First Semester

Session 1: September 7, 2013
Instructor: Sue Mendenhall Psy.D., M.S.W.

The Longitudinal Studies

Readings:


Table 4.1, “Salient Issues in Development,” p. 66.


Questions:

1. What is the pathways model of the development of pathology?
2. Describe two connections between adult attachment style and adult relationships.
3. What parenting qualities are associated with disorganized attachment?

Session 2: September 21, 2013
Instructor: Estelle Shane Ph.D.

Attachments Arietta Slade and Karlin Lyons Ruth

Reading:
We are going to be discussing articles written by two very important contributors to the literature on Attachment Theory

(2006) Karlen Lyons-Ruth's The Interface Between Attachment and Intersubjectivity, published in Psychoanalytic Inquiry; and

I know it is helpful to have in mind a few questions as you read, so please consider the following:

1. How does Lyons-Ruth distinguish the principal mode of attachment of the human infant from that of other primates?
2. What evolutionary advantage does that confer on the human being?
3. What are the clinical implications that may be drawn from her work with children and mothers?
4. What novel focus does Slade take on attachment theory? How does she distinguish her vision of attachment theory from other models?
5. Explain what Slade calls the core principle of attachment theory?
6. What are the clinical implications that can be drawn from her particular understanding of attachment theory?

We can talk about these and any other comments or questions you may have when we meet.

I'm looking forward to meeting with you!

Estelle Shane

Session 3: October 5, 2013
Instructor: Peggy Dubois

Readings:


1) How do these authors think about phenomenology?

2) How do these authors think about personal themes?

3) How do these authors think about context?

Session 4: October 12, 2013
Instructor: Lynne Jacobs

Readings:


Session 5: November 2, 2013
Instructor: Howard Bacal

Specificity Theory

Readings:

Bacal, H. The Power of Specificity in Psychotherapy - When Therapy Works - And When It Doesn't (Lanham, MD: Jason Aronson, 2011) Chapter 1 The Need for a New Theory of Therapy (pp. 1-6).

Bacal, H. The Power of Specificity in Psychotherapy - When Therapy Works - And When It Doesn't (Lanham, MD: Jason Aronson, 2011), Chapter 2 The Use of Theory in Psychoanalytic Practice (pp. 7-13).

Bacal, H. The Power of Specificity in Psychotherapy - When Therapy Works - And When It Doesn't (Lanham, MD: Jason Aronson, 2011), Chapter 3 How Specificity Theory Changes Clinical Practice (pp. 15-29).

Session 6: November 16, 2013
Instructor: Edith (Edie) Boxer Psy.D., M.S.W.

Relational Theory- Stephen Mitchell

Readings:


Please note the following thoughts when reading this article and we will expand from there when we meet. Clinical examples will be helpful both to you as you read and to bring to class to assist us in understanding Mitchell's ideas.

Note: Mitchell's summary at the end of the section titled Illusion as Defense. The summary begins "Thus, although deriving from very different psychodynamic traditions and assumptions....

Then, beginning with the section Illusion as Growth, note how Mitchell discusses "Illusion as defense; illusion as the growing edge of the self.

Then, proceed to the section titled A Synthetic Approach and read carefully/prepared to discuss how "The determination of emotional health vs. psychopathology, when it comes to narcissistic illusions, seems to have less to do with the actual content of the illusions, and more to do with the attitude of the person about that content."

How does Mitchell use the mythological figure of Icarus in this article?

In the section, Clinical Implications, what does the author tell us is his clinical posture which best facilitates the resolution of narcissistic phenomena?

In this article, perhaps one of Mitchell's last before his untimely, sudden, and unexpected death, he writes about a brief episode with one of his analysands that "highlights for me both the surprising ways in which personal stories are brought to life in psychoanalysis and the centrality of the self-pity/guilt axis in making sense of those stories."

1) What is Ed's story and how did Mitchell's and Ed's interactions as well as Mitchell's analytic work, help us to think about the questions Mitchell asks almost at the end of the clinical example?

2) What is the Zero-Sum Game?

3) Mitchell discusses self-pity (Pathos) and guilt as appearing "deceptively simple because they are feelings." But, he goes on to say---"feelings of guilt and self-pity really originate in complex attitudes we take toward ourselves. Be prepared to think and talk about how Mitchell explains these two feelings theoretically. Are there similarities and/or differences?

**Session 7: December 14, 2013**  
**Mentalization Theory**  
**Instructor:** Helen Grebow Ph.D.,Psy.D.

**Readings:**


**Questions:**

(1) Do difficulties with mentalization reflect lack of capacity, a developmental deficit, or a defensive disavowal/protection against traumatic experience?

(2) Is mentalization an individual developmental achievement or is it a property of a relational system?

(3) What types of contexts contribute to the establishment of a capacity to mentalize as well as to the maintenance of reflective function?
Session 8: December 21, 2013
Mal Slavin and Donnel Stern
Instructor: Joye Weisel-Barth Ph.D.,Psy.D.

Readings:
TBD

Session 9: January 4, 2014
Complexity and Systems Theory
Instructor: William Coburn Ph.D,Psy.D

Readings:
Coburn, W. from Psychoanalytic Complexity Attitudes that Matter In Psychoanalysis and Psychotherapy (In press, Routledge) Chapter 2 Attitudes

Coburn, W. from Psychoanalytic Complexity Attitudes that Matter In Psychoanalysis and Psychotherapy (In press, Routledge) Chapter 4 Complexity Theory and Emotional Life

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Session 10: January 18, 2014
Comparative Theories; IST and Relational
Instructor: Michael Pariser

Readings:
