Course Catalogue
2014-2015
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Community Psychoanalysis: An Introduction
Instructor: George Bermudez, Ph.D.

“Might Freud’s legacy lie beyond the couch?” This is the question that Dr. Stuart Twemlow (in an article with that title) asks rhetorically and goes on to assert that the future of psychoanalysis “will be the application of psychoanalysis to community and social problems and issues,” which he designates as “Community Psychoanalysis.” Contemporary examples of applications of “community psychoanalysis” include parenting education (Dan Siegel and Eileen Paris); psychoanalytic understanding of and intervention with large social (racial and ethnic) groups (Vamik Volkan); conceptualization and interventions with bullying and school violence (Stuart Twemlow); and exploration of the historical and social unconscious through “social dreaming” (George Bermudez).

In this course we will critically explore traditional psychoanalytic notions of “applied psychoanalysis”; we will read and discuss the theoretical foundations for a “community psychoanalysis” (Kohut’s “group self,” Bion’s “basic assumption groups,” and Jung’s “cultural complex”); draw and explore distinctions among “Therapeutic Modes I, II, and III,” respectively, traditional dyadic approaches boundaried from the community, individually focused treatment in the community context, and larger system-focused psychoanalytic intervention; and introduce “social dreaming” as an emergent community psychoanalytic intervention, derived from the socio-psychoanalytic approach pioneered by Gordon Lawrence.

Film & Psychoanalysis
Instructor: James Fisher, Ph.D.

Dr. Fisher instructed this course last year. Please find below the list of movies he assigned for class discussion along with class readings.

FILMS:
A Dangerous Method
The Barbarian Invasions
Wild Strawberries
Chinatown
Crimes and Misdemeanors
The Squid and the Whale

Introduction

Session II
A Dangerous Method

Session III
The Barbarian Invasions

Session IV
Wild Strawberries

Session V
Chinatown

Session VI
Crimes and Misdemeanors

Session VII
The Squid and the Whale

Case Conference on Sexual Minorities; What's Difference and what's the Same?
Instructor: James Green, Ph.D., Psy.D.

Dr. Green submitted a syllabus instead of a proposal below:

Week I:

Goldner, V. Ironic Gender/Authentic Sex: Studies in Gender and Sexuality, Volume 4(2), 113-139.

Suggested Reading:

Week II:

Week III:


Week IV:

Week V:


Week VI:
Week VII:
Jacobson, J. Counter transference: Frequently asked questions for Mental Health Professionals. (Unpublished manuscript)

Week VIII:
TBA

Practicum for Mentalization
Instructors: Laurence Green, Psy.D., and C. Roger Hastings, Ph.D., Psy.D.

Mentalization, the ability to realize and understand that our “experience” in social interactions is a subjective mental experience rather than “real” in the externally objective sense, is both a developmental achievement and a necessary skill to successfully orient to social interaction and shared emotional life. The absence of mentalizing ability is familiar to therapists working with some patient populations (disorganized attachments, trauma survivors) where the development of social understanding has been inhibited, and, less frequently, to the rest of us in moments of unresolvable stress or high emotion. This class would be appropriate for candidates and members who have previously taken a mentalization course, who would like to have a more practical experience of doing mentalization rather than “learning about” it. Our plan is to use films, case presentations and role playing to focus on creating a metacognitive level of awareness in the therapist about the presence and elaboration of high mentalization skill and its corresponding absence. Our hope is to have each member of the seminar engaged in the activity of mentalizing at each class meeting.

Some readings will be provided but will not be the central focus of the class.

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

“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/befriencers 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.


An Exploration of the Concept of the “will” in Psychoanalysis
Instructor: Masayo Isono, M.S.W., Ph.D., Psy.D.

Psychoanalysts had and have shunned away from the word “will.” In Freudian psychoanalysis the will could not be the material observable by science based on biology. The drive, considered as biological, was. Perhaps with the residual belief of classical Freudian analysis, “will” is not in our—psychoanalysts daily vocabulary. We seem to have hard time understanding the meaning of it in analytical context. Instead we might find refuge in the word “motivation.”

In this course we will explore the meaning and the importance of the will in psychoanalysis and psychoanalytic psychotherapy.

Though psychoanalysis has many theories on human behavior and the causes of these behaviors, except for Lichtenberg’s exploration of motivational systems, we do not find many considerations as to the force that determines a person’s behaviors, thus, one’s personality. In other words, there have not been many studies of the next step of how a person uses one’s perception of the need to make choices negative or positive, and expresses one’s individuality in one’s action.

Otto Rank’s concept of the will attempts to answer the question of what gives a human being its determination and individuality. The course will focus on Rank’s relation based self-creative, self-constructive psychology that emphasizes the human will in psychoanalysis. To relate to the contemporary thoughts, we will also examine current theorists’ ideas such as Bromberg, Stolorow, and Ehrenberg.

Case Conference and Study: Interactional Sequences: Emotional Attunement and Present – Centered Interventions
Instructor: Lynne Jacobs, Ph.D.

GOALS: Expand the clinical sensitivity of analytic work to include here- and-now interactive process.

OBJECTIVES: This is a case conference, aimed at developing and refining clinician's skills with: 1) identifying and articulating patient's emotional states, 2) identifying and articulating shifts in state, and 3) exploring and interpreting the here-and-now context for the states and state changes, as well as the meaning of the states and state changes.

We will explore the following concepts. And students will have a chance to present short vignettes of therapeutic conversations. During the class we will work with the vignettes to hone our skills at working with a present-centered sensibility.

1. Overview of place of emotion in psychotherapy
2. Emotional attunement
3. Reciprocal emotional influence
4. The therapist’s responsiveness
5. Here-and-now interactional sequences
6. Disruptions and repair sequences
The Hero(Ine)'s Journey In Psychoanalysis And Cinema
Instructor: Michael Pariser, Psy.D., Psy.D.

In his legendary treatise, The Hero with a Thousand Faces, Joseph Campbell proposed that most, if not all, of the world's great myths, legends, fairy tales, national epics, and religious conceptions are narrative and imagistic depictions of human psychological development. He went on to point out that many of these formulations have a common story structure, which he dubbed "The Hero's Journey." Its individual elements include, among others, "the call to adventure," "the supernatural aid," "the crossing of the threshold," "the belly of the whale," "the road of trials," "the ultimate boon," "the master of two worlds," and "the freedom to live."

Many films follow this same narrative path, perhaps especially large-scale American films set in science fiction and fantasy realms: Star Wars, The Hunger Games, and Blade Runner; but also classic and contemporary tales of emotional and physical undertaking: The Wizard of Oz, Groundhog's Day, City Slickers, The Searchers, and Casablanca, to name just a few among very, very many.

The same narrative arc can often be seen in the process of psychoanalysis, which begins with the patient's call to change his or her life, the entry into the dark woods of tangled thoughts and feelings, the reliance on the guidance of a (hopefully) wise other, and the patient's ultimate confrontation with his or her personal emotional demons, those feelings long felt to be utterly unthinkable, unsayable, and unbearable.

This class will explore the hero(ine)'s emotional voyage, utilizing clips from relevant movies. Each stage in the passage will be illuminated and then compared with the process of emotional development as it takes place in the clinical setting. By the end of the course, students should be able to identify a narrative trajectory locatable in many human arenas, not just in ancient myths and epics, but also in their own personal emotional journeys and the voyages of discovery they undertake with their many analytic patients.

Case-based Approach to Intersubjective-Systems Theory
Instructor: Penelope Starr-Karlin, Psy.D., M.F.T.

The idea of this course is to begin with clinical material, particularly the phenomenology (transferences, content, affect, somatizing, dreams, impasses, disjunctions etc.) of the patient, and sometimes analyst, and take a look at how theory and dialogue can help the analyst come to a deep understanding of the experience of the patient and their emotional world. Understanding makes it possible to become a "relational home" for affective experience, form interpretations useful to the patient, effect ways to address protective processes, and welcome all aspects of the analytic relationship.

Faculty and Candidates will rotate case presentations which form the jumping-off point for learning about intersubjective-systems theoretical thinking. Each meeting will have one or two theoretical focii. Follow-up on the previous week's material will provide the opportunity for further discussion and integration of this perspective. The first and last meetings book-end the course with a theoretical review and discussion of points covered and uncovered. Readings will be relevant to the task, and will include chapters from the revised IST classic, "Structures of Subjectivity," by Atwood/Stolorow, to be published in May of this year. Other readings will point toward the particular contributions of each IST theorist as a way to glimpse their subjectivity, and perhaps, as a model of how to own our own as it enters our work.