



# THE CHICAGO INSTITUTE FOR PSYCHOANALYSIS

EDUCATION | TREATMENT | SERVICE

## COURSE CATALOG ACADEMIC YEAR 2017 – 2018

## PSYCHOANALYTIC EDUCATION PROGRAM

- [Advanced Case Conference \(Parts 1-3\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[Frank Summers](#)

**Course Description: \*\*If not taken as a REQUIRED course, counts as a CLINICAL SELECTIVE\*\***

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.

*\*\*The Advanced Case Conference is required for candidates in the 3rd year and beyond for a maximum of 4 years or ending at graduation, whichever comes first. Candidates who began classes before Fall 2015 are exempt from this requirement. This class is a 3 quarter sequence. Students must re-enroll each quarter.\*\**

- [Advanced Ego Psychology \(Parts 1-2\)](#)

*Quarter(s):*

Fall, Winter

*Instructor(s):*

[Leo Weinstein](#)

**Course Description: \*\*This counts as a THEORY SELECTIVE\*\***

In this course, we will immerse ourselves in Modern Conflict Theory. Our aim is to understand how the concept of conflict and compromise formation can be used to understand diverse clinical phenomena. The format of the course will be close reading and discussion of papers. Some papers will likely be discussed over more than a single class session.

- [Advanced Object Relations: Klein \(Parts 1-2\)](#)

*Quarter(s):*

Winter, Spring

*Instructor(s):*

[Ann Kaplan, Anne Schlachter](#)

**Course Description: \*\*This counts as a THEORY SELECTIVE\*\***

We will read Lectures on Technique by Melanie Klein, which is based on a series of six lectures given by Melanie Klein to students at the British Psychoanalytic Society in 1936. In this book, John Steiner explores what characterizes Kleinian technique, how her technique changed over the years, what she saw as the correct psychoanalytical attitude and how psychoanalytic technique has changed since Klein's death. We will also read more contemporary Kleinian papers to illustrate how her ideas are made use of today.

- [Advanced Relational Theory \(Parts 1-2\)](#)

*Quarter(s):*

Winter, Spring

*Instructor(s):*

[Christine Kieffer](#)

**Course Description: \*\*This counts as a THEORY SELECTIVE\*\***

- [Assessment of Change \(Parts 1-3\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[Phil Lebovitz](#)

**Course Description: \*\*This counts as a GENERAL SELECTIVE\*\***

This class has utilized follow up studies for over 40 years with the focus being to identify the mechanisms of change in the psychoanalytic process. A psychoanalytic interview approach has been used over the course of six interviews at weekly interviews conducted at least two years after the psychoanalytic treatment was completed. A template of categories developed by Nate Schlessinger and Fred Robbins guides the organization of the data collected from process notes of the interviews, process notes of the treating psychoanalyst from the inception of the psychoanalysis, from the sessions during which the decision to conclude the analysis occurred and the concluding sessions from the analysis.

Clinically, a cycling phenomenon based on the tensions rooted in the patient's conflicts has been noted to occur in the process. An effective treatment involves changes in the concept known as the defense transference by the "activation of painful and maladaptive emotion schemas in modulated form and in a new interpersonal context, in which they can be tolerated, examined, and reconstructed. Readings pertinent to the process of change research will be used at each class along with the study of process notes from the first several sessions of the analysis, several sessions around the decision to terminate and the last several sessions of the analysis plus 6 follow up interviews conducted by the instructor.

- [Case Conference \(2<sup>nd</sup> Year Candidates\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[Judith Newman](#), [Ruth Yanagi](#), [Suzanne Rosenfeld](#)

**Course Description:**

The presentation and discussion of clinical cases is considered fundamental to the training and education of practitioners across the clinical professions. Case seminars provide for the development of professional skills through exposing students to the ideas and techniques of other practitioners, through educational discussion, and through monitoring ongoing clinical undertakings. Clinical case seminars also prepare candidates 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 candidates in the interest of developing clinical mastery of psychoanalytic technique and the collegial skills required for the maintenance of clinical competence in psychoanalysis.

- [Case Studies in Child Analysis \(Parts 1-3\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[Adele Kaufman](#)

**Course Description:**

The aim of this clinical course is to study the relationship between child, adolescent, and adult analysis. The basic principles of psychoanalysis, as a therapeutic method for children and adults, the emphasis on the patient's inner life and the ways in which the past influences present, are part of a continuum of understanding. Variations in analytic technique depend on the developmental levels and requirements of the patient, personality organization, and on psychopathology, not on the chronological age of the patient.

- [Character and Psychoanalytic Diagnoses \(Parts 1-2\)](#)

*Quarter(s):*

Fall, Winter

*Instructor(s):*

[Arnold Tobin](#)

**Course Description: \*\*This counts as a GENERAL SELECTIVE\*\***

We will consider the diagnosis, the formulation: then the character structure and the treatment process which was conducted but which we can now understand in a better way both to criticize and talk of a better way to conduct the treatment as well.

- [Child & Adolescent Case Conference \(Parts 1-3\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[Robert Galatzer-Levy](#)

**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.

- [Child Technique \(Parts 1-2\)](#)

*Quarter(s):*

Fall, Winter

*Instructor(s):*

[Holly Johnston, Jane McCormack](#)

**Course Description: \*\*THIS COURSE IS REQUIRED FOR CHILD CANDIDATES AND IS A SELECTIVE FOR NON-CHILD CANDIDATES\*\***

This is the first of two one-quarter courses on child analytic technique, required for child analysis candidates, and open to all PEP candidates. We will consider theory and practice of analysis with children: how developmental and familial issues impact what we actually do; what approaches there are to analytic aims; the importance of developing an alliance; the

management of transference and countertransference; and the role of interpretation. Child analysis dramatically spotlights these important analytic issues—which allows this course to be instructive to adult candidates as well as child candidates.

- [Contemporary European & Latin American Psychoanalysis](#)

*Quarter(s):*

Spring

*Instructor(s):*

[Jorge Schneider](#)

**Course Description: \*\*This counts as a THEORY SELECTIVE\*\***

- [Development: Adolescent](#)

*Quarter(s):*

Spring

*Instructor(s):*

[Christine Kieffer](#)

**Course Description:**

- [Development: Infancy](#)

*Quarter(s):*

Fall

*Instructor(s):*

[Ann Kaplan, Molly Witten](#)

**Course Description:**

- [Development: Latency \(3-12\)](#)

*Quarter(s):*

Winter

*Instructor(s):*

[Thomas Byrne](#)

**Course Description:**

This class is an Initial Required class for candidates. In this class, candidates will study normal psychological development of children from ages 3-12, beginning with Freud's description of the Oedipal period through Latency. Key concepts covered will include castration anxiety, superego formation and identification. Candidates will study how the mind of children these ages functions and be able to recognize these traits in their adult patients as well.

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- **Difficult Cases (Parts 1-3)**

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

Barbara Rocah, Mark Levy

**Course Description: \*\*This counts as a CLINICAL SELECTIVE\*\***

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.

- **Ethics**

*Quarter(s):*

Spring

*Instructor(s):*

Thetis Cromie

**Course Description:**

Ethics are the principles of human duty which arise from morals and which allow one to distinguish between right and wrong in volition, action and character. What is moral, and therefore ethical, should be distinguished from matters of good taste, political views, religious beliefs and aesthetic judgments. There are two concepts of morality, social and individual, which inevitably have to do with both human development and culture. These concepts raise questions regarding their role in the practice, teaching and research in psychoanalysis, which is regarded as the most individualistic therapy in its two-person format and action. This does not beg the question of whether there is an ethics of psychoanalysis; it will be one of the central questions of the seminar. Nevertheless, the title of the seminar, Ethics and Psychoanalysis, already takes a position regarding the primacy of ethics. As we shall see psychoanalysis has had the totalizing tendency of infiltrating other intellectual disciplines, e.g. philosophy or literature, and assimilating them into itself. Thus, the word order of the seminar's title is an attempt from the outset to interfere with this. The hope is that we can approach the various ethical questions by juxtaposing moral principles with problems of clinical practice. The moral principles that we will discuss are: respect for the individual (autonomy), non-maleficence, beneficence, and justice, as well as the derivative principles of fidelity, honesty, privacy and confidentiality. We shall equally consider the principle of caring and its relationship to other moral principles, as well as the ethical virtues. It is not difficult to see some apparent conflicts

between these moral principles and some psychoanalytic concepts as psychic determinism, and the unconscious.

This seminar is an experiential struggle for both instructor and students, who together will tease out the value-laden and morally difficult aspects of our enterprise, the praxis of psychoanalysis. In revealing our biases, and the ethical conflicts they inform, we can develop the bases of an ethical psychoanalytic endeavor.

- [Freud \(Parts 1-3\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[Jonathan Lear \(Fall\)](#), [Erika Schmidt \(Winter, Spring\)](#)

**Course Description:**

- The "Freud" course familiarizes students with Freud's evolving theories about the psyche, development, analytic technique and cultural life by reading some of his seminal texts and considering the central themes and ideas as they were refined, modified, changed and added to over time.

- [Introduction to Ego Psychology \(Parts 1-2\)](#)

*Quarter(s):*

Winter, Spring

*Instructor(s):*

[Michael Hoit](#)

**Course Description:**

- [Introduction to Relational Theory \(Parts 1-2\)](#)

*Quarter(s):*

Fall

*Instructor(s)*

[Christine Kieffer](#)

**Course Description:**

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.

- [Literature \(Seminal Articles\)](#)

*Quarter(s):*

Fall

*Instructor(s):*

[Molly Witten](#)

**Course Description:**

- **Mind & Brain**

*Quarter(s):*

Winter, Spring

*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.

- **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)*

Dale Gody

**Course Description:**

This writing seminar is the second of two required writing classes for candidates in the Psychoanalytic Education Program. The goal of this class is to help each candidate develop a report on the analysis of a control patient which would be appropriate for an annual or colloquium report. It is often a challenge to integrate material in an experience near way which captures the patient’s history, their symptoms, character formation, and the flow between

analyst and patient. Instead of writing a report with defined categories, we will work on creating a more organic narrative which brings to life the most important aspects of the analysis. Consequently we will not have a model to follow, but seek to help each candidate create a report which meets the requirements of the Institute, and which is unique to each analytic dyad.

- [Self Psychology \(Parts 1-2\)](#)

*Quarter(s):*

Winter, Spring

*Instructor(s):*

[David Terman, Scott Davis](#)

**Course Description:**

The basic course in the psychology of the self is concerned with explicating and understanding the fundamental concepts of the psychology of the self. The course will follow the historical development of these ideas as they originated in classical psychoanalytic theory and in some of the later writers. In the first quarter we will trace the growth of Kohut's thought as it evolved from his initial formulations in 1966 through his more complete work especially in the *Analysis of the Self*. The basic ideas will be supplemented and illustrated by some of the case material in the *Casebook*. As we immerse ourselves in the body of Kohut's work, we will study the basic concepts of the Grandiose Self and the Mirror Transference, and the Idealizing Pole and the Idealizing Transference.

In the second quarter we will divide our study into the following headings: the Selfobject Paradigm, Empathy, Narcissistic Rage, Oedipus Complex, and Therapeutic Process.

- [Sexuality & Gender](#)

*Quarter(s):*

Spring

*Instructor(s):*

[Christine Sterkel](#)

**Course Description: \*\*This counts as a GENERAL SELECTIVE\*\***

- [Technique I \(Parts 1-3\)](#)

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

[James Wilson](#)

**Course Description:**

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.

- [Termination \(Parts 1-2\)](#)

*Quarter(s):*

Winter, Spring

*Instructor(s):*

[Gabriel Ruiz](#)

**Course Description:**

This course will focus on the clinical task of termination process of Psychoanalysis. Candidates will present terminated cases or cases that have continued for at least 5 years. Depending on such cases (terminated and/or 5 years in process) being available, we will also present and hear cases that are at the beginning of a possible termination process. These cases (beginning of possible termination) will be expected to be presented in the future once a termination process and/or five years of analysis has been completed. Each presentation will be for 3 classes and will include material prior to termination being introduced, followed by process material of when the issue of termination was discussed, and finally process which includes material following the discussion of termination (usually the termination week itself).

## FUNDAMENTALS OF PSYCHOANALYTIC THOUGHT (NOT OPEN TO STUDENTS AT LARGE)

- **Case Conference**

*Quarter(s):*

Fall, Winter, Spring

*Instructor(s):*

**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):*

**Marshall Kordon, 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

**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, Joshua Kellman

**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):*

[Erika Schmidt](#), [Leo Weinstein](#), [Elizabeth Feldman](#)

**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):*

**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.