Psychoanalytic Education Program

Course Catalog

2014 - 2015
Advanced Case Conference - Goldberg/Stern  
Fall, Winter, Spring  
Required (2 Quarter Credits)

Discussion of transference issues in analyses that are ongoing.

Advanced Ego Psychology / Modern Conflict Theory - Weinstein  
Fall, Winter, Spring  
Selective (1 Quarter Credit)

This course will provide an in-depth exploration of Modern Conflict Theory. Through a close reading of seminal books and papers, the students will deepen their appreciation of the interpretive power of the concepts of intrapsychic conflict and compromise formation. It is expected that students taking this course will have taken both years of the Freud Course and the first Ego Psychology Course.

Advanced Object Relations - Schlachter  
Fall  
Selective (1 Quarter Credit)

The aim of the course is to examine some of the core concepts in Kleinian theory that may prove useful in our analytic practice and to look at how these are used by contemporary Kleinians.

Art from the Inside Out: What Rene Magritte, Louise Nevelson, and Constantine Brancusi May Reveal to Psychoanalysis about Self Inquiry - Sterkel  
Fall  
Elective (1 Quarter Credit)

There are many royal roads to the unconscious. Dreams are a prominent highway, but our own reactions to art and the exploration of how the work of a brilliant artist moves us is another useable thoroughfare. It is difficult to analyze why an artist made a particular choice in a creative piece. In fact, the artist may be drawing from a preconscious process that leads to specific decisions in a painting or sculpture that even eludes themselves. Without being able to interview the artist, or review their own detailed recorded ideas on their intention, we are left with self-reflection to develop a better understanding of why a work of art reaches us in the way it does.

This course will involve two field trips to the Art institute during a six session course to experience work by three gifted artists and consider what their visual creations have to teach us about our own self-understanding.

Magritte challenges his viewer to look at something once, then look at it again. He surprises his viewer continually, as if to say, please don’t assume you know what this is, but contemplate it, associate to it, enter into conversation with the painting and see what emerges. Like dreams, his images are polymorphous ideas, inviting multiple interpretations, dynamic, seen differently and more deeply as time unfolds.
Nevelson plays with found objects and puts them into collage often playfully or unexpectedly, inviting us to associate to our own inner organization of comprehending the visual world. Brancusi presents elegant elementary forms that reach our sensual humanity but leave much up to our own interpretation about what his simple alluring shape means.

We will look together at artwork and pair our discussion with a related analytic paper to study what each of these artists has to add to the method and manner of shedding light on our less conscious selves.

Assessment of Change - Schlessinger/Lebovitz:  
Fall, Winter, Spring  
Selective (1 Quarter Credit)

CRITERIA FOR ASSESSMENT OF THE ANALYTIC PROCESS

I. THE NATURE OF THE ALLIANCE
The first category, the nature of the alliance, is measured in terms of a scale of ego functions, ascending in complexity, that enter into the analytic alliance, and is essentially based on Zetzel’s (1965a) developmental model. The first six items are a subgroup of ego functions regarded as prerequisites for the therapeutic alliance. They form the matrix of the analytic situation. The last eight items are more complex ego functions elaborated later in development and central to the analytic alliance. They may exist as potentials at the beginning of an analysis, capable of development through the re-solution of conflicts in which they are involved. Although ego defenses are not specifically noted, they are, of course, assessed as they are implicated in other ego functions. Each of the items will be briefly described to convey a clearer impression of our intent in using them.

A. BASIC TRUST refers to the capacity for relating to objects that results from a secure mother-child relationship in the earliest months of life. Basic trust is evident in sustained relationships and in a capacity for friendship, and its absence would be an element of paranoid psychotic phenomena. More circumscribed states of suspicion and mistrust may be evident in severe character problems.

B. OBJECT CONSTANCY implies a cohesiveness and permanence of internal representation of objects, contributing to a tolerance for separation anxiety. It implies not only a mental representation of the object in its absence (a capacity identifiable at six to eight months), but also the psychological wherewithal to maintain object cathexis irrespective of frustration or satisfaction (identifiable at 18 to 27 months.)

C. SELF CONSTANCY. Based on investigations subsequent to the original report of our research, we have found it necessary to add a category, self-constancy, as a parallel to object constancy in the assessment criteria. The assessment of self constancy requires an effort to gauge the cohesiveness and permanence of internal representations of the self.

D. DYADIC OBJECT RELATIONSHIP. The quality of object relationships reveals the degree of development that has occurred from the earliest states of symbiotic and transitional object relationships (two to six months) through differentiation and individuation (six to 36 months). Separation-individuation marks the beginning of the dyadic relationship in the sense that the infant becomes capable of distinguishing himself from mother as a separate individual. Nurture and caretaking remain the prominent features of this stage. Thus, we would view sibling rivalry, which is pre-sexual and involves competitive wishes for nurturing in terms of a double dyad rather than a triadic relationship, even though there are three people involved.
E. DYADIC REALITY PROCESSING. The earliest form of reality processing, reality testing, refers to the capacity to distinguish between mental representations stimulated by external, objective, manifest events and mental representations arising from internal events, memories, and fantasies (Robbins and Sadow, 1974, p.344). It is therefore of a nurturing relationship with one object, the refinement and elaboration of the function of dyadic reality occurs with subsequent development of self-and object-representations and their interrelationships. Robbins and Sadow (1974) have elaborated a developmental hypothesis of reality functioning.

F. TOLERANCE OF FRUSTRATION, ANXIETY, AND DEPRESSION. The capacity to recognize and to some extent tolerate and contend with frustration, anxiety, and depression is a significant factor in any therapeutic alliance. The developmental line of anxiety as outlined by Freud (1926) extends from the threat of the loss of self in narcissistic disorders through the threat of loss of the object, castration anxiety, and fear of an internalized conscience. The quality of anxiety in relation to the development of the ego ranges from traumatic intensity to signal anxiety. Zetzel (1965b) suggests a parallel developmental approach to the capacity to bear depression.

G. TRIADIC OBJECT RELATIONSHIP. This implies a cathexis of objects at an oedipal level, with an ability to relate sexually and competitively to two gender-differentiated objects.

H. TRIADIC REALITY PROCESSING. In the context of a triadic relationship, the function of reality processing is to differentiate the sexual and nurturing functions of the object. There is a resolution of a variety of distortions in the child’s view of the sexual act such as destructive or grandiose (narcissistic) fantasies of pregenital nature, derived from earlier developmental stages. The primal scene fantasy serves as a paradigm in the study of triadic reality processing (Robbins and Sadow, 1974).

I. POTENTIAL FOR MASTERY OF FRUSTRATION, ANXIETY, AND DEPRESSION. We would expect that the capacity for mastery rather than simple tolerance would be enhanced in the process of analysis. The potential for mastery may be assessed at the outset by attention to the analysand’s general problem-solving abilities and his response to initial interpretive efforts in the analytic situation. Any previous psychotherapy, if, of course, a valuable source of data in this area.

J. REGRESSION IN THE SERVICE OF THE EGO. The capacity to regress and to utilize regression for self-observation and working through is an ego function essential to the analytic process. It may be assessed in relation to play and fantasy activity, sleep disturbances, reactions to illness, and responses in the analytic setting. No developmental line has been described with regard to this ego function.

K. THERAPEUTIC SPLIT. In order to participate in the analytic process, the patient must be able to perform a therapeutic split in the ego, by virtue of which he both experiences and observes his reaction. Such an ability rests on a previous capacity for introspection and self-awareness. It varies from hypercritical vigilance to a more ego-syntonic appreciation of and control over behavior, and includes elements of identification with parental attitudes. The self-observing function as it relates to experience has not yet been elaborated developmentally.

L. SELF-ANALYTIC FUNCTION. This capacity develops in identification with the analyst’s analyzing function, combining self-observation and integrative functions. Studies such as those described in this book will help clarify the development of such a function and to establish whether it endures beyond the analytic experience itself.

M. SELF-SoothoING FUNCTION. As a corollary to the assessment of the self-analytic function, we have added an assessment of the self-soothing function: the capacity to regulate tension that emerges as an outcome of the stages of separation-individuation.
N. TRANSFORMATION OF NARCISSISM. Changes in this area may be measured with regard to the development of empathy, humor, acceptance of the finiteness of life, creativity, and wisdom (Kohut, 1966), and would be reflected in the degree of self-constancy and the quality and integration of the ego ideal.

0. THE ANALYST’S CONTRIBUTION to the alliance is measurable as he describes his responses and interventions. Evidence of countertransference reactions and their fate is, of course, a part of the assessment.

II. SPECIAL CONFIGURATION OF THE OEDIPUS COMPLEX
This category of assessment involves an effort to elucidate that unique organization of the patient’s psychic contents that emerges developmentally from his solution to the oedipal situation. The analytic process has the potential to reopen this issue and subject it to possible re-solution. Regressive pregenital components are considered part of this special configuration. The sexual object choice, the response to sexual and competitive stimuli, the relationship to parents, siblings, and authorities are abiding patterns of responses, subject to scrutiny for evidence of change. While many of the elements entering into the assessment of the configuration of the Oedipus complex have already been examined in the categories of the analytic alliance, they are gathered together here, with oedipal conflict as the organizing focus of attention.

III. THE DEFENSE TRANSFERENCEx By this concept we refer to the characterological defensive organization of the patient, evident at the onset of an analysis and serving as a shield against the transference neurosis and as a major coping mechanism of the ego in the face of conflict. Defense transference has been discussed by Fenichel (1941) and described by Gitelson (1944). Although the term is not in common use, we regard the concept as a valuable one for personality assessment because the vicissitudes of the defense transference present an excellent index of change in the characterological armor. (A revision of this concept has evolved in the course of our work, and the delineation and elaboration of it constitutes the final chapter of this book.)

IV. DREAMS
At each point in the analytic process dreams are subjected to careful investigation and serve as an indicator of change with reference to the nature of the conflict, the defenses employed, the solution arrived at, the nature of the transference, etc. French’s (1954) investigation of focal conflict is the model for the effort to define the day-residue stimulus, the operative motives, and the solution of conflict.

**Child and Adolescent Case Conference - Kaufman/Kordon**
**Fall, Winter, Spring**
**(1 Quarter Credit)**

The Child and Adolescent Case Conference focuses on the clinical process of child and adolescent analysis. Organized around the beginning, middle and end phases of analysis, ongoing cases are presented by class members. Topics covered include analyzability; consultation, assessment and evaluation for analysis; creating a child analytic patient; developing an analytic alliance; work with parents in support of the child's analysis; play; interpretive interventions; use of countertransference; collaboration with schools and other professionals; the developmental process; disruptions to analytic work; and termination.
Case Conference 1B - Marengo/Perri/Selene  
Fall, Winter, Spring  
Initial Required (2 Quarter Credits)

Case presentations are fundamental to training practitioners across the clinical professions. Within the Psychoanalytic Education Program, the goal of the case seminars is to develop competence in the conduct of psychoanalysis by listening to and discussing clinical material.

The 1st and 2nd year case conference specifically focuses on issues that arise during the *early or opening phases* of psychoanalysis. The seminar’s objectives include preparing trainees to:

1. Listen for, recognize, and conceptualize elements of early stage psychoanalytic processes and clinical phenomena.
2. Identify conscious and unconscious issues that may be pertinent to the opening phase. For example, the clinical material may reveal evolutions of a therapeutic alliance, the nature of anxiety, emergent developmental issues, regression, transference/countertransference elements, and patterns of psychological experience which foreshadow conflict or disturbances pertinent to ego, object, relationships, and the self.
3. Conceptualize interventions. Meaningful foci may encompass modes of psychoanalytic listening, the facilitating impact of interpretive and non-interpretive interventions, relationships between technique and theory, and the social-cultural elements of patient experience and analytic response.

Clinical Case Conference: Studying Technique & Its Implications - Tobin  
Fall, Winter, Spring  
Special Course – This course does not count toward graduation requirements for the Psychoanalytic Education Program (1 Quarter Credit)

Open to both Candidates and Students at Large

The focus of this course will be on clinical descriptions and discussions of the therapeutic approach to individual cases. We will discuss the various ideas offered by the participants and consider the pros and cons of each. We will explore the implications of these ideas and consider the pluses and minuses. We will work towards a clear understanding of the most effective approach based on the idea that the treatment ultimately depends on patient and analyst understanding of the causes of the patient's suffering. We will make special use of the idea of the way in which that which has been repressed merges in a way that produces pathology and why this has taken place in each particular case presented. The cases will come from both the class and the instructor. The instructor will add a discussion and offer readings to extend that discussion. In the process, the class will consider the different points of view which will obviously emerge as the discussions proceed, but the underlying Freudian concepts will be made clear. This will be done not only with the cases presented, but the instructor will add vignettes as well.

This course is a 3 quarter sequence.
Contemporary Dream Analysis - Ruiz  
Spring  
Selective (1 Quarter Credit)  
This course will focus on contemporary models of dream theory and technique. We will examine dreams in relation to affect (regulation), development, creativity, connection, and Countertransference. "Undreamt dreams” and transformation in dreaming will be explored. Students are expected to bring in clinical examples of dreams in order to facilitate our analytic growth.

Development Early Child - Witten  
Winter  
Initial Required (1 Quarter Credit)  
This course explores developmental processes within a psychoanalytic perspective. The course covers psychoanalytically oriented theories of development as well as empirical developmental processes between the ages of 3 years and the resolution of the Oedipal conflict some time between five and seven years. The course discussions emphasize the educational needs of candidates who will engage in adult psychoanalysis as well as those who will engage in child psychoanalysis. Methods of instruction will include assigned readings, watching video clips, and presentation of case material from adult analyses.

Development Infancy - Witten  
Fall  
Initial Required (1 Quarter Credit)  
This course explores developmental processes within a psychoanalytic perspective. The first term course covers psychoanalytically oriented theories of development as well as empirical developmental processes from birth through age one year. The course discussions emphasize the educational needs of candidates who will engage in adult psychoanalysis as well as those who will engage in child psychoanalysis. Methods of instruction will include assigned readings, watching video clips, and presentation of case material from adult analyses.

Difficult Cases - Rocah/Levey  
Fall, Winter, Spring  
Selective (1 Quarter Credit)  
Drs. Rocah and Levey are offering a workshop to consider difficult psychoanalytic cases where existing theories and techniques fail in our application of what we think we know and we discover that re-thinking and innovation is required. This will be a workshop devoted to two difficult challenges in psychoanalytic work:  
- Clinical challenges such as impasse and stalemates, interminable analytic efforts, negative therapeutic reactions, erotized transferences, sado-masochistic transference enactments, malignant regressions, intractable character disorders, archaic transferences, re-traumatization, etc.
- Difficulties in the path of terminating analytic work where an analytic process has been engaged. Discussion will focus on both the explicit and implicit theories/actions of the treating analyst and micro-clinical decisions made on the basis of those theories/actions. Clinical presentations will be made by attendees at the workshop who will present pre-circulated sessions with a focus on a particular problem or question that interests the presenter which then will be open to discussion by the group. Presenters are encouraged to discuss selection of the case and material to be presented ahead of time with workshop leaders so that appropriate readings can be assigned to enrich our discussion. The workshop is open to candidates, graduates, and faculty. If someone would like to present a case but is not able to attend workshop on a continuing basis they should feel free to contact the workshop leaders. All discussions will be recorded, summarized and circulated to the group.

**Divided Against Oneself: Trauma, Shame and Mourning - Shabad**  
Fall  
Elective (1 Quarter Credit)

In this course we will explore how traumatic and chronically disillusioning experiences have profoundly inhibiting effects on the passion necessary to grow and change throughout life. Specifically, we will examine how the exposure deriving from ruptures in human relationships leads to shame and the defensive cover-up of self-consciousness. We will devote special attention to how individuals omnipotently transform traumatic experiences outside of their control into a sense of shameful failure in which they "blame the victim" in themselves. We will then turn our focus to the inhibiting effects of shame on character development, and the interrelated dynamics of passivity, such as fatalism, self-pity, resentment, envy, and perverse spite.

In the last section of the course, we will address the transference-countertransference implications of the patient's passive role within the analytic relationship, and its effects on the resistance to change. We will highlight the clinical importance of issues such as developmental determinism versus freedom of will and their corresponding analytic stances of love vs. respect. We will conclude the course with a discussion of how the paradoxical effects of mourning the original traumatic experiences and disillusionments help modify fantasies of destructive omnipotence characteristic of shame. In addition to analytic readings, we will also read Dostoevsky's *Notes from the Underground* and parts of Nietzsche's *Genealogy of Morals*.

**Dream Analysis - Goldman de Zocchi**  
Fall, Winter  
Selective (1 Quarter Credit)

Addressing the dream as a psychic expression provides insight into the mental functioning: its laws, transactions, and logical thinking. The structure of the dream teaches us about the patient's symptom, the transference and the analytical interpretation. The phenomenon of the dream also shows us the multiplicity of logics coexisting in a unique mental act.

Metapsychology, also known as the "witch" of psychoanalysis, constantly reminds us of the complexity of psychic apparatus and its manifestations along with how this complexity is directly expressed in the patient’s speech, symptom and resistance.
Freud B - Seiden  
**Fall, Winter, Spring**  
**Initial Required (2 Quarter Credits)**

The purpose of this course is to get familiar with Sigmund Freud's discoveries and trace how his theory of the human psyche evolved throughout his lifetime. We will read his writings starting from 1915 to the end of his life in order to discuss the important themes and clinical significance of his ideas.

**Hierarchical Models - Kellman**  
**Fall, Winter**  
**Required (1 Quarter Credit)**

Hierarchical models in psychoanalysis address the human psychobiological system from the vantage points of a developmental epigenetic point of view and an array of potential dispositions of goals and values. The hierarchical approach (1) provides an overarching theoretical frame that organizes various psychoanalytic clinical models, (2) supplies a rationale for a theory of therapeutic interventions, and (3) integrates clinical psychoanalysis within the larger realm of related sciences.

The goals of this advanced clinical and theory course are:
- To review the principle of systems, epigenetic and hierarchical organizations.
- To compare the clinical utility of organizing data according to these principles with other approaches.
- To examine critically the implications of the developmental/hierarchical approaches for the scope of clinical theory, technique, and metapsychology.

At the end of the course, candidates are expected to:
- Describe the basic elements of the epigenetic hierarchical approach.
- Discuss implications of the epigenetic hierarchical approach for clinical theory, technique, and metapsychology.
- Be capable of applying the hierarchical approach to analytic case-work in such a manner that different developmental levels of psychopathology can be identified and treated with the appropriate developmental approach and available psychoanalytic models.

**Introduction to Object Relations - Johnston/Marino**  
**Winter, Spring**  
**Required (1 Quarter Credit)**

**WINTER QUARTER (PART 1)**
This course is an introduction to Object Relations theory: its origins and clinical applications. The first quarter will focus on the major contributions of Melanie Klein, Donald Winnicott, and Wilfred Bion. We will read original texts along with more recent expositions of the texts.

Learning Objectives:
1. Comprehend the historical context of psychoanalytic theory at the time the papers were written.
2. Recognize the clinical reasons for the emergence of Object Relations ideas.
3. Understand how these three theorists contributed to psychoanalytic thinking and practice.
4. Appreciate the clinical utility of their ideas and be able to apply them clinically.
SPRING QUARTER (PART 2)
This course is the continuation of the introductory course on Object Relations theory: its origins and clinical applications. The first quarter focused on the major contributions of Melanie Klein, Donald Winnicott, and Wilfred Bion. In the second quarter, we will consider developments in Object Relations with a particular focus on modern clinical applications.

Learning Objectives:
1. Comprehend the ongoing developments and expansions of Object Relations theories.
2. Become familiar with the modern clinical applications of Kleinian and Independent object relations ideas.
3. Differentiate strands of thought about therapeutic action that derive from the different approaches to object relations theory.
4. Appreciate the clinical utility of object relations ideas and be able to apply them.

Latency - Byrne
Spring
Initial Required (1 Quarter Credit)

This is a core psychoanalytic education course for all students participating in the Core program, and open to students at large. Topics include: the careful study of the latency phase of development including early, middle, and late latency. Developmental anxieties, Identification, and Gender roles will be discussed. Multiple psychoanalytic theories of human development will be reviewed all under the overarching developmental perspective of an integrated bio-psychosocial model. The course process will include instructor lectures including clinical case material, class discussion of assigned readings and class members’ presentation of their own clinical material.

Students completing this class will be able to: 1. Know how the various psychoanalytically based theories of human development compare and contrast with each other regarding the latency phase. 2. Apply critical thinking and reflective criticism to the presentation of theoretical positions. 3. Be able to recognize where a given individual is on the developmental spectrum in relation to the latency phase.

Mind and Brain - Barry/Kellman
Fall, Winter
Required (1 Quarter Credit)

Course Description:
This 2 quarter Selective will be part of an ongoing seminar in which we explore how neuroscience research influences our psychoanalytic ideas. The Selective will complement the Required Mind & Brain Course. The format will be a seminar with selected readings and discussion facilitated by the instructors. The Winter quarter will focus on the work of Jaak Panksepp.

Course Objectives:
Members of the class will expand their understanding of emotion systems and the way these systems impact psychological functioning. Members should emerge from the course with a greater knowledge of how earlier models of psychic functioning, from Freud and beyond, should be updated to reflect current neuroscience findings.
Principles of Child Psychoanalysis - Barrett/Schmidt/Galatzer-Levy
Fall, Winter, Spring
Initial Required (1 Quarter Credit)

This course explores the issues that arise in the analysis of adolescents including problems of phase appropriate movement toward independence, tendencies toward action, differentiation of normal from pathological development, and typical countertransference responses to adolescent processes. The course will demonstrate how similar issues commonly arise in the analysis of adults and show how an understanding of work with adolescents can inform work with chronologically adult patients.

Psychoanalytic Research Overview - Nielsen
Spring
Required (1 Quarter Credit)

Description and Objectives
This six session course will provide an overview of the three domains of research that have been of interest to psychoanalysts. These are: (1) single case studies, (2) formal outcome and process research conducted by outside researchers, and (3) extra-analytic research relevant to the practice of analysis. We begin with a review of these three domains as presented in the excellent article by Howard Shevrin, then then spend two sessions on each of these three domains. In each domain, we will read overview articles that cover the broad territory followed by some specific exemplars of the particular type of research.

Some objectives of the course include:
- Throughout, discussing the status of psychoanalysis as a “science.”
- Countering excessively negative beliefs that our field is not “scientific” or specially valuable in the human sciences.
- Making the case for the value of single case studies in psychoanalysis.
- Exposing candidates to the considerable research literature in our field on positive outcomes, psychoanalytic process, and unconscious mental processing.
- Discussing research on the fallibility of memory as relevant to daily psychoanalytic work.

Psychoanalytic Writing I
Feldman/Wilkerson
Fall
Required (1 Quarter Credit)

First Year Writing Curriculum Goals

The foremost goal is to provide a place for candidates to feel comfortable developing the basic writing skills necessary to produce the history of an analysis.

It is important to allow candidates an opportunity to explore the difference between writing the history of an analysis and the case histories they were taught to write as residents, in PhD programs or Social Work programs. This involves writing about themselves as well as the patient, which is one of the most difficult aspects of writing an analytic history. When they write, most beginning candidates prefer to keep the analysand at a distance and...
examine them, sometimes doing so quite artfully and disguising with theory the omission of their own presence.

In addition to encouraging writing a history in which they are present, it is important to encourage candidates to **rewrite**, as, for many, undertaking this task is often experienced as a narcissistic injury.

Also in this first course, the importance of **condensation** is emphasized. To contain the history of an entire analysis in twenty pages or less, one cannot write fifteen to thirty pages of past history or the same number of pages of process notes.

The candidates briefly visit necessary aspects of the beginning of a case history; the introduction, i.e. first contact with the analysand and a description of that person; relevant history including why the person came for analysis; a brief formulation leading to an assessment of analyzability; and, lastly, early transference/counter-transference manifestations. A beginning discussion of analytic process will be undertaken as well.

Also stressed is that individual supervisors will have their own individual goals and standards of how to organization the material and that it is important to work closely with their supervisors to develop the case history which they have begun.

**Psychoanalytic Writing 2 - Marino/Johnston**

**Fall**

**Required (1 Quarter Credit)**

This seminar is designed to help candidates further develop skills in writing analytic case reports. Candidates will learn to convey analytic process in a lively and engaging way, finding his or her own style or “voice” with which to convey the clinical micro- and macroprocess between candidate and analysand. We will focus on selecting vignettes that best convey the analytic “action” in the case report, with particular emphasis on describing events that illuminate how an analytic process was engaged, the emergence and expression of transference and countertransference in analyst and patient, and important “pivotal moments” as the analysis progressed. Using a workshop format, we will hone skills in effective clinical writing. As a group, we will assist members to convey the work of a particular analytic dyad in a clear, succinct, and evocative manner. By the end of the seminar, candidates should have several pieces of writing that they will be able to use in their case summaries.

**SECOND YEAR WRITING CURRICULUM GOALS:**

For the second year course the primary goal is to encourage the candidates to explore, in depth, the writing of analytic process as they understand it at this juncture of their training, and to do this in a non-critical milieu.

A second goal is to have all candidates with analysands complete a history of the analysis to date that will serve for their first colloquium.

The candidate will be asked to integrate some theory into the process they have written. The instructors will continue to emphasizing rewriting and condensation.

And, most importantly, the instructors will continue to provide a milieu in which the candidates feel comfortable exposing their writing about themselves and their work without fear of negative feedback, something which easily kills the desire to write.
Relational Theory - Kieffer  
Fall, Winter  
Selective (1 Quarter Credit)

Prerequisites: Part II should be preceded by Part I, unless by permission of the instructor

Relational theory has added to psychoanalytic discourse by developing an interactive vision of the analytic situation that places the analyst-patient relationship—with its powerful affective currents—in the foreground. The course will examine the implications of this two-person model of the mind, including an exploration of such concepts as the unconscious, motivation, development, enactment, the co-constructed dimensions of transference-countertransference, therapeutic action, gender and sexuality.

Technique - Wilson  
Fall, Winter, Spring  
Initial Required (1 Quarter Credit)

Initiating the opening phase of candidates’ first analytic training cases requires integration of fundamental clinical principles and basic psychoanalytic concepts. This three quarter course provides the introduction to the technique sequence. Selected papers and comprehensive notes prepared and distributed by the instructor form the basis for class discussion.

In considering how one begins an analysis, relevant literature and selected clinical material are utilized. Topics covered include:

1. Analyzability  
2. Conversion of psychotherapy to psychoanalysis  
3. Use of the couch  
4. Creating the analytic situation  
5. Therapeutic action and the management of the analytic process

In addition, there is an extensive review of basic psychoanalytic concepts, such as:

1. Transference  
2. Regression, as seen in dream construction symptom formation, and the unfolding of an analytic process  
3. Characterology and the defense transference  
4. Counter-transference and enactments  
5. The therapeutic alliance  
6. Resistance and the negative therapeutic reaction

Typical issues which often present interesting therapeutic challenges are discussed:

1. Parent loss  
2. Motivation  
3. Sexualization  
4. Mourning vs. melancholia
Termination - Hoit  
Fall, Winter, Spring  
Required (2 Quarter Credits)  

The Termination course is provided for candidates to present a terminated course or one that is believed to be on the way to an expected termination and is usually done in anticipation of graduation. The class is composed of third year candidates or beyond who have an opportunity to participate in discussion of several cases examined in depth over four successive Friday classes. This allows the candidates to study cases from beginning to end in order to have an understanding of the trajectory of several cases from various theoretical points of view.

This is a 3 quarter course in which candidates must register each quarter.

The Usable Winnicott - K. Newman  
Fall/Winter/Spring  
Selective (1 Quarter Credit)  

The course will begin by laying out the essentials of Winnicott’s theory stressing those aspects of his views on development, which will become applicable to the clinical situation. We will then see how Winnicott, much like Kohut’s theory, has influenced and changed the landscape of Analytic Thinking.

We will both use clinical case material and literary and film (Ordinary People) to highlight the way Winnicott’s theory and recommended technique can be employed.