Course Catalogue
2011-2012
### Weekday Program:

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### Weekend Program:

Weekend Program Class Dates and Schedule | 18-22
First Year Core Courses:
(This year is comprised of all core courses. All the first year core courses must be taken in order to take 2nd year courses or any other elective.)

Basic Concepts (15 weeks)
This is a 15 week course that forms the foundation for the study of contemporary psychoanalysis. We will introduce the basic concepts that have shaped the dialogue about the theory and practice of psychoanalysis over time. Through our readings, our class dialogue, and our study of theory and epistemology we will investigate the underpinnings of the following concepts: structure of mind, the unconscious, development, transference and countertransference, defense and resistance, intrapsychic and interpersonal experience, and subjectivity and intersubjectivity. The course format will entail readings, lectures, discussion, and critiques of these concepts and theories. We will also incorporate clinical examples and discussion to illuminate controversies in theory and technique.

Infant and Toddler Development (15 weeks)
This course covers a broad range of contemporary literature and research on infant/mother and toddler development as well as applications of this literature to the understanding of the psychoanalytic relationship and psychoanalytic treatment of adults. Readings include authors who are primarily infancy researchers, authors who are both researchers and psychoanalytic practitioners, and authors who have read and organized the research literature in order to apply it to the psychoanalytic treatment of adults.

Case Conference (15 weeks)
The first 8 weeks of this course consists of two Training Analysts presenting to candidates. The final 7 weeks is the Candidates Presenting section, in which each candidate presents a clinical case to the class.

Freud (15 weeks)
The two main goals of this course are (1) to read a broad sampling of Freud’s work. To get to know the Herr Doctor as comprehensively as possible—both as a person and as a developing thinker and clinician; and (2) to sharpen critical reading skills: to make a relationship with the text, if you will, to hear what it has to say—both explicitly and between the lines—and to monitor your own affective and assocational responses to it. Hint: Reading texts has a lot in common with doing therapy.

Second Year Core Courses:
(This year is comprised of all core courses and one elective opportunity.)

Contemporary Psychoanalytic Theories (30 weeks)
-Self Psychology (10 weeks)
The purpose of this course is to introduce the basic concepts of Self Psychology, including their early development and the contemporary transformations they have undergone. It is also to explore the post-Kohutian perspectives that are impacting contemporary psychoanalysis and to illustrate their application to clinical work.

-Intersubjective Systems Theory (10 weeks)
The course discusses the role of Affects, the Realms of Unconsciousness, Transference/Countertransference, Experiential Worlds and Perspectival Realism, Psychotic States, “Borderline” concept, and Trauma in Intersubjective Systems Theory (IST). It also compares IST with Relational Theory.

-Relational Theory (10 weeks)
The main purpose of this course is to instill a strong understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. Early influential papers from this unique tradition as it first came together in New York City will be emphasized. This course will also include current perspectives as they continue.
to evolve within the Relational Tradition throughout the world, and here at ICP.

**Object Relations (15 weeks)**
This course will compare and integrate the nature of the object, its origins and qualities, in the context of the formulations of different theorists with a focus on their clinical applications.

**Third Year Core Course**
(This year is comprised of all electives and one core course.)

**Boundary Dilemmas (to be taken any time after the second year)**
This course is established to educate candidates on the importance of establishing a psychoanalytic framework that creates a safe environment for both patient and analyst. The utilization of a secure boundary prevents ethical violations and enables the patient to develop trust in the analytic process that allows for psychological development.

**Fourth Year Core Course:**
(This year is comprised of all electives and one core course.)

**Theory of Everything**
This class will process your years of analytic training and will allow you the opportunity to explore and reflect upon the different theories presented here at ICP. You will have a chance to discuss the wealth of ideas you have discovered. We will grapple with theories you find helpful and how you integrate them into your work.
Instructor: Lynda Chassler, Ph.D., BCD

Inspired by his work as a pediatrician, D.W. Winnicott (1896-1971) wrote about theoretical and clinical ideas on the subject of universal human concerns, attachment and separation, love and loss that expands psychoanalytic thought. He contributed fundamental papers on the development of the self in connection with the earliest mother-infant relationship and applied these ideas concerning the vital importance of the “environmental mother” for the “maturational process” to the relationship between analyst and patient. Using Winnicott’s accounts of his clinical work and writings of other authors on his concepts and clinical skill, we will apply Winnicott’s thinking on normal development and psychoanalytic technique to our own clinical work with patients.

COURSE OBJECTIVES

1. This course will review and expand the critical ideas of Winnicott in a clear, concise, and useful way to enrich the students understanding of his key concepts.

2. The originality of Winnicott’s ideas and how they apply to treatment will be discussed. We will study selected papers by various psychoanalytic authors that focus on Winnicott’s clinical theory and technique (see references), as well as clinical material provided by the instructor and seminar participants.

3. We will study the accounts given by two of Winnicott’s own patients of their analyses with him: Margaret Little and Harry Guntrip.

4. We will read and discuss “Holding and Interpretation: Fragment of an Analysis” which documents Winnicott’s therapeutic care of a gifted professional man who had a psychotic breakdown with acute depression, but who recovered with analysis and hospital care.
Instructor: Lynda Chassler, Ph.D., BCD

COURSE DESCRIPTION

The most frequently noted shared characteristics of individuals diagnosed with Narcissistic Personality Disorder and Borderline Personality Disorder are developmental failures early in life that time And again lead to difficulties modulating, containing, and expressing emotion, struggles with self-esteem, problems in the process of separation and individuation, and trouble forming trusting relationships. Eating disordered symptoms are often viewed as a protection against the re-living of these early developmental traumatic experiences.

This course is designed for the student who wants to understand and implement a psychoanalytic approach in the treatment of eating disorders. The phenomenology and etiology of Anorexia Nervosa and Bulimia Nervosa will be explored from the divergent theoretical perspectives of Object Relations, Self-Psychology, Attachment, and the Relational Model. The essential medical, as well as the family and social characteristics of eating disorders will be examined.

GOALS AND OBJECTIVES

1. Explain the phenomenology and etiology of Anorexia and Bulimia Nervosa.

2. Discuss the divergent theoretical perspectives as they relate to the eating disordered patient.

3. Identify some of the notable struggles of working with the eating disordered patient: the psychotic transference, the question of the therapeutic value of provisions, the importance of boundaries, setting limits, establishing optimal distance, and working with the countertransference.

4. Demonstrate a knowledge of how to help the anorectic and bulimic patient link disordered weight and the related symptoms to core problems in development and how to repair these early deficits.

5. Appreciate the critical role of the physician and the nutritionist in the treatment of eating disorders.
Instructor: Franziska DeGeorge, Ph.D., Psy.D.

**COURSE DESCRIPTION**

The objective of this 7-week course is to study current literature on substance abuse and addiction in order to integrate current thinking about addiction and substance abuse with the psychoanalysis of this patient population. Teacher and candidates will meet once every week to discuss the readings and their application to treatment. Casework with patients who abuse (or are addicted to) drugs and/or alcohol will also be discussed.

Many patients come to analysis with addiction. In order to understand much of their material, it is very helpful to be familiar with AA and the proven successful interventions for chemical dependency. Analysts must know whether to send a patient to a live in rehab, or whether to treat outpatient and how to differentiate symptoms of addiction from symptoms of personality disorders and or mood disorders. This task is quite difficult since the symptoms of drug abuse and addiction are often confused with those of other psychological disorders. For example, a patient was referred to me by her internist who told me that she was a hypochondriac. For a year this patient came and began every session with a somatic complaint. I tried to understand her experience and came up with many seemingly sound psychoanalytic formulations and interpretations. A year later I was introduced to the world of recovery. After going to some AA meetings and listening to addicts as well as learning about the program and what works, it occurred to me that my patient was possibly hung over every morning. I asked her about her drinking habits. Lo and behold! She was an alcoholic and addicted to marijuana. This changed the course of her treatment. Had I been more educated in recovery than the required class we all had to take for our Ph.D., I would have been able to help her much sooner.

The psychoanalyst must be familiar with the structure and information provided in good rehabilitation programs in order to both give appropriate referrals as well as to understand aspects of addiction treatment which are necessary for good treatment outcome for their patients. With addiction psychoanalysis is not enough. Conversely, the twelve-step program without psychoanalytic psychotherapy is also minimally effective. It is the combination of twelve-step programs with psychoanalytic psychotherapy, which yields the greatest benefit in maintaining sobriety as well as greater coping skills and improved relationships for these patients. Understanding addiction and proven methods of treatment is particularly important as the addictive disorders require different specific treatments and interventions than one might normally employ in the course of psychoanalysis with patients who do not have issues of chemical dependency.

ICP to date has offered no classes on psychoanalysis and addiction. This is a very important area, which needs to be covered. Many patients come into analysis with addiction and substance abuse in addition to other issues. Because so many psychoanalysts know so little about the AA program and treatment issues, which are highly relevant to a good therapeutic outcome, many of the needs of these patients are missed. Additionally, psychoanalysts are getting a bad reputation in the addiction community because the special needs for treatment of this population are often not understood. Since I have become exposed to the recovery community, various individuals have pointed out this deficit. Furthermore, there is specific language use and terminology, which is part of the program. An analyst who understands this language and can speak it will be far more able to connect with patients and to understand what they are talking about with less chance of misinterpretation. Therefore I would like to study this area in order to further my own knowledge as well as to hopefully design a class around this for others at ICP.

The reason Jane Jordan is ideally suited to teach this course is due to the fact that she has much experience working with addiction, and her orientation is particularly suitable to the psychoanalytic treatment of patients who require tremendous empathic attunement from the psychoanalyst in order to facilitate the patients’ awareness and understanding of their feeling states as they develop better coping strategies and the increased capacity for self-regulation.

**Psychoanalytic Understanding and Treatment of Drug Abuse and Addiction (cont.)**
The goal is to develop an understanding of the needs of patients with chemical abuse and dependency issues along with an effective treatment approach. Therefore, the readings will include informative works on addiction as well as readings on different treatment approaches including various psychoanalytic views on what has proven to be effective and useful for this population

**COURSE OBJECTIVES**

1. Summarize basic concepts of addiction treatment
2. Differentiate drug abuse from addiction
3. Recognize differences between substance abuse and addiction
4. Integrate self-psychological theory with 12 Step approaches to addiction

*Making Up Our Mind: Mentalization and the Psychoanalytic Dialogue*
Instructors: Helen Grebow, Ph.D., Psy.D. and C. Roger Hastings, Ph.D.

COURSE DESCRIPTION

“Psychoanalysis highlights the interactional context that fosters the emergence of the individual self and mind…Mentalizing inspires a kind of humility, with an awareness that further information might alter our beliefs, and that it is always important to remain in touch with how much we do not know.”
- Elliot Jurist, Mind to Mind, (2008), pp. 100-103

The tension between two aspects of self and mind has generated our interest in teaching this course. First, the presence or absence of mentalization, its development, and its manner of emergence, lies at the heart of psychoanalytic activity. It is of profound importance in Attachment, social adjustment, the capacity for intimacy, secure parenting and successful psychotherapy. Secondly, the concept of “mentalization” is a cognitive escape artist. Most first-time readers can seemingly hold on to the meaning of what is described for a few minutes at a time before needing to refresh their understanding. The language has been abstract, and the ideas have been presented in relatively isolated contexts. In part, this is a historical accident resulting from the emergence of these ideas in the mid-1980’s during a period of breath-taking growth in ideas which brought infant research and psychoanalysis together.

The mentalization literature developed out of the cultural intersection of developmental psychology (attachment research and “social cognition” research), philosophy (Theory of Mind) and much of the early writing reflects these origins; a linguistic Tower of Babel, multiple language games competing for our attention in any single paragraph.

The solution, we believe, is to return to our core concerns in phenomenology, the human experiences in the consulting room, and show the difference between mentalized and non-mentalized approaches. We believe that by starting our understanding in the familiar settings of our work life - in group settings, in couples sessions and in parenting - that the more abstract concepts involved in mentalization will literally come to life.

Additionally, in order to understand the material at a deeper level, we want to have an eight week seminar with readings followed by a seven week case conference in which both candidates and instructors present case materials and explore the interactional, relational and intersubjective aspects of mentalization. The first eight weeks we will look at the concepts and the literature with case examples. The second part of the course will consider the intersection of our attachment histories with our patients’ attachment histories and how our capacity to mentalize is mutative in the analytic process. Or, as Adrienne Harris eloquently states it,

“…parentification of the child – is one of the most destructive aspects of flawed attachments…the conduct disorders and the wild ones end up in the patient chair and the tender/befrienders end up more usually in our chairs. But, of course, in a model of mind stressing variation and multiplicity, we know that we retain the capacity for both modes of response…Looked at more balefully, we could think of being an analyst as a form of repetition compulsion. Looked at more hopefully we can see that the heart of our unconscious and relational history makes us inspired in our work and leaves us vulnerable…But, as in Bowlby’s….accounts of children who “tend/befriend” there is still some mystery: where, in the deserts and depletions of early attachments gone awry, does any capacity to care emerge?” (Harris, 2009, p.9). And we would add – any capacity to mentalize…that is the challenge of our course and the ensuing conversation.


COURSE OBJECTIVES

1. Members of the seminar will learn the definitions and clinical applications of Mentalization theory as a developmental concept and as the basis for clinical interventions when development has gone awry.
2. Attendees will learn to discriminate both the presence and the absence of mentalizing capacities in several patient populations as measured by the attribution of intentional states to others and the demonstrable capacity to think about mental states in their own social network.

3. Attendees will learn to recognize the interaction between their own defensive needs interact with those of their patients.
Case Conference: Current Issues in Gender and Sexual Orientation

Instructor: Jim Green, Ph.D., Psy.D.

COURSE GOALS

This course covers a brief overview of contemporary psychoanalytic thinking concerning issues of gender, sexuality and sexual orientation. Each candidate will be asked to present a case (so that all candidates have an opportunity) highlighting these concepts. Specifically, transference and counter-transference will be discussed to help shed light on hidden and unconscious issues. Readings will be assigned each week so there will be time for class discussion of the readings and case presentation(s).

COURSE OBJECTIVES

1. Distinguish among the core concepts of the continuum theories of male-female, masculine-feminine, and heterosexual-homosexual identities.

2. Understand current "queer" theories of deconstructed sexuality.

3. Understand psychoanalytic (developmental) vs. other (sociological, interpersonal) ways of understanding human sexuality and its place in psychoanalysis.
Circling The Mirror: The Dynamics of Connection and Growth in Intersubjectivity

Instructor: C. Roger Hastings, Ph.D.

COURSE DESCRIPTION

In this course we will use the metaphor of the mirror to create a description, as close as possible, to the clinical circumstances when mutative moments, moments of change or development, occur at the intersection of two subjectivities. The literature of developmental psychology, developmental psychopathology, attachment and neuroscience is unambiguous about the necessity of intersubjective, interpersonal experience in psychological growth. Minds need other minds. We need others in order to come fully into existence as humans and this course will explore the situation between the two participants, the parent and child or the patient and therapist. Our goal is to find a way of sharing within the seminar, an understanding of why these moments are so difficult to describe or prescribe, and what we can learn about the qualities in intersubjective connection which allow growth to happen.

We will approach these mutative moments from several directions (circling around the moment) to see how it is described in various psychoanalytic languages: (Freud, Self Psychology (Kohut, Schwaber), Intersubjectivity Theory (Stolorow, Coburn), Relational Theroy, (Benjamin, Donnel Stern, Eisold), Object Relations (Winnicott, Wright) and developmentalists (Danial Stern, Hobson and Fonagy) whose work has focused on the processes of connection. This effort will strengthen your understanding of how each perspective contributes to an important aspect of intersubjective development. Hopefully, this circling will enable us to build an increasingly specific understanding of which intersubjective processes (like affect attunement, resonance, containment and intentional stance) appear in an interaction and underlie moments of real, affective connection and transformation.

COURSE OBJECTIVES

1. Learn the elements of Intersubjectivity theory which can be operationalized and practiced as the foci of attention during a clinical encounter. This will include attention to mental states, temporal contours, vitality affects, and evocative language. Each element can be monitored and measured.

2. Learn attention strategies for monitoring their own physical and emotional state and those of the patient; they will learn self-correction strategies for moving toward the present moment and verbalizing their experience.

3. Identify and discuss the link between the child development literature and adult psychotherapy by learning relationship.
Advanced Explorations in Intersubjective Systems Theory: Recognizing, Understanding, and Clinically Employing the Immensely Valuable Concept of ‘Concretization

Instructor: Peter Maduro, JD, PsyD, PsyD

Thesis of the Course: From within the Intersubjective Systems Theory framework, the psychological process whereby emotional life is experienced in symbols of time and space, namely, concretization, is constitutive of human subjectivity. For this reason, clinical recognition and theoretical understanding of concretization processes, and the experiential organizations they produce, are immensely valuable to the psychoanalytic practitioner.

In this half-semester (8 weeks) course, concretization processes and their products will be illuminated and rendered both recognizable and conceptually intelligible to enrolled candidates/members. Stimulating readings, primarily from the Intersubjective Systems Theory literature, will be assigned (see Syllabus) and discussed in order to deliver an intensely relational explanation of concretization. In turn, candidates/members will be asked to present pertinent clinical material through discussion of which the proposed theory of concretization will be integrated and made practical.

Outline of Course. As indicated in the Syllabus below, readings drawn primarily from the Intersubjective Systems Theory literature will be assigned for each class that aim to illuminate the phenomenon of concretization, explain the relational contexts associated with its myriad functions, and generally enhance the candidate/members’ capacity to recognize and understand concretization both as an abstract concept and as a form of organizing process that invariably manifests in their clinical work. The instructors will also present clinical and theoretical material drawn from non-analytic psychotherapy which will illustrate the problems of concretization and demonstrate its ubiquitous presence in both clinical material and in explanatory theory.

Beginning in the third week, volunteers from the enrolled candidates/members will be solicited to succinctly present their own clinical material (one case per week) in which concretization processes and products are conspicuous. Candidates will also be encouraged to reflect on their previous training as psychotherapists and to present examples of concretized theories they have been taught and have utilized clinically. This clinical material will be discussed on an on-going basis throughout the balance of the course so as to further the course goals of enriching candidates/members’ capacities to clinically recognize concretization, theoretically understand it, and clinically integrate their new-found phenomenological and explanatory knowledge in ways that enhance the sophistication and effectiveness of their psychoanalytic practice.

Required Writing. Each enrolled candidate/member, whether or not he or she seeks academic credit, will be required to write one (1) short paper (not more than 1500 words in length) in which s/he (i) presents a brief clinical vignette that entails a patient’s and/or analyst’s concretization process, (ii) explains the psychological function(s) such process(es) serves, and (iii) delineates one or more relational context(s) (e.g., developmental interactions; transference interactions) that may have made the concretization, and its emotional function(s), necessary.

Critical comments on the enrolled candidates/members’ papers would be provided by the Lead Faculty. The Lead Faculty would also discuss with the candidates/members their feelings about exchanging the papers amongst themselves as a means to getting to know one another more intimately as thinkers and clinicians. If the candidates/members are comfortable with this idea, dissemination of the papers to the class would be facilitated by the Lead Faculty and ICP Administrative Staff.

Lead Faculty Leadership of Course. Naturally, the Lead Faculty would lead the class discussions in a fashion that:
1. embraces the elective’s above described thesis and goals; and
2. responds to the candidates/members’ topic-relevant interests and concerns as they emerge, from week to week, during class hours.
**Course Goals & Objectives:**

1.) To explore and illuminate the various forms of concretization processes and their products, i.e., concretization phenomenology.

2.) To explore and illuminate the various emotional functions served by concretization processes and their products, i.e., concretization functions.

3.) To explore and illuminate the types of relational contexts, particularly developmental and transference contexts, that make concretization processes and products functionally necessary in a person's emotional experiencing.

4.) To demonstrate, through integration of clinical material, how recognition and understanding of concretization processes and their products enriches clinicians' psychoanalytic work and therapeutic effectiveness.
Journal Reading: A Survey of Current Psychoanalytic Thinking and Writing

Instructors: Estelle Shane, Ph.D. and Joye Weisel-Barth, Ph.D., Psy.D.

COURSE DESCRIPTION

In order to familiarize candidates and members with some sources of psychoanalytic literature; and in order to enhance critical thinking skills, we propose to offer a course that surveys eight journals we have selected for our consideration. Each week we will review one of these journals in its entirety, and in addition read one article we have chosen from that journal as both representative of the journal and especially worthy our consideration.

COURSE OBJECTIVES

1. Understand the theoretical and clinical biases of the professional journals in Psychoanalysis

2. Understand the structure and process of writing a journal article

3. Possess critical tools to evaluate current psychoanalytic journal literature

Instructor: Penelope Starr-Karlin, M.F.T.

**COURSE DESCRIPTION**

This is an overview class that will briefly review a wide variety of ideas about dreams and their usefulness in psychoanalysis. We will consider various perspectives on dreams including dreams as keepers of psychological wellbeing, as communications to the analyst, and as psychoanalytic phenomena to use as support for the analytic process. We will also make note of how dreams have been used to verify and support theoretical concepts.

While the specifics of what we discuss will emerge from the class members’ interests, some questions I have in mind to get us started include: What is a dream, and why do we have them? Should dreams be treated like any other narrative the patient brings in, or are they different? What is the meaning of a patient bringing a dream for the dyadic process – is it a gift, a snapshot, a communication, or a special enactment? What does the process of dream work in the analytic session look like? How do dreams fit into our favorite theories, and vice versa? Why is it that so much of an even well-interpreted dream remains a mystery? Should we simply interpret or are there other interventions that could be more helpful?

**COURSE OBJECTIVES**

1. Review some exciting psychoanalytic ideas about dreams
2. Explore key questions which will contribute toward further developing our clinical attitudes towards dreams
3. Broaden choices of ways to work with dreams in analytic practice.
Dreams: Sleeping Vision, Waking Muse, Part II (Case Conference)

Instructor: Penelope Starr-Karlin, M.F.T.

COURSE DESCRIPTION

Freud’s book “The Interpretation of Dreams,” published in 1900 marks the birth of Psychoanalysis. Dreams are still considered to be important to the psychoanalytic process. Following on from Part I of this course, in which various analytic theories of dream interpretation were reviewed, Part II aims at broadening and enriching participants’ clinical skills through experiential work and by reading about various theoretical approaches to a case study. It is highly preferable, but not required to have taken Part I. Participants may bring her or his own or a patient’s dream and we will work as a group to apply different theoretical perspectives to find the meaning(s) of the dream.

COURSE OBJECTIVES

1. To compare and contrast differing psychoanalytic theories of dream interpretation.
2. To observe how different analysts work with their patient’s dreams.
3. To experience new ways of working with dreams.
Psychoanalysis and the New Sciences of the Brain

Instructor: John M. Watkins, Ph.D.

COURSE DESCRIPTION

This course will review historical and contemporary attempts to bridge psychoanalysis and neuroscience, beginning with the early foundations of neurology in Freud’s theory, and extending to modern theories including those of Allan Schore, Mark Solms, Joseph Palombo, and Daniel Stern. The course will focus on three key concepts: empathy, memory, and sense of self. The collapse of Freud’s attempt to bridge neurology and psychology left a legacy of dualism that remains with psychoanalysis and much of psychology today—a dualism that was absent from Freud’s earlier neuropsychological work. Spanning Freud’s neuropsychological and psychoanalytic theories is a methodology based on the detailed analysis of single or small series case reports; a method that remains at the heart of many critical historical shifts in both psychoanalysis and neuropsychology. Intrinsic to this method is an effort to make sense of individual experience. This seminar explores the issues and problems inherent in bridging psychoanalysis and neuroscience by examining single case reports, together with supporting theoretical articles, derived from the work of theorists who have been active in attempts to bridge psychoanalysis and neuroscience. In addition, several recent works by neuroscientists that examine empathy, memory, and sense of self will be examined. What, if anything, do neuroscience concepts contribute to psychoanalytic case formulation? Is the reductionism implicit in neurobiological theories fundamentally at odds with the experiential foundations of self psychology and intersubjective theory?

COURSE OBJECTIVES

1. Review historical and contemporary theories bridging psychoanalysis and neuroscience.

2. Review case studies from the published literature and as presented by seminar participants that encompass issues that span both neurobiology and psychoanalysis.

3. Provide a conceptual framework for examining the relevance of psychoanalysis for the treatment of individuals traditionally managed within a neurological or medical framework.
Schedule for 1st & 3rd Year Candidates

1st & 3rd Year Candidates meet 6 times per year

Classes meet on

- **Friday:**
  - 8:30 a.m. – 11:00 a.m.
  - 11:30 a.m. – 2:00 p.m.
  - 2:30 p.m. – 5:00 p.m.

- **Saturday:**
  - 8:30 a.m. – 11:00 a.m.
  - 11:30 a.m. – 2:00 p.m.
  - 2:30 p.m. – 5:00 p.m.

- **Sunday:**
  - 8:30 a.m. – 11:00 a.m.
  - 11:30 a.m. – 2:00 p.m.

**Fall:**

1. September 23 – 25, 2011
2. October 28 – 30, 2011
3. December 2 – 4, 2011

**Spring:**


Schedule for 4th Year Candidates

4th Year Candidates meet 10 times per year

Classes meet on

- **Saturday:**
  - 10:00 a.m. - 12:45 p.m.
  - 1:30 p.m. - 4:15 p.m.

- **Sunday:**
  - 9:00 a.m. - 11:45 a.m.
  - 12:30 p.m. - 3:15 p.m.

**Fall:**

1. September 24 – 25, 2011
2. October 29 – 30, 2011
4. December 3 – 4, 2011

**Spring:**

## FIRST YEAR COURSES

### Friday Schedule for Fall & Spring:

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<tr>
<th>Class Time</th>
<th>Course Name</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Observed Infant and Toddler Development</td>
<td>Carol Mayhew, Ph.D., Psy.D. and Susan Mendenhall, Psy.D., M.S.W.</td>
</tr>
<tr>
<td>11:30 a.m. – 2:00 p.m.</td>
<td>* Clinical Case Conference – Analysts Presenting / Candidates Presenting</td>
<td>Bernard Brickman, M.D. and Joan Rankin, Psy.D., L.C.S.W. / Gordon Berger, Ph.D. and Leslie Maxson, Ph.D., Psy.D.</td>
</tr>
<tr>
<td>2:30 p.m. – 5:00 p.m.</td>
<td>Freud</td>
<td>Joye Weisel-Barth, Ph.D., Psy.D.</td>
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### Saturday Schedule for Fall & Spring:

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<th>Class Time</th>
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<th>Instructor(s)</th>
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</thead>
<tbody>
<tr>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Basic Concepts</td>
<td>Estelle Shane, Ph.D. and Ilene Philipson, Ph.D., Psy.D.</td>
</tr>
<tr>
<td>11:30 a.m. – 2:00 p.m.</td>
<td>* Clinical Case Conference – Analysts Presenting / Candidates Presenting</td>
<td>Bernard Brickman, M.D. and Joan Rankin, Psy.D., L.C.S.W. / Gordon Berger, Ph.D. and Leslie Maxson, Ph.D., Psy.D.</td>
</tr>
<tr>
<td>2:30 p.m. – 5:00 p.m.</td>
<td>Freud</td>
<td>Joye Weisel-Barth, Ph.D., Psy.D.</td>
</tr>
</tbody>
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### Sunday Schedule for Fall & Spring

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Course Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Basic Concepts</td>
<td>Estelle Shane, Ph.D. and Ilene Philipson, Ph.D., Psy.D.</td>
</tr>
<tr>
<td>11:30 a.m. – 2:00 p.m.</td>
<td>Observed Infant and Toddler Development</td>
<td>Carol Mayhew, Ph.D., Psy.D. and Susan Mendenhall, Psy.D., M.S.W.</td>
</tr>
</tbody>
</table>

*The Fall semester of Clinical Case Conference will entail the Analysts Presenting section. The Spring semester of Clinical Case conference will entail the Candidates Presenting section.*

## THIRD YEAR COURSES
### Friday Schedule for Fall:

<table>
<thead>
<tr>
<th>Class Time</th>
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<tbody>
<tr>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>The Analyst’s Defensiveness</td>
<td>Cheryl Chenot, Psy.D., M.F.T. and Gary Sattler, Dr. theol., Psy.D.</td>
</tr>
<tr>
<td>11:30 a.m. – 2:00 p.m.</td>
<td>The Work of Stephen Mitchell</td>
<td>Robin Cohen, Ph.D.</td>
</tr>
<tr>
<td>2:30 p.m. – 5:00 p.m.</td>
<td>Making Up Our Minds: Mentalization and the Psychoanalytic Dialogue</td>
<td>C. Roger Hastings, Ph.D., Psy.D.</td>
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<td>11:30 a.m. – 2:00 p.m.</td>
<td>Case Conference on Cases Involving Trauma and Dissociation</td>
<td>Carol Mayhew, Ph.D., Psy.D.</td>
</tr>
<tr>
<td>2:30 p.m. – 5:00 p.m.</td>
<td>A Relational Approach to Conjoint Psychotherapy &amp; Improvisation</td>
<td>Philip Ringstrom, Ph.D., Psy.D.</td>
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<tr>
<td>8:30 a.m. – 11:00 a.m.</td>
<td>Pathological Accommodation</td>
<td>Sanford Shapiro, M.D. and Christopher Thomson, Ph.D., Psy.D., L.C.</td>
</tr>
<tr>
<td>11:30 a.m. – 2:00 p.m.</td>
<td>Journal Reading – A Survey of Current Psychoanalytic Thinking and Writing</td>
<td>Estelle Shane, Ph.D. and Joyce Weisel-Barth, Ph.D., Psy.D.</td>
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<td>8:30 a.m. – 11:00 a.m.</td>
<td>Boundary Dilemmas</td>
<td>Edie Boxer, Psy.D., M.S.W. and Sylvia Jones, Ph.D., Psy.D.</td>
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<td>11:30 a.m. – 2:00 p.m.</td>
<td>The Work of Stephen Mitchell</td>
<td>Robin Cohen, Ph.D.</td>
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## FOURTH YEAR COURSES

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<tr>
<th>Class Time</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10:00 a.m. - 12:45 p.m.</td>
<td>Advanced Relational Psychoanalysis</td>
<td>Elaine Silberman, Ph.D., Psy.D.</td>
</tr>
<tr>
<td>1:30 p.m. - 4:15 p.m.</td>
<td>Ferenczi</td>
<td>Susen Kay, Psy.D.</td>
</tr>
</tbody>
</table>

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<th>Class Time</th>
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<tbody>
<tr>
<td>9:00 a.m. - 11:45 a.m.</td>
<td>Contemporary Thinkers II</td>
<td>Michael Pariser, Psy.D.</td>
</tr>
<tr>
<td>12:30 p.m. - 3:15 p.m.</td>
<td>Contemporary Thinkers at ICP</td>
<td>Robert Lundquist, Psy.D., M.F.T. and Nazare Magaz, Psy.D.</td>
</tr>
</tbody>
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<tr>
<td>10:00 a.m. - 12:45 p.m.</td>
<td>Bion’s Contributions to Psychoanalytic Practice</td>
<td>Allen Bishop, Ph.D.</td>
</tr>
<tr>
<td>1:30 p.m. - 4:15 p.m.</td>
<td>Final Integrative Class – Theory of Everything (TOE)</td>
<td>Gil Spielberg, Ph.D.</td>
</tr>
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<td>9:00 a.m. - 11:45 a.m.</td>
<td>Gestalt Therapy and Psychoanalysis</td>
<td>Lynne Jacobs, Ph.D.</td>
</tr>
<tr>
<td>12:30 p.m. - 3:15 p.m.</td>
<td>How Do I work This? Therapeutic Action in Psychoanalysis</td>
<td>William Coburn, Ph.D., Psy.D.</td>
</tr>
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</table>