



**oregon psychoanalytic institute**

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

| <u>Term &amp; Course</u>   | <u>Instructors</u>   | <u>Pages</u> |
|--|--|--------------|
| <i>First Term</i>  |  |              |
| • <i>Technique 1: What Make a Treatment Psychoanalytic</i>   | <i>Linda Miller, PhD &amp; Peter Armstrong, PhD</i>          | <i>2</i>     |
| • <i>Theory 1: Overview of Theory</i>  | <i>Kelly Reams, LCSW</i>                                     | <i>2-3</i>   |
| • <i>Theory 2 - 5: Introduction to Freudian and Ego Psychological Theory</i>                                     | <i>Ralph Beaumont, MD</i>                                    | <i>4</i>     |
| • <i>Case Conference 1: Starting with Your Psychotherapy Patient</i>   | <i>Ann Anthony, MD &amp; Kerry Opdyke, MD</i>                | <i>5</i>     |
| <i>Second Term</i>   |  |              |
| • <i>Theory 6-11: Object Relations: Klein, Bion, Fairbairn, Winnicott</i>  | <i>Kelly Reams, LCSW &amp; Angelina Ramos-Marchand, PsyD</i> | <i>5-7</i>   |
| • <i>Case Conference 2: Using Theory to Inform Clinical Work</i>   | <i>Ann Dart, LCSW &amp; Taryn Markee, PhD</i>                | <i>7-8</i>   |
| <i>Third Term</i>  |  |              |
| • <i>Theory 12- 16: Contemporary Series (Self, Relational, Intersubjective Systems, &amp; Attachment Theory)</i> | <i>Jolie Krechman, PhD &amp; Julie Rosenberg, MD</i>         | <i>8-10</i>  |
| • <i>Case Conference 3: Using Theory to Inform Clinical Work</i>   | <i>Larisa Jeffreys, PMHNP &amp; Richard Alden, MD</i>        | <i>10</i>    |
| <i>Fourth Term</i>   |  |              |
| • <i>Technique 2: The Heart of Psychoanalytic Psychotherapy</i>  | <i>Peter Crabtree, PsyD</i>                                  | <i>10-12</i> |
| • <i>Case Conference 4: Finding and Interpreting (or not) the Transference</i>                                   | <i>Sarah Schrott, LCSW &amp; Celeste Baskett, LCSW</i>       | <i>12</i>    |

**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)<sup>™</sup>. 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**  
**Psychoanalytic Psychotherapy Program**  
Academic Year 2018-19 Year One

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

**Course Description:** This course is 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**

- McWilliams, N. (2004). What Defines a Psychoanalytic Therapy? and The Psychoanalytic Sensibility, Chapters 1 & 2 (pp.1-45). In Psychoanalytic Psychotherapy: A Practitioner's Guide. New York: Guilford Press.

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

- Assignment: Ogden, T. (2005). What I Would Not Part With. Fort da 11(2) 8-11.
- Gabbard, G. (2004). Key Concepts, Chapter 1, pp. 1-20. In Long-Term Psychodynamic Psychotherapy.



**Course:** Theory 1: Overview of Theory  
**Instructors:** Kelly Reams, LCSW ([kellyreamsmsw@gmail.com](mailto: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, Civitaresi). 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.al (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**

- Berzoff, Joan, Flanagan, Laura Melano and Hertz, Patricia (2016). Final thoughts. In J. Berzoff, L. M. Flanagan, P. Hertz (eds), *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts* (4th edition), Lanham, Maryland: Rowman & Littlefield Publishing Group, 518-521.
- Ferro, Antonino (1999). A review of the theoretical models. In *The Bi-Personal Field: Experiences in Child Analysis*. London and New York: Routledge, 1-18.
- Gabbard, Glen (2005). The Theoretical basis of dynamic psychiatry. (Chapter 2) in *Psychodynamic Psychiatry in Clinical Practice*. Arlington, VA: American Psychiatric Publishing, 31-68.

### **Optional Reading(s):**

- Segal, Hanna (2001). Changing models of the mind. In C. Bronstein (ed), *Kleinian Theory: A Contemporary Perspective*. London: Whurr Publishers, Ltd, 157-164.

**Course:** Theory 2 - 5: Introduction to Freudian and Ego Psychological Theory  
**Instructors:** Ralph Beaumont, MD ([rhbeaumont3md@gmail.com](mailto: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

- 1. Sandler, J., Holder, A., Dare, C., Dreher, A., (1997). Chapters 1-7. In Freud's Model's of the Mind, An Introduction. IUP, pp. 11-115.

**Session 2: Tuesday, 10/9/2018**

Freud - Structural Model

- 1. Sandler, J., Holder, A., Dare, C., Dreher, A., (1997). Chapters 10, 11, 12, and 13.. In Freud's Model's of the Mind, An Introduction. IUP, pp. 141-184.

**Session 3: Tuesday, 10/16/2018**

Ego Psychology, Early

- 1. Freud, A. (1936). Chapter 1, 2, 3, and 4. In The Ego and the Mechanisms of Defense. Karnac Books, pp. 3-53.
- 2. Bibring, G.L., Dwyer, T.F., Huntington, D.S., Valenstein, A.F. (1961). Appendix B Glossary of Defenses, In A Study of the Psychological Processes in Pregnancy and of the Earliest Mother-Child Relationship—II. Methodological Considerations. Psychoanal. St. Child, 16: 57-66.

**Session 4: Tuesday, 10/23/2018**

Ego Psychology, Contemporary.

- 1. Gray, P. (1973). Psychoanalytic Technique and the Ego's Capacity for Viewing Intrapsychic Activity. J. Amer. Psychoanal. Assn., 21:474-494
- 2. Gray, P. (1982). "Developmental Lag" in the Evolution of Technique for Psychoanalysis of Neurotic Conflict. J. Amer. Psychoanal. Assn., 30:621-655

**Course:** Case Conference 1: Starting with Your Psychotherapy Patient  
**Instructors:** Ann Anthony, MD & Kerry Opdyke, MD  
([aaaw@comcast.net](mailto:aaaw@comcast.net) & [opdykek@gmail.com](mailto: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](mailto:kellyreamsmsw@gmail.com) & [dr.ramos-marchand@comcast.net](mailto: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

- Bronstein, Catalina (2001). What are internal objects? In C. Bronstein (ed), Kleinian Theory: A Contemporary Perspective. London: Whurr Publishers, 108-124.
- Spillius, Elizabeth Bott (2001). Freud and Klein on the concept of phantasy. In C. Bronstein (ed), Kleinian Theory: A Contemporary Perspective. London: Whurr Publishers, 17-31

### **Session 2: Tuesday, 11/6/2018**

Theory 7: Klein 2 – Paranoid Schizoid and Depressive Positions

- Roth, Priscilla (2001). The Paranoid-schizoid position. In C. Bronstein (ed), Kleinian Theory: A Contemporary Perspective. London: Whurr Publishers, 32-46.
- Temperley, Jane (2001). The Depressive Position. In C. Bronstein (ed), Kleinian Theory: A Contemporary Perspective. London: Whurr Publishers, 47-62.

### **Session 3: Tuesday, 11/13/2018**

Theory 8: Klein 3 – Projective Identification, Envy

- Bell, David (2001). Projective identification. In C. Bronstein (ed), Kleinian Theory: A Contemporary Perspective. London: Whurr Publishers, 125-147.
- Chiesa, Marco (2001). Envy and gratitude. In C. Bronstein (ed), Kleinian Theory: A Contemporary Perspective. London: Whurr Publishers, 93-107.

### **Session 4: Tuesday, 11/20/2018**

Theory 9: Wilfred Bion (1897-1979)- Alpha and beta elements, alpha function

- Symington, Joan and Neville (1996). Chapter 7 -Alpha function. In J. Symington, N. Symington, The Clinical Thinking of Wilfred Bion. London: Routledge, 59-72.
- Caper, Robert (1999). Chapter 11 On alpha function. In A Mind of One's Own: A Kleinian View of Self and Object. London: Routledge, 127-137.

### **Session 5: Tuesday, 11/27/2018**

Theory 10: Bion- Container and Contained

- Reisenberg-Malcom, Ruth (2001). Bion's theory of containment. In C. Bronstein (ed), Kleinian Theory : A Contemporary Perspective. London: Whurr Publishers, 165-180.
- Waddell, Margot (1998). Infancy: Containment and Reverie. In Inside Lives: Psychoanalysis and the Growth of the Personality. New York, NY: Routledge, 27-39.

### **Session 6: Tuesday, 12/4/2018**

Theory 10: British Object Relations-W. Ronald Dodds Fairbairn (1899-1964) & D.W. Winnicott (1896-1971)

- Fairbairn, W.D. (1958). On the Nature and Aims of Psycho-Analytical Treatment. Int. J. Psycho-Anal., 39:374-385. (PEP)
- Mitchell, Stephen and Black, Margaret J (1995). The British object relations school: WRD Fairbairn and DW Winnicott. In Freud and Beyond: A History of Modern Psychoanalytic Thought. New York, NY: Basic Books, 112-138.

### **Session 7: Tuesday, 12/11/2018**

Theory 10: British Object Relations –Donald Woods Winnicott (1896-1971)

- Winnicott, DW (1960). The theory of the parent-infant relationship. In The Maturational Processes and the Facilitating Environment. Madison, CT: International Universities Press, 37-55. (PEP)
- Winnicott, DW (1960). Ego distortion in terms of true and false self. In The Maturational Processes and the Facilitating Environment. Madison, CT: International Universities Press, 140-152. (PEP)
- Winnicott, DW (1949). Hate in the Counter-Transference. Int. J. Psycho-Anal., 30: 69-74. (PEP)

### **Session 8: Tuesday, 1/8/2019**

Theory 11 – British Object Relations continued-Winnicott

*Wrap-up: Reflections, Did we meet learning objectives?*

- Eigen, Michael (2014). Chapter 3 On Winnicott and Chapter 4 Winnicott: an added note. Faith, London: Karnac, 23-40.
- Winnicott, DW (1971). The Use of an object and relating through identifications. In *Playing and Reality*. London: Tavistock Publications, 86-94. (PEP)

oregon psychoanalytic center

**Course:** Case Conference 2: Using Theory to Inform Clinical Work

**Instructors:** Ann Dart, LCSW & Taryn Markee, PhD  
([anndart55@gmail.com](mailto:anndart55@gmail.com) & [t.markee@comcast.net](mailto: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:**

- Pine, F. (1988). "The Four Psychologies of Psychoanalysis and their Place in Clinical Work", J. Amer. Psychoanalytic Assn., 36:571-596. (PEP web).
- Pine, F. (2011). "Beyond Pluralism: Psychoanalysis and the Workings of Mind", Psychoanalytic Quarterly, Vo. LXXX, No.4. (PEP web).

### **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
- Reading: Schore, A. (2001). "Minds in the Making: Attachment, the Self-Organizing Brain, & Developmentally-Oriented Psychoanalytic Psychotherapy", *British Journal of Psychotherapy*, 17: 299-328. (PEP Web).

**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](mailto:jkrechman@me.com) & [jerosenberg@gmail.com](mailto: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

- Kohut, H., Wolf, E. (1978), *The Disorders of the Self and Their Treatment: An Outline*, *International J. of Psychoanal.*, 59: 413-425.
- Kohut, H. (1968), *The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systemic Approach*, *The Search for the Self*, Volume I, International Universities Press, 1978, pp. 477 - 509.

Optional:

- Kohut, H. (1972), *Thoughts on Narcissism and Narcissistic Rage*, *The Search for the Self*, Volume II, International Universities Press, pp. 615 -658.



### **Session 2: Tuesday, 1/22/2019**

#### Self Psychology (post-Kohutian)

- Shane, E. & Shane, M. (1993), Self-Psychology After Kohut: One Theory or Many? JAPA, 41:3, pp. 777-797.
- Goldberg, A. (1998), Self Psychology Since Kohut, Psychoanal. Quarterly, 67, pp. 240 - 255.

#### Optional:

- Ornstein, A. (1991), The Dread to Repeat: Comments on the Working-Through Process in Psychoanalysis, JAPA 39, pp. 377 - 398.

### **Session 3: Tuesday, 1/29/2019**

#### Relational Theory

- Mitchell, S. (1988). Relational Concepts in Psychoanalysis, Part One: Boundaries, pp. 13 - 41.
- Mitchell, S. (1988). Relational Concepts in Psychoanalysis, Part Two: Sexuality, pp. 63 - 94.

### **Session 4: Tuesday, 2/12/2019**

#### Relational Theory

- Aron, L. (1996). Aspects of Mutuality in Clinical Psychoanalysis, in A Meeting of the Minds: Mutuality in Psychoanalysis, pp. 123 - 158.
- Bromberg, P. (1998). Standing in the Spaces: The Multiplicity of the Self and the Psychoanalytic Relationship, in Standing in the Spaces, pp. 267- 290.

#### Optional:

- Bromberg, P. (2003). Something Wicked This Way Comes: Trauma, Dissociation, and Conflict: The Space where Where Psychoanalysis, Cognitive Science, and Neuroscience Overlap, Psychoanalytic Psychology, pp. 558 - 574.

### **Session 5: Tuesday, 2/19/2019**

#### Intersubjective Systems Theory

- Atwood, G.E. & Stolorow, R.D. (1993). Faces in a Cloud: Intersubjectivity in Personality Theory, Chapter 1 (pp. 27 - 33): The Case Study Method.
- Stolorow, R.D., Brandshaft, B. & Atwood, G.E. (1987), Psychoanalytic Treatment: An Intersubjective Approach, Chapter 5: Affects and Selfobjects.

### **Session 6: Tuesday, 2/26/2019**

#### Intersubjective Systems Theory

- Atwood, G.E. & Stolorow, R.D. (2012). The Demons of Phenomenological Contextualism: A Conversation. Psychoanal. Rev., 99: 267- 286.
- Orange, D., Atwood, G. & Stolorow, R.D. (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 3: The Myth of Neutrality.

#### Optional:

- Brandshaft, B., Doctors, S., & Sorter, D. (2010), Towards an Emancipatory Psychoanalysis: Brandshaft's Intersubjective Vision, Routledge pp. 1 - 7, 193 - 196, & 221 - 242.

### **Session 7: Tuesday, 3/5/2019**

#### Attachment Theory basics

- Ainsworth, M. and Bowlby, J. (1991). An Ethological Approach to Personality Development, American Psychologist, April 1991, pp. 333-341.
- Beebe, Beatrice and Lachmann, Frank (2002). An Interactive Model of the Mind for Adult Treatment, Chapter 9 in Infant Research and Adult Treatment: Co-constructing Interactions , New York: The Analytic Press, pp. 209-232.

### **Session 8: Tuesday, 3/12/2019**

#### Attachment Theory

- Karen, Robert (1990). Becoming Attached, Atlantic Monthly, Feb.1990, pp.35-70.

- Slade, Arietta (1999). Attachment Theory and Research: Implications for the Theory and Practice of Individual Psychotherapy with Adults, Chapter 25 in Handbook of Attachment, Jude Cassidy and Phillip R. Shaver, Eds., New York: Guilford Press, pp. 575 – 594.
- Fonagy, Peter (2006). The Mentalization-Focused Approach to Social Development, Handbook of Mentalization-Based Treatment, West Sussex: John Wiley & Sons, pp. 53-100

**Session 9: Tuesday, 3/19/2019**

**Mentalization**

- Fonagy, P. & Target, M. (1996). Playing with Reality: I. Theory of Mind and the Normal Development of Psychic Reality. Int. J. Psycho-Anal., 77: 217 - 233.
- Target, M. & Fonagy, P. (1996). Playing with Reality: II. The Development of Psychic Reality from a Theoretical Perspective. Int. J. Psycho-Anal., 77: 459-479.
- Fonagy, P., Target, M. (2000). Playing with Reality: III. The Persistence of Dual Psychic Reality in Borderline Patients. Int. J. Psycho-Anal., 81: 853 - 873.



**Course:** Case Conference 3: Using Theory to Inform Clinical Work  
**Instructors:** Larisa Jeffreys, PMHNP & Richard Alden, MD  
 ([jeffreysnp@gmail.com](mailto:jeffreysnp@gmail.com) & [halcyonr@teleport.com](mailto: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](mailto: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

- Hall, Jane S. (1998). Chapter 1, Setting the Stage- Providing the Structure (An Ongoing Process). PP 11-40. In Deepening the Treatment. New York, Jason Aronson.
- Eaton, J. (2011). Chapter 1. The Fate of Pain, PP 3-8 in A Fruitful Harvest: Essays after Bion. The Alliance Press, Seattle.

Optional:

- Gabbard, G. (2010). Chapter 3, The Nuts and Bolts of Psychotherapy: Getting Started. PP 51-69. In Long Term Psychodynamic Psychotherapy: A Basic Text. Washington, DC: American Psychiatric Publishing, Inc.

### **Session 2: Tuesday, 4/9/2019**

How Do We Know What to Say to the Patient?

- Gabbard, G. (2010). Chapter 4, Therapeutic Interventions: What Does the Therapist Say and Do? PP. 71-92. In Long Term Psychodynamic Psychotherapy: A Basic Text. Washington, DC: American Psychiatric Publishing, Inc.
- Spezzano, C. (2001). How is the Analyst Supposed to Know? Gathering Evidence for Interpretations. Contemporary Psychoanalysis, 37: 551-570.

Optional:

- Akhtar, S. (2000). From Schisms through Synthesis to Informed Oscillation: An Attempt at Integrating Some Diverse Aspects of Psychoanalytic Technique. Psychoanalytic Q., 265-288.

### **Session 3: Tuesday, 4/16/2019**

What do we do with Patient's Feelings? (Transference, Part 1)

- Cabaniss, D. (2011). Chapter 21, Transference. PP. 217-232. In Psychodynamic Psychotherapy: A Clinical Manual. New York: Wiley Blackwell.
- Joseph, B (1985). Transference: The Total Situation. International Journal of Psychoanalysis, 66: 447-454.

Optional:

- Smith, H.F. (2003). Analysis of Transference: A North American Perspective. International Journal of Psychoanalysis, 84(4): 1017-1041.

### **Session 4: Tuesday, 4/23/2019**

Two Different Perspectives on Working with Transference (Part 2)

- Busch, F. (2014). Chapter 10, Working Within the Transference. PP. 99-114. In Creating A Psychoanalytic Mind. New York, Rutledge.
- Mitrani, Judith L. (2001). 'Taking the Transference': Some Technical Implications in three Papers by Bion. International Journal of Psychoanalysis, 82(6): 1085-1104.

### **Session 5: Tuesday, 4/30/2019**

Using the Therapist's Feelings in the Treatment (Countertransference)

- Gabbard, G. (2010). Chapter 8, Identifying and Working with Countertransference, PP. 149-167. In Long Term Psychodynamic Psychotherapy: A Basic Text. Washington, DC: American Psychiatric Publishing, Inc.
- Bollas, C. (1987). Chapter 12, Expressive Uses of the Countertransference, PP. 200-235 in The Shadow of the Object. New York, NY: Columbia University Press.
- Ogden, T.H. (1994). The Analytic Third: Working with Intersubjective Clinical Facts. International Journal of Psychoanalysis, 75:3-19.

Optional:

- Schwaber, E.A. (1992). Countertransference: The Analyst's Retreat from the Patient's Vantage Point. International Journal of Psychoanalysis, 73:349-361.

### **Session 6: Tuesday, 5/7/2019**

Working With (instead of against) Defenses and Resistance

- Schlesinger, H. J. (2003) Chapter 6, Resistance PP. 81-101 and Chapter 9, The Process of Defense, PP. 127-146. In *The Texture of Treatment: On the Matter of Psychoanalytic Technique*. New York, NY: Routledge.
- Busch, F. (1996). The Ego and its Significance in Analytic Interventions. *Journal of American Psychoanalytic Association*, 44: 1073-1099.

### **Session 7: Tuesday, 5/14/2019**

When You and a Patient are Stuck / Enactments

- Jacobs, T. J. (1986). On Countertransference Enactments. *Journal of the American Psychoanalytic Association*, 34: 289-307.
- Eaton, J. (2011). *The Obstructive Object in A Fruitful Harvest: Essays after Bion*. Seattle, WA: Alliance Press. PP 17-33.

Optional:

- Carpy, D.V. (1989). Tolerating the countertransference: a mutative process. *International Journal of Psychoanalysis*, 70 (Pt 2): 287-94.

### **Session 8: Tuesday, 5/21/2019**

Is this Real or am I Dreaming? Blurring the line (Working with Dreams)

- Schlesinger, H. J. (2003) Chapter 7, Royal Road or Scenic Route? pp. 103-115, in *The Texture of Treatment: On the Matter of Psychoanalytic Technique*. New York, NY: Routledge.
- Ogden, T.H. (2004). On Holding and Containing, Being and Dreaming. *International Journal of Psychoanalysis*, 85: 1349-1364.

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**Course:** Case Conference 4: Finding and Interpreting (or not) the Transference

**Instructors:** Sarah Schrott, LCSW & Celeste Baskett, LCSW  
([sarah@sarahschrottlcsw.com](mailto:sarah@sarahschrottlcsw.com) & [celestebaskett@gmail.com](mailto: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.