quarterly* 73:5-46

Bollas, C. (1987) *The Shadow of the Object: Psychoanalysis of the Unthought Known.* NYC: Columbia University Press

Bromberg, P. (1998) *Standing in the Spaces.* NYC: Taylor and Francis, Inc.

Davies, J. M. and Frawley, M. G. (1994). *Treating the Adult Survivor of Childhood Sexual Abuse.* NYC: Basic Books

Fairbairn, W. R. D. (1943). The Repression and the Return of Bad Objects. In: Buckley, P., ed. (1986) *Essential Papers on Object Relations* p. 102-126. NYC: New York University Press

Freud, S. (1900). *The Interpretation of Dreams.* SE IV:1-630

Klein, M. (1935). A Contribution to the Psychogenesis of Manic-Depressive States. In: *Love, Guilt, and Reparation and Other Works.* London: Karnac Books, 1975

Ogden, T. (1986). *The Matrix of the Mind.* Northvale, NJ: Jason Aronson

Orange, D., Atwood, G., and Stolorow, R. (1997). *Working Intersubjectively.* Hillsdale, NJ: The Analytic Press

Ornstein, A. (1991). The Dread to Repeat: Comments on the Working-Through Process. *JAPA* 39:377-398

Stern, D. B. (1997). *Unformulated Experience.* Hillsdale, NJ: The Analytic Press

Stolorow, R., Brandchaft, B., and Atwood, G. (1987). *Psychoanalytic Treatment, an Intersubjective Approach.* Hillsdale, NJ: The Analytic Press

Stolorow, R. and Atwood, G. (1992). *Contexts of Being.* Hillsdale, NJ: The Analytic Press

Stolorow, R., Atwood, G., and Orange, D. (2002). *Worlds of Experience.* NYC: Basic Books

Van der Kolk, B. and McFarlane, A. (1996). The Black Hole of Trauma. In: Van der Kolk, McFarlane, and Weisaeth, eds. (2006) *Traumatic Stress.*

Winnicott, D. (1960) Ego Distortions in Terms of a True and False Self. In: D. Winnicott (1965) *The Maturational Processes and the Facilitating Environment: Studies in the Theory of Emotional Development*. 64:1-276. London: The Hogarth Press and the Institute of Psycho-Analysis.

The fee for this class is $450 for the year (12 classes), as well as a $50 registration and administrative fee.

Extension Program – Bay Area

All lectures and presentations for the ICP Bay Area Extension course were based on theoretical and practice based knowledge as evidenced by the fact that all course materials were taught using peer-reviewed journal articles and texts written by experts in the field of psychoanalysis, affective neuroscience, parent-infant developmental research, and cognitive science. Some of the leading experts in the field of Parent-Infant research, such as Beebe and Lachman, Peter Fonagy, and Daniel Stern were used to support course content. Neuroscience experts such as Antonio Damasio and Joseph LaDoux were also used to support course content. Psychoanalytic Dialogues and other leading journals in the field of psychoanalysis were used to support all theoretical discussions and case examples.

The program content's credibility was also demonstrated throughout the program by the involvement of the broader psychoanalytic practice and education communities as evidenced by the use in our course materials of current and up to date theoretical and clinical findings from neuroscience, cognitive science, developmental research, and psychoanalysis. Also, our course materials used recent findings in the field of ethological psychoanalysis and neuropsychoanalysis. The field of affective neuroscience also informed our work. The following abbreviated bibliography supports the previous statements.

The presentations were made by prominent practitioners in the community, representing different widely recognized schools of therapy within the general area of contemporary psychoanalysis. Each general subject area(for example, Self Psychology, Intersubjectivity, Relational Psychoanalysis etc.) is a well recognized, well established school of thought within psychoanalysis, and as such, partakes of the research background and credibility discussed above. The material is aimed at introducing the differing schools of thought to the students, and at fostering their development as clinicians. A limitation of the presentations is that they represent one example of the particular school of thought in question. There is also some amount of developed skill and expertise involved in discerning the appropriate contexts for choosing among the various approaches with any given patient or client; this course was not able to address these issues, leaving a risk of misapplication of these approaches in any given case.

The subject of the course is contemporary approaches to the clinical practice of psychoanalysis; as such, it is, by definition, relevant to psychological practice.

Continuing Education credit is offered on all classes based solely on the actual number of instructional hours.

Objectives of the Program

1. To explain the basic concepts and theoretical formulations of contemporary psychoanalysis, along with the major thinkers and schools of thought from which they are derived.

2. To explain the difference between classical and contemporary analytic approaches, and to compare and contrast their respective strengths and weaknesses.

3. To list the ways in which the basic concepts can be seen to emerge in the clinical setting; to be able to be alert to the transference and countertransference manifestations of underlying emotional dynamics.

4. To discuss from differing theoretical perspectives, the complex ways in which the evoked feelings of analyst and patient interact with and augment each other.

5. To analyze how differing theoretical perspectives can be applied to specific cases as they arise in the therapeutic process.

6. To compare and analyze different theoretical orientations that will serve the clinician with an increasing variety of patients.

7. To create sufficient grounding in psychoanalytic theory and its practical application so as to make further reading understandable and deeper study possible.

Representative Readings

Bucci, W. (1994). The multiple code theory and the psychoanalytic process: A framework for research. Annual of Psychoanalysis, 22: 239-259.

Extension Program – Bay Area (cont.)

Bucci, W. (1997a). Symptoms and symbols: A multiple code theory of somatization. *Psychoanalytic Inquiry, 17*: 151-172.

Bucci, W. (1997b). *Psychoanalysis and cognitive science: A multiple code theory*. New York: Guilford Press.

Bucci, W. (2001). Pathways of emotional communication. *Psychoanalytic Inquiry*, *21*: 40-70.

Bucci, W. (2002). The referential process, consciousness, and the sense of self. *Psychoanalytic Inquiry*, *22*: 766-793.

Bucci, W. (2005). The interplay of subsymbolic and symbolic processing psychoanalytic treatment: Commentary on paper by Steven H. Knoblauch. *Psychoanalytic Dialogues*, *15*: 855-873.

Bucci, W. (2007). Dissociation from the perspective of multiple code theory: Part II. The spectrum of dissociative processes in the psychoanalytic relationship. *Contemporary Psychoanalysis*, *43*: 305-326.

Bucci, W. (2009). The sleeping analyst, the waking dreams: Commentary on papers by Richard A. Chefetz and David G. Mark. *Psychoanalytic Dialogues*, *19*: 415-425.

Damasio, A. R. (1999). *The feeling of what happens: Body and emotion in the making of consciousness*. New York: Harcourt Brace.

Damasio, A. R. (2003). *Looking for Spinoza: Joy, sorrow and the feeling brain. Orlando, FL: Harcourt.*

Edelman, G. M. (1989). *The remembered present: A biological theory of consciousness.* New York: McGraw-Hill.

Eigen, M. (1981). The area of faith in Winnicott, Lacan, and Bion. *The International Journal of Psychoanalysis*, *62*: 413-433.

Gallese, V. (2009). Mirror neurons, embodied simulation, and the neural basis of social identification. *Psychoanalytic Dialogues*, *19*: 519-536.

Jacobs, T. J. (1994). Nonverbal communications: Some reflections on their role in the psychoanalytic process and psychoanalytic education. *Journal of the American Psychoanalytic Association. 42:* 741-762.

Kernberg, O. F. (1984). *Severe personality disorders*. New Haven, CT: Yale University Press.

McDougall, J. (1989). *Theaters of the body*. New York: Norton.

Modell, A. H. (2003). *Imagination and the meaningful brain.* Cambridge, MA: MIT Press.

Reich, W. (1949). *Character analysis*. (3rd ed.). (M. Boyd, Trans.). New York: Farrar, Straus and Giroux. (original work published 1933).

Trevarthen, C. (2009). The intersubjective psychobiology of human meaning: Learning of culture depends on interest for cooperative practical work and affection for the joyful art of good company. *Psychoanalytic Dialogues*, *19*: 507-518.

Ekman, P. (2003). Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional life. New York: Holt.

Saturday Series Program – Pasadena

The Institute of Contemporary Psychoanalysis Saturday Series offers classes in contemporary psychoanalysis to both licensed therapists and those in training who are not yet licensed. Classes meet once a month for nine consecutive months. The Saturday Series Program was designed to provide exposure to contemporary psychoanalytic approaches to treating a variety of psychological and relational problems. The study of psychoanalytic theory in this program can serve as a solid foundation both for therapeutic application and for further psychoanalytic education.

ICP psychoanalysts and upper level candidates who have extensive experience and expertise in contemporary psychoanalysis teach all courses. There is an ongoing facilitator who provides organization and continuity for the students and functions as a liaison between the students and the institute. The students benefit from both an ongoing sense of continuity as well as a wide variety of theoretical perspectives and teaching styles.
The Saturday Series can be taken as a stand-alone course of study, and it can also serve as an educational platform for advancement into higher levels of psychoanalytic training, including the Psychoanalytic Psychotherapy Certificate Program and the full Psychoanalytic Doctoral Training Program.

The program is a three-part series on contemporary psychoanalytic approaches to a variety of clinical issues.

Continuing Education credit is offered on all classes based solely on the actual number of instructional hours.

Part 1: RELATIONSHIPS

Infant/Mother Interactions
Couples
Children & Adolescents

Part 2: TRAUMA

Dissociated Self States
Post Traumatic Stress Symptoms
Aggressive/Attacking Reactions

Part 3: ADDICTIVE BEHAVIORS

Sexual Addictions
Food & Body Issues
Substance Abuse

Objectives of the Program
1. To describe the basic concepts and theoretical formulations of contemporary psychoanalysis.

2. To be able to identify the ways in which basic psychoanalytic concepts can be seen to emerge in the clinical setting; to be able to be alert to the transference and countertransference manifestations of underlying emotional dynamics.

3. To discuss, from differing theoretical perspectives, the complex ways in which the evoked feelings of analyst and patient interact with and augment each other.

4. To compare and contract how differing theoretical perspectives can be applied to specific cases as they arise in the therapeutic process.

All lectures and presentations for the program are based on theoretical and practice based knowledge as evidenced by the fact that all course materials are taught using peer-reviewed journal articles and texts written by experts in the field of psychoanalysis, affective neuroscience, and parent-infant developmental research. Psychoanalytic Dialogues and other leading journals in the field of psychoanalysis are used to support all theoretical discussions and case examples.

Describe the accuracy and utility of the materials being presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks:

Saturday Series Program – Pasadena (cont.)

The presentations are made by prominent practitioners in the community, representing different widely recognized schools of therapy within the general area of contemporary psychoanalysis. The material is aimed at introducing the differing schools of thought to the students, and at fostering their development as clinicians. A limitation of the presentations is that they represent one example of the particular school of thought in question. There is also some amount of developed skill and expertise involved in discerning the appropriate contexts for choosing among the various approaches with any given patient or client; this course was not able to address these issues, leaving a risk of misapplication of these approaches in any given case.

The subject of the program is the application of contemporary psychoanalytic approaches to a variety of clinical issues encountered in the practice of psychology; as such, it is, by definition, relevant to psychological practice.

Representative Readings

Altman, N., Briggs, R. Frankel, J., Gensler, D., Pantone, P. (2002) “Three assumptions about psychopathology.” pp. 105-132. Relational Child Psychotherapy. Other Press: New York.

Stern, D. & Bruschweiler-Stern, N.. (1998). The Birth of a Mother: How Motherhood Experiences Change You Forever. “The Diary of Joey and His Mother”. NY:Basic Books.

Beebe, B. (2000). Co-constructing mother-infant distress: The Microsynchrony of Maternal Impingement and Infant Avoidance in the Face-to-Face Encounter, Psychoanalytic Inquiry, 20(3), pp. 421-440.

Bromberg, P. (2006). The Gorilla Did It in Awakening the Dreamer, pp.65-82, Analytic Press, Mahwah, N.J.

Giovacchini, P. (1993). The Borderline Concept in Borderline Patients, the Psychosomatic Focus and the Therapeutic Process, Ch. 3, pps. 29 – 51. Northvale, N.J.: Jason Aronson.

Seinfeld, J. (1996). Trauma and Splitting of the Ego: The Closed Psychic System and Obstruction of the Autonomous Self in Containing Rage, Terror, and Despair - An Object Relations Approach to Psychotherapy, Ch. 6, pps. 181-224, Jason Aronson.

Stolorow, R. (2007). The Phenomenology of Trauma and Absolutisms of Everyday Life in Trauma and Human Existence, Ch. 3. pps. 13-16 . The Analytic Press.

Bromberg, P. (2001). Treating Patients with Symptoms—and Symptoms with Patience: Reflections on Shame, Dissociation, and Eating Disorders. Psychoanal. Dial., 11:891-912.

Sands, S.H. (2003). The Subjugation of the Body in Eating Disorders: A Particularly Female Solution. Psychoanal. Psychol., 20:103-116.

Bollas, C. (1987). The Transformational Object in The Shadow of the Object, Ch. 1, pgs. 13-29, Columbia.

Saturday Series Program – Bay Area

Institute of Contemporary Psychoanalysis – Bay Area

Announces

The Saturday Series: Conversations in Contemporary Psychoanalysis

Conversation 1: February 19th

"Understanding & Working with Dreams"

Instructor: Thomas Rosbrow, PhD

Time: 1:00 pm – 3:00 pm
Registration at 12:30pm

Location: Sandbox Suites (South of Market)
123 10th Street, San Francisco

2 CEs available

Fee: $30 for ICP members;
$40 for non-members

Cash / Check payments receive a $2.00 discount

DESCRIPTION

This workshop will offer an overview of contemporary psychoanalytic approaches toward dreams. The class will focus on how to understand dreams and how to work with them clinically. We will analyze how dreams offer a special window into a person's unique imagery, and how working with dreams expands both the patient's and therapist's imaginative capacity. We will also look at how dreams help a person process and integrate traumatic experiences.

GOALS AND OBJECTIVES

1. To discuss how dreams shed light on the unique imagery of a patient.

2. To demonstrate how to use dreams imaginatively to enrich the treatment process, fostering psychological mindedness and increased mentalization – for both patient and analyst.

3. To analyze the function and meaning of dreams following traumatic events.

PLEASE NOTE: Due to accreditation guidelines, CEs will not be awarded to participants who leave early or do not complete the required documentation.

CONTINUING EDUCATION

PSYCHOLOGISTS: ICP is approved by the American Psychological Association to sponsor continuing education for psychologists. ICP maintains responsibility for this program and its content. 2 credit hours available.

SOCIAL WORKERS & MFTS: This course meets the qualifications for 2 hours of Continuing Education Credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences (Provider #PCE7).

NURSES: Provider approved by the California Board of Registered Nursing, Provider Number CEP 15364, for 2 contact hours.

ICP is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists. There is no commercial support for this continuing education program. This presenter has denied the existence of any relationships (i.e., based on program content, research, grants or other funding/support) that could be construed as a conflict of interest. Presenters of CE-eligible programs will address, whether during the program or via a list of readings/references posted on the ICP website, the utility of the presentation content and the basis for statements about this utility as well as the limitations and risks (common and most severe) associated with the program content.

RSVP by Friday, February 11th to the ICP office at 510-809-4259, office@icpla.edu or online at: http://icpla.edu/bayareaprogram/saturday-series-conversations-in-contemporary-psychoanalysis.aspx

For more information on this event and for a list of recommended readings, please visit www.icpla.edu

Upcoming Classes

Conversation 2: March 26th
"Winnicott: His Contributions to Understanding Development and Psychoanalytic Therapeutics"
Instructor: Bob Carrere, PhD, ABPP

Conversation 3: April 16th
"Helping Couples Make Sense of Their Individual and Collective Internal Worlds"
Instructor: Nancy Goldman, Psy.D.

Conversation 4: May 21st
"Mentalization 101: How to Think About Feelings"
Instructor: Patty Rosbrow, Ph.D.

Conversation 5: June 18th
"Embodied Intersubjectivity"
Instructor: Starr Kelton-Locke, Ph.D., Psy.D.

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APA CRITERIA D

Program content is based on both long term research into dreaming and in particular research on dreams following a variety of trauma. (E. Hartmann's research). This research complements clinical material which comes from a rigorously peer reviewed clinical journal (Psychoanalytic Dialogues). Dreams have shown to be of clinical utility in understanding predictable sequences of recovery from trauma.

The understandings form traumatic dreams also parallel and complement contemporary notions of the therapeutic relationship as providing a safe place where painful experiences can be first relived, and then progressively transformed.

The instructor is a diplomate in clinical psychology from the American Board of Professional Psychology, who has taught clinical use of dreams to a number of professional institutes and organizations.

The research is based on long term research done over decades in the field of traumatic dreams, and an over 50 year old body of peer reviewed clinical work on dreams. The most common risk of studying dream would be an overzealous overinterpretation of the meaning of dreams. A secondary risk would be ignoring the body of research and focusing on clinical observation alone. This course works towards a more measured approach.

The study of dreams includes diagnostic and clinical elements, so is relevant to both assessment and treatment. Dreams can help identify structural and thematic aspects of personality. Skillful clinical use of dreams assists in furthering reflective function and psychological mindedness. Working collaboratively on dreams helps strengthen the therapeutic alliance – which is highly correlated with treatment outcome. Last, working with dreams, helps patients prepare to work on dreams, and their own psychological work, following the end of treatment.

Representative Readings

1. Hartmann, E. (2001). The clearest case: dreams after trauma. Dreams and nightmares. Cambridge,Massachusetts, Perseus Publishing: 17-35.

2. Ipp, H. "The dreamer and the dream: clinical presentation." Psychoanalytic DIalogues 10.1 (2000): 89-102.

3. Fosshage, J. " The organizing functions of dreaming-a contemporary model: commentary on paper by Hazel Ipp." Psychoanalytic DIalogues 10.1 (2000): 103-118.

4. Levenson, E. "An interpersonal perspective on dreams: commentary on paper by Hazel Ipp." Psychoanalytic DIalogues 10.1 (2000): 119-126.

5. "Dreams of borderline patients." Dreaming and thinking. Ed. R. Perelberg. London: Institute of Psychoanalysis, 2000. 76-89.

Institute of Contemporary Psychoanalysis – Bay Area

Announces

The Saturday Series: Conversations in Contemporary Psychoanalysis

Conversation 2: March 26th

"Winnicott: His Contributions to Understanding Development and Psychoanalytic Therapeutics"

Instructor: Bob Carrere, PhD, ABPP

Time: 12:00 pm – 3:00 pm
Location: Sandbox Suites (South of Market)
123 10th Street, San Francisco

Fee: $30 for ICP members;
$40 for non-members
Cash / Check payments receive a $2.00 discount

3 CEs available

Register in advance with the ICP Office (Walk-Ins are welcome)

DESCRIPTION

Donald Winnicott is one of the most original contributors to psychoanalytic process. He is one analyst who never stood behind Freud looking over his shoulder but rather stood on his shoulders in an effort to do *as* Freud did in puzzling over the role of unconsciousness in human life. His formulations about human development are evocative in their own right, but they can also be read as implicating the conduct of an optimal psychotherapy.

He brought new ideas into the analytic lexicon: aggression as vitality, holding, mother-and-infant, the capacity to be alone, communicating and not communicating, going-on-being, antisocial tendency, concern, creativity, playing, transitional object, dependence, the environment, hate, primary maternal preoccupation, good-enough mothering, self, psyche-soma, etc.

This 3-hour class will focus specifically on the mother-infant dyad, selected aspects of infant development, and the implications for the psychoanalytic psychotherapeutic dyad of therapist-patient. Secondly, it will focus on Winnicott's unique contribution to our understanding of aggression and its vital importance to the therapeutic process, particularly the therapist's objective hate of one's patient.

GOALS AND OBJECTIVES

1. To discuss the developmental as well as the therapeutic implications of mother and infant as a unitary dyad.
2. To discuss the significance of aggression for both patient and analyst in the therapeutic process.
3. To demonstrate the developmental and clinical role of aggression in the person's emergence from omnipotence and the person's shift from apperception to perception of external realities.

CONTINUING EDUCATION

PSYCHOLOGISTS: ICP is approved by the American Psychological Association to sponsor continuing education for psychologists. ICP maintains responsibility for this program and its content. 3 credit hours available.

SOCIAL WORKERS & MFTS: This course meets the qualifications for 3 hours of Continuing Education Credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences (Provider #PCE7).

NURSES: Provider approved by the California Board of Registered Nursing, Provider Number CEP 15364, for 3 contact hours.

PLEASE NOTE: Due to accreditation guidelines, CEs will not be awarded to participants who leave early or do not complete the required documentation.

ICP is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists. There is no commercial support for this continuing education program. This presenter has denied the existence of any relationships (i.e., based on program content, research, grants or other funding/support) that could be construed as a conflict of interest. Presenters of CE-eligible programs will address, whether during the program or via a list of readings/references posted on the ICP website, the utility of the presentation content and the basis for statements about this utility as well as the limitations and risks (common and most severe) associated with the program content.

RSVP by Wednesday, March 23rd to the ICP office at 510-809-4259, office@icpla.edu **or online at:**
http://icpla.edu/bayareaprogram/saturday-series-conversations-in-contemporary-psychoanalysis.aspx

For more information on this event and for a list of recommended readings, please visit www.icpla.edu

Upcoming Events

Conversation 3: April 16th
"Helping Couples Make Sense of Their Individual and Collective Internal Worlds"
Instructor: Nancy Goldman, Psy.D.

Conversation 4: May 21st
"Mentalization 101: How to Think About Feelings"
Instructor: Patty Rosbrow, Ph.D.

Conversation 5: June 18th
"Embodied Intersubjectivity"
Instructor: Starr Kelton-Locke, Ph.D., Psy.D.

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APA CRITERIA D

This 3-hour class will focus on the analytic formulations of D.W. Winnicott. Specifically the didactic and discussion portion will utilize four articles cited below in item five.

Winnicott is one of the leading psychoanalysts of the British Object Relations group and he is generally recognized as making significant contributions to the theory and clinical practice of psychoanalysis in the area of child development, the nature of the psychoanalytic therapeutic relationship, and the nature of aggression.

The class will focus first on his approach and position on mother/infant relationship and how that influences later therapist/patient engagements. The second half of the class will focus on his groundbreaking formulation about the nature and significance of aggression. In tandem with this we will consider the aggression of the therapist.

Given that we will be following Winnicott's text and the key concepts and formulations, the accuracy and utility of the material is established prima facie. Participants will be encouraged to evaluate the utility of his ideas to their work with patients as they present clinical material.

Donald Winnicott is one of the most original contributors to psychoanalytic process. His formulations about human development are considered by many in the field of psychology and psychoanalysis as ground-breaking and influential in shaping research on child development and child/parent relationships.

He brought new ideas into the analytic lexicon: aggression as vitality, holding, mother-and-infant, the capacity to be alone, communicating and not communicating, going-on-being, antisocial tendency, concern, creativity, playing, transitional object, dependence, the environment, hate, primary maternal preoccupation, good-enough mothering, self, psyche-soma, etc.

Learning Winnicott is essential for anyone studying psychoanalytic psychotherapy. He is so valued that his writings will be published later next year as a 12 volume collected works piece.

Representative Readings

1. (1971). Mirror Role of Mother and Family in Child Development. *Playing and Reality.* London: Tavistock Publications.

2. (1956/1975). Clinical Varieties of Transference. *Through Paediatrics to Psycho-Analysis.* New York: Basic Books.

3. (1971). Use of an Object. *Playing and Reality.* London: Tavistock Publications.

4. (1975). Hate in Countertransference. *Through Paediatrics to Psycho-Analysis.* New York: Basic Books.

5. Goldman, D. (1993). *In Search of the Real: The Origins and Originality of D.W. Winnicott.* Northvale, NJ: Jason Aronson.

Artwork by Pablo Picasso

3 CEs available

Register in advance with the ICP Office (Walk-Ins are welcome)

Institute of Contemporary Psychoanalysis – Bay Area

Announces

The Saturday Series: Conversations in Contemporary Psychoanalysis

Conversation 3: April 16th

"Helping Couples Make Sense of Their Individual and Collective Internal Worlds"

Instructor: Nancy Goldman, Psy.D., M.F.T.

Time: 12:00 pm – 3:00 pm
Location: Fort Mason Center
Building C, Room C205
San Francisco, CA 94123

Fee: $30 for ICP members;
$40 for non-members

Cash / Check payments receive a $2.00 discount

DESCRIPTION

The theories of psychoanalytic self psychology and intersubjective systems theory have been developing for over 60 years by their original founders and subsequent thinkers and writers. Although the theories are considered contemporary psychoanalytic theories, they have evolved from traditional theories, primarily psychoanalytic, but not exclusively. Freud, after all, was a neurologist at the beginning of his career.

These two contemporary psychoanalytic theories, in particular, draw from diciplines outside the psychoanalytic realm. They are affected by philosophy, physics, systems theory, literature, child development theories, and other various influences. There is much in the psychoanalytic literature that borrows elements from these other related fields of study, and there are also many references in the literature of these fields that acknowledge and appreciate the influence of the wide body of psychoanalytic literature.

This discussion about couples therapy practiced from a contemporary psychoanalytic perspective will include the significance of all of the above. But, more importantly, it will include how to understand and utilize the theory in clinical practice. Fur can fly when working with couples, particularly difficult couples. It is necessary to have a good understanding of both the individual and couple dynamics in order to tease out the transferences in the couple and in the therapeutic relationship. The therapist's task is to create or restore the capacity for reflection and empathic understanding. Not an easy job in an environment of hurt feelings, mistrust, and hostility.

GOALS AND OBJECTIVES

1. To summarize basic contemporary self psychology and intersubjective systems theories as applied to the understanding and treatment of couples
2. To utilize treatment approaches in treating couples that involves listening perspectives, establishing a therapeutic dialogue that addresses each partner's needs and patterns of relating
3. To practice the facilitation of new relational experiences with the therapist and, eventually, with the couple

CONTINUING EDUCATION

PSYCHOLOGISTS: ICP is approved by the American Psychological Association to sponsor continuing education for psychologists. ICP maintains responsibility for this program and its content. 3 credit hours available.

SOCIAL WORKERS & MFTS: This course meets the qualifications for 3 hours of Continuing Education Credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences (Provider #PCE7).

NURSES: Provider approved by the California Board of Registered Nursing, Provider Number CEP 15364, for 3 contact hours.

PLEASE NOTE: Due to accreditation guidelines, CEs will not be awarded to participants who leave early or do not complete the required documentation.

ICP is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists. There is no commercial support for this continuing education program. This presenter has denied the existence of any relationships (i.e., based on program content, research, grants or other funding/support) that could be construed as a conflict of interest. Presenters of CE-eligible programs will address, whether during the program or via a list of readings/references posted on the ICP website, the utility of the presentation content and the basis for statements about this utility as well as the limitations and risks (common and most severe) associated with the program content.

RSVP by Monday, April 11th to the ICP office at 510-809-4259, office@icpla.edu **or online at:**
http://icpla.edu/bayareaprogram/saturdayseries.aspx

For more information on this event and for a list of recommended readings, please visit www.icpla.edu

Upcoming Events

Conversation 4: May 21st
"Mentalization 101: How to Think About Feelings"
Instructor: Patty Rosbrow, Ph.D.

Conversation 5: June 18th
"Embodied Intersubjectivity"
Instructor: Starr Kelton-Locke, Ph.D., Psy.D.

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APA CRITERIA D

The theories of psychoanalytic self psychology and intersubjective systems theory have been developing for over 60 years by their original founders and subsequent thinkers and writers. Although the theories are considered contemporary psychoanalytic theories, they have evolved from traditional theories, primarily psychoanalytic, but not exclusively. Freud, after all, was a neurologist at the beginning of his career.

These two contemporary psychoanalytic theories, in particular, draw from influences outside the psychoanalytic realm. They are affected by philosophy, physics, systems theory, literature, child development theories, and other various influences. There is much in the psychoanalytic literature that borrows elements from these other related fields of study, and there are also many references in the literature of these fields that acknowledge and appreciate the influence of the wide body of psychoanalytic literature.

The accuracy and utility of the materials being presented is documented by the body of literature presented and confirmed by practitioners of this method of providing couple's therapy. The basis of this statement is the literature and the clinical documentation by outcome research and case presentation of clinical examples using this method. The limitations of this particular method might be a misunderstanding of basic theory and clinical application. The severe and most common risks might be a clinical or ethical violation that causes harm to the clients.

Treating couples is a common event in therapy practice. It is critical that the practitioner is knowledgeable about the particular dynamics of couples. The method is not as important as an understanding of the possible dynamics, the specificity of each couple, and what is mutative in treatment. It is critical that the couple's therapist have a basic foundational understanding of several theories regardless of who the client is. This program demonstrates a viable and validated theoretical approach to the treatment of couples that is supported by a large body of literature.

Representative Readings

1. Leone, C. (2008). Couple Therapy From the Perspective of Self Psychology and Intersubjective Theory. In Psychoanalytic Psychology, Vol. 25, No. 1, pp. 79-98.

2. Shaddock, D. (2000). Hopes, Needs and Disappointments: The Selfobject Dimension of Couples Experience. In Contexts and Connections: An Intersubjective Systems Approach to Couples Therapy, Basic Books, New York, Chapter 3, pp. 33-48.

3. Shaddock, D. (2000). "No Person" Psychology: A Dynamic Systems View of Relationships. In Contexts and Connections: An Intersubjective Systems Approach to Couples Therapy, Basic Books, New York, Chapter 5, pp. 69-92.

4. Shaddock, D. (2000). Process and Cure in Couples Therapy. In Contexts and Connections: An Intersubjective Systems Approach to Couples Therapy, Basic Books, New York, Chapter 7, pp. 109-126.

5. Trop. J. (1995). Conjoint Therapy: An Intersubjective Approach. In *A Decade of Progress.* Goldberg, A. (ed.) Hillsdale, NJ, Analytic Press.

3 CEs available

Register in advance with the ICP Office
(Walk-Ins are welcome)

Institute of Contemporary Psychoanalysis – Bay Area

Announces

The Saturday Series: Conversations in Contemporary Psychoanalysis

Conversation 4: May 21st

"Mentalization 101: How to Think About Feelings"

Instructor: Patty Rosbrow, Ph.D.

Time: 12:00 pm – 3:00 pm
Location: Fort Mason Center
Building C, Room C205
San Francisco, CA 94123

Fee: $30 for ICP members;
$40 for non-members

Cash / Check payments receive a $2.00 discount

DESCRIPTION

Why do humans need an extended period of dependency in childhood? Why have attachment ideas been so seminal? Mentalization theory presumes these to be crucial in forming deep knowledge of self and social interactions, thereby increasing the evolutionary chances for survival . In recasting a broad range of ideas from research and contemporary psychoanalytic thought, mentalization theorists have created a profoundly new, useful , coherent, underlying narrative of what specifically goes on in development and psychotherapy. Mentalization is fundamentally about how people learn to imaginatively self-reflect about thoughts and feelings.

While Freud thought that the self occurs first and, through the self, one gains a sense of the other/the object , Fonagy and his collaborators posit just the opposite: that the self comes second, developing through the mind of the other. Thus, the self is fully impacted by the quality of the other's ability to think, feel, and deal with the emotions stirred up between them. Rather than internalizing the object wholesale, one internalizes the thinking and feeling mind of the object. This directly and profoundly affects the depth of one's capacity to understand one's ongoing sense of self and agency, one's own emotions and beliefs, one's social interactions, and one's ability to recognize and regulate affect.

This three hour class will discuss the fundamental concepts of mentalization theory, the developmental sequence leading to mature subjectivity, and the features of a breakdown in the ability to mentalize. The focus will be clinical - how to use these ideas in therapy , especially with difficult to treat patients (e.g. BPD, trauma survivors , bullies) and in difficult situations where either the therapist or the patient loses his capacity for self-reflection.

GOALS AND OBJECTIVES

1. Summarize the basic concepts in Mentalization theory and compare them to similar ideas in other theories.

2. Recognize the evidence-based, developmental, and relational foundations of the theory.

3. Utilize and apply the concepts and techniques in clinical cases.

CONTINUING EDUCATION

PSYCHOLOGISTS: ICP is approved by the American Psychological Association to sponsor continuing education for psychologists. ICP maintains responsibility for this program and its content. 3 credit hours available.

SOCIAL WORKERS & MFTS: This course meets the qualifications for 3 hours of Continuing Education Credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences (Provider #PCE7).

NURSES: Provider approved by the California Board of Registered Nursing, Provider Number CEP 15364, for 3 contact hours.

PLEASE NOTE: Due to accreditation guidelines, CEs will not be awarded to participants who leave early or do not complete the required documentation.

ICP is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists. There is no commercial support for this continuing education program. This presenter has denied the existence of any relationships (i.e., based on program content, research, grants or other funding/support) that could be construed as a conflict of interest. Presenters of CE-eligible programs will address, whether during the program or via a list of readings/references posted on the ICP website, the utility of the presentation content and the basis for statements about this utility as well as the limitations and risks (common and most severe) associated with the program content.

RSVP by Monday, May 16th to the ICP office at 510-809-4259, office@icpla.edu **or online at:**
http://icpla.edu/bayareaprogram/saturdayseries.aspx

For more information on this event and for a list of recommended readings, please visit www.icpla.edu

Upcoming Events

Bay Area Open House: May 22nd
http://icpla.edu/conferences/icpba-open-house.aspx

Conversation 5: June 18th
"Embodied Intersubjectivity"
Instructor: Starr Kelton-Locke, Ph.D., Psy.D.

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APA CRITERIA D

Mentalization theory is both old and cutting-edge new. While related to such concepts as empathy, psychological-mindedness, container-contained, and alpha function, among others, mentalization sheds light on a new and usable perspective of what promotes change in one's clinical work. Ground-breaking empirical studies weave together seminal ideas found in attachment theory, neuroscience, psycho-social learning, and evolutionary theory to explain how people learn to understand their own minds and the minds of others.

Researchers and clinicians have studied these robust concepts for twenty years, leading to innovative ways to understand and treat a wide range of problematic populations, e.g. borderline personality disorders, high –risk mothers and babies, severe personality disorders, trauma survivors. In addition, a mentalization-based approach adds clarity and direction to everyday clinical issues , decisions, and processes.

This class will discuss the underlying assumptions of mentalization theory as well as the new directions for understanding it would suggest. Comparisons with others schools of thought will be explicated.

This class will describe relevant psychological ideas coming directly or indirectly from the theory of mentalization and its utility in clinical practice. In addition, the class will discuss the scientific, developmental components leading to the reformulation of the already robust attachment literature.

Representative Readings

1. Jurist, E.L., Slade,A., and Bergner,S., Editors. (2008). Mind to Mind: Infant research, neuroscinece, and psychoanalysis. New York: Other Press.

2. Holmes, Jeremy. (2010). Exploring in Security :Towards an Attachment -Informed Psychoanalytic Psychotherapy. New York: Routledge.

3. Fonagy, P., Gergely, G., Jurist,E., and Target,M. . (2002). Affect Regulation, mentalisation, and the deveopment of the self. New York: Other Press.

4. Bateman, A., Fonagy,P. (2006). Menatalization-based Treatment for Borderline Personality Disorder: A Practical Guide. Oxford and New York: Oxford University Press.

5. Allen, J.G., Fonagy,P., editors. (2006). Handbook of Mentalization-Based Treatment. West Sussex: John Wiley & Sons Ltd.

Institute of Contemporary Psychoanalysis – Bay Area

Announces

The Saturday Series: Conversations in Contemporary Psychoanalysis

Conversation 5: June 18th

"Embodied Intersubjectivity"

Instructor: Starr Kelton-Locke, Ph.D., Psy.D.

Time: 12:00 pm – 3:00 pm
Location: Sandbox Suites
123 10th Street
San Francisco, CA 94103

Fee: $30 for ICP members;
$40 for non-members

Cash / Check payments receive a $2.00 discount

3 CEs available

Register in advance with the ICP Office
(Walk-Ins are welcome)

DESCRIPTION

Starting with the premise that we "live in the expressions of the other," this seminar will explore the fundamental nature of bodily relatedness and its application to psychotherapeutic practice. How we respond to each other nonverbally, emotionally, and viscerally in the hour will be viewed through the lens of relational psychoanalysis, cognitive neuroscience, and continental philosophy of mind. Case material will illustrate how subsymbolic communications in both parties of the therapeutic dyad are used to create a shared bodily space where disturbing experiences of disunity and painful relational patterns can be healed. The power and significance of these "feelings in the flesh" about self and other offers one way to reach dissociated emotional experiences that are no longer adaptive in the current contexts of life.

GOALS AND OBJECTIVES

1. Summarize the core concepts from developmental research, cognitive neuroscience, and relational psychoanalysis that are foundational to the theory of embodied intersubjectivity.

2. Explain the developmental and clinical role of nonverbal experience in human functioning and certain forms of psychopathology.

3. Utilize the concepts and techniques in clinical practice.

CONTINUING EDUCATION

PSYCHOLOGISTS: ICP is approved by the American Psychological Association to sponsor continuing education for psychologists. ICP maintains responsibility for this program and its content. 3 credit hours available.

SOCIAL WORKERS & MFTS: This course meets the qualifications for 3 hours of Continuing Education Credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences (Provider #PCE7).

NURSES: Provider approved by the California Board of Registered Nursing, Provider Number CEP 15364, for 3 contact hours.

PLEASE NOTE: Due to accreditation guidelines, CEs will not be awarded to participants who leave early or do not complete the required documentation.

ICP is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists. There is no commercial support for this continuing education program. This presenter has denied the existence of any relationships (i.e., based on program content, research, grants or other funding/support) that could be construed as a conflict of interest. Presenters of CE-eligible programs will address, whether during the program or via a list of readings/references posted on the ICP website, the utility of the presentation content and the basis for statements about this utility as well as the limitations and risks (common and most severe) associated with the program content.

RSVP by Monday, June 13th to the ICP office at 510-809-4259, office@icpla.edu **or online at:**
http://icpla.edu/bayareaprogram/saturdayseries.aspx

For more information on this event and for a list of recommended readings, please visit www.icpla.edu

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APA CRITERIA D

The presentation is based on theoretical and practice based knowledge as evidenced by the fact that all course materials were taught using peer-reviewed journal articles and texts written by experts in the field of psychoanalysis, affective neuroscience, parent-infant developmental research, and cognitive science. Some of the leading experts in the field of Parent-Infant research, such as Beebe and Lachman, Peter Fonagy, and Daniel Stern were used to support course content. Neuroscience experts such as Antonio Damasio and Joseph LaDoux were also used to support course content. Psychoanalytic Dialogues and other leading journals in the field of psychoanalysis were used to support all theoretical discussions and case examples.

The lecture' s content credibility is based in the involvement of the broader psychoanalytic practice and education communities as evidenced by the use of current and up to date theoretical and clinical findings from neuroscience, cognitive science, developmental research, and psychoanalysis. Also, course materials used recent findings in the field of ethological psychoanalysis and neuropsychoanalysis. The field of affective neuroscience also informed this lecture.

This presentation content is based on credible theoretical and research based knowledge. The evidence for the accuracy and utility of the materials being presented is derived from the latest developmental psychology research, cognitive science research in psychoanalytic therapeutic process, and neuroscientific theories on emotion. The literature review of the presentation cites more than eight studies conducted by Wilma Bucci and her colleagues at Adelphi University. Also, several studies based on the work of Antonio Damasio MD, Gerald Edelman, MD, and V. Gallese are used to support the conclusions of the presentation.

The conclusions regarding the emotional regulation transfer between the parental/child dyad is supported by the work of C. Trevarthen and other developmental psychology studies.

The limitations of the content being taught are that the conclusions made by the presenter on the effectiveness of the treatment for the patient of interest is based on clinical evidence, not research data. No known adverse risks were shown after application of the techniques to this patient's treatment.

The content of the presentation utilizes the most recent research available, as applied to psychotherapeutic technique. Based on a review of the literature in the psychotherapy and psychoanalytic literature, most practitioners are seeking information on how to apply emotional regulation research into their practice, as evidenced by the popularity of the topic in educational opportunities. This program provides one method of utilizing the research in everyday practice with patients.

Representative Readings

1. Bucci, W. (1997). Psychoanalysis and cognitive science: A multiple code theory. New York: Guilford Press.

2. Bucci, W. (2001). Pathways of emotional communication. Psychoanalytic Inquiry, 21: 40-70.

3. Damasio, A. R. (1999). The feeling of what happens: Body and emotiona in the making of consciousness. New York: Harcourt Brace.

4. Gallese, V. (2009). Mirror neurons, embodied simulation, and the neural basis of social identification. Psychoanalytic Dialogues, 19: 519-536.

5. Trevarthen,, C. (2009). The intersubjective psychobiology of human meaning. Psychoanalytic Dialogues, 19: 507-518.

Continuing Education

PSYCHOLOGISTS: ICP is approved by the American Psychological Association to sponsor continuing education for psychologists. ICP maintains responsibility for this program and its content.

SOCIAL WORKERS & MFTS: These courses meet the qualifications for hours of Continuing Education Credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences (Provider #PCE7).

NURSES: Provider approved by the California Board of Registered Nursing, Provider Number CEP 15364, for contact hours.

ICP core courses and electives, as well as most public education programs, are approved for Category 1 Continuing Education Credit by the Board of Behavioral Sciences and the Bureau of Private Postsecondary and Vocational Education.

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Commercial Support, Ethics, Utility of Presentation, Confidentiality Statements

ICP is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists.

There is no commercial support for these continuing education programs. All teachers and presenters have denied the existence of any relationships (i.e., based on program content, research, grants or other funding/support) that could be construed as a conflict of interest.

Teachers and presenters of continuing education eligible programs will address, whether during the program or via a list of readings/references posted on the ICP website, the utility of the presentation content and the basis for statements about this utility as well as the limitations and risks (common and most severe) associated with the program content.

Presenters and participants are asked to honor the need for privacy and confidentiality throughout these programs. If program content becomes emotionally distressing, participants are encouraged to process these feelings during discussion periods. If participants have special needs, we will make reasonable attempts to accommodate them. People are directed to speak with Kathleen Burr, Executive Director (execdir@icpla.edu) with requests for accommodation and for additional information about presenters, general questions and/or problems.

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