

Winter 2019 Course Descriptions

COURSE NUMBER	CLASS NAME	PROGRAM	CREDIT UNIT	DESCRIPTION	INSTRUCTORS
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.	Fisch, J.
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.	Kieffer, C.
APSP 601b	Contemporary Self Psychology	APP	1		Davis, S.
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.	Bendiscen, H.
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.	Kordon, M.
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.	Grabowski, J.
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.	Pereira-Webber, C.
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.	Witten, M.
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.	Schiffman, J.
CAPL 601	Parent Loss	CAPP	2	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.	Robin, J.

CAST 701	Special Topics I	CAPP	2	<p>SPECIAL TOPIC COURSE ON SELF PSYCHOLOGY (Renee Siegel, LCSW)</p> <p>1/ 4,1/11,1/18,1/ 25, 2/1, 2/8</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> <hr/> <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>	Siegel, R., Fretland, J.; McDonald, H.
CCFY 502	Case Conference II	FY	2	A continuation of Case Conference I (CCFY 501).	Byrne, T.; Martin, K.; Perlman, C.

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>	Kellman, J., Jaffe, C.
DEV 502	Psychoanalytic Perspectives on Developmental Processes II	FY	1	A continuation of Psychoanalytic Perspectives on Developmental Processes I (DEV 501).	Barrett, T.
EVL 502	Evolution of Psychoanalytic Thought II	FY	2	A continuation of Evolution of Psychoanalytic Thought I (EVL 501).	Weinstein, L.; Schmidt, E., Feldman, E.
FND 502	Fundamental Concepts in Psychoanalysis II	FY	1	A continuation of Fundamental Concepts in Psychoanalysis I (FND 501)	Spira, N.
TECH 502	Clinical Approach to the Patient II	FY	1	A continuation of Clinical Approach to the Patient I (TECH 501).	Kordon, M.; Spira, N.
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.	Solomon, B.
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.	Galatzer-Levy, R.
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.	Yanagi, R.
CPTY 701b	Couple Therapy (2 of 2)	PEP	1	A continuation of Couple Therapy part 1 (CPTY 701a)	Nielsen, A.
CSCA 602	Case Studies in Child Analysis II	PEP	1	A continuation of Case Studies in Child Analysis I (CSCA 601)	Kaufman, A.

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.	McCormack, J.
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.	Barrett, T., Byrne, T.
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	Ruiz, G.
FRD 602	Freud 2	PEP	2	A continuation of Freud I (FRD 601)	Schmidt, E.
HIER 701	Introduction to Hierarchical Models I	PEP	1	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.	Kellman, J.
MBRN 702	Introduction to Mind & Brain II	PEP	1	Continuation of Introduction to Mind & Brain I (MBRN 701).	Barry, V., Kellman, J.
OBJR 602	Introduction to Object Relations II	PEP	1	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.	Johnston, H., Kaplan, A.
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).	Johnston, H.

PLV 701a	Problems of Love: Case Discussions (1 of 2)	PEP	1	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.	Tobin, A.
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. 	Perri, J.
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.	Feldman, E.
TECH 602	2nd Year Technique II	PEP	1	A continuation of Technique I (TECH 601)	Wilson, J.; Kenfield, L.
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.	Rocah, B.; Schlachter, A.
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.	Levey, M.
TERM 801	Termination Seminar I	PEP	1	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).	Ruiz, G.