## Psychoanalytic Psychotherapy Program
### Academic Year 2018-19
### Reading List
#### Year One

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**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 73 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.
Course: **Technique 1: What Makes Treatment Psychoanalytic?**
Instructors: Linda W. Miller, PhD & Peter Armstrong PhD (lwmphd@icloud.com & psaphd@icloud.com)
Dates: September 4 - September 18, 2018, 3 Seminars
Time: 6:00pm - 7:30pm

**Course Description:** This course is a broad invitation to the study of psychoanalytic psychotherapy. We will look at the essential features of psychoanalytic therapy that define the core of what we do. What we discuss in this course will apply to everything you study in the next two years. We will come to this topic at first through a movie, the story of a therapy that may not seem like therapy. We will read several perspectives on the analytic therapist's sensibilities, we will consider how technique is or is not what makes therapy analytic and we will discuss the diverse range of patients who might be met with in psychotherapy.

**Learning Objectives:** At the end of the course, participants will be able to
1. List three defining qualities of psychoanalytic therapy
2. Describe one example of self-evaluation of an intervention in treatment
3. Describe the application of these concepts to a patient of color or other diversity

**Session 1: Tuesday, 9/4/2018**
- Assignment: prior to class view the movie Intimate Strangers available from the OPC office on DVD

**Session 2: Tuesday, 9/11/2018**

**Session 3: Tuesday, 9/18/2018**

Course: **Theory 1: Overview of Theory**
Instructors: Kelly Reams, LCSW (kellyreamsmsw@gmail.com)
Dates: September 25, 2018, 1 Seminar
Time: 6:00pm - 7:30pm

**Course Description:** I look forward to meeting with you for this overview of psychoanalytic history and theory. The goal for this course is ambitious: construct a beginning outline of the major psychoanalytic theories from Freud and beyond. Ultimately, your daily clinical decisions are informed by some theory of mind whether this is clear or not, conscious or not. Here, we will be thinking about psychoanalytic theories.

Please stop and reflect upon a moment in your practice when you felt lost with a challenging patient. What theories helped you think about the following: What is going on with my patient(s) and how do I best help in this situation? Or perhaps in retrospect, recall a time where you wished you had a theoretical
roadmap to help you understand the complexities bombarding you, to guide your clinical decisions in the heat of the moment.

In this one meeting overview, we’ll briefly look at Freud’s three models of the mind in broad brush strokes: affect-trauma model, topographical model, and structural model (ego psychology). The remaining time will be devoted to tracing the major shifts and contributions of subsequent psychoanalytic thinkers who have added new ways of thinking about our patients and practicing psychoanalytic psychotherapy and/or psychoanalysis. We will explore various schools of object relations theories (Klein, Bion, Winnicott), self psychology (Kohut), intersubjective and relational theories (Mitchell) and field theory (Ferro, Civitarese). You will go into greater depth with these psychoanalytic schools in later courses.

**Learning Objectives:** At the end of the course, participants will be able to

1. Identify two major historical shifts in theory from Freud to object relations and self/relational theories.
2. Apply a psychoanalytic theory to a difficult clinical situation.

**Pre-Class, Pre-reading Assignment:** Try to do this without thinking too hard or looking anything up. Do it before you read the two assigned readings. Give yourself a limit of a half an hour. I don’t want this to be stressful. Think of it as an exercise in free association. Take out a sheet of paper and write down your answers to the following questions

a. Define “mental health.”

b. What is your model of the mind? how do you think about a patient’s mind as you listen to them?

c. What is your theory of how symptoms form or breakdown occurs?

d. How do you notice that people defend themselves from painful conflicts and feelings? What clues you into this happening during the session? What data do you use?

e. What are the basics of how you understand development? (kind of a big question but try to articulate the main phases or important events in development from your point of view).

f. What motivates people to do the things they do, especially the things that don’t make “rational” sense?

Unfortunately, we won’t have time to discuss this in class. Please bring printed copy to class to turn in. These reflections will hopefully help you begin thinking about your current theories of mind and the rationale for what you do in your consultation offices.

**Assigned Readings:** I suggest reading Gabbard first, then Berzoff et,at (2016) and lastly, Ferro (the most challenging but seems worthwhile as an introduction to relational field theory which is the most recent and novel iteration of the intersubjective-interpersonal approaches). As you read, please notice if particular patients come to mind. I hope some will volunteer to share brief vignettes of the links you’re making.

**Session 1: Tuesday; 9/25/2018**


**Optional Reading(s):**

Course: Theory 2 - 5: Introduction to Freudian and Ego Psychological Theory
Instructors: Ralph Beaumont, MD (rhbeaumont3md@gmail.com)
Dates: October 2 - October 23, 2018. 4 Seminars
Time: 6:00pm - 7:30pm

Course Description: This course will offer an overview of major elements of Freudian and ego psychological theory in a quasi-historical perspective which attempts to consider sequential and cumulative aspects of the development of the theories. The concepts under consideration will be explored with an emphasis on their relation to current theoretical approaches and clinical application.

Learning Objectives: At the end of the course, participants will be able to
1. Describe the major elements of the Freud/Breuer trauma theory, topographic theory, and structural theory.
2. Discuss the reasons for the shift to topographic, and then to structural theory.
3. Compare and define different mechanisms of defense.
4. Demonstrate the operation of a defense mechanism in a clinical example, and describe a clinical intervention designed to address the defense.
5. Define and provide clinical material which illustrates the various component of intranet-psychic conflict.

Session 1: Tuesday, 10/2/2018
Freud - Early and Topographic Model

Session 2: Tuesday, 10/9/2018
Freud - Structural Model

Session 3: Tuesday, 10/16/2018
Ego Psychology, Early

Session 4: Tuesday, 10/23/2018
Ego Psychology, Contemporary.
Course: Case Conference 1: Starting with Your Psychotherapy Patient
Instructors: Ann Anthony, MD & Kerry Opdyke, MD
(aajw@comcast.net & opdykek@gmail.com)
Dates: September 4 - October 23, 2018, 8 Seminars
Time: 7:45pm - 9:15pm

Course Description: 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 will be encouraged to share thoughts, images, and feelings that arise in association to the material. The instructors will facilitate a discussion to help students develop an ability to hear unconscious process. Emphasis will be placed on listening to and feeling the moment to moment transference and countertransference between therapist and patient, and how this facilitates formulation and intervention. We will also attend to issues specific to the beginning phase of psychoanalytic psychotherapy.

Learning Objectives: At the end of the course, participants will be able to
1. Deepen understanding about what a psychoanalytic process entails.
2. Demonstrate ability to engage in the associative process, and to hear unconscious material as it unfolds between the therapist and patient
3. Recognize transference and countertransference as they arise in the material, and acquire techniques for working with them

Course Readings:
- Norman, J. and Salomonsson, B. (2005) "Weaving Thoughts" Int. J. Psycho-Anal.86. 1282-1298

Course: Theory 6 - 11: Object Relations: Klein, Bion, Fairbairn, Winnicott
Instructors: Kelly Reams, LCSW & Angelina Ramos-Marchand, PsyD
(kellyreamsmsw@gmail.com & dr.ramos-marchand@comcast.net)
Dates: October 30, 2018 - January 8, 2019, 8 Seminars
Time: 6:00pm - 7:30pm

Course Description: We look forward to thinking together about object relations theories and the impact they’ve had on the subsequent development of psychoanalytic theory and practice that we use with our own patients. After a brief introduction to object relations, we’ll focus on the historical and contemporary influences of four major contributors to the object relations tradition: Klein, Bion, Fairbairn, and Winnicott. We’ll begin each class with some opening comments to provide a context, orienting us to the readings and then deepen our understandings of the central concepts through discussing your reactions, questions and linking the theory with the actual clinical encounters from your practices.

Assignment:
1. Formulate one question from each week’s readings and bring to class so that our discussions will include what seems most interesting, confusing, evocative and/or relevant to you. Please bring your questions to class in written form to turn in. We will ask for a few volunteers to share their questions each week.
2. Please keep track of which patients come to mind while reading for each class. We are hoping that you will bring clinical vignettes to class to help us all consider the relevance (or not) of these ideas in our psychotherapy practices.

Learning Objectives: At the end of the course, participants will be able to
1. Define internal object relations and clinically apply to a patient in your practice.
2. Define unconscious phantasy and provide example from patient or yourself.
3. Define projection and projective identification and relate to transference-countertransference.
4. Define and differentiate Klein’s paranoid-schizoid and depressive positions.
5. Define Bion’s alpha and beta elements, alpha function.
6. Give a clinical example that demonstrates a container-contained process.
7. Identify two major contributions that Fairbairn made to psychoanalytic theory.
8. Define and differentiate Winnicott’s central concepts of object relating and object usage.

Session 1: Tuesday, 10/30/2018
Theory 6: Intro to Object Relations; Melanie Klein 1 (1882-1960)-Unconscious Phantasy

Session 2: Tuesday, 11/6/2018
Theory 7: Klein 2 – Paranoid Schizoid and Depressive Positions

Session 3: Tuesday, 11/13/2018
Theory 8: Klein 3 – Projective Identification, Envy

Session 4: Tuesday, 11/20/2018
Theory 9: Wilfred Bion (1897-1979)- Alpha and beta elements, alpha function

Session 5: Tuesday, 11/27/2018
Theory 10: Bion- Container and Contained

Session 6: Tuesday, 12/4/2018

Session 7: Tuesday, 12/11/2018
Session 8: Tuesday, 1/8/2019
Theory 11 – British Object Relations continued-Winnicott
Wrap-up: Reflections, Did we meet learning objectives?

Course: Case Conference 2: Using Theory to Inform Clinical Work
Instructors: Ann Dart, LCSW & Taryn Markee, PhD
(inndart55@gmail.com & t.markee@comcast.net)
Dates: October 30, 2018 - January 8, 2019, 8 Seminars
Time: 7:45pm - 9:15pm

Course Description: The debate about the relationship of psychoanalytic theory to clinical work is a long-standing and vigorous one that is constantly evolving. Our technique is informed by our 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 8-week focused case conference we will consider theory, 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. We will try to 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.

Learning Objectives: At the end of the course, participants will be able to
1. Compare the major schools of psychoanalytic thought studied thus far and how they might be applied to a clinical example from his/her own work.
2. Discuss how a particular intervention might be tied to one theoretical concept or another.

Pre-Reading for first meeting:

Session 1: Tuesday, 10/30/2018
- Introduction, articles, Freud’s Structural Theory; Case from Ann

Session 2: Tuesday, 11/6/2018
- Ego Psychology; Student Case Presentation

Session 3: Tuesday, 11/13/2018
- Ego Psychology; Student Case Presentation

Session 4: Tuesday, 11/20/2018
• Development & Attachment; Student Case Presentation

Session 5: Tuesday, 11/27/2018
• Object Relations; Student Case Presentation

Session 6: Tuesday, 12/4/2018
• Self Psychology; Student Case Presentation

Session 7: Tuesday, 12/11/2018
• Relational Theory; Student Case Presentation

Session 8: Tuesday, 1/8/2019
• Neuroscience; Student Case Presentation & Wrap-up

Course: Theory 12-16: Contemporary Series (Self, Relational, Intersubjective Systems, & Attachment Theory)
Instructors: Jolie Krechman, PhD & Julie Rosenberg, MD (jkrechman@me.com & jerosenberg@gmail.com)
Dates: January 15, 2019 - March 19, 2019
Time: 6:00pm - 7:30pm

Course Description: This course will provide an introduction to the contemporary theories, starting with Kohut’s Self Psychology in the late 60’s and following the development of psychoanalysis beyond his groundbreaking ideas, with an emphasis on moving from a primarily one-person psychology to a two-person post-Cartesian psychology, which encompasses the Relational and Intersubjective perspectives. Basic tenets from these theories, as well as the contributions from the attachment literature and in particular, the concept of mentalization as an important developmental achievement for therapy clients, will be discussed.

Learning Objectives: At the end of the course, participants will be able to
3. Students will be able to understand and describe the Self Psychological perspective and the importance on the development of subsequent contemporary theory.
4. Students will understand the meaning and importance of post-Cartesian theories and the basic ideas of intersubjective and relational approaches to therapy.
5. Students will be able to describe the basic secure and insecure attachment styles of adulthood.
6. Students will be able to explain what mentalization is and how it mentalization develops.

Session 1: Tuesday, 1/15/2019
Self Psychology
Optional:
Session 2: Tuesday, 1/22/2019
Self Psychology (post-Kohutian)
Optional:

Session 3: Tuesday, 1/29/2019
Relational Theory

Session 4: Tuesday, 2/12/2019
Relational Theory
Optional:

Session 5: Tuesday, 2/19/2019
Intersubjective Systems Theory

Session 6: Tuesday, 2/26/2019
Intersubjective Systems Theory
Optional:

Session 7: Tuesday, 3/5/2019
Attachment Theory basics

Session 8: Tuesday, 3/12/2019
Attachment Theory
Session 9: Tuesday, 3/19/2019
Mentalization


Course: Case Conference 3: Using Theory to Inform Clinical Work
Instructors: Larisa Jeffreys, PMHNP & Richard Alden, MD (jeffreysnp@gmail.com & halcyonr@teleport.com)
Dates: January 15, 2019 - March 19, 2019
Time: 7:45pm - 9:15pm

Course Description: During this case conference, we will listen to and discuss close process clinical material presented by students. Emphasis will be on applying a psychoanalytic understanding to our clinical work. We will talk about how various theoretical perspectives inform the way we listen, think, and respond in a psychoanalytic psychotherapy. Efforts will be made to link concepts from theory course readings with the clinical material.

Learning Objectives: At the end of the course, participants will be able to
1. Practice listening to clinical material at the level of the process during the hour.
2. Observe clinical representations of different attachment styles within case material.
3. Practice engaging in a working consultation group while presenting and discussing case material.

Course Readings: None assigned for this course.

Course: Technique 2: The Heart of Psychoanalytic Psychotherapy
Instructors: Peter Crabtree, PsyD (petercrabtree99@gmail.com)
Dates: April 2, 2019 - May 21, 2019
Time: 6:00pm - 7:30pm

Course Description: 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. I hope to create an atmosphere of playing with these concepts (rather than complying with analytic dogma) and finding one’s therapeutic voice.

Learning Objectives: At the end of the course, participants will be able to
4. Develop a basic understanding of the above core areas of technique.
5. Incorporate these areas of technique into their own personal style
6. Identify and respond to deeper aspects of a patient's psychic reality through listening to clinical process (as it is constituted through these core concepts above)

**Session 1: Tuesday, 4/2/2019**
Setting the Stage for a Good Enough Treatment

Optional:

**Session 2: Tuesday, 4/9/2019**
How Do We Know What to Say to the Patient?

Optional:

**Session 3: Tuesday, 4/16/2019**
What do we do with Patient’s Feelings? (Transference, Part 1)

Optional:

**Session 4: Tuesday, 4/23/2019**
Two Different Perspectives on Working with Transference (Part 2)

**Session 5: Tuesday, 4/30/2019**
Using the Therapist’s Feelings in the Treatment (Countertransference)

Optional:
Session 6: Tuesday, 5/7/2019
Working With (instead of against) Defenses and Resistance

Session 7: Tuesday, 5/14/2019
When You and a Patient are Stuck / Enactments

Optional:

Session 8: Tuesday, 5/21/2019
Is this Real or am I Dreaming? Blurring the line (Working with Dreams)

Course: Case Conference 4: Finding and Interpreting (or not) the Transference
Instructors: Sarah Schrott, LCSW & Celeste Baskett, LCSW (sarah@sarahschrottlcsw.com & celestebaskett@gmail.com)
Dates: April 2, 2019 - May 21, 2019
Time: 7:45pm - 9:15pm

Course Description: Using students’ presentation of clinical material, the class will focus on practicing psychoanalytic listening. The class will have the opportunity to free associate to the presented material and listen for themes, patterns, and process as they arise in the clinical material and in the class’ associations. This will include noticing unconscious process, staying with uncertainty and its attendant anxieties, and observing pulls to be concrete, resolve uncertainty, or move towards action. In this way we hope to create more space to think and wonder together about the clinical material being presented. We also hope to model and practice a psychoanalytic stance that values autonomy, neutrality, exploration of different self states and expression of painful or other “dangerous” or difficult to bear affects.

Learning Objectives: At the end of the course, participants will be able to
1. To practice listening for themes, patterns, and process.
2. To demonstrate the value of associative process in the clinical work.
3. To provide an opportunity for students to be better aware of both their conscious and unconscious responses to the material being presented.
4. To build one’s capacity to think in more complex, abstract, symbolic and creative ways.

Course Readings: None assigned for this course.