*If a course meets for more than one quarter, students must enroll each quarter & complete sequence*

1st Year Technique – Wilson  
Fall, Winter, Spring  
Initial Required (1 Credit/Quarter)  
Initiating the opening phase of candidates’ first analytic training cases requires integration of fundamental clinical principles and basic psychoanalytic concepts. This three quarter course provides the introduction to the technique sequence. Selected papers and comprehensive notes prepared and distributed by the instructor form the basis for class discussion.

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

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

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

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

Typical issues which often present interesting therapeutic challenges are discussed:

1. Parent loss  
2. Motivation  
3. Sexualization  
4. Mourning vs. melancholia

Adult Development & Aging – Loeb  
Spring  
Initial Required (1 Credit)  
This is the third in the series of the development sequence. The course will focus on various phases encountered in the adult life span. The class format is an open discussion the readings and how the concepts may be help expand and deepen our understanding of our patients during critical junctures in adult lives.

Advanced Case Conference - Goldberg/Stern  
Fall, Winter, Spring  
Required (2 Credits/Quarter)  
Discussion of transference issues in analyses that are ongoing.
Advanced Ego Psychology / Modern Conflict Theory - Weinstein
Fall, Winter, Spring
Selective (1 Credit/Quarter)
This course will provide an in-depth exploration of Modern Conflict Theory. Through a close reading of seminal books and papers, the students will deepen their appreciation of the interpretive power of the concepts of intrapsychic conflict and compromise formation. It is expected that students taking this course will have taken both years of the Freud Course and the first Ego Psychology Course.

Advanced Object Relations - Schlachter
Fall
Selective (1 Credit)
The aim of the course is to examine some of the core concepts in Kleinian theory that may prove useful in our analytic practice and to look at how these are used by contemporary Kleinians.

Advanced Object Relations (Winnicott Seminar) - Johnston
Winter/Spring
Selective (1 Credit/Quarter)
The aim of the course is to examine some of the core concepts in Kleinian theory that may prove useful in our analytic practice and to look at how these are used by contemporary Kleinians.

Advanced Self Psychology
Selective (1 Credit)
This is the second quarter of the two quarter Selective on Self Psychology after Kohut. In the first quarter we studied the ideas of several contemporary theorists who saw their work as elaborating or extending the reach of Kohut’s foundational understanding of therapeutic action. In this second quarter we will focus on the usability of Self Psychological theories in current practice. In order to enhance our understanding of how contemporary Self Psychology addresses challenging clinical situations, I have invited several guest lecturers who use Self Psychology to inform their practice. Each guest lecturer has special expertise in working with specific populations and therapeutic issues and offers us the opportunity to learn from engaging in discussion based not only on their use of theory but also their presentation of experience-near clinical material. These topics include working with couples and with children, and with patients who suffer from perversions, from psychotic disorders, and severe difficulty engaging in treatment. Many readings will feature the instructors’ original articles and book chapters.

Advanced Technique – Spira, N.
Winter, Spring
Required (1 Credit/Quarter)

An Introduction to Psychoanalytically Oriented Couples Therapy - Perlman
Winter
Elective (1 Credit)
The group will read papers from Classical, Self-Psychological, and Object Relations perspectives to understand the dynamics of couples. The instructor will bring clinical material and will invite others to bring case material of their own.
Art from the Inside Out: What Rene Magritte, Louise Nevelson, and Constantine Brancusi May Reveal to Psychoanalysis about Self Inquiry - Sterkel
Fall, Spring
Elective (1 Credit/Quarter)

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

This course will involve two field trips to the Art institute during a six session course to experience work by three gifted artists and consider what their visual creations have to teach us about our own self-understanding. Magritte challenges his viewer to look at something once, then look at it again. He surprises his viewer continually, as if to say, please don't assume you know what this is, but contemplate it, associate to it, enter into conversation with the painting and see what emerges. Like dreams, his images are polymorphous ideas, inviting multiple interpretations, dynamic, seen differently and more deeply as time unfolds.

Nevelson plays with found objects and puts them into collage often playfully or unexpectedly, inviting us to associate to our own inner organization of comprehending the visual world. Brancusi presents elegant elementary forms that reach our sensual humanity but leave much up to our own interpretation about what his simple alluring shape means.

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

Assessment of Change - Schlessinger/Lebovitz:
Fall, Winter, Spring
Selective (1 Credit/Quarter)
CRITERIA FOR ASSESSMENT OF THE ANALYTIC PROCESS

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

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

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

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

d) DYADIC OBJECT RELATIONSHIP. The quality of object relationships reveals the degree of development that has occurred from the earliest states of symbiotic and transitional object relationships (two to six months) through differentiation and individuation (6 to 36 months). Separation-individuation marks the beginning of the dyadic relationship in the sense that the infant becomes capable of distinguishing himself from mother as a separate individual. Nurture and caretaking remain the prominent features of this stage. Thus, we would view sibling rivalry, which is pre-sexual and involves competitive wishes for nurturing in terms of a double dyad rather than a triadic relationship, even though there are three people involved.

e) DYADIC REALITY PROCESSING. The earliest form of reality processing, reality testing, refers to the capacity to distinguish between A mental representations stimulated by external, objective, manifest events and mental representations arising from internal events, memories, and fantasies (Robbins and Sadow, 1974, p.344). It is therefore of a nurturing relationship with one object, the refinement and elaboration of the function of dyadic reality occurs with subsequent development of self-and object-representations and their interrelationships. Robbins and Sadow (1974) have elaborated a developmental hypothesis of reality functioning.

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

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

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

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

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

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

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

m) SELF-SOOTHING FUNCTION. As a corollary to the assessment of the self-analytic function, we have added an assessment of the self-soothing function: the capacity to regulate tension that emerges as an outcome of the stages of separation-individuation.

n) TRANSFORMATION OF NARCISSISM. Changes in this area may be measured with regard to the development of empathy, humor, acceptance of the finiteness of life, creativity, and wisdom (Kohut, 1966), and would be reflected in the degree of self-constancy and the quality and integration of the ego ideal.

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

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

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

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

Case Conference 1A – Yanagi/Perlman/Schlacter
Fall, Winter, Spring
Initial Required (2 Credits/Quarter)
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 Conference 1B - Marengo/Perri/Selene
Fall, Winter, Spring
Initial Required (2 Credits/Quarter)
Case presentations are fundamental to training practitioners across the clinical professions. Within the Psychoanalytic Education Program, the goal of the case seminars is to develop competence in the conduct of psychoanalysis by listening to and discussing clinical material.

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

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

**Case Studies in Child Analysis – Kaufman**

**Fall, Winter, Spring**

**Initial Required (1 Credit/Quarter)**

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.

An emphasis in this course will be on the ways in which our understanding of the analytic process and analytic technique are influenced by our understanding of development. Child and adolescent analysis offers opportunities to study, in vivo, the developing personality, to study the impact of the early environment and adaptation in detail, and to deepen understanding of childhood reactions to internal conflict and developmental deficits along with the implications for adult development. An enriched understanding of childhood enables us to be more knowledgeable, careful, and sensitive as we go about the collaborative work of recapturing the childhood pictures of our adult patients and to develop balanced reconstructions of both the pathological and non-pathological aspects of personality development.

Topics to be covered will include but are not limited to: 1.) The Framework of Analysis: Diagnosis, Indications for analysis and analyzability; Conversion from psychotherapy to analysis; Beginning an analysis; Creating an analytic situation; 2.) The Analytic Relationship: The analytic alliance; Transference and Counter-transference; Defense analysis and resistance; Developmental use of the analyst; 3.) Modes of Communication and Expression: Therapeutic communication; Analytic listening; Verbal and non-verbal communication; Dream analysis; Fantasy and fantasy play; Acting out and action; 4.) Interpretation and Non-interpretive Modes of Intervention: tact and timing of interpretations and other interventions; restriction and gratification.

Our primary source of data will be from case studies of child, adolescent, and adult analyses. Readings will be recommended to supplement the discussion of clinical material.

**Child and Adolescent Case Conference**

**Fall, Winter, Spring**

**Required for Child Candidates/Selective for non-Child Candidates (1 Credit/Quarter)**

The Child and Adolescent Case Conference focuses on the clinical process of child and adolescent analysis. Organized around the beginning, middle and end phases of analysis, ongoing cases are presented by class members. Topics covered include analyzability; consultation, assessment and evaluation for analysis; creating a child analytic patient; developing an analytic alliance; work with parents in support of the child=s analysis; play; interpretive interventions; use of countertransference; collaboration with schools and other professionals; the developmental process; disruptions to analytic work; and termination.

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2014-2016 Psychoanalytic Education Program

*This is a live document that is subject to change*
Clinical Case Conference: Studying Technique & Its Implications - Tobin
Fall, Winter, Spring
Special Course – This course does not count toward graduation requirements for the Psychoanalytic Education Program (1 Credit/Quarter)
*Open to both Candidates and Students at Large
The focus of this course will be on clinical descriptions and discussions of the therapeutic approach to individual cases. We will discuss the various ideas offered by the participants and consider the pros and cons of each. We will explore the implications of these ideas and consider the pluses and minuses. We will work towards a clear understanding of the most effective approach based on the idea that the treatment ultimately depends on patient and analyst understanding of the causes of the patient’s suffering. We will make special use of the idea of the way in which that which has been repressed merges in a way that produces pathology and why this has taken place in each particular case presented. The cases will come from both the class and the instructor. The instructor will add a discussion and offer readings to extend that discussion. In the process, the class will consider the different points of view which will obviously emerge as the discussions proceed, but the underlying Freudian concepts will be made clear. This will be done not only with the cases presented, but the instructor will add vignettes as well.

This course is a 3 quarter sequence.

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

Contemporary European and Latin American Psychoanalytic Literature (1 Credit/Quarter)
We will start this course with a look at Wilfred Bion’s influence in contemporary psychoanalytic practice and thinking. We will use the recent papers on Bion in the Psychoanalytic Quarterly (2013) Vol. LXXXII, No. 2

Creating Child Analytic Space: Practice and Technique - Schmidt
Fall
Selective/Required for Child Candidates (1 Credit)
The analyst’s goal is to create a space in which a child and adolescent can feel increasingly free to communicate their inner feelings and thoughts, and reflect upon them. Whether the child communicates through play, words, drawings, or behavior, the course will address the way the analyst facilitates this process. We will begin with a consideration of the analyst’s "stance," "mindset," or "frame of mind," that is, the kind of reflective position the analyst takes within himself or herself. With this basis, we will think about the “nuts and bolts” of beginning therapeutic work with a child—setting up an office or playroom, engaging parents from the initial contact forward, engaging the child or adolescent, thinking about the symptom presentation and diagnostic questions, assessing analyzability, and talking with parents and child about assessment and treatment plan.

2014-2016 Psychoanalytic Education Program
*This is a live document that is subject to change
Development Adolescence – Galatzer-Levy  
Fall  
Initial Required (1 Credit)

Development of the Analyst – Richmond/Dini  
Fall  
Elective (1 Credit)

Development Young Adulthood – Galatzer-Levy  
Winter  
Initial Required (1 Credit)

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

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

Development Latency - Byrne  
Spring  
Initial Required (1 Credit)
This is a core psychoanalytic education course for all students participating in the Core program, and open to students at large. Topics include: the careful study of the latency phase of development including early, middle, and late latency. Developmental anxieties, Identification, and Gender roles will be discussed. Multiple psychoanalytic theories of human development will be reviewed all under the overarching developmental perspective of an integrated bio-psychosocial model. The course process will include instructor lectures including clinical case material, class discussion of assigned readings and class members’ presentation of their own clinical material.

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

Difficult Cases - Rocah/Levey  
**Fall, Winter, Spring**  
Selective (1 Credit/Quarter)  
Drs. Rocah and Levey are offering a workshop to consider difficult psychoanalytic cases where existing theories and techniques fail in our application of what we think we know and we discover that re-thinking and innovation is required. This will be a workshop devoted to two difficult challenges in psychoanalytic work:

- Clinical challenges such as impasse and stalemates, interminable analytic efforts, negative therapeutic reactions, erotized transferences, sado-masochistic transference enactments, malignant regressions, intractable character disorders, archaic transferences, re-traumatization, etc.
- Difficulties in the path of terminating analytic work where an analytic process has been engaged. Discussion will focus on both the explicit and implicit theories/actions of the treating analyst and micro-clinical decisions made on the basis of those theories/actions.
- Clinical presentations will be made by attendees at the workshop who will present pre-circulated sessions with a focus on a particular problem or question that interests the presenter which then will be open to discussion by the group. Presenters are encouraged to discuss selection of the case and material to be presented ahead of time with workshop leaders so that appropriate readings can be assigned to enrich our discussion. The workshop is open to candidates, graduates, and faculty. If someone would like to present a case but is not able to attend workshop on a continuing basis they should feel free to contact the workshop leaders. All discussions will be recorded, summarized and circulated to the group.

Dissociative States – Kieffer  
**Winter**  
Elective (1 Credit)  

Divided Against Oneself: Trauma, Shame and Mourning - Shabad  
**Fall**  
Elective (1 Credit)  
In this course we will explore how traumatic and chronically disillusioning experiences have profoundly inhibiting effects on the passion necessary to grow and change throughout life. Specifically, we will examine how the exposure deriving from ruptures in human relationships leads to shame and the defensive cover-up of self-consciousness.

We will devote special attention to how individuals omnipotently transform traumatic experiences outside of their control into a sense of shameful failure in which they “blame the victim” in themselves. We will then turn our focus to the inhibiting effects of shame on character development, and the interrelated dynamics of passivity, such as fatalism, self-pity, resentment, envy, and perverse spite.

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

Dream Analysis - Goldman de Zocchi
Fall, Winter
Selective (1 Credit)
Addressing the dream as a psychic expression provides insight into the mental functioning: its laws, transactions, and logical thinking. The structure of the dream teaches us about the patient's symptom, the transference and the analytical interpretation. The phenomenon of the dream also shows us the multiplicity of logics coexisting in a unique mental act.

Metapsychology, also known as the "witch" of psychoanalysis, constantly reminds us of the complexity of psychic apparatus and its manifestations along with how this complexity is directly expressed in the patient's speech, symptom and resistance.

Ego Psychology – Hoit
Winter, Spring
Required (1 Credit/Quarter)
In 1936 Anna Freud wrote a famous paper that clarified and advanced some of the changes that Sigmund Freud had introduced as Ego Psychology. It was found that clinical problems were insistently focusing on severe character pathology and the problems of psychosis and addiction as they complicate work with neurotic symptoms. It had become obvious that the theory required an explanation of the earliest, pregenital, development of the ego. Theorists were writing about the earliest mother child relationship and the development of ego functions. Sigmund Freud had already introduced ego psychology in his papers in 1923 and 1926-The Ego and the id and Inhibitions, Symptoms and Anxiety, respectively, because the topographic model, alone, was no longer sufficient for the analytic community. Many child analysts were studying early development in vivo. Anna Freud, as a gift for her father's 80th birthday, wrote her classic paper to clarify and extend Ego Psychology. (You may want to consider, as you read Anna Freud's paper, whether she is altering her father's work or only clarifying it. Given the event, I think she would intend to clarify it, only.) She used both direct child observation and clinical studies as was the case with many other child analysts as well. A significant problem with the clinical theory had been an assumption that only patients with a coherent ego of sufficient autonomy were analyzable. It was also assumed that the oedipal infantile neurosis was the central curative process when it was translated into the classical transference neurosis in the analytic process. Anna Freud made a signal advance when she noted that all analytic observations that were curative were made through the study of the ego, especially the ego defenses. She also showed that "preliminary defenses" involved the use of external objects. As we know, the study of these defenses illuminate the object relations throughout childhood. She continued to believe that adult analysands did follow the oedipal model, she made an advance when she showed that children normally use object relations as defenses.
Soon, Heinz Hartmann suggested a significant alteration when he proposed that the theory might be augmented in a useful direction in his discovery of the non-conflictual sphere of the ego driven by neutral energy. He showed that the core of these ideas already were suggested in Freud's own papers. (Many analysts think that he took some barely significant ideas of Freud to an unwarranted importance.) Hartmann also suggested that a child has inborn conflict free ego structures (apparatus's) which allowed the infant, in a good enough maternal environment, to play an active role in his/her own development. He was considering an important set of issues that are currently given great importance under the headings of "personal agency" and intersubjectivity. Both A. Freud and H. Hartmann introduced adaptation to the environment as an important developmental function for the child. A change in the environment or an advance in development and an adaptive struggle that follows can be either a stimulus for further growth or an unworkable stress leading to a growth limiting developmental defense, depending on mutual adaptive capacity of the child and parent(s). The environment is an inviting, supportive factor in development, not only a hostile one. Hartmann proposed a new model for the study of ego development and of ego strength. You will find clinical phenomena such as the therapeutic alliance and the working alliance to be derived from these origins. You will want to think about concepts such as the average expectable environment, and both the primary and secondary sources of neutral energy. Also think of the conflict-free sphere of ego development. As you will see, this is a huge menu of concepts, but is only a way of discussing common and easily understood ideas within an attempted scientific model.

Hartmann and many other European analyst migrated to the United States or England in response to the murderous anti-semitism rampant in Europe during World War Two. They wanted to show that analysis was a true science and that it could be advanced by studies of other fields in the humanities and could serve as the basis of studies in those fields. Hartmann's concepts have a grand, majestic sound to them in keeping with the important place that psychoanalysis was expected to play in all of the social sciences, Psychoanalysis was so well accepted during the period before and after WWII, that the optimism of the ego psychologists seemed appropriate to the time. Ego psychologists replaced Freud's concept of the 'death instinct' with the concept of aggression as a second drive, parallel to libido.

At that time, analytic practices were full with well-paying analysands and many analysts had waiting lists. Heads of psychiatric departments were often analysts and analysts were being asked to be resources for many lay journals. Movies were made with psychoanalysis as a theme.

**Ethics - Cromie**

**Fall**

**Required (1 Credit)**

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 inevitable 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.

Each seminar will have required readings in addition to the Ethics Case Book of the American Psychoanalytic Association (edited by Dewald & Clark, 2002, available for $20 from www.apsa.org). The bibliography will be modified as we explore the usefulness of various written viewpoints. At each meeting we will try to raise at least three ethical questions from our readings and discussion. Lastly, each candidate will maintain a journal of ethical questions arising in daily work, which we can share and discuss.

**Freud A – Seiden**  
*Fall, Winter, Spring*  
**Initial Required (2 Credits/Quarter)**

**Freud B - Seiden**  
*Fall, Winter, Spring*  
**Initial Required (2 Credits/Quarter)**  
The purpose of this course is to get familiar with Sigmund Freud's discoveries and trace how his theory of the human psyche evolved throughout his lifetime. We will read his writings starting from 1915 to the end of his life in order to discuss the important themes and clinical significance of his ideas.

**Freudian Approach to the Problems of Love – Tobin**  
*Fall, Winter, Spring*  
**Selective (1 Credit/Quarter)**  
The focus is on Love as defined by Freud as an integration of sex and affection to which he added the issues of mutuality and reciprocity. We will utilize his articles as well as others. The subject widens to include issues of development especially the Oedipal phase and adolescents as well has the later adult years. I will present the case as I did last year on an ongoing basis which worked well so I will do the same. Class members are encouraged to present their case material as well. We will make liberal use of cases reported in the literature and which represent various points of view. Since discussions will touch on the issues of inhibition, shame, and guilt we will certainly address the superego. We will consider its impact on the issue of love and also the development of the superego as well.
As we consider the failures of love relationships we will naturally be led to consider sadomasochism, perversions, and issues of morality such as moral superiority and moral masochism. Last year’s class appreciated the fact that we read and discussed stuff not addressed in the other courses or venues and which relate to the problems we regularly see in practice. Thus, we will pay attention to the treatment of the problems by others as well as ourselves.

Goals of Psychoanalytic Technique – Levey
Fall, Winter
Selective (1 Credit/Quarter)

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

The goals of this advanced clinical and theory course are:
- To review the principle of systems, epigenetic and hierarchical organizations.
- To compare the clinical utility of organizing data according to these principles with other approaches.
- To examine critically the implications of the developmental/hierarchical approaches for the scope of clinical theory, technique, and metapsychology.
- At the end of the course, candidates are expected to:
  - Describe the basic elements of the epigenetic hierarchical approach.
  - Discuss implications of the epigenetic hierarchical approach for clinical theory, technique, and metapsychology.
  - Be capable of applying the hierarchical approach to analytic case-work in such a manner that different developmental levels of psychopathology can be identified and treated with the appropriate developmental approach and available psychoanalytic models.

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

Learning Objectives:
1. Comprehend the historical context of psychoanalytic theory at the time the papers were written.
2. Recognize the clinical reasons for the emergence of Object Relations ideas.
3. Understand how these three theorists contributed to psychoanalytic thinking and practice.
4. Appreciate the clinical utility of their ideas and be able to apply them clinically.

SPRING QUARTER (PART 2)
This course is the continuation of the introductory course on Object Relations theory: its origins and clinical applications. The first quarter focused on the major contributions of Melanie Klein, Donald Winnicott, and Wilfred Bion. In the second quarter, we will consider developments in Object Relations with a particular focus on modern clinical applications.

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

Law and Psychoanalysis - Galatzer-Levy
Winter, Spring
Elective (0.5 Credits/Quarter)
In this seminar, which will be open to attorneys, university faculty and students, as well as analysts and candidates, we will explore a variety of topics concerning the relationship between psychoanalysis and the law. Examples include: the phenomenon of false confessions, the nature of “boundaries” in psychoanalysis, the psychology of judges and jurors, and child custody decisions. The specific topics covered will be based on the interest of the seminar group.

The seminar will meet on the third Wednesday of each month at 6:00 p.m. for 90 minutes. Credit toward fulfillment of the elective requirement of the core curriculum will be one credit for two quarters of attendance.

Masochism – Feldman
Spring
Elective (1 Credit)

Mind and Brain - Barry/Kellman
Fall, Winter
Required (1 Credit/Quarter)
Course Description:
This 2 quarter Selective will be part of an ongoing seminar in which we explore how neuroscience research influences our psychoanalytic ideas. The Selective will complement the Required Mind & Brain Course. The format will be a seminar with selected readings and discussion facilitated by the instructors. The Winter quarter will focus on the work of Jaak Panksepp.
Course Objectives:
Members of the class will expand their understanding of emotion systems and the way these systems impact psychological functioning. Members should emerge from the course with a greater knowledge of how earlier models of psychic functioning, from Freud and beyond, should be updated to reflect current neuroscience findings.

Music and Art Preverbal Aspects of Psychoanalysis
Elective (1 Credit)
In this course we will consider the relationship between artistic forms, predominantly music and visual arts, and aspects of early developmental experience. We will explore the unique power of music and art to capture, express, and communicate aspects of the preverbal registration and processing of experience, especially through affective channels. This will be contrasted with higher-order, cognitive symbolic modes of processing experience, which lend themselves to the use of language.
We will start with consideration of the traditional psychoanalytic recognition of symbolic representation as a road to unconscious mental phenomena, in psychoanalysis as well as in art. We will then consider aspects of early development that influence basic personality structure, and are not accessible by higher forms of symbolic decoding. Next, we will consider some philosophical and neuroscience approaches to the subject of meaning in art forms, and their relation to early developmental experience. Then we will consider the thoughts of an artist, William Kentridge, on a range of topics relevant to the expression of some basic aspects of experience, in art. Finally we will discuss a case presentation of an analysis in which art has been a constructive part of the analytic process.

Pivotal Cases
Selective (1 Credit)
Course will start by laying out the core of Winnicott’s Theory with emphasis on the way his understanding of personality – adaptive and maladaptive is shaped by early environmental factors, including the role of caretakers. Also the emphasis will be on the central role of affects - and the understanding of how crucial a concept is – “survival of destruction.”
We will then begin to see the relevance of the theory to clinical phenomena – for this we will use clinical vignettes, suitable case material, and literary references (film, books). I would see the course as being either two or three quarters long depending on the class and its wishes.

Principles of Child Psychoanalysis - Barrett/Schmidt/Galatzer-Levy
Fall, Winter, Spring
Initial Required (1 Credit/Quarter)
This course explores the issues that arise in the analysis of adolescents including problems of phase appropriate movement toward independence, tendencies toward action, differentiation of normal from pathological development, and typical countertransference responses to adolescent processes. The course will demonstrate how similar issues commonly arise in the analysis of adults and show how an understanding of work with adolescents can inform work with chronologically adult patients.
Psychoanalysis and Feminism - Gody
Winter, Spring
Elective (1 Credit/Quarter)
Feminism beginning in the 1980s forever changed psychoanalysis. In this class we will consider the impact of modern feminist thinking on psychoanalytic theory and practice. Not only did feminism influence a revision of ideas on female development, but also on concepts of gender and sexuality including queer studies, the imbrication of race and class in treatment, and most particularly models of analytic treatment.

The first quarter of this class will explore post-modern views of these issues and models, while the second quarter will involve clinical case material presented by participants in an effort to expand ways of thinking about development, gender, sexuality, and culture in our analytic work. Hopefully we will touch on a number of clinical dilemmas/problems of women including masochism, depression, motherhood, common gender issues in transference/countertransference.

Course Objectives
The objectives of this class are 1) to expose students to contemporary ways of thinking about the interplay between feminism, culture and psychoanalysis, 2) to encourage thinking about such concepts from both one and two person models, as well as using multiplicity i.e. both/and concepts rather than dualistic either/or constructions, and 3) to learn how to apply such ideas to psychoanalytic case material.

Psychoanalytic Family Therapy - Kamen
Spring
Elective (1 Credit)
The course would consist of exploring family therapy and its use for enhancing concomitant individual adult psychoanalysis and/ or child psychoanalysis. Case studies would be used as examples and would include my own cases as well as questions generated from the students’ cases.

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

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

**Psychoanalytic Theory (BION) – Galatzer-Levy**  
Winter, Spring  
Selective (1 Credit/Quarter)

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

First Year Writing Curriculum Goals:

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

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

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

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

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

Also stressed is that individual supervisors will have their own individual goals and standards of how to organization the material and that it is important to work closely with their supervisors to develop the case history which they have begun.
Psychoanalytic Writing II - Marino/Johnston  
Fall  
Required (1 Credit)  
This seminar is the second of three courses on psychoanalytic writing; the first two courses are required, and occur in sequence (so that Writing 1 is required to be taken before Writing 2). Writing 2 focuses on the writing of a report to submit for the first colloquium. Writing 2 should be taken during the third year of classes, the year in which candidates begin preparing to take the first colloquium. Writing 2 can be taken again, when a candidate is having difficulty completing the writing requirements for the first colloquium.

The workshop format of this course is designed to help candidates further develop skills in effective clinical writing—with a primary focus on the first colloquium report, and secondary focus on the yearly summaries (for candidates not yet ready to have their first colloquium). Each student will submit 2 pieces of writing during the course to be discussed in class: an initial draft of a full or partial colloquium report; and a revised version of that first report.

Reading Loewald - J. Newman  
Spring  
Elective (1 Credit)  
This Seminar will do a close reading of one or two of Loewald's seminal articles per class. Participants should be prepared to present one text for discussion during the quarter.

Readings on Therapeutic Action and Analytic Process – J. Newman  
(1 Credit)  
Readings will include post Freud seminal papers on the subject from the mid twentieth century and more contemporary reconsiderations of the subject. Students should become conversant with a variety of theories of therapeutic action and process as well as specific areas of the analysts action and attention that facilitate the process including but not limited to listening, neutrality, abstinence, transference, interpretation, insight, and reconstruction. The learning goal is for students to be able to conceptualize and describe the process in their own work.

Relational Theory - Kieffer  
Fall, Winter  
Required and Selective (1 Credit/Quarter)  
Prerequisites: Part II should be preceded by Part I, unless by permission of the instructor

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

Self Psychology - Terman  
Required (1 Credit)  
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 Self Object
Paradigm, Empathy, Narcissistic Rage, Oedipus Complex, and Therapeutic Process.

Sexuality, Sexualization, and Orientation in the Context of the Clinical Encounter -
Shelby
Winter, Spring
Elective (1 Credit)
This two quarter course aims to provide an overview of the concepts of sexuality,
sexualization and orientation in the contexts of psychoanalytic theory and the clinical
encounter. These concepts have changed considerably over time, often with considerable
controversy. We will also explore the tension between the human tendency to categorize
people vs. the aims and structure of the analytic encounter. Readings will provide a
historical overview from Freud to contemporary authors. Class participants are expected to
actively take part in class discussions of readings, bring clinical examples, provocative
questions and a willingness to challenge personal/theoretical assumptions and categories.
Participants are also encouraged to bring papers that they have found illuminating.

Special Topics in Psychoanalysis
(1 Credit)

Termination - Hoit
Winter, Spring
Required (2 Credits/Quarter)
The Termination course is provided for candidates to present a terminated course or one
that is believed to be on the way to an expected termination and is usually done in
anticipation of graduation. The class is composed of third year candidates or beyond who
have an opportunity to participate in discussion of several cases examined in depth over
four successive Friday classes. This allows the candidates to study cases from beginning to
end in order to have an understanding of the trajectory of several cases from various
theoretical points of view.

The Emergence of Relational Psychoanalysis
(1 Credit)
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.
**The Rat Man – Kaplan**  
**Fall**  
**Elective (1 Credit)**

This course will explore Freud's original clinical case history, which fascinated and enthralled his compatriots. This paper has been seminal in psychoanalytic history, both as regards Freud's developing ideas about transference, and his ideas about symptom formation, particularly obsessional symptoms. There are 980 references to the Rat Man in Pep-Web. We will then explore later psychoanalytic theorizing about Transference and about obsessional mechanisms.

**The Usable Winnicott**  
**Fall/Winter/Spring**  
**Selective (1 Credit)**

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

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

**The Work of Irwin Hoffman: A Dialectical-Constructivist View – Hoffman**  
**Fall**  
**Elective (1 Credit)**

We will study the essential elements of a perspective on the psychoanalytic process that I’ve called “dialectical constructivism.” Among the features of this viewpoint to be highlighted will be its integration of existential and more traditional psychoanalytic ideas. Experience is ambiguous and therefore fertile ground for multiple plausible interpretations and wellspring for many value laden choices. As a function of the ritual asymmetry of the analytic situation combined with the patient’s transference disposition, the analytic therapist has special power to overcome the malignant influence of early bad object ties, even as they are played out within the analytic relationship, and to affirm the patient as a creative agent in that very relationship and in the world.

What I am reacting against when I underscore the responsible agency of the participants are very deeply entrenched concepts that reside at the core of the psychoanalytic tradition. In particular I am thinking of concepts such as psychic determinism, free association, and evenly hovering attention, all of which serve the pursuit of an illusory “objective” truth while radically limiting the responsibility of the participants for their valueladen choices.

To underscore the participants’ agency is not to deny that they are acting in ways that are heavily influenced by their personal histories, by their intrapsychic dynamics, by the interplay of the transference and the countertransference, and by their embeddedness in a sociocultural surround that shapes every moment of their encounter. The latter is often ignored in conceptualizing the nature of analytic work. A constructivist perspective challenges therapists to think critically about the sociopolitical context and implications of the patient's experience. It also encourages therapists' critical reflection on the moral implications and potentials of their influence in the analytic process.