



CHICAGO
PSYCHOANALYTIC
INSTITUTE

Being. Human.

Open Classes Course Catalog

Fall 2026

Qualifications

- All courses listed below currently do not have prerequisite requirements.
- Students are limited to a maximum of two courses at a time.

Tuition and Fees

- Course fees are \$550 per class (\$1650 for year-long courses)
- Additional fees for Open Class enrollment include:
 - PEPWeb Fee: \$60
 - Technology & Learning Fee: \$75 per trimester

How to Register

1. Students complete the Open Classes Application.
2. Admitted students then complete the [Open Class Request Form](#) for course registration.
3. The Education Department receives the request, enrolls students in the course(s), and creates tuition and fees assignments in the student database.
4. Students are notified of the enrollment and pay fees.
5. Once fees are paid, students receive course information and database logins.

Important Dates

- The deadline for Open Classes Applications is August 14th, 2026. ([Apply Now](#))
- The Fall Trimester begins on the week of September 2nd – 4th
- The Fall Trimester ends on the week of November 18th – 20th

Psychoanalytic Education Program

Child Case Studies

Friday 11:30 - 12:45 p.m.

Trimester: Fall & Winter (20 Weeks)

Instructor(s): TBD

This course is an introduction to child analysis, the contributions of child analysis to the analysis of adults, and developmental points of view as applied to understanding and treating children, adolescents and adults. Competence as a psychoanalyst requires understanding of how each analysand developed, with a balanced view of what went right and what went wrong with children, adolescents and adults, and requires understanding the child in the adult.

Adele Kaufman is a certified child and adult analyst and training and supervising analyst with over 40 years clinical experience and has taught at the Institute for over 25 years, is former Co-dean and former chair of Child Analysis Committee, published several papers in peer reviewed journals , co-authored a book on child analysis and has given numerous papers on child analysis, the application of principles of child analysis in understanding childhood in analysis of adults, and on teaching and learning psychoanalysis at national, international and local conferences.

Developmental Psychopathology

Friday 10:00 - 11:15 a.m.

Trimester: Fall (12 Weeks)

Instructor(s): Laurie Kenfield, MD

What does it mean to diagnose someone, and what do we risk when we do? This course takes a psychoanalytic approach to understanding psychological suffering, exploring how early experiences of attachment, embodiment, and emotional development shape the patterns we later recognize as personality and pathology. Drawing on neuroscience, developmental theory, and classical analytic thought, we

examine the conditions that allow a self to emerge and what happens when those conditions fall short.

The course moves from foundational questions about the nature of diagnosis to an in-depth look at specific disorders, including narcissistic, schizoid, and obsessive-compulsive personalities, as well as bipolar disorder. Rather than treating these as fixed categories, we approach each as a window into a person's developmental history and inner life, the kind of thinking that lies at the heart of psychoanalytic practice.

Freud Sequence

Wednesday 6:15-7:30 p.m.

Trimester: Fall & Winter (23 Weeks)

Instructor(s): Multiple

This course offers an in-depth journey through the development of Freud's thought, from his earliest work on hysteria and the unconscious to his later structural theory and reflections on the limits of analysis. Rather than a rushed survey of everything Freud wrote, the course is designed around depth. Fewer, carefully chosen texts read closely, with the aim of genuine understanding over encyclopedic coverage.

Over two trimesters, students encounter Freud as a thinker in motion: wrestling with sexuality and development, dream life and screen memories, transference and repetition, narcissism, mourning, and the architecture of the mind. The goal is not just familiarity with Freud's ideas, but the kind of enthusiasm that sends you back to the source long after the course ends.

Neuropsychanalysis

Friday 8:30-9:45 a.m.

Trimester: Fall (12 Weeks)

Instructor(s): Virginia Barry

Ever since Freud developed the technique of psychoanalysis and wrote about the metapsychological theories that sought to explain psychological development and

functioning, psychoanalysis has been grounded in neuroscience. Freud abandoned the neuroscientific explanations conceding that the field was not fully enough developed to be able to continue the biological explanations that he began in the Project for a Scientific Psychology. However, one hundred plus years later, we are in a position to examine recent developments in neuroscience, developmental psychology, cognitive science, cognitive linguistics, and neurophilosophy, to see how research in these areas can inform what we do in our consulting rooms.

The twelve sessions presented here will introduce candidates to several principles of brain function that support psychological operations including memory, affect and motivation, transference, trauma, dreaming and conscious versus unconscious processing.

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.

Relational Theory I

Thursday 7:45-9:00 p.m.

Trimester: Fall (12 Weeks)

Instructor(s): Dale Gody

This seminar will engage students in an active learning process designed to acquaint candidates with contemporary relational theory. Historically, relational theory emerged in the late 1980s drawing from interpersonal and object relations theory, and expanding the limitations of a one person model to a two person model. As a post-modern theory this model challenges some of the givens around linear development, the traditional concept of the analyst as an objective observer, and most importantly, the influence of the analyst in the analytic process. We will give special attention to the history of relational theory, relational perspectives on therapeutic technique and action, intersubjectivity and constructivism, transference-countertransference, enactment, self disclosure, gender and sexuality, and the intersection of culture, race, class in the consulting room.

Psychoanalysis and Climate Change

Thursday 6:30-7:45 p.m.

Trimester: Fall (12 Weeks)

Instructor(s): Linda Emanuel

Climate change is not only a scientific and political crisis but a psychological one. This course explores what psychoanalysis has to offer in understanding how we relate to the natural world, why we respond to ecological threat with denial, dissociation, fear, and grief, and how clinicians can work with patients navigating climate anxiety and trauma. Drawing on Freudian, Kleinian, Bionian, Kohutian, and neuropsychanalytic frameworks, students develop a rich theoretical vocabulary for thinking about humanity's relationship to the planet and what it means when that relationship breaks down.

The course moves from climate science and its psychological dimensions into clinical territory, examining real cases and considering how analytic concepts like the death drive, the paranoid-schizoid position, and the self-object tie illuminate both individual and collective responses to ecological crisis. Students also turn inward, reflecting on their own relationship to climate change and building the resources needed to hold this work sustainably in practice.

Child & Adult Psychoanalytic Psychotherapy

Separation

Wednesday 8:30-9:45 a.m.

Trimester(s): Fall (12 Weeks)

Instructor(s): Lynn Borenstein

This course examines the psychological demands of separation across the lifespan, exploring how experiences such as starting daycare or nursery school, navigating friendship loss, immigration, adoption, and divorce shape development in both children and adults. Each class is devoted to a specific topic, beginning with a review of early attachment and the foundations of connection.

The instructor will offer an orientation at the start of each session, and clinical vignettes will anchor discussions throughout the course. Students will explore both the challenges these experiences present and the opportunities they open for growth, including their long-term reverberations well beyond the original separation. Required readings enrich each topic, with additional suggestions offered for further study. A short-written reflection is required of all students.

Adult Clinical Process and Technique

Wednesday 11:30a.m.-12:45p.m.

Trimester(s): Fall, Winter & Spring (35 Weeks)

Instructor(s): Lynn Borenstein

Welcome to Adult Clinical Process and Technique, an introductory course for those studying psychoanalytic treatment. In this class we will learn the core principles of psychoanalytic treatment, broadly review several main schools of psychoanalysis, and apply our learning to a patient, Daniel, in psychoanalytic treatment. We will take a chronological journey. In the Fall we will read about the development of the treatment alliance and an analytic mind, how to listen to the unconscious and understand transference and countertransference. We will look at these concepts in action at the start of Daniel's therapy. In the Winter we will focus on the mid stage of treatment: repetition, working through, enactments, interpretations and therapeutic change, and will observe these in Daniel's work. In the Spring we will talk about the process of termination and will apply ideas from different psychoanalytic schools of thought to our final review of the patient.

Electives

Metapsychological Reenvisioning

Wednesday 6:15-7:45p.m.

Trimester(s): Fall (12 Weeks)

Instructor(s): Greg Rizzolo

Description Coming Soon.

Integrative Psychodynamic Couples Therapy

Wednesday 7:45–9:00 p.m.

Trimester(s): Fall (12 Weeks)

Instructor(s): Arthur Nielsen

Description Coming soon.