PSYCHOANALYTIC EDUCATION PROGRAM

- **Advanced Case Conference (Parts 1-3)**  
  *Quarter(s):*  
  Fall, Winter, Spring  
  *Instructor(s):*  
  Mark Levey  
  **Course Description:**  
  This course will consist of the presentation of ongoing control cases by the participants. Over the course of the year we will have six presentations of three classes each. The focus will be on understanding and responding to the interactive process of the analytic encounter.

- **Advanced Object Relations-Controversial Discussions (Parts 1-2)**  
  *Quarter(s):*  
  Winter, Spring  
  *Instructor(s):*  
  Ann Kaplan, Michael Hoit  
  **Course Description:**  
  **This counts as a THEORY SELECTIVE**

  The Advanced Object Relations course will be a close study of the period of the Controversial Discussions (1941-1944) in the British Psychoanalytic Society, when some of the basic debates between the early Object Relations theorists (think Melanie Klein) and the early Ego Psychology theorists (think Anna Freud) were first debated. Personality conflicts and in-house family (sort-of) drama will also be illuminated.

- **Advanced Self Psychology (Part 1 of 2)**  
  *Quarter(s):*  
  Fall  
  *Instructor(s):*  
  Scott Davis  
  **Course Description:**
• **Advanced Self Psychology (Part 2 of 2)**  
  *Quarter(s):* Winter  
  *Instructor(s):* Elizabeth Feldman  
  **Course Description:**

• **Advanced Technique B (Part 1-2)**  
  *Quarter(s):* Winter, Spring  
  *Instructor(s):* Anne Schlachter, Barbara Rocah, David Terman  
  **Course Description:** The goal of this sequence is to teach the candidate how to manage the technical challenges that emerge in the “middle phase” of analysis. At this point the analyst and analysand have travelled some distance down the road in a unique relationship that is dedicated to the understanding of the relationship itself, the cognitive and emotional imprint it carries of past relationships, and the techniques the patient employs to protect himself from the possibility that this new relationship will repeat past traumas or past failures.

  This course will be taught by (3) instructors over the span of winter and spring quarters for a total of 12 weeks. Each instructor will teach 4 sessions.

  Sessions 1-4: Anne Schlachter  
  Sessions 5-8: Barbara Rocah - What we can learn about the unconscious by close attention to the analytic process?  
  Sessions 9-12: David Terman

• **CANCELLED - Psychoanalytic Writing III**  
  *Quarter(s):* Fall  
  *Instructor(s):* Dale Gody, dwilkerson  
  **Course Description:** In this seminar, you will have the opportunity to further develop your case writing skills. The primary goal of this seminar is to enable you to write a comprehensive case study which can be used for the second colloquium experience, as an in extenso report, or for certification. Building upon the two preceding writing classes and your increased knowledge about analytic process and theory, we will focus upon creating a cohesive narrative which brings to life aspects of psychoanalytic process during the beginning, middle, and termination phases. Sharing pieces of writing, we will work on developing a report which draws upon the analyst’s experience of the patient and process, his or her reflection on that process, and using transitions to link segments of process. We will create a case description which is both experience near and which illustrates theoretical concepts in action. Using and describing micro-process (here and now interactions), we will strive to recognize patterns which illuminate macro-process such as transference-countertransference paradigms, resistance, and change. Our focus will be on helping each writer find what is unique in the analytic pair as it unfolds in the analysis. Writing about analysis involves the analyst’s free association, a willingness to be open to where the writing leads, and a
willingness to become emotionally engaged in the process. Writing about our work helps us to discover and clarify what we know and how we think. We will also address obstacles to writing including fears of exposure and criticism, inhibitions, and the experience of loss as a patient terminates treatment.

Employing a workshop format, each writer will have the opportunity to submit two pieces of writing for discussion to the class. This can be either a section of a colloquium or a whole colloquium paper. With the help of the class and course faculty, each writer will receive constructive feedback on his/her writing, then rewrite and/or condense material, and return to the group with a revised document. Our focus will be on developing links between clinical experience and theory and developing a narrative which conveys concepts such as transference/countertransference, resistance, etc. in an experience near manner. The goal is to develop a story about an analysis which illustrates both the analyst’s experience, the patient’s experience, the interaction between the two, as well as what changed and how we understand that change over time without resorting to clinical jargon or abstract concepts.

- **Child & Adolescent Case Conference (Parts 1-3)**
  
  *Quarter(s):* Fall, Winter, Spring  
  *Instructor(s):* Thomas Byrne, Marshall Kordon  
  *Course Description:*  
  **THIS COURSE IS REQUIRED FOR CHILD CANDIDATES AND IS A SELECTIVE FOR NON-CHILD CANDIDATES**

Candidates will take turns presenting in depth process material from their child or adolescent analysis cases. All child candidates will participate in discussions of these cases moderated by the faculty instructors. A special focus will be on understanding the impediments to beginning new child and adolescent cases.

- **Couple Therapy (Parts 1-2)**
  
  *Quarter(s):* Winter, Spring  
  *Instructor(s):* Arthur Nielsen  
  *Course Description:*  
  This two-quarter course provides an opportunity for candidates and interested faculty to read some basic papers in the field of psychoanalytically-informed couple psychotherapy. Concepts that will get special attention include: indications for couple therapy, neutrality, interlocking transferences, projective identification, interventions specific to work with couples from systemic and behavioral approaches, the sequencing of interventions, collaboration with individual therapists, and managing common couple problems related to sex, children, and money.

- **Dreams (Part 1 of 3)**
  
  *Quarter(s):* Fall  
  *Instructor(s):* Diana Goldman de Zocchi  
  *Course Description:*
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.

- **Dreams (Parts 2-3)**
  - **Quarter(s):** Winter, Spring
  - **Instructor(s):** Gabriel Ruiz
  - **Course Description:**

- **Engaging Analytic Process with Children**
  - **Quarter(s):** Fall
  - **Instructor(s):** Denia Barrett, Ann Kaplan, Jane McCormack
  - **Course Description:**
    **THIS COURSE IS REQUIRED FOR CHILD CANDIDATES AND IS AN ELECTIVE FOR NON-CHILD CANDIDATES**

Locating the positive and negative transference plus the leading anxiety in any one session is central to engaging an analytic process with adults and with children. Using clinical material and reading, we will demonstrate how this is done through the various stages of child analysis.

- **Facilitating Development in Special Needs Children & Their Parents**
  - **Quarter(s):** Spring
  - **Instructor(s):** Molly Witten
  - **Course Description:**

- **Freud 1B, 2B, 3B**
  - **Quarter(s):** Fall, Winter, Spring
  - **Instructor(s):**
  - **Course Description:**
    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.

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- **Introduction to Hierarchical Models (Parts 1-2)**
  *Quarter(s):* Winter, Spring
  *Instructor(s):* Joshua Kellman
  **Course Description:**

- **Introduction to Mind & Brain (Parts 1-2)**
  *Quarter(s):* Fall, Winter
  *Instructor(s):* Virginia Barry, Joshua Kellman
  **Course Description:**
  "Mind and Brain" is a two semester course (with a third semester available upon request) developed for 4th year candidates who now have sufficient psychoanalytic expertise to be able to re-evaluate the theories and techniques of psychoanalysis in light of new information from the neurosciences. The seminar addresses research in topics that are relevant to psychoanalysts. These topics include memory and representation, affects and anxiety, trauma, consciousness, theory of mind, semiotics, dreams, transference, attachment and pain systems, the architecture of the central nervous system and how it supports perception and cognition, and dynamic systems theory and connectionism.

- **Introduction to Object Relations (Parts 1-2)**
  *Quarter(s):* Winter, Spring
  *Instructor(s):* Holly Johnston, Linda Marino
  **Course Description:**
  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 and Donald Winnicott. We will read original texts along with more recent expositions of the texts. Students will prepare one brief paper each quarter as a part of these courses.

- **Literature & Psychoanalysis**
  *Quarter(s):* Spring
  *Instructor(s):* Arnold Tobin
  **Course Description:**

- **Passion, Shame, & Mourning**
  *Quarter(s):* Winter
Course: Perversions  
Instructor(s): Donald McDevitt  
Course Description:  

Psychoanalytic Writing I  
Quarter(s): Fall  
Instructor(s): Cliff Wilkerson, Elizabeth Feldman  
Course Description:  

Psychoanalytic Writing I is a writing workshop designed to help candidates and other interested students prepare a case report suitable for a diagnostic write-up and a six month report. The Writing Faculty supports the writing of case reports that privilege the experiences of the analyst and patient and their interactions. This class is suitable for candidates at the beginning of the second year of classes who have an analytic case or Students at Large who wish to write about an intensive psychotherapy. Confidentiality is expected and critical for the noncritical, interactive atmosphere in this Seminar.

We approach the case report section by section but encourage the integration of parts into the whole at each step of the process. This Workshop provides the building blocks for case report writing that is suitable for all stages of Progression - yearly reports, colloquium reports, in extenso for graduation, and certification. Each workshop meeting involves brief lectures on topics important for case reports. Workshop members are asked to present case material relevant to the topic verbally, discuss this work with their fellow participants and faculty. The last 10 minutes of class is spent writing what they have presented. Between Workshop sessions, Students are expected to elaborate and edit the writing they have initiated in class and integrate it with their previous work. In the next class, participants take turns reading their work aloud, we discuss the writing and the process is repeated.

Psychoanalytic Writing II  
Quarter(s): Fall  
Instructor(s): Linda Marino, Holly Johnston  
Course Description:  

This seminar is the second of three courses on psychoanalytic writing; the first two courses are required, and occur in sequence (so that Writing 1 is required to be taken before Writing 2). Writing 2 focuses on the writing of a report to submit for the first colloquium. Writing 2 should be taken during the third year of classes, the year in which candidates begin preparing to take the first colloquium. Writing 2 can be taken again, when a candidate is having difficulty completing the writing requirements for the first colloquium.
The workshop format of this course is designed to help candidates further develop skills in effective clinical writing—with a primary focus on the first colloquium report, and secondary focus on the yearly summaries (for candidates not yet ready to have their first colloquium). There will be in-class writing prompts. Each student will submit 2 pieces of writing during the course to be discussed in class: an initial draft of a full or partial report; and a revised version of that first report.

- **Queering Psychoanalysis (Parts 1-2)**
  
  *Quarter(s):* Fall  
  *Instructor(s):* R. Dennis Shelby  
  
  **Course Description:**  
  This course aims to provide an overview of psychoanalytic theories of sexuality, sexualization and sexual orientation, and to place these ideas in conversation with broader developments in contemporary social theory. Psychoanalytic theories centered on sex and gender have changed considerably over time, often with considerable controversy, and we will use the perspectives of queer theory and third wave feminism to develop a historical framework to make sense of the evolution of psychoanalytic thinking in this fascinating and central area. We will also examine the tension between our general human tendency to categorize people and the very specific conditions of the clinical situation, where categories of psychoanalytic diagnosis pertain. Readings will provide a historical overview from Freud to the present.

  Until recently, many efforts at expanding or refining theories of sexuality might be considered a kind of "heterosexual reassurance." Contemporary responses, in marked opposition, seek to challenge and disrupt traditional ideas of normality and pathology. We will explore postmodern and post-structuralist theories to assess their clinical usefulness as well as their theoretical purchase. Class participants are expected to actively take part in class discussions of readings, and to bring clinical examples, provocative questions and a willingness to challenge personal/theoretical assumptions and categories. As we all know, gender and sexuality (whatever else they are) are a cultural and political battleground. It is particularly important, then, that this classroom be a safe space where people can express diverging opinions, and every effort will be made to foster an atmosphere in which complex and challenging ideas can be freely expressed and examined.

- **Research**
  
  *Quarter(s):* Spring  
  *Instructor(s):* Arthur Nielsen  
  
  **Course Description:**

- **Termination (Parts 1-2)**
  
  *Quarter(s):* Winter, Spring  
  *Instructor(s):* Gabriel Ruiz  
  
  **Course Description:**
FUNDAMENTALS OF PSYCHOANALYTIC THOUGHT

Case Conference
Quarter(s):
Fall, Winter, Spring
Instructor(s):
Judith Newman, Neal Spira
Course Description:
The presentation and discussion of clinical cases is considered fundamental to the training and education of both clinical and academic Psychoanalytic thinkers. Case seminars provide for the development of skills by exposing students to the ideas and techniques of other peers and faculty in educational discussions. Clinical case seminars also prepare students for the future use of peer consultation as a means to maintain clinical competence over the course of professional life. Therefore, the goal of the first year case seminar is to facilitate the presentation of clinical cases to teachers and fellow students in the interest of developing ongoing integration of psychoanalytic technique and skill.

Objectives:

By the end of the first year of study, Students of the Fundamentals of Psychoanalytic Thought Case Conference will be able to:

1) Establish an initial treatment alliance.
2) Understand what it means to "deepen the treatment."
3) Identify issues of resistance.
4) Begin listening from a psychoanalytic frame.
5) Recognize transference and countertransference dynamics.
6) Apply knowledge from various theories (other Fundamentals class material).

Clinical Approach to the Patient
Quarter(s):
Fall, Winter, Spring
Instructor(s):
Judith Newman, Neal Spira
Course Description:
1) To teach the fundamental psychoanalytic approach to the clinical encounter
2) To facilitate the integration of ideas from other courses
3) To teach students about psychoanalytic assessment based on the epigenetic hierarchical model
4) To teach students how to initiate psychoanalytic treatment based on their assessment, and how to modify their assessment based on response to treatment
5) To prepare our students for participation in case conference

- Critical Thinking I: What is a Psychoanalytic Attitude?
  Quarter(s):
  Fall
  Instructor(s):
  Virginia Barry, Laura Esikoff
  Course Description:
  A psychoanalytic attitude differs from the therapeutic aspirations and the approach to psychological knowledge of other schools of psychology in significant ways. This class will explore the essential components of the psychoanalyst's mind/mindset that guide the work.
  Course Objectives:
  1) To discuss elements that comprise a psychoanalytic attitude
  2) To begin to conceptualize how the analyst's goals and theories impact how the analyst listens.
  3) To be able to consider how the ways a psychoanalyst listens impacts the outcome of the analysis.
  Format:
  This is a seminar in which students will have read the assigned readings and be prepared to discuss using their personal and clinical experience as a point of reference.

- Critical Thinking II: The Epigenetic Hierarchical Frame
  Quarter(s):
  Winter
  Instructor(s):
  Charles Jaffe
  Course Description:
  A core psychoanalytic education needs a frame within which the study of development, technique, psychoanalytic models of mind, and relations to other cognate fields can be addressed rationally and coherently. Such a frame can further facilitate critical and systematic study of the relationships of these various elements. It is generally accepted that human development fits within an epigenetic hierarchical frame. It serves as an organizer for studying many aspects of psychoanalysis: theory and technique, process, a theory of change and connection with related fields that constitute the metapsychology for clinical theory.
  Course Objectives:
  1) Introduction to the epigenetic hierarchical frame.
  2) Elaboration of its use as an umbrella for organizing the knowledge base for psychoanalytic theory, nosology and practice.
  3) Overview of EH as a bridge linking psychoanalytic models with knowledge from related fields pertinent to human development and function.
  Course Format:
  This is a one quarter (6 session) class. The format is lecture discussion. The readings are listed as “sources” because they will not be assigned in total. Rather, they will be covered in lecture, highlighting specific nodal theses. At the end of the course the students will be expected to be able to write short answers to questions that capture the main pedagogical goals of the lectures and discussions.
Critical Thinking III: Critical Reading
Quarter(s):
Spring
Instructor(s):
Robert Galatzer-Levy
Course Description:
Because psychoanalysis is a rapidly evolving discipline every serious student of the field should be able to read and evaluate ongoing research. How to evaluate psychoanalytic investigations and the merits of truth claims remain matters of vigorous controversy in the field. This course explores methods for critically reading psychoanalytic studies by applying various methods of critical reading to recent and classical publications.

Evolution of Psychoanalytic Thought
Quarter(s):
Fall, Winter, Spring
Instructor(s):
Elizabeth Feldman, Leo Weinstein, Erika Schmidt
Course Description:
Psychoanalysis is both a theory of human functioning influenced by clinical experience and a form of therapeutic intervention grounded in the theoretical understanding of the mind. Freud’s revolutionary ideas grew out of the intellectual and scientific traditions of his day and he continued to revise, discard and change them over the course of his career. From the start, many others contributed to the corpus of psychoanalytic thought and practice, as modifiers, revisionists and sometimes heretics. As a profession, psychoanalysis has had a complicated history with its own builders of the theory, some accepted, some rejected, some idealized and some silently incorporated. Theories within the domain of psychoanalysis have proliferated and enriched it, but also added complexity to the question that was there from the start: How do we define psychoanalysis? This course will provide an overview of the way the theory and practice of psychoanalysis have evolved as the psychoanalytic conversations and debates have been influenced by clinical experience and by theoretical principles. Likely it will raise as many questions as it answers.

Fundamental Concepts in Psychoanalysis
Quarter(s):
Fall, Winter, Spring
Instructor(s):
Neal Spira
Course Description:
1) Students learn core psychoanalytic concepts as they operate clinically and in theory and learn how to use common psychoanalytic terms with precision.
2) We want to emphasize that these concepts came out of clinical work, and that they are rooted in Clinical and Developmental Transformations.

Psychoanalytic Perspectives on Developmental Processes
Quarter(s):
Fall, Winter, Spring
Instructor(s): Thomas Barrett, William Gieseke

Course Description:
In this course, we will examine the psychoanalytic understanding of human development over the life course, with attention to the changing views of the underlying developmental processes. Psychoanalysis prioritizes the study of subjectivity and the way in which motives and personal meaning shape an individual’s life. We will consider how development is influenced by one’s innate endowment and one’s individual experiences within a specific cultural, social, familial, emotional, and cognitive milieu and how these factors mutually influence each other. We are specifically interested in how experience becomes subjective and how subjective experience can change over time.

Course Objectives:
1) Students will be able to identify the nature of the developmental process over the life course;  
2) Students will be able to describe the separation-individuation process at different points in life;  
3) Students will be able to become literate in the central concepts related to development; and  
4) Students will demonstrate skills at observation.