



CHICAGO PSYCHOANALYTIC INSTITUTE

2018-2019 Course Descriptions

COURSE NUMBER	CLASS NAME	PROGRAM	CREDIT UNIT	DESCRIPTION
CONF 601	2nd Year Case Conference I	PEP	2	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.
CONF 602	2nd Year Case Conference II	PEP	2	A continuation of 2nd Year Case Conference I (CONF 601). 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.
CONF 603	2nd Year Case Conference III	PEP	2	A continuation of 2nd Year Case Conference II (CONF 602). 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.
TECH 601	2nd Year Technique I	PEP	1	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.
TECH 602	2nd Year Technique II	PEP	1	A continuation of Technique I (TECH 601)
TECH 603	2nd Year Technique III	PEP	1	A continuation of Technique II (TECH 602)
DEV 701a	Adult Development	PEP	1	Focus is centered on various phases encountered in the adult life span. The class format is an informal discussion of the reading and clinical material.
ACC 700	Advanced Case Conference	PEP	1	This course will consist of the presentation of ongoing control cases by the participants. The focus will be on understanding and responding to the interactive process of the analytic encounter.

ACC 700-B	Advanced Case Conference (2 of 3)	PEP	1	This course will consist of the presentation of ongoing control cases by the participants. The focus will be on understanding and responding to the interactive process of the analytic encounter.
ACC 700-C	Advanced Case Conference (3 of 3)	PEP	1	This course will consist of the presentation of ongoing control cases by the participants. The focus will be on understanding and responding to the interactive process of the analytic encounter.
CTECH 801a	Advanced Child Technique (1 of 2)	PEP	1	Difficult cases in the world of child analysis are most often ones involving extreme impulsivity, action and aggression. This course takes up the quieter but no less difficult side of things. It addresses various complexities in psychoanalytic work with silent, withdrawn children and adolescents. The associated challenges will be depicted chiefly through papers describing arduous clinical work. Cases will highlight: 5 types of silence encountered in work with children; how silence develops through faulty containment and through symbolic equation (words =actions/doing); forms of faulty and healthy containment; early childhood interventions directly involving parents vs. later interventions between child and analyst; common counter-transference problems in work with silent individuals; essential sublimated and expressive uses of the counter-transference; enlivening the work through intervention (vs. interpretation) and through "acts of personal freedom"; regressive and progressive forces in silence.
CTECH 801b	Advanced Child Technique (2 of 2)	PEP	1	Difficult cases in the world of child analysis are most often ones involving extreme impulsivity, action and aggression. This course takes up the quieter but no less difficult side of things. It addresses various complexities in psychoanalytic work with silent, withdrawn children and adolescents. The associated challenges will be depicted chiefly through papers describing arduous clinical work. Cases will highlight: 5 types of silence encountered in work with children; how silence develops through faulty containment and through symbolic equation (words =actions/doing); forms of faulty and healthy containment; early childhood interventions directly involving parents vs. later interventions between child and analyst; common counter-transference problems in work with silent individuals; essential sublimated and expressive uses of the counter-transference; enlivening the work through intervention (vs. interpretation) and through "acts of personal freedom"; regressive and progressive forces in silence.
OBJR 702a	Advanced Object Relations: Winnicott (1 of 2)	PEP	1	We will consider Winnicott's clinical work and the theories that both informed and grew out of his clinical work. Our focus will be on clinical process in the psychoanalytic treatment of primitive states. The class will first take up Winnicott's "personal contribution to current psycho-analytic theory and practice"—his thinking about psychosis, regression, and dependence in the early 1950's from Through Pediatrics to Psychoanalysis. We will consider, in particular, the clinical process in two of his cases: firstly, Margaret Little, from whose analysis he and she came to understand much about psychotic anxieties and how they can be worked with (contained) in an analysis; and secondly, the case he discusses in early and later phases of the analysis (Withdrawal and regression, Fragment of an analysis).
OBJR 702b	Advanced Object Relations: Winnicott (2 of 2)	PEP	1	A continuation of Advanced Object Relations: Winnicott, part 1 (OBJR 702a)

RLTR 701a	Advanced Relational Theory (1 of 2)	PEP	1	<p>Starting with the personal and professional tension between Sandor Ferenczi and Sigmund Freud, the arc of the relational model can be mapped as a reaction to the established orthodoxy in psychoanalytic theory. The classical one person view held sway for decades, and became entrenched in the way psychoanalysis was taught and practiced. This view is consistent with a medical model and a positivist epistemology.</p> <p>We will explore the development of a two person psychology starting with the groundbreaking work of Ferenczi and his “experimental” methods. The changing views on the analyst’s subjectivity and how to incorporate this experience into the clinical process dovetails with changing views about the analyst’s authority, truth claims, and the meanings and uses of countertransference.</p> <p>Resistance to a “relational sensibility” is an expectable phenomenon in light of the real threat posed to institutionalized medical authority, but perhaps more fundamentally to our comfort with a linear mindset, the need for clear boundaries, and the logic of a “subject” acting on an “object.”</p> <p>Relational theory can be viewed as a radical departure from these basic tenets, placing us in the open space of non-linearity, constructivism, and intersubjectivity. Emergence and evocation are privileged over determinism and interpretation. In Alberto Hahn’s words, a “negative capability” is needed to allow for this kind of “intuitive receptivity.”</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ·Students will learn to appreciate the differences between a one-person and two-person psychology. ·Students will understand the meanings and uses of the analyst’s subjectivity and countertransference experiences. ·Students will become conversant with the underlying shifts in perspectives on objective truth claims, ie, positivism vs. constructivism ·Students will be able to apply a relational sensibility to their understanding of clinical process and to certain aspects of their analytic work.
RLTR 701b	Advanced Relational Theory (2 of 2)	PEP	1	A continuation of Advanced Relational Theory I (RLTR 701a)
SELF 701a	Advanced Self Psychology (1 of 2)	PEP	1	We will continue to explore the extension of Kohut’s innovative ideas by more contemporary theorists. This will be a seminar course based on the topics, the readings and the collegial exchange of ideas among the class members.
SELF 701b	Advanced Self Psychology (2 of 2)	PEP	1	A continuation of Advanced Self Psychology I (SELF 701a)
TECH 701	Advanced Technique I	PEP	1	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.
TECH 702	Advanced Technique II	PEP	1	A continuation of Advanced Technique I (TECH 701).

CCFY 501	Case Conference I	FY	2	<p>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.</p> <p>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).</p>
CCFY 502	Case Conference II	FY	2	A continuation of Case Conference I (CCFY 501).
CCFY 503	Case Conference III	FY	2	A continuation of Case Conference II (CCFY 502).
CSCA 601	Case Studies in Child Analysis I	PEP	1	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.
CSCA 602	Case Studies in Child Analysis II	PEP	1	A continuation of Case Studies in Child Analysis I (CSCA 601)
CSCA 603	Case Studies In Child Analysis III	PEP	1	A continuation of Case Studies in Child Analysis II (CSCA 602)
CACC 800	Child & Adolescent Case Conference	PEP	1	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.
CACC 800-B	Child & Adolescent Case Conference (2 of 3)	PEP	1	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.
CACC 800-C	Child & Adolescent Case Conference (3 of 3)	PEP	1	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.
CACC 601	Child & Adolescent Case Seminar I	CAPP	2	Continuous Clinical Case Seminar -This 5 quarter clinical course provides students with a venue to discuss their child and adolescent psychotherapy cases with classmates and a member of our faculty in a congenial, collegial atmosphere. The case discussion leads to consideration of the therapeutic alliance, diagnostic conceptualization, the psychotherapeutic process, transference, countertransference, technique and the working alliance with parents.
CACC 602	Child & Adolescent Case Seminar II	CAPP	2	Continuous Clinical Case Seminar -This 5 quarter clinical course provides students with a venue to discuss their child and adolescent psychotherapy cases with classmates and a member of our faculty in a congenial, collegial atmosphere. The case discussion leads to consideration of the therapeutic alliance, diagnostic conceptualization, the psychotherapeutic process, transference, countertransference, technique and the working alliance with parents.

CACC 603	Child & Adolescent Case Seminar III	CAPP	2	Continuous Clinical Case Seminar -This clinical course provides students with a venue to discuss their child and adolescent psychotherapy cases with classmates and a member of our faculty in a congenial, collegial atmosphere. The case discussion leads to consideration of the therapeutic alliance, diagnostic conceptualization, the psychotherapeutic process, transference, countertransference, technique and the working alliance with parents.
CACC 701	Child & Adolescent Case Seminar IV	CAPP	2	Continuous Clinical Case Seminar -This 5 quarter clinical course provides students with a venue to discuss their child and adolescent psychotherapy cases with classmates and a member of our faculty in a congenial, collegial atmosphere. The case discussion leads to consideration of the therapeutic alliance, diagnostic conceptualization, the psychotherapeutic process, transference, countertransference, technique and the working alliance with parents.
CACC 702	Child & Adolescent Case Seminar V	CAPP	2	Continuous Clinical Case Seminar -This 5 quarter clinical course provides students with a venue to discuss their child and adolescent psychotherapy cases with classmates and a member of our faculty in a congenial, collegial atmosphere. The case discussion leads to consideration of the therapeutic alliance, diagnostic conceptualization, the psychotherapeutic process, transference, countertransference, technique and the working alliance with parents.
TECH 501	Clinical Approach to the Patient I	FY	1	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
TECH 502	Clinical Approach to the Patient II	FY	1	A continuation of Clinical Approach to the Patient I (TECH 501).
TECH 503	Clinical Approach To The Patient III	FY	1	A continuation of Clinical Approach to the Patient II (TECH 502).
APCC 601	Clinical Case Conference I	APP	2	This course is designed to have the students practice presenting their clinical material and also develop their ability to analyze case presentations of others.
APCC 602	Clinical Case Conference II	APP	2	This course is designed to have the students practice presenting their clinical material and also develop their ability to analyze case presentations of others.
APCC 603	Clinical Case Conference III	APP	2	This course is designed to have the students practice presenting their clinical material and also develop their ability to analyze case presentations of others. The students present over two sessions, the first one being mostly background and an introduction to the patient, and the second being the presentation of the therapeutic process of recent sessions. The focus of the discussion is on understanding the meaning of the material and the purpose and technique of interventions.
CACW 601	Clinical Writing	CAPP	2	Clinical Writing is a writing workshop designed to help students write about their clinical work and prepare the diagnostic and case reports that are required in CAPPT. We will focus on writing case reports that privilege the experience of therapist and patient and their interactions. This class is intended to facilitate students' thinking and articulation of the therapeutic process. Using a workshop format, in-class exercises will evoke writing and thinking about clinical material.
APEP 601	Contemporary Ego Psychology	APP	1	This course will be a brief introduction to Modern Conflict Theory. Students will learn how to apply the concepts of conflict and compromise to diverse clinical situations.
APSP 601b	Contemporary Self Psychology	APP	1	In these classes devoted to Self Psychology, we will explore and discuss the theoretical conceptualizations and clinical implementation of the following core topics: empathy and the empathic listening perspective; aggression and narcissistic rage; defense and resistance; the disruption-repair cycle, transmuting internalization and therapeutic process; semipermeable boundaries; transference and countertransference; and intersubjectivity.

CPTY 701a	Couple Therapy (1 of 2)	PEP	1	<p>This two-quarter elective provides an opportunity for candidates and interested faculty to study the field of contemporary couple therapy, with an emphasis on psychoanalytically-informed theory and interventions. We will begin by discussing indications for couple treatment, how to get started, a bare-bones format (Couple Therapy 1.0), and just what makes marriage so difficult.</p> <p>We will then examine “upgrades” to the basic conjoint therapy format that make it more effective. Psychoanalytic upgrades include focusing on divergent subjectivities, interlocking transferences, projective identification, and methods for working towards acceptance and forgiveness. As we do this, we will note the contributions of self psychology and of various name-branded, psychodynamic schools of couple therapy including Emotionally Focused Couple Therapy, Object Relations Couple Therapy, and Collaborative Couple Therapy.</p>
CPTY 701b	Couple Therapy (2 of 2)	PEP	1	A continuation of Couple Therapy part 1 (CPTY 701a)
CRT 501	Critical Thinking I: What is a Psychoanalytic Attitude?	FY	1	<p>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.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 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. <p>Format:</p> <p>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.</p>
CRT 502	Critical Thinking II: The Epigenetic Hierarchical Model	FY	1	<p>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.</p> <p>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.</p> <p>Course Objectives:</p> <ul style="list-style-type: none"> ·Introduction to the epigenetic hierarchical frame. ·Elaboration of its use as an umbrella for organizing the knowledge base for psychoanalytic theory, nosology and practice. ·Overview of EH as a bridge linking psychoanalytic models with knowledge from related fields pertinent to human development and function. <p>Course Format:</p> <p>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.</p> <p>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.</p>

CRT 503	Critical Thinking III: Critical Reading	FY	1	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.
DEV 603	Development: Adolescent To Young Adult	PEP	1	In this class normal adolescent development is studied from several psychoanalytic and developmental viewpoints. A secondary goal of the class is to show how different conceptualizations of adolescence lead to different pictures of development. At the completion of this class candidates should be able to describe several different theories of adolescent development. They should be able to state on what data those theories are based. They should be able to describe the intellectual and social contexts in which the theories emerged. They should be able to describe evidence for differing kinds of development among diverse groups of adolescents including non-dominant ethnic groups, GLBT youth, and violent youth. These goals will be achieved by candidates reading and actively discussing psychoanalytic and developmental text, analyzing literary works and films.
DEV 601	Development: Infancy to Oedipal Phase	PEP	1	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.
DEV 602	Development: Oedipal Phase through Latency	PEP	1	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 function and be able to recognize these traits in their adult patients as well.
CADP 601	Developmental Psychopathology I	CAPP	2	This class will review past and present notions of development and varied notions of how the subject unfolds and/or is formed. Within the context of these varied theories we will reflect on how each accounts for fundamental concepts such as anxiety, aggression, guilt, dysregulation, etc. For Winter 2019: Developmental Psychopathology Course Description This course examines how pathology emerges from an unhealthy developmental process. We will examine psychoanalytic models of human development, psychoanalytic diagnostic categories, and their interrelationship. A range of disorders confronting the child therapist will be discussed.
CADP 602	Developmental Psychopathology II	CAPP	2	A continuation of Developmental Pathology I (CADP 601).
DRM 701	Dreams I	PEP	1	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
DRM 702	Dreams II	PEP	1	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

CADR 701	Dreams, Fantasy & Play I	CAPP	2	During this course we will be exploring the meaning, function and structure of children's dreams. We will also discuss how dreams can be used in therapy with children. For the first class please bring in a dream from a child for discussion? This can be any age child.
CADR 702	Dreams, Fantasy & Play II	CAPP	2	During this course we will be exploring the meaning, function and structure of children's dreams. We will also discuss how dreams can be used in therapy with children. For the first class please bring in a dream from a child for discussion. This can be any age child.
EVL 501	Evolution of Psychoanalytic Thought I	FY	2	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.
EVL 502	Evolution of Psychoanalytic Thought II	FY	2	A continuation of Evolution of Psychoanalytic Thought I (EVL 501).
EVL 503	Evolution Of Psychoanalytic Thought III	FY	2	A continuation of Evolution of Psychoanalytic Thought II (EVL 502).
FRD 601	Freud 1	PEP	2	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.
FRD 602	Freud 2	PEP	2	A continuation of Freud I (FRD 601)
FRD 603	Freud 3	PEP	2	A continuation of Freud II (FRD 602)
FND 501	Fundamental Concepts in Psychoanalysis I	FY	1	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.
FND 502	Fundamental Concepts in Psychoanalysis II	FY	1	A continuation of Fundamental Concepts in Psychoanalysis I (FND 501)
FND 503	Fundamental Concepts In Psychoanalysis III	FY	1	A continuation of Fundamental Concepts in Psychoanalysis II (FND 502)
TECH 801a	Goals of Psychoanalytic Technique (1 of 2)	PEP	1	This course is offered as a selective for all candidates after their first year. It will be a two quarter course. The first quarter we will look at interventions from the perspective of what they are expected to accomplish in the analytic process. This provides a way of organizing, comparing, and understanding interventions from different analytic orientations that are actually different strategies for accomplishing similar process goals. We will look at the common goals and the clinical assumptions, both implicit and explicit that result in the different suggestions for how to best accomplish the goals. In the second quarter we will look at clinical material in the psychoanalytic literature using the perspectives developed in the first quarter to illustrate the utility of a goal orientated approach to better understand the analytic thought process (both conscious and unconscious). The first quarter is a pre-requisite for taking the second quarter.
TECH 801b	Goals of Psychoanalytic Technique (2 of 2)	PEP	1	In the second quarter we will look at clinical material in the psychoanalytic literature using the perspectives developed in the first quarter to illustrate the utility of a goal orientated approach to better understand the analytic thought process (both conscious and unconscious). The first quarter is a pre-requisite for taking the second quarter.

CAIO 703	Infant Observation VI	CAPP	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.
CAIO 601	Infant Observation I	CAPP	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.
CAIO 602	Infant Observation II	CAPP	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.
CAIO 603	Infant Observation III	CAPP	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.
CAIO 701	Infant Observation IV	CAPP	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.
CAIO 702	Infant Observation V	CAPP	2	This class consists of a weekly observation of an infant and a weekly seminar. Both the seminar and observation are required on a weekly basis. The course will meet for two academic years with the observations continuing through the summer.
HIER 701	Introduction to Hierarchical Models I	PEP	1	<p>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.</p> <p>The goals of this advanced clinical and theory course are:</p> <ul style="list-style-type: none"> · 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. <p>At the end of the course, candidates are expected to:</p> <ul style="list-style-type: none"> · 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.
HIER 702	Introduction To Hierarchical Models II	PEP	1	A continuation of Introduction to Hierarchical Models I (HIER 701).
MBRN 701	Introduction to Mind & Brain I	PEP	1	This course was developed for candidates who now have sufficient psychoanalytic expertise to be able to re-evaluate the theories and techniques of psychoanalysis in light of this new information. 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. Candidates should emerge from the course with a grounding in current relevant neuroscientific research and be able to discuss how these findings have altered our models of psychological functioning and our psychoanalytic explanatory models.
MBRN 702	Introduction to Mind & Brain II	PEP	1	Continuation of Introduction to Mind & Brain I (MBRN 701).

OBJR 601	Introduction to Object Relations I	PEP	1	<p>This course is an introduction to Object Relations theory: its origins and clinical applications.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 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 theorists contributed to psychoanalytic thinking and practice. 4. Appreciate the clinical utility of their ideas and be able to apply them
OBJR 602	Introduction to Object Relations II	PEP	1	<p>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. In the second quarter, we will take up Donald Winnicott and the Independents. Final class sessions will focus on clinical applications of Object Relations ideas and differing ideas about therapeutic action within Object Relations theorists. The fall and winter courses make up one course; students must have taken part 1 in the fall of 2018 before taking part 2.</p>
CALD 701	Learning Disabilities & Neurobiology	CAPP	2	<p>This class will review preliminary terminology, criteria and definition of learning disabilities and the potential impact of these disorders on the psychological development of children and adolescents.</p>
THPA 801	New Approach to the Therapeutic Action of Psychoanalysis	PEP	1	<p>Combination case conference format and theoretical discussions led by the instructor.</p>
APOR 601	Object Relations Theories For Clinical Practice: Klein & The Neokleinians	APP	1	<p>In this course, we will examine the work of child analyst Melanie Klein and a number of historical and contemporary psychoanalysts who cite Klein as an influence.</p>
APOR 602	Object Relations Theories For Clinical Practice: Winnicott & The Contemporary Independents	APP	1	<p>"We will begin our study with 3 classes of "clinical" Winnicott. We will then move on to three post Winnicott authors whom represent the British Independent School of Psychoanalysis.</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Understand clinical implications of Winnicott's work. -Think about and understand Winnicott's influence in more recent authors.
CAPL 601	Parent Loss	CAPP	2	<p>This course will address the specific clinical issues that are unique in Parent loss by death and divorce in childhood bereavement. Clinical material from the instructor and class members will be used to discuss the special circumstances of children and adolescents who have experienced the loss of a parent. Consideration will be given to the implications of childhood bereavement, and its impact over the course of development for the child. We will explore diagnostic considerations, adaptation for the child, surviving parent, custodial parent or caregiver. We will also address the problems presented in counter transference with the therapist working with these cases.</p>
APSP 601	Principles of Self Psychology	APP	1	<p>Psychoanalytic psychotherapy owes much to the evolution of Heinz Kohut's Self Psychology, now one of the mainstream theories of psychoanalysis and the foundation for many new approaches to analytic therapy. In the first six sessions of this quarter we will identify core tenets of Kohut's Self Psychology in the context of both theory building and clinical practice.</p>
PLV 701a	Problems of Love: Case Discussions (1 of 2)	PEP	1	<p>A clinical course using cases to demonstrate how to use Freud's ideas clinically, especially but not only the negative therapeutic reaction, sublimation and substitution,, the issues of desire (currently a focus of neuroscience as well), superego issues with consideration of the ego ideal and conscience. And of course the issues of love, primal scene and splitting.</p>
PLV 701b	Problems of Love: Case Discussions (2 of 2)	PEP	1	<p>A clinical course using cases to demonstrate how to use Freud's ideas clinically, especially but not only the negative therapeutic reaction, sublimation and substitution,, the issues of desire (currently a focus of neuroscience as well), superego issues with consideration of the ego ideal and conscience. And of course the issues of love, primal scene and splitting.</p>

DEV 501	Psychoanalytic Perspectives on Developmental Processes I	FY	1	<p>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.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 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.
DEV 502	Psychoanalytic Perspectives on Developmental Processes II	FY	1	A continuation of Psychoanalytic Perspectives on Developmental Processes I (DEV 501).
DEV 503	Psychoanalytic Perspectives On Developmental Processes III	FY	1	A continuation of Psychoanalytic Perspectives on Developmental Processes II (DEV 502).
WRIT 601	Psychoanalytic Writing I	PEP	1	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 Open Classes students who wish to write about an intensive psychotherapy. Confidentiality is expected and critical for the noncritical, interactive atmosphere in this Seminar.
WRIT 701	Psychoanalytic Writing II	PEP	1	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.
WRIT 801	Psychoanalytic Writing III	PEP	1	<p>Writing 3 is an elective class for those who have taken Writing I and II and have successfully completed the first colloquium. In this advanced writing workshop, 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 reports that you might be working on: e.g., the second colloquium report, the in extenso report, a report on child treatment, or a termination report. It can also be used for the writing of a psychoanalytic paper or the case report for certification purposes.</p> <p>We will use a workshop format which allows the class to build around each of your needs—whatever your current project is. Building upon the two preceding writing classes and your greater understanding of 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/paper which draws upon your experience of and reflections on the patient and process. Each writer will receive constructive feedback on his/her writing from both the class leader and the other writers in the seminar.</p>
APRT 601	Relational Theories for Clinical Practice	APP	1	Relational Theory has added to psychoanalytic discourse by providing an interactive vision of the analytic situation that places the analyst-patient relationship—with its powerful affective currents—in the foreground. This 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, and the co-constructed dimensions of the unfolding of transference-countertransference, intersubjectivity, therapeutic action, gender and sexuality.

RSRC 701	Research	PEP	1	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.
IDL 701	Seminar on Idealization	PEP	1	This seminar provides an opportunity to think through what we mean by idealization — and related terms and concepts — by reviewing the canonical contributions of Freud, Klein, Kohut, Winnicott, and then by turning to some more contemporary writers who integrate and extend and play with the seemingly opposed perspectives of “the greats.” Our effort will be comparative in nature, which means that while we are reading about idealization, we will simultaneously be working towards a comparative framework for examining psychoanalytic concepts more generally. Please come prepared for a lively, collaborative seminar in which active participation is expected as we discuss rock stars, demagogues, ideal loves, superheroes, perfect bodies, FOMO, perfectionism, and our own idealizations of psychoanalysis. We will also discuss the applicability of psychoanalytic ideas to social/cultural analysis.
CASP 601	Separations	CAPP	2	This course will examine, from a clinical perspective, life events many children encounter: nursery school, daycare, and friendships. We also will consider life events other children experience: immigration, adoption, divorce, and placement, Each class will be devoted to a specific topic. The instructor will offer an orientation in each class. Articles and books are assigned to enrich our learning and discussions. Clinical vignettes will be presented in each class, either by the instructor or a student. . We will focus on both opportunities for forward growth in children and the psychological challenges faced by children and parents.

CAST 701	Special Topics I	CAPP	2	<p>SPECIAL TOPIC COURSE ON SELF PSYCHOLOGY (Renee Siegel, LCSW)</p> <p>So many theories exist in self psychology now, and in psychoanalysis generally, that learners must find themselves in a confusing maze. My task, in this time-limited course, will be to create a solid foundation for learners so they will have a rational basis for their understanding and ultimate selection of a usable clinical theory. Because no theory stands alone, but is born of previous ideas, this course will assume an historical perspective. We will first study the Freudian context out of which Kohut's selfpsychology grew. Next, we will study Kohut's important epistemological * (see below for definition) differentiation of psychoanalysis as a field of study and learn how that enabled him to distinguish his psychoanalysis from Freud's and others. We will then be able to compare and contrast Kohut's developmental line of narcissism with Freud's developmental line. Then we will study the various forms of narcissism described by Kohut, as well as their corresponding selfobject transferences. The instructor will present various vignettes and the students will be expected to offer vignettes from their clinical work to illustrate selfobject needs and selfobject transferences. Books for children will be used to illustrate various Kohutian ideas.</p> <p>*Definition of epistemology -- a branch of philosophy concerned with the theory of knowledge, the study of the nature of knowledge, justification of, and the rationality of belief; including reference to the limits of human knowledge, and, validity of knowledge.</p> <p>At the end of this course: Students will be able to 1) explain Kohut's unhappiness with Freudian theory and why he felt the need to carry psychoanalytic thinking beyond Freud, 2), discuss Kohut's concern about Freud's theorizing and how he moved from experience distant theory to experience near theory formation, and 3), describe the evolution of the forms of narcissism according to Kohut's description, and 4) describe various aspects of selfobject needs and experiences.</p> <p>Special Topics - Little Hans (Jan Fretland & Harriet McDonald) This 2 class course will study Freud's famous child case of "Little Hans".</p> <p>First we will look at how this case came to Freud and how it unfolded. We then will examine Freud's contribution and understanding of the concepts of repression, oedipal longings, anxiety and displacement in the development of a phobia as seen with Little Hans.</p>
CAST 702	Special Topics II	CAPP	2	
CASU 701	Supervision	CAPP	2	
CATM 701	Termination Seminar	CAPP	2	<p>This course will focus on the clinical task of the 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.</p>
TERM 801	Termination Seminar I	PEP	1	<p>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).</p>
TERM 802	Termination Seminar II	PEP	1	A continuation of Termination Seminar I (TERM 801).

TRMA 801	Trauma, Shame, & Mourning	PEP	1	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.
CAWP 601	Working with Parents	CAPP	2	The course on working with parents will address this essential yet difficult terrain of developing a working alliance with the parents. We will be exploring the establishment of the working alliance and how to manage and understand the role of the parents in their child's psychotherapy. The concepts of transference, counter-transference, parameters and confidentiality are a few of the topics we will be discussing. The course will include classic readings in the field, as well as, current literature. Clinical material will be provided by both the instructor and the class participants to illustrate the areas of interest and concern.