

Fall 2018 Course Descriptions

COURSE NUMBER	COURSE TITLE	PGRM	CREDITS	HOURS	COURSE DESCRIPTION
ACC 700	Advanced Case Conference	PEP	1	7.5	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.
APCC 601	Clinical Case Conference I	APP	2	15	This course is designed to have the students practice presenting their clinical material and also develop their ability to analyze case presentations of others.
APEP 601	Contemporary Ego Psychology	APP	1	7.5	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 601	Principles of Self Psychology	APP	1	7.5	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.
CACC 601	Child & Adolescent Case Seminar I	CAPP	2	15	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 701	Child & Adolescent Case Seminar IV	CAPP	2	15	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 800	Child & Adolescent Case Conference	PEP	1	7.5	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.
CACW 601	Clinical Writing	CAPP	2	15	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.
CADR 701	Dreams, Fantasy & Play I	CAPP	2	15	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.
CAIO 601	Infant Observation I	CAPP	2	15	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	15	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.

CALD 701	Learning Disabilities & Neurobiology	CAPP	2	15	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.
CAWP 601	Working with Parents	CAPP	2	15	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.
CCFY 501	Case Conference I	FY	2	15	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).
CONF 601	2nd Year Case Conference I	PEP	2	15	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.
CRT 501	Critical Thinking I: What is a Psychoanalytic Attitude?	FY	1	7.5	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.

CSCA 601	Case Studies in Child Analysis I	PEP	1	7.5	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.
CPTY 701a	Couple Therapy (1 of 2)	PEP	1	7.5	
DEV 501	Psychoanalytic Perspectives on Developmental Processes I	FY	1	7.5	<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 601	Development: Infancy to Oedipal Phase	PEP	1	7.5	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.
EVL 501	Evolution of Psychoanalytic Thought I	FY	2	15	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.
FND 501	Fundamental Concepts in Psychoanalysis I	FY	1	7.5	<ol style="list-style-type: none"> 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.

FRD 601	Freud 1	PEP	2	15	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.
MBRN 701	Introduction to Mind & Brain I	PEP	1	7.5	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.
OBJR 601	Introduction to Object Relations I	PEP	1	7.5	This course is an introduction to Object Relations theory: its origins and clinical applications. Learning Objectives: 1. Comprehend the historical context of psychoanalytic theory at the time the papers were written. 2. Recognize the clinical reasons for the emergence of Object Relations ideas. 3. Understand how these theorists contributed to psychoanalytic thinking and practice. 4. Appreciate the clinical utility of their ideas and be able to apply them
TECH 501	Clinical Approach to the Patient I	FY	1	7.5	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 601	2nd Year Technique I	PEP	1	7.5	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 801a	Goals of Psychoanalytic Technique (1 of 2)	PEP	1	7.5	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.

TRMA 801	Trauma, Shame, & Mourning	PEP	1	7.5	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.
WRIT 601	Psychoanalytic Writing I	PEP	1	7.5	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	7.5	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	7.5	<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>
THPA 801	New Approach to the Therapeutic Action of Psychoanalysis	PEP	1	7.5	Combination case conference format and theoretical discussions led by the instructor.
IDL 701	Seminar on Idealization	PEP	1	7.5	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.

PEP = Psychoanalytic Education Program

APP = Adult Psychotherapy Program

CAPP = Child & Adolescent Psychotherapy Program

FY = Fundamentals Year