2020-2021

# CONTINUING EDUCATION CATALOG

OREGONPSYCHOANALYTIC CENTER

# SPECIAL EVENTS

## JONATHAN SLAVIN, PHD, ABPP & MIKI RAHMANI, MA
OCTOBER 9-10, 2020

## MARK SOLMS, PHD
FEBRUARY 2-3, 2021

## JACK DRESCHER, MD
MAY 8, 2021

# FUNDAMENTALS

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: Molly Pfister, LPC & Michael Wiener, LCSW
Duane Dale MD & Mike Mihalas, LCSW

SECTION B: Duane Dale MD & April Crofut, MD
Angelina Ramos-Marchand, PsyD & Kelly Reams, LCSW, BCD

EUGENE: Cynthia Palman, MD

DATES: 9/16, 10/21, 11/18, 12/16/20, 1/20, 2/17, 3/17, 4/21, 5/19, 6/16/21

TIME: 7:00 - 8:30 PM

CMES: 15.0

PRICING:
$500 - Non Members
$450 - Members
$250 - Residents-Interns-Graduate Students

Diversity Scholarship available for this course. Find out more at WWW.OREGONPSYCHOANALYTIC.ORG

# BEYOND FUNDAMENTALS

## COURSE DESCRIPTION

For graduates of Fundamentals, this series of five monthly courses is designed to take your psychotherapeutic skills to the next level. This course will include readings on advanced clinical topics designed to deepen your work with your clients. Students will also present case material. Our goal is to create a warm, stimulating environment to continue your development as a psychotherapist and provide an opportunity for participants to hear and discuss case material.

## LEARNING OBJECTIVES

1. Listen for transference, countertransference and unconscious fantasy;
2. Recognize, think about, and address a patient's and therapist's enactments in a clinical encounter.
3. Write process notes and present case material.

## INSTRUCTORS:

SECTION A: Thomas Veeder, MD & Nancy Winters, MD

SECTION B: Mark Owens, LCSW & Kathy Reicker, LCSW

DATES: 10/7, 11/4, 12/2/20, 1/6, 2/3, 3/3, 4/7, 5/5, 6/2/21

TIME: 7:00 - 8:30 PM

CMES: 13.5

PRICING:
$450 - Non Members
$405 - Members
$200 - Residents-Interns-Graduate Students

# LISTENING OPENLY

## COURSE DESCRIPTION

Ever since Freud's recommendation to analytic therapists to listen with "evenly suspended attention," analytic clinicians and writers have been working to understand and expand what this means. This series of monthly seminars will explore the concept of listening openly as suggested in Freud's recommendation and in Bion's "Notes on Memory and Desire" in which he eschews memory and desire. We will first discuss what Christopher Bollas and Thomas Ogden have written about these two recommendations. This will be followed by papers written focusing on the question are Bion's later ideas (i.e., 'without memory or desire') of value to psychoanalysis. This discussion is introduced by Rachel Blass. And then we'll end with papers from several different authors with their own versions of 'listening openly.' Throughout this seminar consideration will be given to the relationships of "being" and "knowing" in our clinical work.

## LEARNING OBJECTIVES

1. To conceptualize more clearly Freud's and Bion's recommendations regarding open listening to our patients.
2. To apply these concepts to our clinical work that will facilitate listening more openly to our patients and ourselves.
3. To discuss "being" and "knowing" and apply these to our clinical work.

INSTRUCTOR: Duane Dale, MD

DATES: 10/7, 11/4, 12/2/20, 1/6, 2/3, 3/3, 4/7, 5/5, 6/2/21

TIME: 7:00 - 8:30 PM

CMES: 13.5

PRICING:
$450 - Non Members
$405 - Members
$225 - Residents-Interns-Graduate Students

# THE EMERGING SELF OF THE YOUNG CHILD

## COURSE DESCRIPTION

The field of psychoanalysis is replete with theories about infancy and child development. Within the field of psychoanalysis there is a longstanding tradition of linking child development to the organization of intrapsychic structure. William James (1890) may have been the first to note: what the stream grows from is much more complex than the earth. The contemporary views of intersubjectivity and relational psychoanalysis draw upon James' assertion by offering a pluralistic view of psychic development; namely, that development is a product of a specific and complex relational and intersubjective context.

Basing our discussion on the assumption that relationships are the fundamental organizers of human behavior and experience, this seminar will explore the complexity and continuity of child development. We will explore core assumptions about motivation, development, the nature of intersubjectivity and "the emerging self" of the child.

## LEARNING OBJECTIVES

1. Gain an appreciation for the vital role that relational, intersubjective experiences play in child development.
2. Explore the ways in a child and caregiver co-create shared meaning in intersubjective experiences and how this relates to the therapeutic endeavor.
3. Develop a greater understanding of the role that affective experiences play in forming the basis of the dynamic unconscious and mobilize defenses such as repression and regression.

INSTRUCTOR: Maya Klein, PhD

DATES: 3/11, 3/18, 4/1, 4/8/21

TIME: 7:00 - 8:30 PM

CMES: 6.0

PRICING:
$200 - Non Members
$180 - Members
$100 - Residents-Interns-Graduate Students

# FROM PUNK ROCK TO MILLENNIAL BURNOUT:

## IN PRAISE OF THE PARANOID-SCHIZOID REBELLION AND OTHER PSYCHOANALYTIC TAKES ON THE IMPORTANCE OF BEING RUTHLESS

COURSE DESCRIPTION

As parents, we don't often imagine it ideal to raise our children to act ruthlessly. On the other hand, are we raising them to know what is worth fighting for--or rebelling against? Or, at least to be able to ask those questions on their own?

From various forms of "helicopter" or "bulldozing" parents, to being peer-ordained (and trying to sustain) "cool", to the ever-watchful eye/I of social media, parenting and social expectations can have oppressive consequences on the assertiveness and exuberance of today's youth.
Can we at least tolerate, or even provide a good foil for, youth who are becoming "good-bad" but not evil?

This class will look at youth movements over the span of a century through various psychoanalytic and developmental perspectives to help highlight the path from ruthlessness to relatedness to relative autonomy.

LEARNING OBJECTIVES

Identify the developmental path of "hate preceding love" in clinical practice.
Describe in therapeutic and social terms the importance of ruthless behavior.
Better understand the role of parents, therapists and society when working with - or against - youth, towards relative autonomy.

INSTRUCTOR: Matt Carges, LMFT

DATES: 4/15, 4/22, 4/29, 5/6/21

TIME: 7:00 - 8:30 PM

CMES: 6.0

PRICING:
$200 - Non Members
$180 - Members
$100 - Residents-Interns-Graduate Students

# LOST CLASSICS IN PSYCHOANALYSIS:

## "The Suppressed Madness of Sane Men" by Marion Milner

COURSE DESCRIPTION

In this class, we will read Marion Milner's collection of essays, "The Suppressed Madness of Sane Men." Milner was a psychoanalyst, painter and pioneer of introspective journaling (writing under the pseudonym Joanna Field) and throughout her life, she was deeply interested in how to conceptualize creativity as part of the therapeutic process. This compilation of her writing includes reflections on the madness and sanity of creative and therapeutic process as well as intimate accounts of her experience with those mad and sane practitioners of psychoanalysis (Klein, Winnicott, etc.). Although she is best known from her autobiographical work ("A Life of One's Own" and "On Not Being Able to Paint"), Milner offers, in these essays, a different type of introspective journey—the clinician's encounter with the madness and freedom of unconscious processes.

LEARNING OBJECTIVES

1. Learn about the author's conceptualizing of the creative process as it relates the author's clinical work
2. Develop a deeper understanding of how Marion Milner helped her patients through her distinctive clinical technique
3. Understand the ways in which certain traditional psychoanalytic ideas (projective identification, primary processes) were understood and re-articulated by Milner

INSTRUCTOR: Garrick Duckler, LMFT, PhD

DATES: 5/13, 5/20 5/27, 6/3/21

TIME: 7:00 - 8:30 PM

CMES: 6.0

PRICING:
$200 - Non Members
$180 - Members
$100 - Residents-Interns-Graduate Students