

2022-  
2023

# Fundamentals of Psychoanalytic Psychotherapy

## COURSE DESCRIPTION

This series of ten meetings is designed to meet the needs of clinicians interested in incorporating psychodynamic concepts and techniques into their clinical practice. This course will have a clinical focus and will provide an opportunity for participants to hear and discuss case material.

## LEARNING OBJECTIVES

1. To be able to describe the salient characteristics of a psychoanalytic psychotherapy.
2. To learn how to begin a psychodynamic treatment with a patient.
3. To begin applying the concept of transference to your work.
4. To learn to conceptualize a case from a psychodynamic perspective.
5. To feel more confident working psychoanalytically with patients.



## INSTRUCTORS

### SECTION A - VIRTUAL - 3RD TUESDAY EACH MONTH

DATES: 9/20, 10/18, 11/15, 12/20/22, 1/17, 2/14, 3/14, 4/18, 5/16, 6/20/23  
April Crofut, MD & Kelly Reams, LCSW

### SECTION B - IN-PERSON - 3RD WEDNESDAY EACH MONTH

DATES: 9/21, 10/19, 11/16, 12/21/22, 1/18, 2/15, 3/15, 4/19, 5/17, 6/21/23  
Fall: Zach Wendell, LCSW  
Spring: Catherine Blanchard, LPC & Mark Owens, LCSW

TIME: 7:00 - 8:30 PM

CMES: 15.0

**\$505 - PUBLIC**

**\$455 - OPC MEMBERS**

**\$255 - RESIDENTS - INTERNS - GRADUATE STUDENTS**

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IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters for this educational activity have relevant financial relationship(s)\* to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

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2022-  
2023

# Beyond Fundamentals of Psychoanalytic Psychotherapy: A Case Consultation

## COURSE DESCRIPTION

This series of nine monthly classes is designed to explore analytic ways of thinking and listening through clinical examples. This will be a case consultation class in which students will bring in case material that we can think about together. The focus will be on clinical moments that invite exploration—moments of feeling stuck, moments of emotion that feel uncomfortable or confusing, moments that are difficult when we do or say something we didn't intend to, etc. Our goal is to create a warm, stimulating environment to promote rich discussion of the therapeutic fundamentals behind each case presentation. This class is intended for people who are new or newer to psychoanalytic theory and practice.

## LEARNING OBJECTIVES

1. Begin to listen for and identify transference and unconscious phenomena in the patient
2. Recognize the clinical value of countertransference reactions in the therapist
3. Recognize, think about, and address a patient's and therapist's enactments in a clinical encounter.

## INSTRUCTORS

Amy Reiss, PhD & Sarah Schrott, LCSW

**DATES:** 10/5, 11/2, 12/6/22, 1/4, 2/1, 3/1, 4/5 & 5/3/2023

**TIME:** 7:00 - 8:30 PM

**CMES:** 12.0

**\$405 - NON MEMBERS**

**\$365 - MEMBERS**

**\$205 - RESIDENTS - INTERNS - GRADUATE STUDENTS**

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# INTRODUCTION TO THE WORK OF LACAN AND LAPLANCHE

## COURSE DESCRIPTION

This course will introduce participants to the work of two of the most influential theorists in the French psychoanalytic tradition, Jacques Lacan and Jean Laplanche. For anglophone analysts, an engagement with this body of work offers an unusually rich opportunity to reconsider many of our basic assumptions in a fresh light, sharpen our critical thinking, expand our clinical perspectives, and inspire our clinical creativity.

Topics will include the core models and concepts in the work of both theorists and their implications for a range of psychoanalytic phenomena. The latter will include infant-parent unconscious relations, infantile and adult sexuality, the origin and nature of the unconscious, the structure and functioning of the psychical apparatus, the nature of intra-psychical representation/translation, the role of language in psychical life and psychoanalysis, the relationship of the individual psyche to the cultural world, psychoanalytic temporality, psychical identity, psychical freedom, the question of gender, the psychoanalytic method, the nature of transference, therapeutic action in psychoanalysis, the goals of psychoanalytic treatment, and others.

As is unavoidable when studying French psychoanalytic literature, most of our assigned readings will be theoretical. A primary aim of the work we will do, however, will be to bring the models and concepts down to earth so that participants will be able to make use of them, both as points of clarifying comparison of with more familiar psychoanalytic theoretical and technical concepts and as new lenses in their daily clinical work. In addition, because Lacan and Laplanche rely heavily on close readings of Freud's work in the development of their own thought, this course will offer students an opportunity to "return to Freud" indirectly and, perhaps, discover new appreciation of the more radical and generative aspects of his thought. While a preexisting familiarity with Freud's thought will be helpful, it is not a prerequisite for the course, and the instructor will explain all references to Freud's work in the assigned texts as we go along.

If you have found yourself curious about the world of French psychoanalytic thought but unable to find an invitation to study it with guidance in a welcoming atmosphere, this course may be for you.

## LEARNING OBJECTIVES

1. Grasp the primary models and concepts in the work of the French psychoanalytic theorists Jacques Lacan and Jean Laplanche.
2. Grasp the place and significance of the work of Lacan and Laplanche in the history of psychoanalytic thought, both in terms of their roots in Freud's work and their increasing influence on contemporary developments in theory and technique. Participants will thus improve their ability to critically understand and evaluate psychoanalytic concepts in general and make use of them more rigorously, clearly, and precisely in their own clinical thinking.
3. Through the study of certain features of the work of Lacan and Laplanche, course participants will gain a deeper and more nuanced appreciation of, and facility with, the complex and dynamic relations between psychoanalytic theory and clinical process. Participants will thus improve their ability to make use of psychoanalytic thinking creatively and effectively in their clinical work.

**THIS IS INTENDED TO BE AN ADVANCED COURSE FOR CURRENT PSYCHOANALYTIC CANDIDATES, PSYCHOANALYTIC GRADUATES, OR PARTICIPANTS WITH INSTRUCTOR APPROVAL. PLEASE EMAIL ALICE.HUANG.MD@GMAIL.COM WITH QUESTIONS REGARDING PRE-REQUISITE.**

[LINK TO SUGGESTED READINGS PRIOR TO CLASS](#)

## INSTRUCTOR, TIME, & DATE

**Michael Levin, PSYD**

**DATES:** 9/16, 10/21, 11/18, 12/16/2022, 1/20, 2/17, 3/17, 4/21, 5/19/2023

**TIME:** 2:00 - 4:00 PM

**CMES:** 18.0

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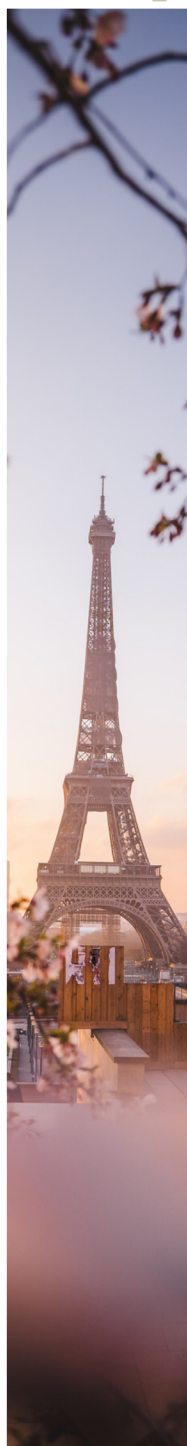
\$600 - NON MEMBERS

\$445 - MEMBERS

\$305 - RESIDENTS - INTERNS - GRADUATE STUDENTS

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# Dynamic Interplaying

## COURSE DESCRIPTION

I've been fascinated in my development as a psychoanalyst by the utility of the images of coming together and breaking apart, and that this is an ongoing, ever-expanding process leading to increasing complexities. These have been useful for me in working with transference/countertransference, enactments, and the free associative process and other unconscious dimensions of clinical work. The Kleinian/Bionian formula of the double arrow between the paranoid-schizoid and the depressive positions is one attempt to depict this dynamic interplay. In this seminar, I have chosen writers who have written about this interplay in their own unique and creative ways. A thesis we will be exploring is that healthy growth and creativity need open and free communication between various components of any living system, be they biological, emotional, psychological, or cultural to name a few. I see this as a dynamic interplaying or working together, conscious and unconscious, that strives to recognize and value all the constituents. So often, maybe always, polarizations develop in ways of formulating and in feeling states. This phenomenon I hope will be another dimension we will be exploring as we discuss the readings and share clinical experiences.



## LEARNING OBJECTIVES

1. To conceptualize the interplay between 'ongoing continuity' and 'ongoing change' that is a part of working psychoanalytically and that is needed for emotional and psychological growth
2. To apply these concepts to our clinical work
3. To identify factors that lead to polarizations and stasis which impede growth and development and apply these to our clinical work

## INSTRUCTOR, TIME, & DATE

**Duane Dale, MD**

**DATES:** 10/5, 11/2, 12/6/22, 1/4,  
2/1, 3/1, 4/5, 5/3, & 6/7/2023

**TIME:** 7:00 - 8:30 PM

**CMES:** 13.5

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**\$455 - NON MEMBERS**

**\$410 - MEMBERS**

**\$223 - RESIDENTS - INTERNS -  
GRADUATE STUDENTS**

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# Lost Classics: Ronald Britton's Belief and Imagination

## COURSE DESCRIPTION

Since Klein, phantasy has been seen as fundamental to understanding how unconscious forces impact our mental life but how do we think about the relationship between phantasy and our beliefs (ideological or spiritual) or between phantasy and works of imagination? If imagination (and belief) can be at times both truth-seeking and truth-avoiding, how might we consider their place in our clinical work? What role does the therapist's own beliefs, imagination and knowledge play in helping or hindering psychological development? What role do the patient's avowed or unacknowledged beliefs play in what is imagined or can be imagined? These inquiries, which are woven throughout Ron Britton's fifteen essays, pose new ways of thinking about old questions in philosophy, literary scholarship and theology, and give us new ways of seeing, imagining and perhaps believing (or, at least, investigating our beliefs).

## LEARNING OBJECTIVES

1. How to explain Britton's conceptualization of the ways in which belief (and the suspension of belief) facilitate psychological growth.
2. How to conceptualize the clinical uses of "naming and containing" as well as the identification of projective identification as Britton understands it.
3. How to explain Britton's understanding between Oedipal conflict and the Depressive position.

## COURSE MATERIALS:

- Ronald Britton's Belief and Imagination

## INSTRUCTOR, TIME, & DATE

**Garrick Duckler, LMFT, PHD**

**\$155 - NON MEMBERS**

**\$140 - MEMBERS**

**DATES:** 10/6, 10/13, 10/20, 10/27/2022

**\$80 - RESIDENTS -**

**TIME:** 7:00 - 8:30 PM

**INTERNS - GRADUATE**

**CMES:** 6.0

**STUDENTS**

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## **POSTCARDS FROM THE EDGE: CONCEPTUALIZING AND TREATING PATIENTS WITH BORDERLINE PERSONALITY ORGANIZATION**

### **COURSE DESCRIPTION**

As psychodynamic therapists we are trained to work with patients who hope to address core issues of the personality. Our transference-focused treatments provide patients with the opportunity to confront deep fears and insecurities. As their therapist it is our job to tolerate difficult feelings that arise in the patient and help them work through their mental anguish and emotional pain. Many times there will be trauma in their histories. As a result, we commonly encounter disassociation, dysregulated affect, projective identification and countertransference issues with these patients.

In this course we will consider ideas regarding the roots of our patient's distress; their coping strategies that often impair rather than help; how minority communities need to be attended to appropriately; useful strategies for working with patients and ongoing discussion of how rich and rewarding this work can be.

### **LEARNING OBJECTIVES**

1. How can attachment theory help me understand BPO?
2. What are some of the more common defenses used by patients with BPO and how do I work with these in sessions?
3. What role does affect regulation/dysregulation play in the treatment of patients with more severe psychopathology?
4. When working with persons of different race/ethnicity than myself, what do I need to consider in the transference/countertransference?
5. In addition to some of the challenges of working with BPO, what are the rewards to be reaped from working with this population?



### **INSTRUCTOR, TIME, & DATE**

**Ann Sola, MPH, PSYD**

**DATES:** 4/6, 4/13, 4/20, 4/27/23

**TIME:** 7:00 - 8:30 PM

**CMES:** 6.0

**\$155 - NON MEMBERS**

**\$140 - MEMBERS**

**\$80 - RESIDENTS - INTERNS  
- GRADUATE STUDENTS**

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