

## FUNDAMENTALS OF PSYCHOANALYTIC THOUGHT

### THE CLINICAL ENCOUNTER: CLINICAL APPROACH TO THE PATIENT

3 quarters – 18 sessions

#### Course Objectives:

- 1) To teach the fundamental psychoanalytic approach to the clinical encounter
  - 2) To facilitate the integration of ideas from other courses
  - 3) To teach students about psychoanalytic assessment based on the epigenetic hierarchical model
  - 4) To teach students how to initiate psychoanalytic treatment based on their assessment, and how to modify their assessment based on response to treatment
  - 5) To prepare our students for participation in case conference
- 

### CRITICAL THINKING: WHAT IS A PSYCHOANALYTIC ATTITUDE?

1 Quarter – 6 Sessions

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.

#### Course Format:

This is a seminar in which students will have read the assigned readings and be prepared to discuss using their personal and clinical experience as a point of reference.

---

### CRITICAL THINKING II: THE EPIGENETIC HIERARCHICAL FRAME

1 Quarter - 6 Sessions

A core psychoanalytic education needs a frame within which the study of development, technique, psychoanalytic models of mind, and relations to other cognate fields can be addressed rationally and

coherently. Such a frame can further facilitate critical and systematic study of the relationships of these various elements.

It is generally accepted that human development fits within an epigenetic hierarchical frame. It serves as an organizer for studying many aspects of psychoanalysis: theory and technique, process, a theory of change and connection with related fields that constitute the metapsychology for clinical theory.

**Course Objectives:**

- 1) Introduction to the epigenetic hierarchical frame.
- 2) Elaboration of its use as an umbrella for organizing the knowledge base for psychoanalytic theory, nosology and practice.
- 3) Overview of EH as a bridge linking psychoanalytic models with knowledge from related fields pertinent to human development and function.

**Course Format:**

This is a one quarter (6 session) class. The format is lecture discussion. The readings are listed as “sources” because they will not be assigned in total. Rather, they will be covered in lecture, highlighting specific nodal theses.

At the end of the course the students will be expected to be able to write short answers to questions that capture the main pedagogical goals of the lectures and discussions.

**CRITICAL THINKING III: CRITICAL READING**

1 Quarter – 6 Sessions

**Course Objectives:**

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.

**Course Format:**

Six classes that combine lecture and class discussion. An initial sessions will focus on the methods of critical reading and the history of psychoanalytic investigations. Four subsequent sessions will include exercises in the critical reading of four psychoanalytic articles that employ distinctive research methodologies and constitute exemplars of those methodologies. A final session will involve two students carrying out the exercise of critical reading and a class commentary on their work. The articles chosen for close study will, in addition to illustrating various methods of investigation, also concern topics of current psychoanalytic interest.

Students will be required to select an article published in the past 3 years from a psychoanalytic journal and write a critique of no more than 1000 words of the article using the outline provided during the course.

---

## **EVOLUTION OF PSYCHOANALYTIC THOUGHT: CONVERSATIONS AND DEBATES**

3 quarters - 36 sessions

### **Course Objectives:**

- 1) To become knowledgeable about evolving trends and debates in the course of psychoanalytic theory and the context in which they developed
- 2) To acquire literacy in the central ideas in the development of psychoanalytic thought
- 3) To understand how clinical experiences lead to changes and modifications of theory
- 4) To identify the ways in which concepts of transference, resistance and therapeutic change have evolved

### **Thematic questions**

- What is the theory of the mind?
  - What is the explanation of transference?
  - How is therapeutic change conceptualized?
- 

## **CENTRAL PSYCHOANALYTIC CONCEPTS**

3 quarters - 18 Sessions

### **Course Objectives:**

- 1) Students learn core psychoanalytic concepts as they operate clinically and in theory and learn how to use common psychoanalytic terms with precision.
  - 2) We want to emphasize that these concepts came out of clinical work, and that they are rooted in Clinical and Developmental Transformations.
- 

## **PSYCHOANALYTIC PERSPECTIVES ON DEVELOPMENTAL PROCESSES**

3 Quarters – 18 Sessions

In this course, we will examine the psychoanalytic understanding of human development over the life course, with attention to the changing views of the underlying developmental processes.

Psychoanalysis prioritizes the study of subjectivity and the way in which motives and personal meaning shape an individual's life. We will consider how development is influenced by one's innate endowment and one's individual experiences within a specific cultural, social, familial, emotional,

and cognitive milieu and how these factors mutually influence each other. We are specifically interested in how experience becomes subjective and how subjective experience can change over time.

**Course Objectives:**

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

**Throughout the course, we will trace the themes that emerge and reemerge as development proceeds:**

- 1) Continuity and change
- 2) Role of parents and environment
- 3) Affect expression and capacities for affect regulation
- 4) Memory
- 5) How and to what extent early years shape subsequent development
- 6) The extent to which theory frames observational and clinical data

Each quarter will cover a chronological age period: first, infancy, toddlerhood and preschool years; second, latency and adolescence; and third, young adulthood, middle adulthood, older adulthood. While we will address the developmental tasks of each epoch, we will also pay special attention to the way the task of separation plays out over time as emotional, social, and cognitive changes occur.