Course Catalogue

2014-2015

Psy.D & Ph.D Programs
All psychoanalytic institutes that offer PsyDs and PhDs in California are affected by the following new regulations. ICP is exploring multiple avenues to continue awarding PhDs and PsyDs in psychoanalysis.

Notice to Prospective Degree Program Students:

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.

- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrollment in its degree programs, and

- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.
Psy.D. Program

To complete the Psy.D. program, you are required to take 32 course units, half of which are required core courses. The rest of the units can be obtained through electives covering a variety of techniques and theories in various areas of psychoanalysis. In addition to completing the coursework requirements, candidates are required to complete a training analysis and to treat 3 training cases. The personal analysis must be conducted with an ICP Training and Supervising analyst. The candidate must be in 4 times per week psychoanalysis for a minimum of 300 hours. Each of the 3 training (control) cases to be seen by the candidate, must be treated for between 3 and 4 times per week and must be supervised by and ICP Training and Supervising analyst for a minimum of 18 months.

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)

First 8 weeks: The Analyst Presents

This course is taught by two Training Analysts. It focuses on the psychoanalytic case study, and will teach students how to organize and present clinical material. Two experienced analysts will present clinical cases, offering the student an opportunity to delve more fully into clinical process, and to comment on the analyst’s presentations. This seminar will teach students how to process clinical material and to think...
Institute of Contemporary Psychoanalysis  

Final 7 weeks: The Candidate Presents

In this section, one or two candidates present ongoing clinical cases to two training analysts and to the class. The cases are discussed from a psychoanalytic perspective and the clinical process is discussed exploring technical and theoretical models.

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. The course will assess the differences between models of the mind that see the self as unified as opposed to those that see it as multiply constituted or conflicted. We will delineate the ways in which the assumption of the therapist’s co-creation of the therapeutic encounter differs from an objectivist stance toward the patient. This course will also elucidate both how dissociated self-states in both patient and therapist are enacted in the therapeutic relationship and how such enactment can be constitutive of therapeutic action. Lastly, the course will include current perspectives as they continue to evolve within the Relational Tradition throughout the world, and here at...
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. It will also explore the history of Object Relations and it's most influential theorists, starting with Melanie Klein and Sandor Ferenczi, through W. Ronald Fairbairn, Harry Guntrip, and D.W. Winnicott. We will explore contemporary Object-Relations theorists such as Neville Symington and Thomas Ogden. Finally we will look at the link between object-relations and contemporary relational theory, through the work of Jessica Benjamin and Phillip Bromberg.
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.

PhD. Program
Those individuals working toward their PhDs need to take 48 units of courses over the course of their training, including the described core courses. There are 3 additional courses specifically required for attaining a PhD degree and the rest of the units can be acquired by taking core and elective Psy.D. courses.

Required courses for the PhD program:

Philosophy of Science (8 weeks)
This course is based on the widely accepted idea that contemporary philosophy of science is based upon a vocabulary inherited from Logical Positivism. Logical Positivism will be discussed in detail with particular emphasis on the latter’s influence in the work of Thomas Kuhn through the Social Constructionists. Additionally, there are invaluable contributions to the philosophy of science that precede the 21st century. We survey and present ideas that are prominently voiced in the Greek and Roman period up to and through 17th century, and will recognize the historical contributions of Aristotle, Bacon, Hume, Lakatos and Kant to the philosophy of science.

Research Methods (15 weeks)
This course will include discussions of the context in which psychoanalytic research has been done historically, recently, and in the present. For this reason, this course also includes discussions of an assessment of the kind of research design that is best suited to psychoanalysis and examines four types of psychoanalytic research—clinical case study, hermeneutic, quantitative, theoretical and applied psychoanalysis. Basic statistical methods in the psychological sciences, starting with basic probability, descriptive statistics, and inferential statistics will be reviewed. Methods are put in the context of basic experimental research in psychoanalysis, including such methods as z-tests, t-tests, ANOVA,
regression and correlation. Special attention is given to the research design underlying the dissertation. Research ethics will also be discussed in this course.

Dissertation Writing Seminar (15 Week)

This course will focus on the writing of a doctoral dissertation in the field of psychoanalysis; this will include the proposal requirements and its specific elements. It will addresses common concerns arising in the process of preparing the dissertation proposal, and in writing the dissertation itself. Candidates will be expected to write on a weekly basis and formulate a timeline of their individual research process. There will be collegial critique and one-on-one consultations with the faculty will be available.
### Electives

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ELECTIVES COURSE DESCRIPTIONS

The Understanding & Application of Winnicott to Clinical Practice
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.
The Analyst’s Defensiveness (From the patient’s perspective)
Instructor: Cheryl Chenot, Psy.D, M.F.T. and Gary Sattler, Dr. Theol., Psy.D.

Course Description and Goals:

All clinicians have vulnerabilities that the analyst-patient interactions may touch upon, evoking a self-protective response from the analyst. Self-protection is a normal aspect of self-regulation, to be expected in all people, including analysts. Although not optimal in the psychoanalytic relationship, this self-protection is sometimes exercised by the analyst in a defensive manner (which forecloses any further exploration of the patient’s experience of it, and which may or may not be problematic to the patient). But, when the analyst’s defensiveness is problematic to the patient, the critical issue becomes the analyst’s management of her defensiveness - which can be salutary or destructive. If the analyst cannot adequately acknowledge and resolve her defensiveness around his areas of primary vulnerability when it is a problem for the patient, then the possibility of disruption, wounding, damage, impasse, and premature termination greatly increases.

In this class, through clinical examples, readings, and class discussion, we will explore the experience of defensiveness in the analyst, as a specific subtype of countertransference, and its potential to lead to therapeutic impasse. The nature of the class is primarily case study, so participants are asked to come with a willingness to share their therapeutic experiences of defensiveness, from “both sides of the couch.”

While my clinical work draws primarily on the intersubjective and relational fields of theory, all orientations, of course, are welcome in the hopes that our discussions will beenriched.

Objectives:

1) Participants will practice identifying their experience of defensiveness in the psychotherapeutic dyad, as analysts and/or as patients.

2) Participants will learn to identify their own primary vulnerabilities which tend to get evoked by particularly challenging patients.

3) Participants will apply concepts discussed to their clinical practice: become more skilled at recognizing and articulating disruptions that may lead to impasse (especially their own defensiveness as evoked by patients) as these disruptions develop in the clinical setting.

4) Participants will learn the importance of (and become more skilled at) not becoming defensive about their defensiveness in their clinical practice.
How Do I Work This? Therapeutic Action in Contemporary Psychoanalysis
Instructor: William J. Coburn, Ph.D., Psy.D.

This class has **two aims**. First, it is designed to explore the historical themes and perspectives pertaining to therapeutic action, beginning with Freudian thought (particularly Freud’s contemporaries’ reactions and revisions) and then moving forward through a variety of key theorists whose visions of therapeutic action remain in certain respects as valuable and influential today as they were during this past century. This will include examining as well our contemporary perspectives on therapeutic action and change, including ideas about the role of implicit/procedural phenomena, enactment, emergence, and unpredictability. Second, this class will focus on a critical examination of these perspectives with an eye toward synthesizing, integrating, and expanding upon their essential spirit and meaning. Thus, you will be encouraged, through clinical case presentation by class participants, to develop and explore your own ideas about what constitutes useful change and about how to effect such change in your clinical work.

By way of **background**: We all love good stories, perhaps especially clinical ones, where, for a brief time, we can experience vicariously or perhaps watch dispassionately how someone else does, how someone else heals, or even how one gets into hot water with his or her patient. Despite our continued longing for and infatuation with new theories, it seems that the mainstay of psychoanalytic writing remains a good story, one in which we eagerly witness through the keyhole the struggles as well as the (familiar and occasionally disingenuous) happy endings. We hope to glimpse something that might work next time with our patients, what it means to interpret or to enact and to live through it. We want to know what works, because so often the currency of our work is mystery, uncertainty, and perplexity.

As enticing talking theory is for some, many just want to know what works, what counts for therapeutic action. And of course that makes sense. Some might say we’re not in it just for the adventure of it all, right? We want to effect useful change. The obsession with “evidence-based” treatment, in some sectors of our field, serves as one (albeit unnerving) example of our need to know what works and, unfortunately, of our human proclivity to systematize, codify, and standardize a putatively universal approach to curing presumably mainstream human psychopathology. The more extreme caricature of this particular brand of epistemological yearning is reflected in the “Just tell me what to do—I don’t want to have to think about it myself” mentality, often found at conferences and in other public arenas. Of course as contemporary psychoanalysts, we hope to eschew any notions and approaches that lean on universalizing what can only be witnessed and experienced on an individual-by-individual, dyad-by-dyad basis. However, even as contextualists and systems thinkers, we do remain concerned with how we might define useful change, on a person-by-person basis, and with how we might conceptualize how to effect such change. Hence, we think about therapeutic action, as did Freud and all his successors.

Things get tricky, though, when we consider that to ask what works and what is useful change also means asking, as analysts, what are our possible actions and what needs changing. Enter theory here, because these questions rest on enormous epistemological questions and answers, about which we do not all agree. If we speak about changing the psyche, we first must have a perspective on what the psyche is, or is not. If we speak about actions, say, verbal interpretation, we first must have some ideas about what it means to speak and proffer an opinion, including the attitudes we have about such an opinion and about the sources of the emergence of such an opinion (e.g., this is my truth, this is the truth, this is my speculation, this is my imagination, this is my spontaneity, this is our construction, etc.). Even more complicating, if indeed we speak about actions, we cannot exclude considerations of what goes on within the realm of the implicit, the nonconscious, the prereflective.
Some argue that’s where the action really resides. Most certainly, that’s usually the realm in which our attitudes get conveyed, at least initially. And it is our attitudes, ultimately, that are central to our understanding therapeutic action and change.

**Educational Objectives:**
1. To explore and understand the historical roots and development of our ideas about therapeutic action in psychoanalysis.
2. To understand how these ideas have informed and influenced our more contemporary assumptions of therapeutic action in psychoanalysis.
3. To apply these perspectives of therapeutic action, historical and contemporary, to our own clinical experiences and to obtain a more personal sense of what is useful clinically.
From Object Relations to Relational Thinking
Instructor: Robin S. Cohen, PhD

COURSE DESCRIPTION

Current contemporary relational theory has been influenced by object-relations thinking in fundamental ways. We will examine the formation and development of the middle group and look at the central ideas that have created and permeated current thinking.

COURSE OBJECTIVES

We will look most deeply at the work of Winnicott, Fairbairn and Guntrip, and the direct contributions their work has made to Benjamin, Bollas, Ghent and Bromberg. The areas that have been most significantly impacted by the middle school are:

1. the use of the analyst's subjectivity/countertransference in the therapeutic mileu (Bollas, Bromberg)
2. current thinking about trauma and dissociation (Bromberg)
3. the intersection of subjectivity and intersubjectivity (Benjamin's work)
4. the intersection of "fantasy" and "reality" (all of the above)
5. *feminist thinking about the maternal subject/object (Benjamin and others)

This course is an important one because of the paucity of courses offered at ICP that go beyond the required Object-Relations and Relational core courses.
Stephen Mitchell, who died at the age of 54, in December 2000, left an important legacy by developing and championing the relational perspective in psychoanalysis. He was a creative and critical thinker who stimulated a focus on the analyst as a continually questioning explorer of theory and subjectivity. This course will examine three facets of Mitchell:
• Stephen as a developer of a new way of viewing in psychoanalysis
• Stephen as a critic of psychoanalytic givens
• Stephen as an explorer of attachments and relationships

Goals & Objectives
1) to demonstrate, discuss and practice the language and clinical concepts of contemporary relational psychoanalysis
2) to demonstrate and practice the creative and critical thinking processes necessary to our functioning as relational psychoanalysts
3) to discuss past and current controversies in the theory and practice of psychoanalysis and how they affect our work
4) to enable, through clinical discussions, student questioning of psychoanalytic assumptions and practices
“I feel It Right Here…” Bodily Experience in Psychoanalysis: Contemporary Psychoanalytic perspectives on the body
Instructor: Sona DeLurgio, Psy.D., MFT

This course will explore the place of the body within the intersubjective context of the psychoanalytic experience. As analysts we are familiar with attending to the emergence of our own feelings, fantasies, and thoughts in relation to a patient’s material. We are less likely, however, to consider the appearance of bodily sensations within the analytic dyad -- tensions, tightness, posture, lightheadedness, heavy headedness, pains, sudden changes in breathing, etc -- as analytic data.

Intersubjective relating is always embodied. The human experience is born in the body and structured in body-based memory -- gut level feelings. If we introduce these experiences into the spoken dialogue, how and when do we? And do we?

According to Lew Aaron there is a mutual impact of the mind and the body on each other as the psychoanalytic situation involves two individuals jointly processing, experiencing, and reflecting.

We will read about, discuss and consider:

• The role of the body in self-organization
• The body’s role in self reflection, self reflexive functioning (the capacity to experience, observe, and reflect upon oneself as both subject and object (Aaron).
• The meaning of bodily experiences in psychoanalysis
• The mind-body relationship and its inseparability from the self-other relationship that links the intersubjective world of the patient and analyst in a shared psychosomatic reality
• Clinical approach to working with bodily states of mind in a relational context
• Somatic representations of dissociated memory
• Wordless, nonverbal engagement. Relating as embodied beings. When do we translate into a narrative
• and when do we let the shared experience remain wordless?
• How trauma disrupts the development of self-reflective functioning, intersubjectivity and embodiment.
• Conditions of the body in analysis such as eating disorders, illness, pregnancy, etc.

”There is more wisdom in your body than in your deepest philosophies.” Friedrich Nietzsche
Circling Around the Mirror
Instructor: C. Roger Hastings, Ph.D., Psy.D.

In this course we will work to build a conversation in which we use the metaphor of the mirror to create a practical description and a point of view from which to view and think about the clinical moment between patient and analyst. Our interest here is in how psychoanalytic theories produce various clinical descriptions of the back-and-forth movements (within the “mirror” of interaction) in a clinical exchange and especially those clinical moments when something important happens. Additionally, we will try to capture in description the shifting perspectives when change or development happens at the intersection of two subjectivities. We understand that it “takes two to make one” but the question of how and when change happens is less clear. The literature of developmental psychology, developmental psychopathology, attachment and neuroscience is unambiguous about the necessity of intersubjective, interpersonal, mind to mind experience in psychological growth. Minds need other minds. We need others in order to come fully into existence as humans. The mental exchange with a human Other transforms our experience. Looking into the mind of an Other who is empathically connected to us allows us to see some aspects of ourselves for the first time or to feel real for the first time and that interactive relation is the location where meaning is made.

In this course we will explore the situation between the two interconnected 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. Hopefully, this conversation will help us navigate from subjective darkness to light. 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 Theory, (Benjamin, Bromberg, Donnel Stern, Eisold), Object Relations (Winnicott, Wright) and developmentalists (Danial Stern, Hobson and Fonagy).

Each of these theorists and researchers have work which focuses 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 our clinical interactions and underlie moments of real, affective connection and transformation.
Book Study: Thinking for Clinicians, by Donna Orange
Instructor: Lynne Jacobs, Ph.D.

GOALS

Orange’s book is very clearly written, and provides an opportunity for non-philosophers to make use of some of the inspiration and modes of thought that philosophy might offer clinicians. It is not necessary to learn each of the philosophers’ ideas per se. It is more important to let their ideas inspire us and stimulate us to think more clearly and perhaps also more fruitfully about our practice and our theory. To this end, will learn a method for examining the philosophical assumptions that underlie our theories, we will learn some philosophical ideas that are directly relevant to contemporary psychoanalysis, and we will attempt to discern the philosophical assumptions that underlie our clinical practice, using sessions from our clinical work.

OBJECTIVES

1. Learn method of discerning some philosophical assumptions that underlie our theories.
2. Learn method of discerning some philosophical assumptions that underlie our clinical practice.
3. Learn the clinical utility of examining the above assumptions

**Dissociation in Psychoanalysis and Literature**  
*Instructor: Carola Kaplan, Ph.D., Psy.D.*

**COURSE DESCRIPTION**

This course examines the causes, characteristics, and therapeutic implications of pathological dissociation; considers enactments in the clinical setting as deriving from dissociation; and explores the mutative potential of enactment in both a therapeutic setting and a literary context. In relationship to dissociation, the class will also consider the concepts of self-states, particularly “me” and “not-me” self-states; “small t” trauma; traumatic temporality; and traumatic spatiality. Readings include essays on dissociation, trauma, and enactment by leading relational psychoanalysts, including Donnel Stern, Robert Stolorow, and most especially Philip M. Bromberg; as well as modern and contemporary short stories containing fictional examples of dissociation.

**COURSE OBJECTIVES**

1. Recognize pathological dissociation in literature and in clinical practice, and distinguish adaptive from pathological dissociation.

2. Utilize enactments resulting from dissociation to advance clinical work.

3. Compare and contrast the characteristics of pathological dissociation as treated in psychoanalytic practice and in fictional works.
The Relational Unconscious: Expanding Theory
Instructor: Leslie Maxson, Ph.D., Psy.D.

The main purpose of this course is to instill psychoanalytic skill to deeply formulate and utilize for analytic purpose, relational phenomena between analyst and patient. The spirit of the distinctive Relational Tradition as generated by early thinkers and writers in New York will be the foundation of this course. It will explore and build on current ideas advancing the Relational Unconscious evolving in each dyad. This relational unconscious is a unique blend of permitted and prohibited elements that can be observed and communicated. Becoming aware of this relational unconscious that transcends the individuals’ can form a deep sense of bearing witness.

Readings will include but not be restricted to Sam Gerson’s recent work on the relational unconscious and the dead third. It will also include a close reading of Freud’s Mourning and Melancholia, with interpretations by Thomas Ogden that will help us closely link relational elements to object relations roots. We will learn more about creative reading that allows us to imagine the writer’s mind as he or she writes.

This class will closely study a clinical case and emphasize expanding contemporary thinking as we go. It will also use specialized guest instructors.
Clinical Case Conference on Cases Relating to Trauma and Dissociation  
Instructor: Carol Mayhew, Ph.D., Psy.D.  

COURSE GOALS  
The goals of this course are to provide a richer understanding of the manifestations of trauma and dissociation as they unfold in the clinical hour. Participants will increase their understanding of the emotional meanings associated with individual traumatic experiences and be able to identify the presence of these meanings in transference and countertransference configurations. Participants will also improve their understanding of dissociative phenomena and extend their knowledge of treatment considerations in connection with dissociative states.  

COURSE OBJECTIVES  
1. Participants will be able to list and describe at least three ways a patient’s traumatic experiences affect his or her experiences of self and relationships with others.  
2. Participants will be able to identify at least three basic elements of trauma treatment.  
3. Participants will be able to identify different manifestations of dissociation and describe ways to treat dissociation.
Case Conference: Integrating the Findings of Infant Research into Psychoanalytic Treatment of Adults
Instructors: Susan Mendenhall, Psy.D., and Helen Ziskind, Psy.D.

COURSE DESCRIPTION

Both micro-analytic infant research and attachment research have had a profound impact on our ways of working psychoanalytically with our adult patients. This course will focus specifically on the ways the findings of micro-analytic infant research can influence and enhance our clinical work. Recent articles by authors who are exploring this terrain will be used as a basis for discussion of cases.

COURSE OBJECTIVES

1. Candidates will be able to describe two ways that this course has changed their clinical work with adult patients.

2. Candidates will be able to summarize two ways that infant research has influenced psychoanalytic technique.

3. Candidates will be able to critique descriptions of clinical work based on the findings of infant research.
**Remembering Daniel Stern**
Course Instructors: Helen Ziskind, Psy.D., M.S.W. and Susan Mendenhall, Psy.D., M.S.W.
Guest Instructor: Estelle Shane, Ph.D.

Course Description:

Daniel Stern died on November 12, 2012. His death is a great loss to the field of psychoanalysis and to the field of infant research. He was the leading figure in integrating the findings of infant research into psychoanalytic developmental theory. He gave us ways of understanding human development which are empirically supported. These understandings have greatly enhanced our ability to make sense of the experiences of our patients and the developmental origins of these experiences. They have also expanded our ability to relate to our patients in ways that are beneficial and healing.

This course is offered both as an opportunity to honor Stern's legacy and to provide students and instructors with the opportunity to revisit and expand our knowledge of Stern's thinking and writings. Each session will include readings from Stern's books and other writings as well as writings by others about him. Discussion will allow participants to share our feelings about his life, work and impact on us.
Emotional Understanding: Working with Affect
Instructor: Michael Pariser, Psy.D., Psy.D.

COURSE DESCRIPTION

Overcoming Freud’s early formulations that relegated emotional life to the status of psychopathology, recent theorists have repositioned affect at the center of the entire therapeutic endeavor. It is now understood as the prima materia of the analytic process, and more and more literature is devoted to understanding how affect emerges in treatment and how it impacts the life of the patient. This course is designed to provide a basic understanding of emotions and complex affect states, as well as the complex ways in which the emotions of analyst and patient interact with and augment each other. It will help enable the student to track emotions as they arise and recede in the transference relationship, and to help the patient to experience, identify, communicate, tolerate, and integrate his formerly unbearable and dangerous affect states.

COURSE OBJECTIVES

1. To provide a basic understanding of emotions and complex affect states. To be able to identify the physical, mental, and relational aspects of emotional life as it manifests in life and in the clinical setting.

2. To better understand the complex ways in which the emotions of analyst and patient interact with and augment each other.

3. To be able to track emotions as they arise and recede in the transference relationship, along with the various protective strategies used to avoid those emotions felt to be unbearable or dangerous.

4. To understand the relationship between affect and context.
Poetry, Metaphor, and Psychoanalytic Imagination
Instructor: Peter Schou, Ph.D.

COURSE DESCRIPTION

In a recent interview on NPR, the American poet Peter Gizzi says that poetry for him is most fundamentally about listening. This course is based on the idea that reading and listening to poetry can teach us about the process of listening to our patients and our use of metaphor and imagination in understanding what they tell us. We will read a number of poems and discuss the experience of making sense of them as a way of exploring the process of listening to and making sense of what patients tell us and what we tell them in response.

In each class we will read and discuss three or four poems that touch on areas of particular interest to clinical work, such as memory, loss, mind/body, metaphor and the relationship between verbal and non-verbal domains. We will review articles from the psychoanalytic literature that address specifically the relationship between poetry and psychoanalysis and the experience of reading poetry.

Psychoanalysis and poetry share the challenge of putting words to experiences that seem to fall outside what can be verbalized. Both endeavors involve the creative use of imagination to meet that challenge. Using the shared experience of the selected poems, we will review readings that address the larger issues of metaphor and imagination and their use in clinical work.

No particular background in poetry or literature is required to participate in the course. The selected poems are mostly by historically recent poets and some of them may seem “difficult” at first glance. The emphasis will be on what each poem does or does not do for us, without any preconceived notions of what a particular poem is about. The course does not have a clinical focus, but the use of clinical experiences and vignettes will be an important component of the course.

COURSE OBJECTIVES

1. This course is designed to demonstrate the usefulness of reading and listening to poetry as a means of investigating the clinical listening process.

2. This course is designed to demonstrate the clinician’s use of imagination and metaphor in understanding and responding to clinical material.

3. This course is designed to expand the clinician’s awareness of the metaphorical aspects of psychoanalytic theories.
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.