

oregon psychoanalytic center
psychoanalytic
psychotherapy
program

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CONTINUING MEDICAL EDUCATION CREDITS

Non-Discrimination Policy

OPC maintains a non-discriminatory policy with regard to race, color, religion, national origin, sex, gender, age, disability, sexual orientation, or marital or parental status in admissions, employment and access to programs.

Accreditation & National Affiliation

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and Oregon Psychoanalytic Center. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 195 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.

Of note to psychoanalytic psychotherapists: APsaA offers an associate category of membership that includes discounted conference fees and inclusion in a national directory of psychotherapists. For more information, log onto the APsaA website at www.apsa.org and look under the "Training & Education: Psychodynamic Psychotherapy" tab.

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Notes:

Welcome!

Dear PPP Class of 2018,

On behalf of the PPP Committee, we want to welcome you to the program! We are excited to have you and are delighted that you have decided to continue your training with us. We have spent many months preparing for your matriculation, and we are all looking forward to getting to know you. We expect that this will be an exciting and enriching experience for you, professionally, intellectually and emotionally. It will be hard work, as you immerse yourself in the classes, readings, cases, supervision and your own therapy. We are here to support you in this process, so please call on us as needed.

To help you get started, this handbook will guide you in finding answers to questions you may have about the PPP and OPC in general. You will have a chance to ask questions at the New Student Orientation, and may always contact your advisor or anyone on the committee for further clarification.

Until then, happy reading, and once again, welcome to the PPP!

Sincerely,

Sara K. Gardiner, MD
Chair, PPP Committee

The Psychoanalytic Psychotherapy Program

The Psychoanalytic Psychotherapy Program of the Oregon Psychoanalytic Center is a two-year certificate program for psychotherapists designed to expand their psychoanalytic knowledge, increase their self awareness, and deepen their clinical skills. The program is ideal for psychotherapists who want to enhance their therapeutic knowledge and skills and develop a network of like-minded colleagues.

The program in adult psychoanalytic psychotherapy is open to licensed mental health professionals of all disciplines. It is distinct from training in psychoanalysis in that it focuses solely on the practice of psychotherapy. The program has three elements essential to psychoanalytic psychotherapy training: coursework, supervision, and personal treatment.

Coursework is a series of integrated seminars exploring theory, development, technique, and clinical case conferences. Each week of coursework, there will be one didactic class and one case conference. Class size is limited to foster in-depth discussion. A total of 195 continuing education credits can be earned by the completion of the program.

Clinical supervision of the two training cases enhances the classroom experience and deepens the development of clinical skills. Participants are required to treat one twice-weekly psychoanalytic psychotherapy case for at least twelve months and to treat another case at least weekly for six months, preferably longer. The two supervisors will be chosen from the Psychoanalytic Psychotherapy Supervising Faculty.

A personal experience of a psychoanalytically informed therapy, either through twice-weekly psychoanalytic psychotherapy or psychoanalysis, is invaluable to clinicians in promoting self-awareness and deepening learning. Recent past or current treatment of at least one year, preferably longer, is a requirement of the program.

PPP Tuition & Fees

Application fee.....	\$50 (non-refundable)
Tuition.....	\$2,640 / year
Tuition years 3 to 5.....	\$600 / year
Leave of absence fee.....	\$250 / year, maximum of 2 years
PEP-Web.....	\$85 / year
Late fee.....	\$100

Tuition is due at the beginning of the fiscal year, July 1. With special permission from the Institute Administrator students may pay one-half of the tuition July 1, and the remainder by December 31. Tuition entitles the student to a membership in OPC and a 10% discount for other continuing educational programs. A late fee of \$100.00 will be charged for all late tuition payments. In general the Center does not refund fees after a student has begun classes. If an accepted student decides not to enroll two weeks or more prior to the start of classes, fees will be refunded, less administrative costs of \$100. *Tuition and fees are subject to review and change.*

PPP Committee & Student Advisors

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Other Program Information

Progression

The PPP committee determines the overall progress of each student's academic and supervised clinical work on the basis of combined written evaluations of performance from supervisors and instructors. These evaluations occur at the end of December and May of each academic year. A record of the student's progress is kept on file in the office of the Center.

A student's psychotherapy is kept entirely out of the progression review, except to note that the overall psychotherapy requirement has been met. The advisor will be responsible for noting that the requirement has been met.

Graduation

Certificates of completion will be awarded when the above requirements have been satisfied. This certificate, along with relevant experience, allows graduates to apply to the PPP faculty and to be considered for teaching and supervision opportunities.

Leave of Absence

A student may request a leave of absence. The request should be made in writing to the PPP committee for review and final decision. If the leave is granted, the student will be responsible for an administrative fee of \$250 per year. A leave of absence is granted for a maximum of two years.

Grievances and Formal Complaints

If a student or applicant has a grievance or formal complaint, it is submitted in writing to the chair of PPP. If more consultation is needed for decision-making, the PPP committee reviews the complaint. If further decision-making is necessary, the complaint is discussed in the Program Coordinating Committee (PCC) for an opinion. As a last resort if the issue has not been resolved, the complaint is sent to the Executive Committee of the OPC for final disposition.

Psychoanalytic Psychotherapy Program Year One Schedule of Courses, 2016-17

First Term: September 6, 2016 — October 25, 2016

Sep. 6: Technique 1; Case Conference 1
Sep. 13: Technique 1; Case Conference 1
Sep. 20: Technique 1; Case Conference 1
Sep. 27: Theory 1; Case Conference 1
Oct. 4: Theory 2; Case Conference 1
Oct. 11: Theory 3; Case Conference 1
Oct. 18: Theory 4; Case Conference 1
Oct. 25: Theory 5; Case Conference 1

Second Term: November 1, 2016 — December 6, 2016

Nov. 1: Theory 6; Case Conference 2a
Nov. 8: Theory 7; Case Conference 2a
Nov. 15: Theory 8; Case Conference 2a
Nov. 22: Theory 9; Case Conference 2a
Nov. 29: Theory 10; Case Conference 2a
Dec. 6: Theory 11; Case Conference 2a

Third Term: December 13, 2016 — January 31, 2017

Dec. 13: Theory 12; Case Conference 2b
Jan. 3: Theory 13; Case Conference 2b
Jan. 10: Theory 14; Case Conference 2b
Jan. 24: Theory 15; Case Conference 2b
Jan. 31: Theory 16; Case Conference 2b

Fourth Term: February 7, 2017 — March 14, 2017

Feb. 7: Psychopathology 1; Case Conference 3
Feb. 14: Psychopathology 1; Case Conference 3
Feb. 21: Psychopathology 1; Case Conference 3
Feb. 28: Psychopathology 1; Case Conference 3
Mar. 7: Psychopathology 1; Case Conference 3
Mar. 14: Psychopathology 1; Case Conference 3

Fifth Term: March 21, 2017 — May 16, 2017

Mar. 21: Technique 2; Case Conference 4
Apr. 4: Technique 2; Case Conference 4
Apr. 11: Technique 2; Case Conference 4
Apr. 18: Technique 2; Case Conference 4
Apr. 25: Technique 2; Case Conference 4
May 2: Technique 2; Case Conference 4
May 9: Technique 2; Case Conference 4
May 16: Technique 2; Case Conference 4

**Psychoanalytic Psychotherapy Program
Year Two Schedule of Courses, 2017-18**

First Term: September 5, 2017 — October 31, 2017

Sep. 5: Development 1; Case Conference 5
Sep. 12: Development 1; Case Conference 5
Sep. 19: Development 1; Case Conference 5
Sep. 26: Development 1; Case Conference 5
Oct. 3: Development 1; Case Conference 5
Oct. 10: Development 1; Case Conference 5
Oct. 17: Development 1; Case Conference 5
Oct. 24: Development 1; Case Conference 5
Oct. 31: Development 1; Case Conference 5

Second Term: November 2, 2017 — January 23, 2018

Nov. 7: Development 2; Case Conference 6
Nov. 14: Development 2; Case Conference 6
Nov. 21: Development 2; Case Conference 6
Nov. 28: Development 2; Case Conference 6
Dec. 5: Development 2; Case Conference 6
Dec. 12: Development 2; Case Conference 6
Jan. 2: Development 2; Case Conference 6
Jan. 9: Development 2; Case Conference 6
Jan. 23: Development 2; Case Conference 6

Third Term: January 30, 2018 — March 13, 2018

Jan. 30: Psychopathology 2; Case Conference 7
Feb. 6: Psychopathology 2; Case Conference 7
Feb. 13: Psychopathology 2; Case Conference 7
Feb. 20: Psychopathology 2; Case Conference 7
Feb. 27: Psychopathology 2; Case Conference 7
Mar. 6: Psychopathology 2; Case Conference 7
Mar. 13: Psychopathology 2; Case Conference 7

Fourth Term: March 27, 2018 — May 8, 2018

Mar. 27: Technique 3; Case Conference 8
Apr. 3: Technique 3; Case Conference 8
Apr. 10: Technique 3; Case Conference 8
Apr. 17: Technique 3; Case Conference 8
Apr. 24: Technique 3; Case Conference 8
May 1: Technique 3; Case Conference 8
May 8: Technique 3; Case Conference 8

will get their supervisors to sign off on this form before turning it into the OPC office. Administration files this form in the OPC office. A minimum total of 60 hours of case supervision is required for graduation.

Written Case Report (1)

As a final learning tool, the twice-weekly case will be written up in case report form in the second year. The case need not be terminated at the time of the report. Papers can vary in length, between 10-20 double-spaced pages and should include vignettes, formulations, theory, predominant defenses, transferences and countertransferences, and major shifts in the work together. It is to be turned in to the supervisor by April 1. The supervisor evaluates it, returns it to the student for any necessary edits, and then once approved, signs off on it. After the supervisor has approved the paper, the student must turn the paper in to the PPP Committee for final review no later than May 1.

Advanced PPP Student Status

Students who wish to graduate but have not completed all graduation requirements in two years will become Advanced PPP Students. Advanced PPP students will continue to work with their supervisors on completing the requirements for graduation from the program including their final papers, and are required to attend the Advanced PPP Student Seminar, offered monthly (September—May) and facilitated by a PPP faculty member. The annual tuition for Advanced PPP Students is \$600 and covers administrative fees, volunteer time and malpractice insurance for OPC student training. 12 CEs are offered for the Advanced PPP Student Seminar.

Training Cases (2)

Psychoanalytic psychotherapy training cases may be started as soon as the student has chosen a faculty supervisor and has a patient that is approved by that supervisor as appropriate to fulfill the training requirements of the program. It is not necessary to have a case when starting the program, but students are encouraged to select a supervisor as soon as possible. Patient and supervision hours counting toward graduation may start after the first classes start in September. By the end of the first year, the student should have a supervisor even if he/she doesn't have a case. Students need to treat one case twice weekly for twelve months, and have treated a second case for at least six months before completion of the program.

The first case is treated twice weekly for at least 12 consecutive months and supervised weekly for a minimum of 45 supervision hours during that year. This case will be written up when the requirement has been satisfied.

The second case is treated for at least six months and needs to be a psychoanalytic psychotherapy case that is seen at least weekly. The student must select a different supervisor for this case to get different perspectives. The supervision for this second (once-weekly) case will continue for the duration of the six months that the case is going. During these six months, there must be at least 15 supervision sessions, occurring at a minimum frequency of every other week.

Supervision (2)

Students select two different supervisors from the PPP Supervising Faculty. The practical issues (fee, location, etc.) are negotiated between student and supervisor. Supervisors evaluate students in writing at the end of December and May each academic year. Supervisors will share and discuss their evaluations with the student. Evaluations are kept in the student's file at the OPC office.

When a supervisor has been selected, the student is responsible for completing a supervision form that includes the name of the student and supervisor, the initials of the patient, the date the case was started under supervision, total hours of treatment and total hours of supervision for that case. Students

Course Descriptions 2016-17

Course descriptions are subject to change.

First Term: September 6, 2016 — October 25, 2016

What Makes a Psychotherapy Psychoanalytic?

Ann Dart, LCSW & Larisa Jeffreys, PMHNP

September 6, 13, 20, 2016

What makes a treatment psychoanalytic? What distinguishes this approach to therapy from others commonly heard about? What is the psychoanalytic method? This brief course begins to explore these questions. These are complex topics and ones that students will hopefully continue to think about throughout their professional development. Readings, clinical examples, and class discussion are used to define various aspects of psychoanalytic work and the frame that allows it to develop.

Theory 1: Overview of Theory

Kelly Reams, LCSW

September 27, 2016

This single class is a brief introduction to the major schools of psychoanalytic theory. It provides a beginning psychoanalytic, historical, and theoretical roadmap that students will continue to evolve and grow throughout the psychoanalytic psychotherapy program.

Case Conference 1: Starting with your psychotherapy patient

Ann Anthony, MD & Kerry Opdyke, MD

September 6, 13, 20, 27, October 4, 11, 18, 25, 2016

In this continuous case conference, detailed process notes from the early stages of analytic therapy will be presented each week by a member of the class, and students are encouraged to share thoughts, images, and feelings that arise in association to the material. The instructors facilitate a discussion to help students develop an ability to hear unconscious process. Emphasis is placed on listening to and feeling the moment to moment transference and countertransference between therapist and patient, and how this facilitates formulation and intervention. Also, issues specific to the beginning phase of psychoanalytic psychotherapy are undertaken.

Theory 2-5: Introduction to Freudian Theory and Ego Psychology

Ralph Beaumont, MD & Constance Jackson, MD

October 4, 11, 18, 25, 2016

In this course the three major phases of Freud's psychoanalytic theory (seduction theory, topographic model, and structural model), as well as the ego psychological theory which derived from Freud's structural model will be considered. Our emphasis will be on the fundamental elements of each of these models, and on the clinical reasons for their modification into subsequent models.

Second Term: November 1, 2016 — December 6, 2016

*Theory 6-11: Object Relations: Klein, Bion, Winnicott, Fairbairn
Kelly Reams, LCSW*

November 1, 8, 15, 22, 29, December 6, 2016

This course will focus on the beginnings of object relations and consider the impact it's had on the development of psychoanalytic theory and practice. Each class will begin with some opening comments to provide a context and summarize the main contributions of each object relations theorist with implications for our clinical practice. The rest of class will be devoted to discussing reactions and questions to the readings, as well as ideas that emerge in class. If particular patients come to mind while reading, please share the reflections to help classmates and faculty consider the relevance these ideas have or don't have in the daily psychotherapy practice.

Case Conference 2 (Part A): Using Theory to Inform Clinical Work

Ann Dart, LCSW & Taryn Markee, PhD

November 1, 8, 15, 22, 29, December 6, 2016

The debate about the relationship of psychoanalytic theory to clinical work is a long-standing and vigorous one that is constantly evolving. Technique is informed by theoretical stance, which may shift from session to session or even moment to moment within the same hour, depending on what is unfolding. In this 6 week focused case conference theory will be considered, while gaining more experience presenting cases. Students will take turns presenting their own clinical work and begin to listen to case material with the goal of developing an ear for theory and how it might inform their thinking about what they are hearing and what interventions they choose to make. This class will compare and contrast the major theoretical schools of thought and consider a wide range of questions posed by the clinical material presented. For instance: how might a contemporary Freudian differ from a self-psychologist in understanding anger? How might an ego psychology approach to defense compare with that of a relational theorist, an object relations perspective and so on? Developing a working grasp of theory and its application to the clinical moment is easier said than done, but we will make a good start. There will be only three readings, as the major emphasis will be on student case presentations and the application of theory.

Third Term: December 13, 2016 — January 31, 2017

Theory 12-16: Self/Relational/Attachment Theory Class

James H. Powers, M.D. and Julie Rosenberg, M.D.

December 13, 2017, January 3, 10, 24, 31, 2017

This course will begin with an introduction to Self Psychology's use of empathic immersion as an agent of change. It will then trace the development of Relational and Intersubjective theories of psychoanalysis from their analytic sources to later thinking that integrates developmental science into adult clinical practice. This theme will continue as the findings of attachment researchers are reviewed. It will conclude by examining the contributions of attachment theorists to clinical thinking via theories of mentalization.

Classes (32)

Classes are held on Tuesday evenings, 6-9:15pm, September to May. Courses are taught by psychoanalysts and psychoanalytic psychotherapists who are members of the PPP faculty and OPC, and include tracks on psychoanalytic theory, development, psychopathology, technique, and clinical process. Successful completion of the two-year course curriculum is required for graduation. A total of 195 CEs are granted.

Attendance

Students must attend 80% of the classes of each course and complete course evaluations in order to pass the class. If the student does not meet the 80% attendance rate for a didactic course, the student will be expected to contact their instructors for make-up work. Attendance and make-up work for case conferences will be handled a little bit differently. For attendance purposes, all of the case conference classes for one year (33 meetings for Year 1 and 32 meetings for Year 2) will be counted as one class requiring a minimum of 80% attendance for that year. If a student's attendance falls below the 80% level, he or she will be required to participate in additional case conferences proportional to the percentage of sessions missed. Students may consult the chart below to determine the course of action required.

% Classes Attended

80%

70-79%

60-69%

Below 60%

Make-up Classes Required

None

1 additional case conference segment of comparable length

2 additional case conference segments of comparable length

To be addressed by the committee

Evaluations

Students are required to evaluate each course and instructor after it ends. The instructors will evaluate students' progress, based on their participation in class, at the end of each term. These written evaluations will be kept in the student's files at the OPC office. Students have access to their files.

Advisee / Advisor Assignments

Zoe Crawford, LCSW – Taryn Markee, PhD
Nick Fossett, LMFT – Kerry Opdyke, MD
Sandra Krussel, DO – Kerry Opdyke, MD
Mike Mihalas, LCSW – Amy Holbrook, LCSW
Molly Pfister, LPC – Taryn Markee, PhD
Ron Sharrin, PhD – Larisa Jeffreys, PMHNP
Susan Snow, MD – Amy Holbrook, LCSW
April Sweeney, MD – Larisa Jeffreys, PMHNP

Advisors

The committee assigns each student an advisor from the PPP faculty. The advisor acts as an educational mentor and resource for the student. The student arranges a meeting with the advisor at the end of December and May each academic year in order to review the student's evaluations, and discuss the student's progress and experience. The advisor does not perform an evaluative function. If the student is experiencing educational concerns or concerns about the program, the student should contact their advisor. If necessary, the advisor can contact the PPP committee to check the current policies and procedures for the program. If the policies and procedures don't answer the concerns, the chairperson(s) of the PPP will consult with the Program Coordinating Committee (which oversees the educational programs for OPC) for further advisement.

Graduation Requirements for the Program

Psychoanalytic Treatment

A personal experience of a twice-weekly psychoanalytic treatment is required. This requirement can be met by recent treatment (in the last 3-5 years), or by current twice-weekly psychoanalytic psychotherapy, or psychoanalysis of at least one year, preferably longer. Therapy is kept confidential, with no formal reporting to the PPP, beyond the student's advisor noting that the requirement has been or is being met. The logistical details (negotiating fees, scheduling) are arranged by the student and therapist.

Case Conference 2 (Part B): Using Theory to Inform Clinical Work *Kathy Reicker, LCSW*

December 13, 2017, January 3, 10, 24, 31, 2017

This case conference will emphasize the applicability of theoretical constructs to clinical material and will focus on helping the student understand and formulate psychodynamics, clinical process and sharpen therapeutic interventions. This class will provide an opportunity for students to apply different theoretical perspectives to clinical material in order to deepen their understanding of how theory informs psychotherapeutic listening.

Fourth Term: February 7, 2017 — March 14, 2017

Psychopathology 1: Severe Personality Disorders *Cynthia Ellis Gray, MD*

February 7, 14, 21, 28, March 7, 14, 2017

Every patient will contain elements to their character that are both "psychotic" and "neurotic." What do we mean by this? How do you recognize where the patient "lives" affectively in order to best reach him/her? How does your assessment of a patient's predominant level of psychopathology determine how you structure the treatment and how you think about interventions? This year in Psychopathology 1 we will explore elements of severe psychopathology, including nosology and surface manifestations, the concepts of splitting and projective identification as prominent defense mechanisms, the concept of a psychic retreat, the lack of capacity to manage and tolerate internal conflict and therefore think, and destructive internal psychodynamics. This course will be part 1 to next year's Part 2, Neurotic Character Pathology, so opportunities to compare and contrast more neurotic-level functioning will be welcomed to enhance our understanding. I am looking forward to rich and interesting discussion, and please bring in clinical material that the readings resonates with—it will bring the course to life like nothing else!

Case Conference 3: Focus on Formulation

Gerald Fogel and Rachael Berkeley

February 7, 14, 21, 28, March 7, 14, 2017

In this case conference students will present close clinical process material from a patient who is in regular ongoing analytic therapy. The emphasis will be on close listening, what to listen for, and effective interventions, while further deepening their engagement in a therapeutic process and relationship. Additional topics include listening and feeling into the moment by moment process, recognizing and using unconscious themes, working with transference and countertransference, alertness to defense and conflict, the components of a therapeutic relationship, formulating interpretations and other therapeutic interventions, and the importance of deepening and modifying one's psychodynamic formulation as the ongoing work unfolds.

Fifth Term: March 21, 2017 — May 16, 2017

Technique 2- The Heart of Psychoanalytic Psychotherapy
Peter Crabtree, Psy.D. and Celeste Baskett, LCSW
March 21, April 4, 11, 18, 25, May 2, 9, 16, 2017

This course will introduce core concepts of technique in psychoanalytic psychotherapy. We will explore concepts related to the frame, therapeutic action, transference, countertransference, dreams, defenses, resistance and enactment. Although not allocated an entire class session, we will also discuss other key issues such as neutrality and empathy. We hope to create an atmosphere of playing with these concepts (rather than complying with analytic dogma) and finding one's therapeutic voice.

Case Conference 4: Finding and Interpreting (or not) the Transference
Kirsten Schwanke, MA; Jolie Krechman, LCSW
March 21, April 4, 11, 18, 25, May 2, 9, 16, 2017

In this sequence of case conference meetings the main focus will be on listening to transference implications in the presented clinical case material. Of prime importance will be the ability of the group to create a safe and non-judgmental space to explore and deepen our emotional understanding, and to identify the unconscious solutions to old wounds that our patients bring to us. While the phenomenon of transference is understood and handled in slightly different ways by different psychoanalytic schools and writers, we will focus here on the way the internal world gets actualized in the therapeutic process. We will hone our skills to listen and understand the unique viewpoint from which the patient observes and understands what is going on in his/her interpersonal relationships. The content of the transference may show up in the form of repressed infantile and pre-verbal phantasies, conflicts and defenses against the awareness of unprocessed experiences, or unmetabolized generational or social trauma.

Dual Relationships

There are times when a student's therapist is scheduled to teach a PPP class. The PPP's position is that the decision about whether or not a student is taught by their therapist should be up to the dyad. If a therapist takes on a student who s/he knows may be a now or future PPP student, and s/he is scheduled to teach, this would be something to bring up early in the treatment.

If a PPP student's therapist is scheduled to teach his/her class, the options would be:

1. The teacher could opt not to teach, and if already assigned, could collaborate with the PPP committee in finding a replacement teacher. This usually works best if anticipated far in advance.
2. The teacher and/or student could opt for the student to miss the class taught by the student's therapist and request a tutorial instead. A tutorial would involve a number of individual meetings with a separate teacher, going over the missed curriculum. The student should contact the PPP committee to arrange this tutorial. This option applies to a didactic class only; if the student/therapist opt for the student to miss a case conference, an equivalent experience would be organized at the discretion of the PPP Committee.
3. The teacher and student could opt to be in class together. The teacher would not evaluate the student.

This policy is not limited to the mixed role of patient and student. It might also pertain to other complex relationships, such as spouses or family of patients or other conflicts.