



oregon psychoanalytic institute

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Year Three – Reading List for Academic Year 2020-21

<u>Course</u>	<u>Instructors</u>	<u>Pages</u>
• <i>The British Independents</i>	<i>Richard Alden, MD & J. Powers, MD</i>	2-4
• <i>Transference-Countertransference: Perspectives on the Here and Now</i>	<i>Cynthia Ellis Gray, MD</i>	4-6
• <i>Continuous Case Conference</i>	<i>Ralph Beaumont, MD</i>	6
• <i>Sadomasochism</i>	<i>Sara Gardiner, MD</i>	7-8
• <i>Prequel to Relational</i>	<i>Jeanne Johnson, MD</i>	9-12
• <i>Relational/Intersubjective</i>	<i>Duane Dale, MD</i>	9-12
• <i>Borderline</i>	<i>J. Powers, MD</i>	12-13
• <i>Continuous Case Conference</i>	<i>Lee Shershow, MD</i>	13
• <i>Bion</i>	<i>Kelly Reams, LCSW & J. Powers, MD</i>	13-5
• <i>The Body in the Psychoanalytic Session</i>	<i>Kathryn Zerbe, MD & Daniel Helfet-Hilliker, MD</i>	15-18
• <i>Continuous Case Conference</i>	<i>Don Rosen, MD</i>	18
• <i>Adulthood</i>	<i>Winston Anderson, PsyD</i>	18-19
• <i>Ethics</i>	<i>Jeanne Johnson, MD</i>	19-21
• <i>Defenses</i>	<i>Ralph Beaumont, MD</i>	21-22
• <i>Writing</i>	<i>Leslie Neilson, MD</i>	22-23

Continuing Medical Education

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education through the joint providership of the American Psychoanalytic Association and the 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 148.5 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.

OREGON PSYCHOANALYTIC CENTER INSTITUTE

Course: (3)-1 The British Independents
Instructor: Richard Alden, MD & J. Powers, MD
Dates: Sept. 11,18, 25; Oct. 2, 9, 16, 23, 30, 2020
Sessions: 8 (12 CMEs)
Time: 12:15 - 1:45 pm

“Come at the world creatively, create the world; it is only what you create that has meaning for you.” -- Winnicott, 1968

Course Description:

After Sigmund Freud’s death in 1939, the British psychoanalytic scene’s leadership became divided between the two powerful personalities of Melanie Klein and Anna Freud. With the Society near shattering, a series of “Controversial Discussions” ensued to determine how psychoanalysts could resolve to maintain their different allegiances and live together (see Palmer, S. (2015). *Controversial Discussions for the XXIst Century*. PEP Video Grants, 1:2). Many followed in the Freudian or Kleinian traditions. However, a third tradition, the “Independents” could be said to have emerged, if one can tolerate the paradox of a tradition marked by independence of thought. This course will initiate the students into the study of several of the major thinkers past and present within this tradition known for its creativity and lively spirit of practice and theorizing.

Learning Objectives: Following this course, participants will be able to:

- (1) Participants will be able to identify the major theorists of the British Independent Tradition and articulate basic elements of their unique theoretical contribution.
- (2) Participants will be able to articulate Winnicott’s conceptualization of the mother-infant dyad and it’s implications for development of the self.
- (3) Participants will be able to understand and make use of Winnicott’s ideas on counter-transference and his notion of the paradoxical dialectic between subjectivity and objectivity.

Week 1, 11 September 2020, 12:15pm, Session 1: Introduction/ Fairbairn.

Fairbairn, W.D. (1944). Endopsychic Structure Considered in Terms of Object-Relationships. Chapter IV in (1952). *Psychoanalytic Studies of the Personality*. London: Tavistock. Pp. 82-136. (PEP)

Fairbairn, W.D. (1958). On the Nature and Aims of Psycho-Analytical Treatment1. *Int. J. Psycho-Anal.*, 39:374-385. (PEP)

Fairbairn, W.D. (1963). Synopsis of an Object-Relations Theory of the Personality. *Int. J. Psycho-Anal.*, 44:224-225. (PEP)

Optional readings for an overview of Independent theory & technique

Keene, J. (2012). Reflections on the evolution of Independent psychoanalytic thought. In P. Williams, J. Keene and S. Dermen (Eds.) *Independent Psychoanalysis Today*. London: Karnac Books. Pp 3-61.

Parsons, M. (2009). An Independent Theory of Clinical Technique. *Psychoanal. Dial.*, 19:221-236. (PEP)

Optional Fairbairn reading:

Fairbairn, W.R.D. (1940). Schizoid Factors in the Personality. Chapter I in (1952) *Psychoanalytic Studies of the Personality*. London: Tavistock. Pp. 3-27. (PEP)

Week 2, 18 September 2020, 12:15pm, Session 2: Balint

Balint, M. (1979). *The Basic Fault: Therapeutic Aspects of Regression*. New York: Bruner/Mazel. (PEP):

Ch. 3: The two levels of analytic work. Pp 11-18.

Ch. 4: The area of the basic fault. Pp18-24.

Ch. 12: Primary love. Pp 64-73.

Ch. 20: Symptomatology and diagnosis. Pp 127-133.

- Ch. 22: The various forms of therapeutic regression. Pp138-149.
Ch. 24: Therapeutic regression, primary love, and the basic fault. Pp159-173.
Ch. 25: The unobtrusive analyst. Pp173-182.

Week 3, 25 September 2020, 12:15pm, Session 3: Winnicott I.

Winnicott, D.W. (1945). Primitive Emotional Development. *Int. J. Psycho-Anal.* 26:137-143. (PEP)

Winnicott, D.W. (1949). Hate in the Counter-Transference. *Int. J. Psycho-Anal.* 30:69-74. (PEP)

Week 4, 2 October 2020, 12:15pm, Session 4: Winnicott II.

Winnicott, D.W. (1975) Chapter XXI The Depressive Position in Normal Emotional Development [1954-5]. In Winnicott, D.W., *Through Paediatrics to Psycho-Analysis*. London: Hogarth Press. Pp 262-277. (PEP)

Winnicott, D.W. (1960). The Theory of the Parent-Infant Relationship. *Int. J. Psycho-Anal.* 41:585-595. (PEP)

Optional Winnicott reading:

Winnicott, D.W. (1958). The Capacity to be Alone. *Int. J. Psycho-Anal.* 39:416-420. (PEP)

Week 5, 9 October 2020, 12:15pm, Session 5: Winnicott III

Winnicott, D.W. (1960). Ego distortion in terms of true and false self (ch. 12). In Winnicott, D. W. (1965) *The Maturation Processes and the Facilitating Environment: Studies in the Theory of Emotional Development*. London: Hogarth Press. Pp 140-152. (PEP)

Winnicott, D. W. (1971). Transitional objects and transitional phenomena (ch.1). In Winnicott, D. W., *Playing and Reality*. London: Tavistock. Pp 1-25. (PEP)

Winnicott, D. W. (1974). Fear of breakdown. *International Review of Psychoanalysis*, 1, 103-107. (PEP)

Week 6, 16 October, 12:15pm, Session 6: Winnicott IV

Winnicott, D. W. (1971). The use of an object and relating through identification (ch. 6). In Winnicott, D. W., *Playing and Reality*. London: Tavistock Publications. Pp 86-95. (PEP)

Optional Winnicott readings:

Ogden, T.H. (2016). Destruction reconceived: On Winnicott's 'The Use of an Object and Relating through Identifications'. *Int. J. Psychoanalysis* 97(5): 1243-1262. (PEP)

Eigen, M. (2014). On Winnicott. In *Faith*. London: Karnac Books. Pp 23-36.

Week 7, 23 October 2020, 12:15pm, Session 8: Little, Kahn.

Little, M. (1985). Winnicott working in areas where psychotic anxieties Predominate: A personal record. *Free Associations*, 1, 9-42. (PEP)

Khan, M.R. (1989). The Evil Hand. In *Hidden Selves*. London: Karnac. Pp. 139-180.

Optional Kahn reading:

Akhtar, S. (2007). Four Roadblocks in Approaching Masud Khan. *Psychoanal Q.*, 76:991-995. (PEP)

Week 8, 30 October 2020, 12:15pm, Session 8: Bollas.

Bollas, C. (1979). The Transformational Object. *Int. J. Psychoanalysis*, 60:97-107. (PEP)

Bollas, C. (1995). Communications of the Unconscious. In *Cracking Up: The Work of Unconscious Experience*. London: Rutledge. Pp 9-29.

Optional Bollas readings:

Bollas, C. (1996). Figures And Their Functions: On The Oedipal Structure Of A Psychoanalysis.. *Psychoanal Q.*, 65:1-20. (PEP)

Bollas, C. (2007). On transference interpretation as a resistance to free association. In *The Freudian Moment*. London: Karnac Books. Pp 85-100.

Course: (3)-2 Transference-Countertransference: Perspectives on the Here and Now
Instructor: Cynthia Ellis Gray, MD
Dates: Sept. 11,18, 25; Oct. 2, 9, 16, 2020
Sessions: 6 (9 CMEs)
Time: 2:00 - 3:30 pm

Course Description:

What is meant by “working in the here and now”? Is this an idealized or overly narrow stance? Or, as Strachey implied, is a transference interpretation (and does this imply here and now?) the only mutative interpretation? This course on transference and countertransference will introduce perspectives on the role of here and its relationship to transference and countertransference. We will review basic texts, introduce different definitions of “working in the here and now” and then explore in more depth how this concept is used by some of the contemporary Kleinians.

Learning Objectives: Following this course, participants will be able to:

- (1) to enhance your capacity to detect tx/ctx enactment
- (2) to list three criticisms to an exclusive “working in the here and now”
- (3) to explain three very distinct ways analysts define “working in the here and now.”

Week 1, 11 September 2020

Overview questions: What do you think working in the here and now means? Do you think that in your reading/classes/case conferences/supervision that it is overvalued or properly valued? How so? What do you find to be the obstacles for you in working in the here and now?

Reading questions: How did Freud introduce the concept of working in the here and now, the immediate situation? Where in Remembering... do you see evidence for that? Or evidence for the therapeutic value of reconstruction? What does it mean to “work” in there here and now—to recognize the immediacy of the transference? Or to interpret it? Or something else? What is difficult about, and what are the obstacles to, achieving a sense of immediacy in our work? How does immediacy paradoxically imply both closeness to and distance from awareness?

Strachey, J. (1934). The Nature of the Therapeutic Action of Psycho-Analysis¹. *Int. J. Psycho-Anal.*, 15:127-159 PEP

Freud, S. (1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, Papers on Technique and Other Works*, 145-156

Week 2, 18 September 2020

What is Gill's definition of the here and now?

Gill, M. (1979). The Analysis Of The Transference. *J. Amer. Psychoanal. Assn.*, 27S(Supplement):263-288 PEP

Week 3, 25 September 2020

Does a focus on immediacy limit the depth of understanding of a patient?

Arlow, J.A. (2002). Transference as Defense. *J. Amer. Psychoanal. Assn.*, 50(4):1139-1150 PEP

Blum, H.P. (1983). The Position and Value of Extratransference Interpretation. *J. Amer. Psychoanal. Assn.*, 31:587-617 PEP

Week 4, 2 October 2020

How does Joseph use "remembering" in her work?

Joseph, B. The Patient Who is Difficult to Reach , This paper was first published in P. L. Giovacchini (ed.) *Tactics and Techniques in Psychoanalytic Therapy*, vol. 2, *Countertransference*, New York: Jason Aronson (1975): 205-16; and appears in E. Bott Spillius (ed.) *Melanie Klein Today*, vol. 2, *Mainly Practice*, London: Routledge (1988), 48-60. Find it on PEP in the books section, Chapter 5 in *Psychic Equilibrium and Psychic Change* by Betty Joseph.

Joseph, B. (2013). Here and Now: My Perspective¹. *Int. J. Psycho-Anal.*, 94(1):1-5 PEP

Week 5, 9 October 2020

Heimann, P. (1950). On Counter-Transference¹. *Int. J. Psycho-Anal.*, 31:81-84 PEP

Pick, I.B. (1985). Working Through in the Countertransference. *Int. J. Psycho-Anal.*, 66:157-166 PEP

Week 6, 16 October 2020

Feldman, M. (2007). The illumination of history. *Int. J. Psycho-Anal.*, 88(3):609-625 PEP

Roth, P. (2001). Mapping The Landscape. *Int. J. Psycho-Anal.*, 82(3):533-543 PEP

Optional Readings:

- Bird, B. (1972). Notes on Transference: Universal Phenomenon and Hardest Part of Analysis. *J. Amer. Psychoanal. Assn.*, 20:267-301 PEP
- Blass, R.B. (2011). On the Immediacy of Unconscious Truth: Understanding Betty Joseph's 'here and now' through Comparison with Alternative Views of it outside of and Within Kleinian Thinking. *Int. J. Psycho-Anal.*, 92(5):1137-1157 PEP
- Busch, F. (2011). The Workable Here and Now and the Why of There and Then. *Int. J. Psycho-Anal.*, 92(5):1159-1181 PEP
- Carpy, D.V. (1989). Tolerating the Countertransference: A Mutative Process. *Int. J. Psycho-Anal.*, 70:287-294 PEP
- Feldman M, Spillius B (1989). General introduction to *Psychic Equilibrium and Psychic Change*. In: Feldman M, Spillius B, editors. *Selected Papers of Betty Joseph*. London: Routledge
- FREUD, S. 1905 Fragment of an analysis of a case of hysteria S.E. 7 PEP
- Freud, S. (1912). The Dynamics of Transference. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913): The Case of Schreber, Papers on Technique and Other Works*, 97-108 PEP
- FREUD, S. 1914a Observations on transference love S.E. 12
- Joseph, B. (1985). Transference: The Total Situation. *Int. J. Psycho-Anal.*, 66:447-454 PEP

- Joseph B (1989). *Psychic Equilibrium and Psychic Change: Selected Papers of Betty Joseph* New Library of Psychoanalysis number 9. London: Routledge and the Institute of Psychoanalysis. PEP
- Klein M (1946). Notes on Some Schizoid Mechanisms. *Int. J. Psycho-Anal.*, 27:99-110. PEP
- Klein, M. (1952). The Origins of Transference¹. *Int. J. Psycho-Anal.*, 33:433-438 PEP
- Mitrani, J.L. (2001). 'Taking the Transference'. *Int. J. Psycho-Anal.*, 82(6):1085-1104 PEP
- Money-Kyrle, R.E. (1956). Normal Counter-Transference and Some of its Deviations¹. *Int. J. Psycho-Anal.*, 37:360-366 PEP
- O'Shaughnessy, E. (1992). Enclaves and Excursions. *Int. J. Psycho-Anal.*, 73:603-611 PEP
- O'Shaughnessy, E. (2013). Where is Here? When is Now?¹. *Int. J. Psycho-Anal.*, 94(1):7-16 PEP
- Poland, W.S. (1992). Transference: "An Original Creation". *Psychoanal. Q.*, 61:185-205 PEP
- Sandler J (1976). Countertransference and Role-Responsiveness. *Int. Rev. Psycho-Anal.* 3:43-47. PEP
- Tuckett, D. (2011). Inside and Outside the Window: Some Fundamental Elements in the Theory of Psychoanalytic Technique. *Int. J. Psycho-Anal.*, 92(6):1367-1390 PEP

Course: (3)-3 Continuous Case Conference
Instructor: Ralph Beaumont, MD
Dates: Sept. 11, 18, 25, 29; Oct 9*, 13, 20, 27; Nov. 3, 10, 2020
Sessions: 10 (15 CMEs)
Time: 7:00 – 8:30 pm

*Special Program Speaker

Course Description:

This course will consist of presentations and discussions of detailed process material, preferably analytic, but psychotherapeutic if necessary, with the purpose of sharpening listening, clarifying the distinction between hypothesis and evidence, examining the use of theory, and articulating the distinction between those aspects of process that precede questions of technique from specifically technical issues.

Learning Objectives: Following this course, participants will be able to:

- 1) Describe and illustrate the distinction between analytic hypotheses and evidence in analytic clinical material.
- 2) Present and describe examples of forming a clinical hypothesis on the basis of clinical evidence from her/his clinical analytic work.
- 3) Describe examples from her/his own work and that of peers of clinical evidence which would tend to support an hypothesis and that which would not do so.
- 4) Discuss the concept of countertransference in relation to hypothesis, evidence, and the patient's point of view in clinical analytic work.
- 5) Apply and critique the concept of psychic reality as used in clinical illustrations in analytic literature, and relate her/his critique to clinical concepts of hypothesis and evidence.
- 6) Analyze the relationship of the patient's perceptual experience of the analyst to clinical concepts of transference and psychic reality

Suggested Readings (not assigned):

Gardner, M.R. (1983). On seeing things. In *Self Inquiry*. The Analytic Press, Hillsdale, NJ, pp. 47-77.

Sacks, O. (1985). The twins. In *The Man Who Mistook His Wife for a Hat*. Summit Books, New York, pp. 185-203.

Schlesinger, H.J. (1994). How the analyst listens: the pre-stages of interpretation. *IJP* 73: 31-37. Schwaber, E. (1992).

Schwaber, E. (1983). Psychoanalytic listening and psychic reality. *IRP* 10: 379-392.

Schwaber, E. (1992). Countertransference: the analyst's retreat from the patient's vantage point. *IJP* 73: 349-361

Course: (3)-4 Sadomasochism
Instructor: Sara Gardiner, MD
Dates: Oct. 23, 30; Nov. 6, 13, 20; Dec. 4, 2020
Sessions: 6 (9 CMEs)
Time: 2:00 - 3:30 pm

Course Description:

What is “sadomasochism?” Masochism has been conceptualized as “pleasure in pain” or “seeking suffering.” But what about Freud’s pleasure principle? How can we understand why anyone would seek out pain? And how do we understand the relationship between masochism and sadism? Psychoanalytic interest in these questions dates to the earliest days of psychoanalysis. Starting with an early focus on instinct, interest has moved to considerations of psychic structure (superego, defense), Oedipal dynamics, object relations, development and the self. Recent emphasis has shifted from Oedipal to pre-Oedipal dynamics. Unconscious fantasies around psychological pain, sexual excitement, submission, self-destruction, aggression, humiliation and triumph may manifest clinically in subtle or overt enactments that can undermine treatment if not addressed analytically.

The literature on this subject is vast. In this introductory course, we will try to wrap our minds around these questions and challenges and try to begin to understand how analysts including and since Freud have thought about sadomasochism. We will keep a clinical focus to be able to identify manifestations of these dynamics in analytic work.

Learning Objectives: Following this course, participants will be able to:

- (1) Identify the psychodynamics of sadomasochism
- (2) Be able to consider the relationship between masochism and aggression
- (3) Recognize sadomasochistic transferences and countertransferences

Week 1 (10/23/20): Origins of theory of masochism: Freud and Beating Fantasy

Freud, S. (1919). ‘A Child is Being Beaten’ A Contribution to the Study of the Origin of Sexual Perversion. *S.E.*, 17:175-204. (PEP)

Freud, S. (1924). The Economic Problems of Masochism. *S.E.*, 19:155-170. (PEP)

Sugarman, A. (2013). The Centrality of Beating Fantasies and Wishes in the Analysis of a Three-Year-Old Girl. *Psychoan. Inq.*, 33(4):351-367 (PEP)

Week 2 (10/30/20): Moral Masochism and Object Relations

Berliner, B. (1958). The Role of Object Relations in Moral Masochism. *Psychoanal. Q.*, 27:38-56. (PEP)

Bach, S. (1991). On Sadomasochistic Object Relations. In G. Fogel and W. Myers, (Eds.), *Perversions and Near Perversions in Clinical Practice* (Ch. 4, pp. 75-92). New Haven and London: Yale University Press. (MRL)

Week 3 (11/6/20): Projective Processes, Perversion and Sadomasochistic Enactments

Brenman, M. (1952). On Teasing and Being Teased: And the Problem of “Moral Masochism”. *Psychoanal. St.. Child*, 7:264-285 (PEP)

Coen, S. (1995). The Excitement of Sadomasochism. In M.A. Fitzpatrick Hanly (Ed.), *Essential Papers on Masochism* (pp. 383-402). New York and London: New York University Press. MRL

Schmidt-Hellerau, C. (2009). “You’ve Hurt Me!”: Clinical Reflections on Moral Sadism. *Psychoanal. Q.*, 78(1):233-241 (PEP)

Week 4 (11/13/20): Narcissism and Development of Sadomasochism

Novick, J., Novick, K.K. (1991). Some Comments on Masochism and the Delusion of Omnipotence from a developmental Perspective. *JAPA*, 39:307-331 (PEP)

Cooper, A. (1988). The Narcissistic-Masochistic Character. In R.A. Glick and D. I. Meyers (Eds.). *Masochism: Current Psychoanalytic Perspectives* (pp. 117-138). Hillsdale, NJ: Analytic Press. (MRL)

Week 5 (11/20/20): Malignant Self-destruction

Rosenfeld, H.A. (1988). On Masochism: A Theoretical and Clinical Approach. In R.A. Glick and D. I. Meyers (Eds.). *Masochism: Current Psychoanalytic Perspectives* (pp. 151-174). Hillsdale, NJ: Analytic Press. MRL

Joseph, B. (1982). Addiction to Near-Death. *IJP*, 63:449-456. (PEP)

Week 6 (12/4/20): Further treatment considerations

Meyers, H. (1988). A Consideration of Treatment Techniques in Relation to the Functions of Masochism. In R.A. Glick and D. I. Meyers (Eds.). *Masochism: Current Psychoanalytic Perspectives* (pp. 175-188). Hillsdale, NJ: Analytic Press. (MRL)

Richards, A. (2002). Sadomasochistic Perversion and the Analytic Situation. *JCP*, 11(3):359-377 (PEP)

Optional Readings:

- Blos, P. (1991). Sadomasochism and the Defense Against Recall of Painful Affect. *JAPA*, 39:417-430 (PEP)
- Buie, D., Meissner, W. and Rizzuto, A. (1996). The Role of Aggression in Sadomasochism. *Canad. J. Psychoan.*, 4(1):1-27 (PEP)
- Chasseguet-Smirgel, J. (1991). Sadomasochism in the Perversions: Some Thoughts on the Destruction of Reality. *JAPA*, 39:399-415 (PEP)
- Feldman, M. (2008). Grievance: The Underlying Oedipal Configuration. *IJP*, 89(4):743-758. (PEP)
- Ghent, E. (1990). Masochism, Submission, Surrender – Masochism as a Perversion of Surrender. *Contemp. Psychoanal*, 26:108-136 (PEP)
- Grossman, W. (1991). Pain, Aggression, Fantasy, and Concepts of Sadomasochism. *Psychoan. Q.*, 60:22-51 (PEP)
- Kernberg, O. (1988). Clinical Dimensions of Masochism. *JAPA*, 36:4. 1005-1028. (PEP)
- Markson, E. (1993). Depression and Moral Masochism. *IJP*, 74:931-940. (PEP)
- Meyers, H. (1991). Perversion in Fantasy and Furtive Enactments. In Fogel, G. and Myers, W. (Eds.) *Perversions and Near-Perversions in Clinical Practice* (Ch. 5, pp. 93-108). New Haven and London:Yale University Press. (MRL)
- Novick, J., Novick, K.K. (1987). The Essence of Masochism. *Psychoanal. St. Child*, 42:353-384 (PEP)
- Olinick, S. (1964). The Negative Therapeutic Reaction. *IJP*, 45:540-548 (PEP)
- Riviere, J. (1936). A Contribution to the Analysis of the Negative Therapeutic Reaction. *IJP*, 17:304-320. (PEP)
- Rothstein, A. (1991). Sadomasochism in the Neuroses Conceived of as a Pathological Compromise Formation. *JAPA*, 39:363-375 (PEP)
- Stolorow, R. (1975). The Narcissistic Function of Masochism (And Sadism). *IJP*, 56:441-448 (PEP)

Course: (3)-5 Prequel to Intersubjective-Relational Contributions to Psychoanalysis
Instructor: Jeanne Johnson, MD
Dates: Nov. 6, 13, 20; Dec. 4, 2020
Sessions: 4 (9 CMEs)

Course: (3)-6 Intersubjective-Relational Contributions to Psychoanalysis
Instructor: Duane Dale, MD
Dates: Dec. 11, 17, 2020; Jan. 8; 15, 22, 29, 2021
Sessions: 7 (10.5 CMEs)

Time: 12:15 - 1:45 pm

Course Description:

[*on PEP-Web (3/18) there were 126 uses of “intersubjective, relational”, “intersubjective/relational”, or “intersubjective-relational” since 2000—the first use was Stern et al., 1995]

The psychoanalysis of today is vibrant and unabashedly pluralistic, and we see this in its diverse—and sometimes confusing—vocabulary, which reflects the influence of broader socio-cultural philosophical trends, notably postmodern thinking and social constructivism. When first introduced (in the mid-1980’s), the terms “relational” and “intersubjective” described theoretical models which departed in specific ways from then prevailing psychoanalytic ideas, and the authors introducing these ideas sought to establish new paradigms. Subsequently these terms and the ideas they represented have become part of the broader psychoanalytic canon, also reflecting additional interwoven contributions of other disciplines relating to models of the mind, such as child development, empirical research and theory on mother-infant interaction, attachment theory (including the physiology of attachment), and cognitive/neuroscience including the biological circuitry of emotion and awareness of self and others.

As we undertake a reading of intersubjective/relational literature we also find reverberations from field theory and in particular, quantum physics, which has demonstrated the impact of the observer on the observed, underscoring the relevance of Sullivan’s “participant-observer” construct, the concept of dyadic co-construction from infancy research and the general tilt towards “two-person” perspectives. These developmental trends established the principle of social constructivism i.e., that reality and our experience of self is being continually constructed and reconstructed. These socio-cultural concepts have shaped Intersubjective and Relational models and, because of their referents in the science and attitudes of our times, have influenced psychoanalysis broadly. This course will draw from the diverse and expanding literature of these two traditions and recognize the trend toward integration of “intersubjective-relational” concepts. We will review the historical antecedents and context for the introduction of Intersubjective and Relational theories as well as explore the theoretical and clinical implications for analytic practice.

Learning Objectives: Following this course, participants will be able to:

- (1) An overview of the history of intersubjective-relational ideas in psychoanalysis
- (2) A conceptual framework for understanding how these ideas relate to other psychoanalytic paradigms
- (3) Familiarity with some of the key clinical/technical implications of intersubjective-relational ideas.

Session 1 - 6 November (JJ): The recent “discovery” of the Ferenczian theoretical and technical foundational elements for the Intersubjective-Relational school, and their relevance to the psychoanalytic relationship. **Terms to be defined: Intersubjective, Relational and Interpersonal.**

Ferenczi, S. (1988). Confusion of Tongues Between Adults and the Child—the Language of Tenderness & of Compassion. *Contemp Psychoanal.* 24:196-206. (though Ferenczi read this paper at the Twelfth International Psycho-Analytical Congress in 1932. it was not translated until 1949) **PEP**

Frankel, J. (2002). Exploring Ferenczi’s Concept of Identification with the Aggressor: Its’ Role in Trauma, Everyday Life, and the Therapeutic Relationship. *Psychoanal. Dial.*, 12:101-139. **PEP**

Optional:

Balint, M. (1949). Sandor Ferenczi, Obit 1933. *International Journal of Psycho-Analysis*, [30](#):215-219 **PEP**

Balint, M. (1979). *The Basic Fault: Therapeutic Aspects of Regression.* London/New York: Tavistock **PEP**

Meszaros, J (2004). Psychoanalysis is a Two-Way Street. *International Forum of Psychoanalysis*. [13\(1/2\)](#):105-113 **PEP**

Session 2 – 13 November (JJ): The Freud-Ferenczi conflict; the personal disparagement and suppression of Ferenczi and his contributions to Freudian theory and practice.

Aron, L. Harris, A. (2010). Sándor Ferenczi: Discovery and Rediscovery. *Psychoanal. Perspect.*, 7(1):5-42. **PEP**

Aron, L. (1998). "Yours, Thirsty for Honesty, Ferenczi": Some Background to Sandor Ferenczi's Pursuit of Mutuality. *American Journal of Psychoanalysis*, [58\(1\)](#)5-20. **PEP**

Berman, E (1999). Sandor Ferenczi Today: Reviving the Broken Dialectic. *Am J of Psychoanalysis*. 59(4):303-313 **PEP**

Optional:

Zuckerman, J.R. (2016). Review of: [The Legacy of Sándor Ferenczi: From Ghost to Ancestor, edited by Adrienne Harris and Steven Kuchuck, Routledge, New York, 2015, 300pp.](#) *American Journal of Psychoanalysis*, [76\(4\)](#):414-417 **PEP**

Mitchell, S. (1997). Psychoanalysis and the Degradation of Romance. *Psychoanalytic Dialogues*, [7\(1\)](#):23-41 **PEP**

Session 3 – 20 November (JJ): Historical contributions of object relations, Sullivan's interpersonal traditions and attachment theory to the development of the Relational-Intersubjective School – with special emphasis on the relational matrix and rejection of drive theory. Term to be defined: **Relational matrix vs. drive theory**.

Mitchell, S.A. (1988), Ch. 1, The relational Matrix (#1) and Ch 2 "Drive" and the relational matrix. (#2) In: *Relational Concepts in Psychoanalysis*, pp. 17-62. **Dropbox (DB)**

Mitchell, S. (1998). Attachment Theory and the Psychoanalytic Tradition: Reflections on Human Relationality. *British J. Psychotherapy*. 15(2):177-193. **PEP**

Conci, M. (2013). Sullivan and the intersubjective perspective. *Int. Forum Psychoanal.*, 22(1):10- 16. **PEP**

Optional (please read if time allows):

Mitchell, S.A. (2004), My Psychoanalytic Journey. *Psychoanalytic Inquiry*, 24:531-541 **PEP**

Session 4 – 4 December (JJ): Two-person perspectives: the contribution of the analyst's subjectivity.

Renik, O. (1993). Analytic Interaction: Conceptualizing Technique in Light of the Analyst's Irreducible Subjectivity. *Psychoanal Q.*, 62:553-571 **PEP**

Aron, L. (1996), The Patient's Experience of the Analyst's Subjectivity. *Psychoanalytic Dialogues*, 1:29-51 **PEP**

Ghent, E (1989). Credo—The Dialectics of One-Person and Two-Person Psychologies. *Contemp. Psychoanal.*, 25:169-211 **PEP**

Optional:

Gill, M.M. (1979). The Analysis of the Transference. *J. Amer. Psychoanal. Assn.*, 27S(Supplement):263-288. **PEP**

Hoffman, I. Z. (1983). The patient as interpreter of the analyst's experience. *Contemp. Psychoanal.*, 19:389-422. **PEP**

Session 5 – 11 December (DD): Intersubjectivity (overview: Kohutians, infancy researchers, contemporary intersubjectivists such as Ogden, Benjamin, field theorists).

Winnicott, D.W. (1971). 9. Mirror-role of Mother and Family in Child Development. From: *Playing and Reality*. New York: Basic Books, p. 111-118; **PEP**

Stolorow, R.D. (1988). Intersubjectivity, Psychoanalytic Knowing, and Reality. *Contemp. Psychoanal.*, 24:331-337. **PEP**

Orange DM (2001). There is No Outside: Empathy and Authenticity in Psychoanalytic Process. *Psychoanal. Psychol* 19:686-700 **or** Orange D., Atwood G.E., Stolorow R.D., (1997), Chapter 3: The Myth of Neutrality. From: *Working Intersubjectively: Contextualism in Psychoanalytic Practice*. London: Routledge, pp. 35-44. **DB**

Optional:

Dunn, J (1995). Intersubjectivity in Psychoanalysis: A Critical Review. *Int. J. Psycho-Anal.*, 76:723-238. **PEP**

Session 6 – 17 December (DD): Intersubjective perspectives.

Beebe B., Lachmann, F. (2012) Beebe B, Lachmann, F (2002) *Infant Research and Adult Treatment: Co-constructing Interactions*. Chapters 1. Burton, Then and Now. Chapter 2. A Dyadic Systems View. Pp. 1-44. Hillsdale, NJ: Analytic Press **DB**

Benjamin (2004). Beyond Doer and Done to: An Intersubjective View of Thirdness. *Psychoanal Q.*, 73(1):5-46. **PEP**

Optional:

Ghent, E (1990). Masochism, Submission, Surrender—Masochism as a Perversion of Surrender. *Contemp. Psychoanal.* 26:108-136. **PEP**

Session 7 – 8 January (DD): Transference-countertransference and Eros.

Davies, J.M. (1994). Love in the Afternoon: A Relational Reconsideration of Desire and Dread in the Countertransference. *Psychoanal. Dial.* 4(2):153-170 (*or other Davies article*) **PEP**

Elise D. (2017). Moving from within the Maternal: The Choreography of Analytic Eroticism. *J Amer. Psychoanal Assn*, 65(1):33-60. **DB**

Session 8 – 15 January (DD): Self-states and unformulated experience.

Bromberg, P.M. (2012). Stumbling Along and Hanging In: If This Be Technique, Make the Most of It! *Psychoanal. Inq.*, 32(1):3-17 **PEP**

Stern, D. (2012), Relational Freedom and Therapeutic Action, *Journal Amer Psychoanalytic Assn.*, 61(2):227-255 **PEP**

Session 9 – 22 January (DD): Enactments, frame and therapeutic action.

Bass A. (2007), When the Frame Doesn't Fit the Picture. *Psychoanal. Dial.*, 17(1):1-27. **PEP**

Aron, L, Atlas, G. (2015). Generative Enactment: Memories from the Future. *Psychoan. Dialogues*, 25(3):309-324 **PEP**

Mitchell, S.A. (1997), The Therapeutic Action: A New Look. From: *Influence and Autonomy in Psychoanalysis*. Hillsdale, NJ: The Analytic Press, pp. 33-62. **DB**

Session 10 - 29 January (DD): Integrative approaches including the concept of field theory, Laplanchean “primal seduction” and current reflections on the authority of past psychoanalytic thinking.

Laplanche, J. (1997). The Theory of Seduction and the Problem of the Other. *International Journal of Psycho-Analysis*, 78:653-666 **PEP**

Chodorow, N.J. (1996). Reflections On the Authority of the Past In Psychoanalytic Thinking. *Psychoanalytic Quarterly*, 65:32-51. **PEP**

Baranger, Madeline (2012), The intrapsychic and the intersubjective in contemporary psychoanalysis. *Intl. Forum of Psychoanalysis*, 21:130-135 **PEP**

Optional:

Brown, LJ (2010), Klein, Bion, and Intersubjectivity: Becoming, Transforming, Dreaming. *Psychoanal. Dialogues*, 20:669-682, **PEP**

Course: (3)-7 Borderline Structures
Instructor: J. Powers, MD
Dates: Dec. 11, 17, 2020; Jan. 8; 15, 22, 29, 2021
Sessions: 6 (9 CMEs)
Time: 2:00 - 3:30 pm

Course Description:

In the beginning of psychoanalysis, patients were diagnosed as have transference neuroses (neurosis), perversions, or narcissistic neuroses (psychosis). As clinical experience accumulated, clinicians began to note cases that existed on the borderline of psychosis and neurosis. These patients had generally intact reality testing that was compromised under the influence of strong emotions. Additionally, they often used, on a more exclusive basis, defenses that we associate with psychotic functioning including excessive splitting of the ego, distortion of the image of the object, diffusion of identity, and projection. This course will explore historic and current analytic ideas about patients with these psychological structures.

Learning Objectives: Following this course, participants will be able to:

- (1) Students will have a familiarity with historic dynamic and developmental formulations of Borderline function.
- (2) Students will have an understanding of the relationship of the Borderline patient with psychic reality.
- (3) Students will understand the clinical manifestations of Borderline defenses (splitting and projective identification).

12/11/20 Historical Considerations

Deutsch, H. (1942). Some Forms of Emotional Disturbance and their Relationship to Schizophrenia. *Psychoanal. Q.*, 11:301-321 **PEP**

Klein, M. (1946). Notes on Some Schizoid Mechanisms¹. *Int. J. Psycho-Anal.*, 27:99-110 **PEP**

Mahler, M.S. (1971). A Study of the Separation-Individuation Process—And its Possible Application to Borderline Phenomena in the Psychoanalytic Situation. *Psychoanal. St. Child*, 26:403-424 **PEP**

12/18/20 Kernberg

Kernberg, O.F. (1976). Technical Considerations in the Treatment of Borderline Personality Organization. *J. Amer. Psychoanal. Assn.*, 24:795-829 **PEP**

Caligor, E., Diamond, D., Yeomans, F.E. and Kernberg, O.F. (2009). The Interpretive Process in the Psychoanalytic Psychotherapy of Borderline Personality Pathology. *J. Amer. Psychoanal. Assn.*, 57(2):271-301 **PEP**

1/8/21 Fonagy – The borderline relationship to psychic reality

Fonagy, P. (1991). Thinking about Thinking: Some Clinical and Theoretical Considerations in the Treatment of a Borderline Patient. *Int. J. Psycho-Anal.*, 72:639-656. **PEP**

Fonagy, P. (1995). Playing With Reality: The Development Of Psychic Reality And Its Malfunction In Borderline Personalities. *Int. J. Psycho-Anal.*, 76:39-44 PEP

1/15/21 Trauma and Dissociation

Schore, A. N., Meares, R, Melkonian, D (2012). Is Borderline Personality a Particularly Right Hemispheric Disorder? A study of P3a using Single Trial Analysis. *The Science of the Art of Psychotherapy* (Norton Series on Interpersonal Neurobiology). A. N. Schore, W. W. Norton.

Meares, R. (2012). From Hysteria to Borderline: A Brief History. *A Dissociation Model of Borderline Personality Disorder* (Norton Series on Interpersonal Neurobiology), W. W. Norton: 14-33.

Meares, R. (2012). Dissociation in Borderline Personality Disorder. *A Dissociation Model of Borderline Personality Disorder* (Norton Series on Interpersonal Neurobiology), W. W. Norton: 112-156.

1/22/21 Splitting

Grotstein, J. S. (1977). Splitting and Projective Identification, Jason Aronson: 3-76.

1/29/21 Projective Identification

Ogden, T.H. (1979). On Projective Identification. *Int. J. Psycho-Anal.*, 60:357-373 PEP

Feldman, M. (1997). Projective Identification: The Analyst's Involvement. *Int. J. Psycho-Anal.*, 78:227-241 PEP

Course: (3)-8 Continuous Case Conference
Instructor: Lee Shershow, MD
Dates: Dec. 4, 8, 15, 2020; Jan. 5, 12, 19, 26; Feb 2, 16, 23, 2021
Sessions: 10 (15 CMEs)
Time: 7:00 – 8:30 pm

Course Description:

This course will continue the clinical track of the Institute, by asking each Candidate to present current clinical material from their control cases. The expected emphasis of the course will be on Counter-Transference: detecting its presence and discussing with all Candidates present how to effectively use it to facilitate the psychoanalytic process.

Learning Objectives: Following this course, participants will be able to:

- (1) Recognizing Counter-Transference, especially its unconscious forms.
- (2) Clinical discussions on how to interpret Counter-Transference.
- (3) Promote clinical discussion by all members of the seminar.

Course: (3)-9 Introduction to Bion
Instructor: Kelly Reams, LCSW & J. Powers, MD
Dates: Feb. 5, 19, 26; Mar. 5, 12, 19; Apr. 2, 9
Sessions: 8 (12 CMEs)
Time: 12:15 - 1:45 pm

Course Description:

This course will explore many of the key concepts that Bion developed over the course of his career, with a special emphasis on the clinical implications of these ideas. The main focus will be on studying the evolution in his thinking as well as anchoring the phenomena he describes in the day-to-day realities of clinical practice. We hope this will provide an in-depth concentration on the meaning of Bion's work for contemporary psychoanalysis.

Learning Objectives: Following this course, participants will be able to:

- (1) Participants will be able to define Bion's concepts: attacks on linking, alpha function, beta elements, contact barrier, container/contained, apparatus for thinking, waking dream thought.
- (2) Participants will be able to identify elements of the analyst's internal setting that permit relinquishing saturated ideas and support opening oneself up to the emotional turbulence in the here and now of the session: which leads to transformation and growth in the patient.
- (3) Participants will be able to explain Bion's injunction to abandon "memory, desire and understanding" in psychoanalytic listening.

February 5, 2021 Session 1: Introduction: Beginning to Read/dream Bion

Levine, H.B. (2019). Discovering Bion: a personal memoir. In Rudi Vermote, *Reading Bion* (pp. 249-252). London: Routledge. (Dropbox)

Ogden, T.H. (2009). Chapter 6 Bion's four principles of mental functioning. In *Rediscovering Psychoanalysis: Thinking and Dreaming, Learning and Forgetting* (pp. 90-113). London: Routledge. (PEPWEB)

Symington, J. & Symington, N. (1996). Chapter 1 The Theoretical Disjunction between Bion and Freud/Klein, in *The Clinical Thinking of Wilfred Bion* (pp.1-13). London: Routledge. (PEPWEB)

February 19, 2021 Session 2: Bion's Concept of Attacks on Linking

Bion, W.R. (1959). Attacks on linking. *International Journal of Psychoanalysis*, 40, 308-315.(PEPWEB)

Nemas, C. (2017). "Attacks on linking" revisited: Clinical material revisited twenty years later. In C. Bronstein and E. O'Shaughnessy (Eds.), *Attacks on Linking Revisited* (pp. 39-53). London: Karnac Books.(Dropbox)

February 26, 2021 Session 3: Bion's Learning from Experience

Bion, W.R. (1962). Chapters 3, 4, 5, 6, 8, 27, 28. In *Learning from Experience* (pp. 6-7, 8-9, 10-12, 13-14, 17-19, 89-94, 95-99). London: Jason Aronson.(PEPWEB)

Bion, W.R. (1962). The Psycho-analytic Study of Thinking. *International Journal of Psychoanalysis*, 43, 306-310.(PEPWEB)

Vermote, Rudi. (2019). Learning from Experience (1962). In *Reading Bion* (pp. 80-94). Routledge: London. (Dropbox)

March 5, 2021 Session 4: Container and Contained

Britton, R. (1992). Keeping things in mind. In: R. Anderson (Ed.) *Clinical Lectures on Klein and Bion* (pp. 102-113). Routledge: London.(PEPWEB)

Mitrani, J.L. (2001). 'Taking the Transference' some technical implications in three papers by Bion. *International Journal of Psychoanalysis*, 82, 1085-1104.(PEPWEB)

Riesenberg-Malcolm, R. (2001). Bion's theory of containment. In C. Bronstein (Ed.), *Kleinian Theory: A Contemporary Perspective* (pp. 165-180). Whurr Publishers: London.(MRL)

March 12, 2021 Session 5: Dreaming and Reverie

Bion, W. (1962) *Learning from Experience* (pp. 15-16). Jason Aronson: London.(PEPWEB)

Ferro, A. (2018). Dream Model of the Mind. In: A. Ferro (Ed.), *Contemporary Bionian Theory and Technique in Psychoanalysis* (pp. 114-148). Routledge: London.(Dropbox)

March 19, 2021 Session 6: Memory and Desire

Bion, W. (1967/2013). Notes on memory and desire. In J. Aguayo and B. Malin (Eds.), *Wilfred Bion: Los Angeles Seminars and Supervision* (pp. 133-149). London: Karnac Books.(Dropbox)

Ogden, T.H. (2015). Intuiting the truth of what's happening: On Bion's 'Notes on Memory and Desire.' *Psychoanalytic Quarterly*, 84, 285-306.(PEPWEB)

April 2, 2021 Session 7: Late Bion: Receptivity to the unknown; emotional turbulence accompanies transformation and growth in the patient.

Bion, W. (1997). *Taming Wild Thoughts* (pp. 27-51). London: Karnac Books.(Dropbox)

Bion, W. (1976/2014). Emotional turbulence. In *The Complete Works of W.R. Bion, Vol. 10* (pp. 113-122). C. Mawson (Ed.) London: Routledge.(Dropbox)

Vermote, R. (2016). On Bion's text "Emotional turbulence": a focus on experience and the unknown. In H.B. Levine and G. Civitarese (Eds.), *The W.R. Bion Tradition, Lines of Development-Evolution of Theory and Practice over the Decades* (pp. 345-351). London: Karnac Books.(Dropbox)

April 9, 2021 Session 8: Bion's Transformations in O

Bion, W. (1970). Chapter 6 The Mystic and the group, In *Attention and Interpretation*. (pp. 62-82). London: Karnac books.(PEPWEB)

Eaton, J.L. (2019). Between emotion and evolution. In A.K. Alisobhani and B.J. Corstorphine (Eds.), *Explorations in Bion's "O": Everything We Know Nothing About* (pp. 53-60) London: Routledge.(Dropbox)

Levine, H.B. (2016). Is the concept of O necessary for psychoanalysis? In H.B. Levine and G. Civitarese (Eds.), *The W.R. Bion Tradition: Lines of Development-Evolution of Theory and Practice over the Decades* (pp. 377-383). London: Karnac.(Dropbox)

Vermote, R. (2011). On the value of 'Late Bion' to analytic theory and practice. *International Journal of Psychoanalysis*, 92, 1089-1098. (PEPWEB)

Course: (3)-10 The Body in the Psychoanalytic Session
Instructor: Kathryn Zerbe, MD and Dan Helfet-Hiliker, MD
Dates: Feb. 5, 19, 26; Mar. 5, 12, 19, 2021
Sessions: 6 (9 CMEs)
Time: 2:00 - 3:30 pm

Course Description:

You may fetter my leg, but not even Zeus himself can overpower my will. Epictetus

After nearly half a century of relative silence, the body reemerged as a significant actor on the psychoanalytic stage in the 1990s. Attention to the role of bodily experience for both patient and analyst has evolved steadily since then. One question that we attempt to address in this seminar is the rationale that lies behind this shift in clinical and theoretical focus.

Freud (1923b) believed that the body anchors the ego in physical and psychical reality ("the ego is first and foremost a bodily ego", p. 25); pioneers who followed him saw promise in the notion that some maladies of the soma might be successfully treated with classic psychoanalytic procedures. While cure for psychosomatic illness proved elusive in most cases, interest in physical symptoms, nonverbal experience, interoceptive feedback loops, disease states and their cognitive and neuroscientific underpinnings never waned.

Indeed, contemporary psychoanalysts from all theoretical traditions now ask questions about what we can learn from our patients' and our own bodily experiences in clinical work. How is mental pain concealed in the body? When can verbal interpretation and insight help ameliorate this pain? What are the bodily

dimensions of the analyst/analysand experience that subtly impact the transference/countertransference? Can embodiment of each participant be utilized for the emotional growth and wellbeing of our patient?

A diverse group of international contributors are shaping a rich dialogue about these issues; research and clinical study is informing some tentative conclusions. The scope of the selected readings in thus broad and tackles some of the main areas of debate and discussion but is far from inclusive or conclusive. One aim of the class is that each of us stretches our self to become a bit more comfortable with embodied experiences in daily clinical practice and knows some places to turn in the literature when the bodily dimension, the uncanny, or the nonsymbolic challenges our understanding and helpfulness.

Learning Objectives: Following this course, participants will be able to:

- (1) Describe 3 manifestations of the skin ego/autistic phenomena in psychoanalytic clinical work with an adult neurotic patient.
- (2) Recognize and use somatic (e.g., body based) countertransference reactions more effectively.
- (3) Name one major contributor from the British, French or Italian traditions and illustrate that point of view on the importance of the body (or bodymind) from a clinical moment in your practice.
- (4) (Optional) Apply some of the psychoanalytic ideas discussed in this seminar to demonstrate an expanded appreciation and understanding of Epictetus' epigraph above. Postulate why this maxim has stood the test of time in diverse cultures over millennia from a psychoanalytic perspective.

Session 1: Body-mind in Psychoanalysis: Contemporary Points of View, Historical Antecedents, Therapeutic Possibility

Balsam, R.H. (2015). Eyes, ears, lips, fingertips, secrets: Dora, psychoanalysis, and the body. *Psychoanalytic Review* 102: 33-58. PEP

Barratt, B. B. (2013). Free-associating with the bodymind. *International Forum of Psychoanalysis*. 22: 161 – 175. PEP (Focus on sections 'Interpersonal and communicative misunderstanding,' 'Libidinality' and 'Inviting embodied experience', pp. 165 – 172).

Lombardi, R. (2008). The body in the analytic session: Focusing on the body-mind link. *International Journal of Psychoanalysis*. 89: 89 – 110. PEP
Also, in Lombardi, R. (2017). *Body-Mind Dissociation in Psychoanalysis: Development after Bion*. (Chapter 5, Pp. 92 – 109). London: Routledge.

Session 2: Psychic Skin

Bick, E. (1968). The experience of the skin in early object relations. *International Journal of Psychoanalysis*. 49: 484 – 486. PEP

Lemma, A. (2015). Rapunzel revisited: Untangling the unconscious meaning of hair. In *Minding the Body: The Body in Psychoanalysis and Beyond*. (Chapter 8; pp. 128 - 142). London: Routledge. MRL

Werbart, A. (2019). "The skin is the cradle of the soul"; Didier Anzieu, the skin-ego, boundaries, and boundlessness. *Journal of the American Psychoanalytic Association*. 67: 37 – 58. MRL

Session 3: Autistic Capsules and Protective Shells

Anzieu, D. (1993). Autistic phenomena and the skin ego. *Psychoanalytic Inquiry*. 13: 42 – 48. PEP

Ogden, T. (1991). Some theoretical comments on personal isolation. *Psychoanalytic Dialogues*. 1: 377-390. PEP

Mitrani, J. L. (1992). On the survival function of autistic manoeuvres in adult patients. *International Journal of Psychoanalysis*. 73. 549 – 559. PEP

Session 4: Bodies in Pain

Abbasi, A. (2018). The analyst's bodily sensations as important information in clinical work. *Psychoanalytic Inquiry*. 38: 530 – 540. MRL (focus on pp. 530 – 532 this week)

Leuzinger-Bohleber, M. (2008). Biographical truths and their clinical consequences: Understanding 'embodied memories' in a third psychoanalysis with a traumatized patient recovered from severe poliomyelitis. *International Journal of Psychoanalysis*. 89: 1165 – 1182. PEP
Also in Leuzinger-Bohleber, M. (2018). *Finding the Body in the Mind: Embodied Memories, Trauma, and Depression (Chapter 5; Inspiration of the clinical practice by dialogue with the neurosciences and embodied cognitive science: some examples. Section on poliomyelitis, pp. 100 – 120)*. London: Routledge.

McDougall, J. (2004). The psychoanalytic voyage of a breast cancer patient. *Annual of Psychoanalysis*. 32: 9 – 28. PEP.

Session 5: Bodies in Motion

Abbasi, A. Ibid., (Focus on pgs. 532 – 539 this week).

Kramer, S. & Akhtar, S. (1992). Tethers, orbits and invisible fences. Clinical, developmental, sociocultural, and technical aspects of optimal distance. In: *When the Body Speaks: Psychological Meanings in Kinetic Clues*. Kramer, S. & Akhtar, S. (eds). (Chapter 2; pp. 22 – 57). Northvale, N.J. Aronson. MRL

Lemma, A. (2015). Psychoanalysis in times of technoculture: Some reflections on the fate of the body in virtual space. *International Journal of Psychoanalysis*. 96: 569 – 582. PEP

Optional but Highly Recommended

Farrell, D. (1983). Freud's 'thought-transference', repression, and the future of psychoanalysis. *International Journal of Psychoanalysis*. 64: 71 – 81. PEP

Session 6: Bodies in Communication

Lombardi, R. (2018). Entering one's own life as an aim of clinical psychoanalysis. *Journal of the American Psychoanalytic Association*. 66: 883 – 911. MRL

Solms, M. (2013). The conscious id. *Neuropsychanalysis*. 16:49- 51. PEP

Zerbe, K. (2019). The secret life of secrets: Deleterious psychosomatic effects on patient and analyst. *Journal of the American Psychoanalytic Association* 67: 185 – 214. MRL

Additional Assignments: 5 Minute Biographical Vignettes – Presenter TBA in Class

Session 2. a) Esther Bick; b) Didier Anzieu.

Session 3. Frances Tustin

Session 4. Marianne Leuzinger-Bohleber at the Freud Institute, Frankfurt/Main

Session 5. Pierre Marty, Michel de M'Uzan and The Paris Psychosomatic School

Session 6. Jon Sletvold

Additional Resources

- Anderson, F. S. (Ed). (2008). *Bodies in Treatment: The Unspoken Dimension* New York: Analytic Press.
- Anderson, F. S. (2008). At a loss for words and feelings: A psychoanalyst reflects on experiencing bodywork. In: Anderson, F. S. (Ed). (2008). *Bodies in Treatment: The Unspoken Dimension*. (Chapter 1 – pp 1 – 28). New York: Analytic Press.
- Anzieu-Premmereur, C. (2015). The skin-ego, dyadic sensuality, trauma in infancy, and adult narcissistic issues. *Psychoanalytic Review*. 102: 659 – 681. PEP
- Aron, L., Anderson, F. S. (Eds) (1998). *Relational Perspectives on the Body*. Hillsdale, N.J. Analytic Press.

- Brothers, D., Lewis, J. (2012). Homesickness, exile, and the self-psychological language of homecoming. *International Journal of Psychoanalytic Self Psychology*. 7: 180 – 195. PEP
- Bucci, W. (2001). Pathways of emotional experience. *Psychoanalytic Inquiry*. 21: 40 – 70. PEP
- Bucci, W. (2018). Emotional communication in the case of Antonio. *Psychoanalytic Inquiry*. 38: 518 – 529.
- Chasseguet-Smirgel, J. (2005). *The Body as Mirror of the World*. London: Free Association Books.
- McDougall, J. (1989). *Theaters of the Body: A Psychoanalytic Approach to Psychosomatic Illness*. New York: W. W. Norton.
- Sletvold J. (2014). *The Embodied Analyst: From Freud to Reich to Relationality*. New York: Routledge.
- Sletvold J. (2016), The Analyst's Body: A Relational Perspective from the Body. *Psychoanalytic Perspectives*, 13, 186-200. PEP
- Tsolas, V., Anzieu-Premmereur, C. (Eds). (2018) *A Psychoanalytic Exploration of the Body in Today's World*. New York, Routledge.
- Tustin, F. (1980). Autistic objects. *International Review of Psychoanalysis*. 7: 27 – 39. PEP
- Tustin, F. (1984). Autistic shapes. *International Review of Psychoanalysis*. 11: 279 – 290. PEP
- Tustin, F. (1990). *The Protective Shell in Children and Adults*. London: Karnac.

Course: (3)-11 Continuous Case Conference
Instructor: Don Rosen, MD
Dates: Mar. 12*, 16, 30; Apr. 6, 13, 20, 27; May 4, 11, 18, 25; June 1, 2021
Sessions: 12 (18 CMEs)
Time: 6:30 – 8:00 pm

Course Description:

Learning Objectives: Following this course, participants will be able to:

Course: (3)-12 Adulthood
Instructor: Winston Anderson, PsyD
Dates: Apr. 2, 9, 16, 23, 30, 2021
Sessions: 5 (12.5 CMEs)
Time: 3:45 - 5:15 pm

Course Description: The self in adulthood is not a static, finished product. It is in a state of dynamic flux and change within the developmental continuum. This five session course will consider issues that are central to the development of the adult self beginning with mourning for the adolescent and young adult past and an exploration of the narcissistic issues that underlie the gradual restructuring of the self with new awareness, including the capacity to accept what is genuine within oneself and the outer world regardless of narcissistic injury.

Learning Objectives: Following this course, participants will be able to:

- (1) Describe developmental tasks of young adulthood.
- (2) Understand the differences of time sense in midlife.
- (3) Discuss the fate of narcissism in midlife.
- (4) Discuss the issues relevant to the older adult.

Session 1, 4/2:

Emde, Robert N. (1985). From Adolescence to Midlife: Remodeling the Structure of Adult Development. JAPA, 33S: 59-112. PEP

Chused, Judith, (1987). Idealization of the Analyst by the Young Adult. JAPA, 35: 839-859. PEP

Session 2, 4/9:

Colarusso, C.A. & Nemiroff, R.A. (1979). Some Observations and Hypotheses About the Psychoanalytic Theory of Adult Development. IJP, 60: 59-71. PEP

Colarusso, Calvin A., (1999). The Development of Time Sense in Middle Adulthood. PQ, 68(1): 52-83. PEP

Session 3, 4/16:

Furman, Erna. Parenthood as a Developmental Phase. MRL

Colarusso, Calvin., (1990). The Third Individuation- The Effect of Biological Parenthood on Separation-Individuation Processes in Adulthood. PSC, 45: 179- 194 PEP

Session 4, 4/23:

Nemiroff, R.A., Calarusso, C.A. (1980). Authenticity and Narcissism in the Adult Development of the Self. Ann Psychoanal., 8: 111-129 PEP

Session 5, 4/30:

Pollack, G. (1971). On Time, Death, and Immortality. PQ, 40: 435-446 PEP

Valenstein, A. (2000). The Older Patient in Psychoanalysis. JAPA, 48: 1563- 1589 PEP

Course: (3)-13 Ethics
Instructor: Jeanne Johnson, MD
Dates: Apr. 16, 23, 30, 2021
Sessions: 3 (6 CMEs)
Time: 12:15 - 1:45 pm

Course Description:

We will begin by reviewing what we learned last year namely, how psychoanalytic theory and practice may be considered to be a continuation in the history of ethics and how an analyst's unconscious biases/feelings/thoughts/actions may shape treatment and lead to ethical breeches. We will also briefly review and emphasize the importance of thoughtfully working through the complexities of ethical conundrums, acknowledging the inevitable blind spots we all have, and importance of seeking the help of a third mind in supervision. As part of this process, Candidates should continue to be aware of the basic legal requirements and penalties for violation of ethical standards as well as how to identify - and seek help - in managing the risk factors for ethical violation(s) in themselves and their colleagues (see reference material below). In this course we will consider the causes, risks and prevention of boundary violations in psychoanalytic practice and then address the ways in which cultural competence may be viewed as an ethical responsibility. Finally, we will employ current and historical printed media to appreciate how the laws/rules and the field of psychoanalysis have changed over time in terms of theory, practice, policy and public opinion.

Learning Objectives: Following this course, participants will be able to:

- (1) Demonstrate a familiarity with the causes, risks and prevention of boundary violations in psychoanalytic practice.

- (2) Discuss the ways in which cultural competence may be viewed as an ethical responsibility.
- (3) Demonstrate a familiarity with the history of how the laws/rules and the field of psychoanalysis have changed over time in terms of theory, practice, policy and public opinion.
- (From previous Ethics class) Retain a working understanding of the basic principles of ethics and be able to discuss how these principles apply to the profession of psychoanalysis (refer to reference material below as well as the Gutheil article from Session #1).
- (From previous Ethics class) Continue to appreciate the ways in which an analyst's unconscious biases/thoughts/actions may shape treatment and lead to ethical breeches.

Reference material:

1. Dewald, P. & Clark, R. W. (Eds.) Ethics casebook of the American Psychoanalytic Association. New York: American Psychoanalytic association, First Edition, 2001 or Second Edition, 2008.
Standard Operating Procedures for the Oregon Psychoanalytic Center Ethics Committee
2. APsaA Code of Ethics: Principles and Standards of Ethics for Psychoanalysts

Session 1, 4/16. (“Speaking of Accidents” Peter Everwine) Brief review of the salient points from our class last year followed by a consideration of causes, risks and prevention of boundary violations in psychoanalytic practice:

Shulman M. (2016) Unavoidable Satisfaction: The Analyst's Pleasure. *J Am Psychoanal Assoc.* 64(4):697-727 **PEP**

Gabbard, Glen O. (2017). Sexual boundary violations in psychoanalysis: A 30-year retrospective. *Psychoanalytic Psychology*, 34(2): 151-156. **PEP**

Gutheil, T.G. (2005). Boundaries, blackmail, and double binds: A pattern observed in malpractice consultation. *J. Am Acad. Psychiatry Law*, 33(4): 476-481. <http://jaapl.org/content/33/4/476>

(Please read if you have time) Wallace, E. M. (2007). Losing a training analyst for ethical violations: A candidate's perspective *Int. J. Psychoanal.*, 88(5): 1275-88. **PEP**

Optional:

- Gabbard G. (1994) Sexual Excitement and Countertransference Love in the Analyst. *J Am Psychoanal Assoc.* 1994;42(4):1083-106 **PEP**
- Gabbard, G.O., Peltz, M.L., & The COPE Study Group on Boundary Violations. (2001). Speaking the unspeakable: Institutional reactions to boundary violations by training analysts. *J. Am. Psychoanal. Assn.*, 49(2): 659-673. **PEP**
- Celenza, A. (2007). Boundary violation vulnerability index (BVVI)., Ch. 15 in *Sexual Boundary Violations: Therapeutic, Supervisory, and Academic Contexts*. New York: Jason Aronson, pp.201-210. **MRL**

Session 2, 4/23. Cultural Competence as an Ethical Responsibility:

Tammala-Narra, Pratyusha. (2015) Cultural Competence as a Core Emphasis of Psychoanalytic Psychotherapy. *Psychoanalytic Psychology*, Vol. 32, No. 2 275-292. **PEP**

Holmes, Dorothy Evans. (2016) Culturally Imposed Trauma: The Sleeping Dog Has awakened. Will Psychoanalysis Take Heed?. *Psychoanalytic Dialogues*. 26:6, 641-654. **PEP**

Hamer, Forrest, M. (2002). Guards at the Gate: Race, Resistance, and Psychic Reality. *J. Am. Psychoanal. Assn.*, 50(4): 1219-1237. **PEP**

Session 3, 4/30. Laws/rules and the field of psychoanalysis

Please read the following (all short newspaper articles):

Psychologists gain entry to analytic centers:

https://www.washingtonpost.com/archive/lifestyle/wellness/1988/10/18/shrink-vs-shrink/5767445b-3bf0-4822-b156-a01efc2ec15c/?utm_term=.7376bc959779

Gay analysts:

<http://www.nytimes.com/1998/12/12/arts/on-gay-issue-psychoanalysis-treats-itself.html>

Medications and psychoanalysis:

https://www.washingtonpost.com/archive/lifestyle/magazine/1989/10/08/a-horrible-place-a-wonderful-place/ee4d7572-7ac0-4159-baf8-e8112a983e50/?utm_term=.9b3e8125ac8f

Anne Sexton, Martin Orne, and the Ethics of Public Revelation:

<http://www.nytimes.com/1991/07/15/books/poet-told-all-therapist-provides-the-record.html?pagewanted=all>

Frame:

<https://opinionator.blogs.nytimes.com/2015/09/01/the-healing-power-of-hugs/>

Still Talking After All These Years, Penelope Green: <https://www.nytimes.com/2018/02/17/style/american-psychoanalytic-association-donald-trump.html>

Course: (3)-14 Defenses: Action, Enactment, and Externalization
Instructor: Ralph Beaumont, MD
Dates: May 7 14, 21, 28; June 4, 11 2021
Sessions: 6 (9 CMEs)
Time: 12:15 - 1:45 pm

Course Description:

In this course we will consider some complex defensive phenomena which commonly occur in the course of the analytic process, and often complicate the exploration of the intrapsychic issues at the center of the analytic exploration. We will review the development of Freud's understanding of the place of the analysand's action in psychoanalysis, and how this was subsequently developed and expanded. We will also consider the relation between the analysand's action and the defensive processes of projection and externalization, including the development and elaboration of these latter concepts. A number of papers will be discussed, and the use of clinical examples will be encouraged.

Learning Objectives: Following this course, participants will be able to:

- 1) Describe Freud's original use of the concept of the role of repetition in the psychoanalytic process, and give two clinical examples illustrating this role.
- 2) Use the concept of enactment to illuminate a clinical example involving action on the part of both analyst and analysand.
- 3) Show how projection or externalization plays a significant part in the example of enactment provided in the answer of number 2.

Seminar 1 – May 7, 2021

Freud, S. (1914). Remembering, repeating, and working through. S.E. XII, pp. 145-156.

Seminar 2 – May 14, 2021

Freud, A. (1937). *The Ego and the Mechanisms of Defense*. Routledge, Chapters 9 & 10, pp. 109-136.

Sandler, J. with A. Freud (1985). *The Analysis of Defense, The Ego and the Mechanisms of Defense Revisited*. IUP, pp. 379-458.

Seminar 3 – May 21, 2021

Freud, A. (1968). Acting out. IJPsa, pp. 165-70.

J. Sandler, with A. Freud (1985). *The Analysis of Defense, The Ego and the Mechanisms of Defense Revisited*. IUP, pp. 136-146.

Novick, J., Kelly, K. (1970). Projection and externalization. PSOC 25, pp. 69-95

Seminar 4 – May 28, 2021

Klein, M. (1946). Notes on some schizoid mechanisms. *IJPsa* 27, pp. 97-110.

Sandler, J (1976). Countertransference and role responsiveness. *IRPsa* III, pp. 43-47.

Sandler, J. (1987). The concept of projective identification. *Bull. Anna Freud Center* 10, pp. 33-49.

Seminar 5 – June 4, 2021

Boesky, D. (1982). Acting out: a reconsideration of thde concept. *IJPsa* 63, pp. 39-55.

Jacobs, T. (1986). On countertransference enactment. *JAPA* 34, pp. 289-307.

Seminar 6 – June 11, 2021

Chused, J., Ellman, S, Renik, O, Rothstein, A. (1999). Four aspects of the enactment concept. *Journal of Clinical Psychoanalysis* 8, pp. 9-61.

McLaughlin, J. (1991). Clinical and theoretical aspects of enactment. *JAPA* 39, pp. 595-614.

Additional Readings

- Aron, L. (2003). The Paradoxical Place of Enactment in Psychoanalysis: Introduction. *Psychoanal. Dial.*, 13(5):623-631.
- Blum, H.P. (1976). Acting Out, the Psychoanalytic Process, and Interpretation. *Ann. Psychoanal.*, 4:163-184.
- Chasseguet-Smirgel, J. (1990). On acting out. *IJPsa* 7, pp. 77-86.
- Fenichel, O. (1945). Neurotic acting out. *PsaR* 32, pp. 197-206.
- Goldberg, A. (2002). Enactment as understanding and as misunderstanding. *JAPA* 50, pp. 869-883.
- Greenacre, P. (1968). The psychoanalytic process, transference, and acting out. *IJPsa* 49, pp. 211-218.
- Greenberg, J. (1996), Psychoanalytic words and psychoanalytic acts: A brief history. *Contemp. Psychoanal.*, 32: 195-213.
- Jacobs, T. (2001). On unconscious communication and covert enactments: some reflections on their role in the analytic situation. *Psalnq* 21, pp. 4-23.
- Kanzer, M. (1968). Ego alterations and acting out. *IJPsa* 49, pp. 431-435.
- Sandler, J. (1993). On communication from patient to analyst, not everything is projective identification. *IJPsa* 74, pp. 1097=1107.
- Stein, M. (1973). Acting out as a character trait—its relation to the transference. *PSOC* 28, pp. 347-364.
- Tyson, P. (1996). Neurosis in childhood and psychoanalysis: a developmental reformulation. *JAPA* 44, pp. 143-165.

Course: (3)-15 Psychoanalytic Writing
Instructor: Leslie Neilson, MD
Dates: May 14, 21, 28; June 4, 11 2021
Sessions: 5 (7.5 CMEs)
Time: 12:15 - 1:45 pm

Course Description:

We continue to use the approach inspired by the writing curriculum of the Columbia Center for Psychoanalytic Training and Research, described in the Lister et al (2008) article, "I Write to Know What I Think: A Four-Year Writing Curriculum." It describes an approach to teaching analytic writing which they call "layering" which suggests a way to build skills each year to help the writer develop their annual case write-ups, and to learn the value of writing to help formulate and understand their cases. I have included a second helpful paper by Bernstein who has written many papers about analytic writing also. We will continue to emphasize analytic writing and how well our writing communicates the experience-near narrative of the case and the analyst/writer's thinking about it at this point in its development. We

will attempt not to supervise or discuss the analytic process itself as there are other venues for that to occur. We focused on countertransference experiences in the first-year writing course and micro-process vignettes as they occurred in your write-ups in the second year. This year we will read your write-ups and using the progression through the vignettes, we will look at the developing macroprocess. We will look for how things change from vignette to vignette in the transference-counter transference, resistances, and what things may be changing with the patient or analyst. When we see shifts in these, we will begin to hypothesize what the therapeutic action might have been which caused or allowed this to happen (i.e. what did you do which facilitated the change; or how do we think it happened?). As usual, we will be in contact over the summer to describe the structure of the write-ups and to answer any questions at that time. Please use 12-font, double-space, and have 1-inch margins on your write-ups. These are the standard for write-ups in general, and for the certification write-ups in particular.

Learning Objectives: Following this course, participants will be able to:

- (1) Use the sequence of vignette to vignette in the write-ups to reflect on patterns revealing the macro process – the emerging transference-countertransference and resistance shifts, and changes occurring in the patient and analyst.
- (2) Articulate hypotheses about the therapeutic action resulting in these shifts.
- (3) Continue to develop as discussants of each other's writing.

Week 31, May 14, 12:15 pm

Week 32, May 21, 12:15 pm

Week 33, May 28, 12:15 pm

Week 34, June 4, 12:15 pm

Week 35, June 11, 12:15 pm

Reading material for all Classes: Lister et al. (2008), "I Write to Know What I Think": A Four-Year Writing Curriculum. *JAPA*,56:1231-47. [PEP](#)

Bernstein S.B. (2008), "Writing About the Psychoanalytic Process." *Psychoanalytic Inq.*, (28)4:450-464. [PEP](#)

Case Write-ups from Class Participants and others