Psychoanalytic Center of Philadelphia

2015-2016

COURSE CATALOG

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Child Psychoanalytic Program
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Adult Psychodynamic Psychotherapy Program
Co-Directors: Laurie Levi, PhD and Mark Moore, PhD

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Statements of Accreditation

Continuing Medical Education (CME):
These activities have been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the Psychoanalytic Center of Philadelphia. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates these Live Activities for a maximum of 1.25 or 1.5 AMA PRA Category 1 Credit(s)™ per session (refer to section introductions). 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 these CME programs have any relevant financial relationships to disclose.

Continuing Education for Psychologists (CE):
The Psychoanalytic Center of Philadelphia is approved by the American Psychological Association to sponsor continuing education for psychologists. The Psychoanalytic Center of Philadelphia maintains responsibility for this program and its content.

Continuing Education for Social Workers (CE): In accordance with the requirements of the Commonwealth of PA dated 12/23/06 [49 PA. CODE 47—49], the American Psychological Association (APA) is a pre-approved provider for social workers and clinical social workers in the State of Pennsylvania and the Psychoanalytic Center is approved by the American Psychological Association to sponsor continuing education programs.

For further information, please contact the administrative office of the Psychoanalytic Center of Philadelphia.

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The didactic portion of the curriculum consists of a series of seminars, given weekly over a five-year period, which are designed to impart a thorough knowledge of psychoanalytic theory beginning with Freud’s early discovery of the unconscious mind and encompassing conflict theory, ego psychology, object relations theory, including British and North American contributions, self-psychology, perspectives on narcissism and an understanding of the relational perspective. The curriculum keeps abreast of contemporary issues such as developments in female psychology, trauma theory, current research in child development, and current findings in neuroscience. Candidates are encouraged to obtain the Standard Edition of Freud’s works; a set is also available for use in the Institute's library. Other readings are provided by the Center’s library.

The seminars are presented in four tracks: Theory, Development, Pathology and Technique. Technique is taught in seminars as well as in Continuous Case Conferences, in which a single case is followed over the duration of the course. An active Curriculum Committee carefully reviews courses and explores ways in which new areas of knowledge (for instance, neuroscience) may be incorporated into the training. Candidate representatives sit as voting members on the Curriculum Committee as well as on other committees of the Institute.

All class sessions are one hour and fifteen minutes long, and each session offers 1.25 CE/CME credits.

YEAR ONE

Beginning Analysis
5 sessions

The aim of this course is to orient you to the study of the theory and practice of psychoanalytic technique. We will begin with a review of everything you need to know about being an analytic candidate. We will then do an overview of psychoanalytic technique as it is practiced in the psychoanalytic world today, and go on to the specifics of technique from the time you spot a potential analytic patient until the actual start of analysis. This will include some theory, particularly about the frame of the analysis, but most of what we cover will be practical.
Basic Metapsychology
5 sessions

This course aims at familiarizing fresh psychoanalytic candidates with the principles of metapsychological functioning. The focus will remain upon the mechanisms, dynamics, and structures of the mind, especially as they are portrayed in classical theory. Thus, the characteristics of system Ucs as against those of system Cs will form a central theme. Papers that Freud declared to comprise his ‘metapsychology’ will be carefully read and discussed and so will be Rapaport’s later summation of these and subsequent contributions. A discussion of the controversial concept of death instinct shall also be included.

Orientation to History of Psychoanalysis
5 sessions

Course description to be published at a later date.

Motivation and Drives
5 sessions

The course examines the nature of theory and how the questions we ask shape the answers we find. Some models of motivation from outside psychoanalysis are presented, as is the question of whether one is looking at a one-person psychology or a multiple person psychology. The question of what information is relevant to a psychoanalytic model is raised; e.g. do we need to consider empirical research on infancy on refining our theories? The course begins with a discussion of what Freud meant by drives and wishes and a presentation of his developmental theory, along with Erikson’s expansion of the psychosexual to the psychosocial model. The psychoanalytic understanding of aggression is discussed, along with its relationship to libido, narcissism and object relations. Motivations related to the self (self-preservation, security, self-esteem, well-being) are discussed. Attachment theory is discussed along with the relative values of one-person and two-person perspectives.

Structural Theory: Ego and Superego
10 sessions

The course will trace the evolution of Freud’s thinking as he worked to develop a model of the mind. At the heart of his theorizing, he wanted his model to reflect the central role of mental conflict and compromise. Candidates will start with the pre-psychoanalytic observations on conflict, followed by his early model—the topographic model. The empirical problems with this model and its later revisions in the structural model will then be considered, along with various features of the structural model, as well as some of the limitations and subsequent
reformulations. Candidates will examine the shifts in emphasis and complexity, and look at these in the context of an evolving cultural and psychoanalytic milieu.

**Basic Psychoanalytic Process**

*10 sessions*

This course will introduce the first year candidate to psychoanalytic technique. It will cover:
1. Consultation process – initial contact; the consultative interview; recommending treatment; discussing practical arrangements; and discussing the analytic procedure.
2. Finding analytic patients – carving a niche and developing referral sources.
3. On being a psychoanalytic candidate – didactic courses; supervision; supervised cases; participation in activities of the Psychoanalytic Center of Philadelphia; and writing and publication.
4. The concept of a standard or classical analytic technique – Eissler’s curse: the idea of parameters.
5. The analytic attitude – search for understanding; empathy; flexibility; consistency; reliability; and appreciation of the patient.
6. The relationship in psychoanalysis – old versus new; analyst as arbiter; and the therapeutic alliance.
7. Basic principles of technique – neutrality; anonymity; abstinence versus gratification; and confidentiality.

**Psychoanalytic Listening**

*5 sessions*

Starting with a psychoanalytic point of view, what the analyst feels, shows interest in, is curious about, conceptualizes and ultimately listens for within the unique working relationship with the patient will be explored. The emotional state of mind of the patient, the inner experience of, and the stance taken by the analyst, and the verbal and non-verbal modes of communication within the dyad will be considered.

Principles of process versus content, primary versus secondary process, free versus elicited associations and activity versus passivity in analytic listening will be highlighted. How the ideas and theoretical focus of various psychoanalytic authors affect the nature of ones listening will be given priority.

This course is organized around the presentation of the points of view and clinical illustrations by various authors concerning psychoanalytic listening. Starting with S. Freud recommendations, we will, in succeeding weeks, review the approaches taken by J. Arlow, P. Grey, E. Schwaber, R. Stolorow, I. Jacobs, T. Ogden, H Smith, P Herman, and J. Sandler.
Affect and Resistance

10 sessions

This course will cover the role of affect, emotion and feeling in psychoanalytic theory and practice: what they have to do with psychological healing, with psychoanalytic knowledge and with the psychoanalytic process of making the unconscious conscious. Among the specific topics covered will be transference, countertransference, resistance, enactment. The relationship between affects and drives, and the role of affect in personality organization.

North American Object Relations

5 sessions

This course presents an introduction to the development of object relations theory in North American psychoanalysis and to the specific and varied thinking of some of its proponents. The intention of the course is to show the natural progression of the object relations perspective out of earlier instinct theory and ego psychology. The course will emphasize those thinkers who tended to integrate their perspective with the pre-existing body of psychoanalytic thought. The writings of Hans Loewald will act as the backbone of the course and will serve admirably to accomplish this goal. Also illustrated will be the thinking of Margaret Mahler, Arnold Modell, and Otto Kernberg.

Writing Seminar

5 sessions

The purpose of this course is to prepare you to write case write-ups describing the work you do with your analytic patients. Psychoanalytic case writing may be quite different from other forms of clinical reports that you have mastered. I hope that you will come to experience the process of writing as a helpful and creative way to deepen your understanding of your control cases, and that you will feel encouraged to share your writing with your peers in the future.

To best facilitate these goals, I will focus on the process of writing itself, rather than inundating you with multiple papers about writing, as there is no better way to procrastinate on a report than by reading! Most weeks will you have one assigned short reading, which we will discuss briefly and then utilize the key points to conduct writing exercises.

Be prepared to present material from analytic cases if possible, but note that psychotherapy cases may also be presented if necessary. Note that by week 4 you will be expected to have completed a 5-page case report that briefly summarizes the course of treatment with a patient and provides examples of psychoanalytic process.
I encourage you to read through “Bob & Susan’s Favorite Faux Pas” which is a list of common grammatical, spelling and stylistic mistakes that can mar an otherwise well-written report. Note, however, that the written word developed first as a form of expression rather than a set of grammatical rules, so attend foremost to the sense and sound of what you are trying to write. Edits and corrections can always be made later.

I believe that the best report is the “good enough” report that avoids the impossible superego demand of perfection, that naturally reflects a deepening attunement to the dynamics of the case, and that is written with a minimum of delay and fuss. If I were to impart only one piece of wisdom to you by the end of this course, it would be the following maxim: “The best report is a finished report.” Writers (and psychoanalysts) need to be able to prevent the fantasy of the perfect from becoming the enemy of the good enough.

Development: Infancy
5 sessions

This course focuses on development in the first year of life. For the first three sessions, we will read about and discuss normal development, including inborn and developing psychophyslogic, emotional and cognitive abilities; mutual and self-regulation; dyadic systems; attunement, dysregulation and repair; the development of the self; and moods and rhythms. The readings will include works by Beebe, Stern, Pine, and Tronick. We will then take the last two sessions to examine the role of trauma in the first year of life, including intergenerational transmission, and the effects of parental depression on development in infancy. The readings for this portion include Fraiberg, Stern, and Tronick. Candidates will write up their observations of a baby, and we will discuss some of those written observations in the class.

Beginning Phase Case Conference
10 sessions

Course description to be published at a later date.

Defense and Resistance
5 sessions

The purpose of this course is to provide you with a brief overview of defense and resistance, as it manifests itself within the clinical process. By clinical process, I mean to bring together its fundamental role in the psychology of all individuals and how honoring defense and resistance plays a singularly important role in deepening the clinical process safely, thus allowing for an emotionally transformative experience in psychoanalysis, while at the same time, the deepening of ever more powerful and complex affects, cognitions and unconscious fantasies
can be scary for the patient and analyst, leading to complex, tricky and potentially transformative transference and countertransference enactments of defense and resistance. I hope to emphasize this dynamic, mutually focused perspective to each week, even as we establish the basics of defense and resistance in psychoanalytic theory and practice in the first two weeks.

**Development: Toddlerhood**

*5 sessions*

This course focuses on the developmental issues that emerge in the second and third years of life. These include: separation/individuation; autonomy; shame; aggression; words and symbolization; object constancy; the discovery of sexual differences; and the development of inner conflict. We will explore the above issues from a psychoanalytic theoretical perspective while simultaneously making use of a developmental perspective to further our understanding. In addition we will look at the multiple determinants of behavior; intrapsychic functioning; and the dynamic interaction between child and family/environment.

These factors provide the underpinnings for technique. While this is not a technique course, and we will concentrate on theory, it is useful to keep in mind how these factors speak to the therapeutic relationship, interpretation and intervention, and clinical challenges. It is useful to contemplate the interplay between theory, clinical concepts and practice.

**YEAR TWO**

**Female Psychology**

*10 sessions*

This course examines female psychology beginning with Freud's initial formulation and noting modifications and innovations within the framework of psychoanalytic theory. Recent contributions from direct infant observation are studied.

**Development: Early Genital and Oedipal Phase**

*10 sessions*

The Oedipal phase: many developmental issues emerge strongly during these years. Oedipal fantasy is the result of and allows for the modulation of sexuality and aggression; the ability to distinguish reality from fantasy; psychic equivalence and pretend mode; the capacity for mentalization and self-reflection; and the capacity for guilt and conscience; and enhanced gender identity and gender consolidation.
Transference
5 sessions

The psychoanalytic literature on transference is rich and varied. While many current papers address the intertwining of transference and countertransference, in this course we will read work focused principally on transference. One objective will be to obtain a solid perspective on the evolution of thought on the subject from Freud's 1912 “Dynamics of Transference” through the century following, including contemporary controversies representing different theoretical and clinical points of view. Another objective is to consider the clinical use of transference and how the transference is experienced and dealt with by the practicing analyst or therapist. The clinical aspect of transference is already present in Freud’s writings and we will see how today’s analysts agree or differ with Freud’s ideas. Many of our readings will illustrate theory with extensive clinical material, giving us much to discuss about work with or within the transference as the aspect of practice that, for many, defines what we as analysts do differently from other clinicians.

Counter-Transference
5 sessions

This course will begin with an overview of the development of psychoanalytic thinking about countertransference. We will discuss the impact of analytic training on candidates’ countertransference. We will then move forward to various contemporary views of countertransference, including enactments, role-responsiveness, and the analytic third. We will explore the analyst’s love, hate, and erotic longing for the analysand, as well as various common countertransference formations: e.g. with analysands who are experienced as needful, demanding, loving, boring, appreciative, contemptuous, sadistic, hateful, or unappreciative. Participants are encouraged to bring in clinical examples of countertransference and enactments. The syllabus includes readings by Gabbard, Jacobs, Winnicott, Casement, McLaughlin, Ogden, Katz, and Davies.

Interpreting Dreams I
5 sessions

The first two sessions will start where the understanding of dreams itself started: with Freud. The course focuses on clinical approaches, but the first step in working clinically with dreams is understanding them, and that means thoroughly knowing dream theory. You can’t use dreams in your practice without understanding them. As the Talmud says, “A dream which has not been explained is like a letter which has not been read.” Like all mental phenomena, dreams have many meanings, and they can be interpreted from many different viewpoints. But it all
started with Freud, so that's where the course begins. Throughout the course, students work with real dreams and present a dream each session.

**Gender and Sexuality**

*10 sessions*

In recent years, the cutting edge of theory on sex and gender has been marked by a return to Freud’s Three Essays on Sexuality and their radical elaboration of infantile sexuality and the fate of the sexual drive in human development. Major feminist and queer theorists have used Freud’s writings as the starting point of critiques of cultural practices as well as of psychoanalytic theory and practice. For most of the mid-twentieth century the psychoanalytic mainstream focused on the developmental narrative of reproductive heterosexuality, in sync with the social and legal suppression of non-normative sexualities in the surrounding culture. A re-theorizing has occurred on both sides of the Atlantic, and with very different psychoanalytic inflections accordingly. Drive theorists, self-psychologists, object-relational, relational, inter-subjectivists, attachment theorists, Lacanians—all approach (or avoid) the subject differently.

This ten week course will attempt to do the following: survey the psychoanalytic writings on sexuality from Freud’s Three Essays on Sexuality (1905) to the present; identify fault lines in theoretical approaches, including the ways in which theories of sexuality tend to lean on a variety of normative or developmental narratives, whether biological, cultural or moral ones; re-consider the status of the seduction theory; and, question the usefulness of the concept of perversion. We will make use of Jean Laplanche’s Freud and the Sexual, as well as a broad sampling of the most illuminating and provocative writers on the subject including Judith Butler, Muriel Dimen, Leo Bersani, Peter Fonagy and Ruth Stein.

**Relational Theory I**

*5 sessions*

In this course we will focus on some of the key topics and concepts in Relational Psychoanalysis. Relational Psychoanalysis is relatively new (beginning in the 1980s) and it draws from a range of psychoanalytic schools of thought, including object relations theory, interpersonal psychoanalysis, self psychology, neo-Kleinian theory, and contemporary Freudian theory. There has been some debate as to whether this is evolution or revolution. That is something you might want to consider as you read these papers. While this is a theory course, I think it is important to also keep a clinical focus. Therefore, as you read, think about your patients and what you might find useful for your own work. Consider also while reading how these shifts in theory result in shifts in the meaning of some central analytic concepts, and what are the implications for technique. For example: How do we come to know the patient? What is the
mode of therapeutic action? What is the role of insight? How do we understand the nature of mind? How do we understand transference and countertransference?

Child Continuous Case Conference
15 sessions

Adult division candidates will join child division candidates to hear a single child case, which is presented over the entire fourteen weeks. Issues of technique and understanding of the case are discussed. This course complements the Development course given this year.

Neurosis
10 sessions

This course will attempt to impart an understanding of neurotic process, in particular in relationship to hysteria, phobia, and obsessive-compulsive neurosis. The class will read Freud’s cases on these subjects, as well as relevant contemporary literature; we will try to read, or at least infer, some of the intellectual history in the periods between then and now. It will also be important to try to understand something of the relationship of analytic ideas to current thinking on these topics in general psychiatry and psychology. The course will begin with a class on symptom and character formation. We will consider questions of how symptoms and character form, along with the relation between the two; how do symptoms affect, transform into, emerge from, character? These are questions we should continue to contemplate throughout the remainder of the course (and beyond).

We will proceed with four sessions covering hysteria and phobia, including Dora and Little Hans, followed by three sessions covering hysteria and phobia, including Rat Man. Some additional questions to consider: What distinguishes these diagnostic categories? How identifiable and discrete are they? Is it clinically useful to use these classifications? If so, how?

Symptoms are not limited to the traditional categories. For Session 9 I have introduced a class on sexual symptoms (impotence, premature ejaculation, anorgasmia, “frigidity”, etc.) which are very important in analytic practice, do not fall neatly into the preceding categories, and which seem seldom to be explicitly brought into analytic curricula.

Adult Continuous Case Conference
10 sessions

The central aim and focus of this continuous case is to learn from the case material, learn from each other and to share our analytic ideas, approaches and views. The case will be a springboard for discussion. The overarching theme will be looking at resistance from many different facets. It should be noted that this theme is loosely devised and we have the flexibility
to move in the direction that is inspired by the case material and the group. In order to help facilitate these discussions we have organized a reading list. While we will touch upon the reading we do not want the reading to be a “resistance” to get into the case material. So the reading is there as a guide with the hopes that it exposes you to some material that can help further facilitate thinking, reflecting on the clinical material and our discussions.

**Unconscious Fantasy**  
*5 sessions*

This course will examine the concept of fantasy in clinical work. We will explore the interplay of unconscious fantasies of analyst and patient and examine ways in which this dynamic can impede or advance analytic process. Fantasies of young children will be included, as we examine the concept of fantasy from a developmental basis as well. Candidates will have an opportunity to present clinical material in examining fantasies from patients.

**YEAR THREE**

**Adolescent Continuous Case Conference**  
*15 sessions*

Course description to be published at a later date.

**Development: Latency**  
*5 sessions*

This course will explore the many developmental changes and achievements that take place between the ages of approximately six to eleven. This has historically been referred to as the period of *Latency*, a "quiet" period characterized by a "biological lessening of drive activities" (Freud, 1926) during which ego defenses are reorganized and behavior is static. Through our readings, observations and discussions, we will see in fact that this phase of development is indeed a rich, complex, fascinating and delightful period during which many physical, emotional and cognitive changes take place. Childhood experience at home, at school and with peers further solidifies those qualities which become fundamental elements of a child's personality. We will discuss characteristics of latency, development of defense mechanisms, shifts in object relations including development of friendships, hero worship, and shifts in family dynamics, play, learning, and moral development through our readings, as well as through observations in literature, film and life.
Narcissism

10 sessions

This course examines the development of psychoanalytic conceptions of narcissism starting with Freud's 1914 paper. The ideas in this paper both contributed to an elucidation of the concept of narcissism and to the confusion surrounding it. Later papers exploring the elaboration of Freud's ideas in attempts to clarify the uses and meanings of this concept are also critically read and examined. The course also provides an introduction to the theoretical innovations of Self Psychology and the work of Heinz Kohut and his colleagues.

Development: Adolescence

5 sessions

This course reviews the physical development and physiological changes as a backdrop for the psychological challenges that face the child as he/she matures from latency into an adult sized and adult equipped person. These challenges include what to do with the new equipment, increased and elaborated urges stimulated by changing hormonal balances, increasing independence and social demands. We then move on to different conceptualizations of normative adolescent psychological development. We evaluate these conceptualizations with clinical material either from the literature or brought in by students. The goal is to come away with a working conceptualization of adolescence informed by the literature.

Trauma: Theory & Technique

10 sessions

This course provides an overview of contemporary analytic thinking about trauma, linking it with classical views and current psychiatric thinking. There is particular emphasis on such topics as developmental considerations, repetition, reconstruction, trauma memory, inter-generational transmission, transference, countertransference, technique, and dissociative psychopathology.

Interpreting Dreams II

5 sessions

The course will build on the “Interpreting Dreams” course by integrating clinical material with readings and discussion about the different ways in which dreams inform the analytic process. Examples of how this may occur include dreams with close ties to the transference, dreams that speak to the patient’s unconscious experience of an enactment, the analyst’s dreams about patients, and dreams that address themes at different parts of the treatment, including the patient’s first dream and dreams that emerge during the termination phase. We will also talk about if, when, and how to intervene in response to dream material (e.g., timing, tact, dosage)
as well as different ways of formulating clinical interventions and tracking the patient’s subsequent associations in response to the dream. If you have a control case in which the patient has presented a dream(s) as part of the analysis, please share this material. We will work toward balancing readings with clinical material.

**Adult Continuous Case Conference**  
*10 sessions*

The central aim and focus of this continuous case is to learn from the case material, learn from each other and to share our analytic ideas, approaches and views. The case will be a springboard for discussion. The overarching theme will be looking at resistance from many different facets. It should be noted that this theme is loosely devised and we have the flexibility to move in the direction that is inspired by the case material and the group. In order to help facilitate these discussions we have organized a reading list. While we will touch upon the reading we do not want the reading to be a “resistance” to get into the case material. So the reading is there as a guide with the hopes that it exposes you to some material that can help further facilitate thinking, reflecting on the clinical material and our discussions.

**Enactments**  
*5 sessions*

This class will consider the place of enactments in psychoanalytic theory and practice. It will review the origins of the concept and its place in the development and history of analytic technique. Among the questions candidates will consider are: To what extent are enactments inevitable? Do enactments tend to promote or hinder analytic process? Are they best thought of as part and parcel of the analytic process or as occasional events? What factors may push toward action and enactment? How is the concept of enactment related to the concepts of neutrality and self-disclosure? How are enactments related to boundary crossings and boundary violations? Central articles from mainstream and relational analytic literature as well as clinical vignettes from participant’s experience will be discussed.

**YEAR FOUR**

**Development: Adult**  
*5 sessions*

This course will explore the adult lifecycle. The normal lifecycle developmental issues and associated psychopathology will be considered from a variety of psychoanalytic perspectives.
The challenges, possibilities, and limitations of adult development will be discussed, and the course will consider the theoretical and clinical value of the lifecycle perspective.

**Depression**  
*5 sessions*

This course will deal with clinical and theoretical aspects of the broad range of depressive states. It will consider the nature of depressive affect, the role of the superego, narcissistic injury, conflict, loss, separation, and early maternal deprivation. Issues of psychoanalytic treatment will also be discussed.

**Psychoanalysis and Psychotherapy: Similarities and Differences**  
*5 sessions*

Course description to be published at a later date.

**Advanced Psychoanalytic Process**  
*5 sessions*

The Psychoanalytic Process is the bedrock of an analysts clinical work. It is what we look for in defining psychoanalysis, cure, graduation and certification. At the same time, it is an elusive concept. Inter-rater reliability in identifying it is weak, though the stridency of various proponents is strong. Candidates in this course will study and compare different authors' views of the psychoanalytic process and note how it relates to their theories of cure. Working from the literature and detailed process notes, candidates will demonstrate on a micro level our various understandings of the analytic process. This should enrich the sense of what we mean when we describe something as psychoanalytic and how we understand psychoanalytic cure.

**Relational Theory II**  
*5 sessions*

Although the Psychoanalytic Institute has a tradition of being grounded in classical psychoanalysis with an ego-psychological emphasis, in reality can be quite eclectic. Relational concepts have been embodied in all of the technique learned so far. The purpose of this course is to focus specifically on the relational approach: on its history and relationship to the ideas and approaches of other psychoanalytic schools. The course will tend to focus on the work of Steven Mitchell, an outstanding figure in the relational school, but will include works by most of the current leaders of relational thinking.
Adult Continuous Case Conference
10 sessions

The central aim and focus of this continuous case is to learn from the case material, learn from each other and to share our analytic ideas, approaches and views. The case will be a springboard for discussion. The overarching theme will be looking at resistance from many different facets. It should be noted that this theme is loosely devised and we have the flexibility to move in the direction that is inspired by the case material and the group. In order to help facilitate these discussions we have organized a reading list. While we will touch upon the reading we do not want the reading to be a “resistance” to get into the case material. So the reading is there as a guide with the hopes that it exposes you to some material that can help further facilitate thinking, reflecting on the clinical material and our discussions.

Ethics
5 sessions

This course addresses a variety of ethics issues. It includes discussion of sexual boundary violations, but also a wide variety of non-sexual issues with ethical dimensions, such as self-disclosure, handling of gifts, potential conflicts of interest, dual relationships, and confidentiality dilemmas. The course also addresses the complexities of reporting and adjudicating ethics complaints.

YEAR FIVE

Borderline Pathology
5 sessions

This course will attempt to integrate developments in contemporary psychoanalytic theory with the classic ego-structural approach. Concepts derived from the differing theoretical paradigms will be studied in relation to their relevant phenomenological problems within the borderline and narcissistic realms. Historic and author-focused perspective will be used along with an analytic database to address problems in the modifications of technique.

Klein and British Object Relations
10 sessions

Course description to be published at a later date.
Perversions
5 sessions

Course description to be published at a later date.

Termination
5 sessions

As a part of each class, the instructor presents clinical material from a case currently in termination. The students will apply what they read about to the clinical material.

Among matters to consider are the following:

- How do (or don’t) termination-related concerns appear in clinical material?
- How important is the termination phase?
- To what extent are previously analyzed conflicts revisited in the termination phase?
- To what extent might previously hidden conflicts become manifest?
- Does termination raise particular concerns with particular sorts of conflicts, character difficulties, or symptoms? If so, which?
- Does termination itself have particular meanings that need to be addressed?
- What is the role of regression in termination?
- How is a termination date decided? By whom? Role of each party?
- How are terminations for candidates different from those of other patients?
- Are there particular transference and countertransference concerns in termination?

Adult Continuous Case Conference
10 sessions

The central aim and focus of this continuous case is to learn from the case material, learn from each other and to share our analytic ideas, approaches and views. The case will be a springboard for discussion. The overarching theme will be looking at resistance from many different facets. It should be noted that this theme is loosely devised and we have the flexibility to move in the direction that is inspired by the case material and the group. In order to help facilitate these discussions we have organized a reading list. While we will touch upon the reading we do not want the reading to be a “resistance” to get into the case material. So the reading is there as a guide with the hopes that it exposes you to some material that can help further facilitate thinking, reflecting on the clinical material and our discussions.
**Writing for Certification**

*5 sessions*

Course description to be published at a later date.

**ELECTIVES**

**MASTERS SERIES**

The Masters Series classes are required for Third, Fourth, and Fifth Year Candidates, and are open to other members of the Psychoanalytic Center of Philadelphia. The topics for the Masters Series courses vary each year. Below are our offerings for 2015-2016:

**French 101: A Survey of Major Theorists**

*Thomas Wolman MD and Elaine Zickler PhD, LCSW*

*10 sessions*

This Master Class will consider five major French Theorists who have influenced the theory and clinical practice of psychoanalysis on the international stage in the past fifty years: Jacques Lacan, Andre Green, Jean Laplanche, Julia Kristeva and Joyce McDougall. Selected articles will focus our learning on the critical areas each of them staked out in relation, first, to Freud’s work and, second, to the different theoretical and clinical directions taken by North American and British Psychoanalysis in the second half of the last century. Their work provides a critical commentary on and an alternative way of reading and thinking about crucial areas of psychoanalytic interest including, but not limited to: the role of language and signification; the maternal/semiotic; inter-subjectivity and the role of the other; the place of the ego; re-thinking narcissism; the infantile sexual unconscious; and, the psyche-soma. While each of these writers deserves a course devoted to their work, we hope that this sampling will open a door to the variety and riches of French psychoanalytic thought while contextualizing it in the field of Freudian and post-Freudian psychoanalysis with which North American analysts are most familiar.

**Roy Schafer**

*Ted Fallon, MD*

*10 sessions*

This class will review Roy Schafer's writings and ideas from his beginnings to the published work from his festschrift published in 2013. Roy Schafer, a student of David Rapaport, Erik Erikson and Hans Loewald, and one who closely studied Sigmund Freud, wrote extensively about his
own unique understanding of psychoanalysis, continuing where his teachers left off. His thinking and writing is unique and rare among psychoanalysts. Although it contains complex theoretical and philosophical ideas drawn from wide ranging disciplines, his thinking and writing is aimed at understanding the clinical encounter. The truly amazing part of his work is that it is easily accessible—easily read and understood.

He is at the same time deeply critical and highly respectful of those ideas that came before him. He describes himself as a young man with “...long-range aspirations [wanting to] master Freud, Rorschach and Marx. In the course of events [he] dropped Marx from his program, though not his own leftish leanings...” Robert Michels writes of him that he is “a giant standing on the shoulders of other giants.”

Although it would be too much to read all of his published work (over 100 pieces), let alone what others have written about his work, this seminar will touch on some of the main themes of his work that have been most influential. Greenberg (2013) notes that to explore Schafer's writing is “...to explore what amounts to the entire history of our discipline as it has unfolded over the last half century or more...there is virtually no aspect of psychoanalysis--theoretical, clinical, applied--that has not been touched and changed by [Schafer's] thinking.” As we read this material, we will begin to see some themes emerging in all of his work including the idea that the mind can be interpreted but never finally and completely understood, and that psychoanalysis is a deeply human process.

ADVANCED COURSES

Advanced Courses are required for Fourth and Fifth Year Candidates and are open to other members of the Psychoanalytic Center of Philadelphia. The topics for the Advanced Courses vary each year. Below are our offerings for 2015-2016:

**Psychoanalytic Inquiry and its Relationship to Clinical Research**

*Mark Moore, PhD & Jed Yalof, PsyD*

*5 sessions*

This will be a 5-week course that will focus on conveying to candidates the value of applying a research perspective to their clinical work. While we hope that the course will deepen candidates' interest in research and their comfort in evaluating the literature, our goal is not to teach them how to do research but rather how to think as a researcher in order to develop their critical abilities as analysts.

To that end, the course will begin will an overview of research as applied to psychoanalysis, the methodologies used to study psychoanalysis, relevant findings and outcomes as well current questions and controversies. The class will then take three sessions to focus on the following
areas: (1) assessment of analyzability and its relationship to case formulation (with clinical material from an analysis) using psychological tests as research measures, (2) psychoanalytic process, change across time and the middle-phase; and (3) outcomes and their relationship to termination. The final class will require candidates, by way of a thought experiment, to present on a clinical issue in their analytic work using what has been learned in the class.

Throughout the course, an emphasis will be placed on candidates critically considering the nature of psychoanalytic concepts that they use in their clinical work. They will be helped to clarify their understanding of how theory is applied to practice, to question assumptions about that relationship, and to sharpen their ability to recognize key elements of process and outcome.

**Discovering Dynamic Texts in Literature and Psychoanalysis**

*David Sachs, MD*

*5 sessions*

In his classic book, *Reading for the Plot*, Peter Brooks writes, "Psychoanalysis, after all, is primarily narrative art, concerned with the recovery of the past through the dynamics of memory and desire." (p. xiv) In a similar way as the analyst wants to understand her patient, Brooks wants "to see the text itself as a system of internal energies and tensions, compulsions, resistances and desires." (ibid) Looked at this way studying a text for its hidden dynamics can augment case conferences in learning how to do clinical analysis. This course is designed to test this idea through a close reading of one novel, *Enduring Love* by Ian McEwan, and four short stories to be selected before the Fall semester begins. Instead of applying psychoanalytic concepts to the text, we will try to discover these concepts in the text just as we ask ourselves to discover the Oedipus complex in the text of the patient's associations.

**Explorations of Applied Psychoanalysis When Collaborating with Other Professions**

*Craig Lichtman, MD, MBA*

*5 sessions*

Psychoanalytically informed work outside of the clinical psychotherapeutic situation has been gaining increasing attention in recent years. In this course, we will focus on ways to apply psychoanalytic/psychodynamic concepts to non-clinical situations, especially when attempting to collaborate with other professions, such as in law, healthcare, and business. Our meetings should serve as a workshop to inspire each participant to think about how to communicate with other professionals and how to expand practice opportunities. Although background readings about theory will be assigned, the main focus of our meetings should be on discussions of **how to apply** the theories and concepts. During our last meeting, each participant should be prepared to present their own ideas about how they might expand their own practice. I will get
us started by sharing some of my work, which has included writing for publications for non-psychoanalyst audiences. I have also included samples of what others have written about experiences of applying psychoanalytic ideas. Readings will be from the psychoanalytic/psychodynamic, medical/psychiatric, business/leadership, and mediation/negotiation literature.

**Shakespeare, Psychoanalysis, and the Meaning of Life**

*Elio Frattaroli, MD*

*5 sessions*

Although Freud is often credited with discovering the unconscious and the universality of conflict between unconscious and conscious motives, Shakespeare had understood and clearly depicted these crucial dimensions of human nature three centuries earlier. As described by Shakespearean critic Maurice Morgann in his 1877 essay on Shakespeare's character Falstaff:

> [Shakespeare] boldly makes a character act and speak from those parts of the composition which are "inferred" only, and not distinctly shown. ...it may be fit to consider them rather as Historic than Dramatic beings; and, when occasion requires, to account for their conduct from the WHOLE of character, from general principles, from latent motives, and from policies not avowed.

In this class we will read somewhere between two and five plays and I will suggest a DVD version of each play that we read that we should all watch to enliven our reading. The idea will be to explore Shakespeare's understanding of human nature and compare it to Freud's, considering the questions, "In what sense can we claim to know what Shakespeare's understanding of human nature is? Can we be any more certain that we know what Freud's understanding of human nature is? If so how so and if not why not?" We will begin with a discussion of Hamlet, comparing Shakespeare's understanding of Hamlet's Oedipal conflict to Freud's. Next we will talk about Midsummer Night's Dream, comparing Bottom's personality and experience of the world with Theseus's and considering the implications of this comparison for psychoanalysis. Depending on how it goes we could spend the five weeks on these two plays alone and still have plenty left to talk about. But I will be prepared to discuss 3 other plays. In choosing these plays I will consider requests by anyone who is planning to take this elective who wants to study a particular play.
Child Psychoanalytic Program

The five-year child analytic curriculum consists of courses in basic development which are taken along with adult candidates, courses in advanced development and technique (which includes theory, pathology, technique and clinical application) observation in various settings, young child and adolescent continuous clinical case conferences, and a project which demonstrated the ability to think analytically about the psychoanalytic process.

All class sessions are one hour and fifteen minutes long, and each session offers 1.25 CE/CME credits.

YEAR ONE

TECHNIQUE

Psychopathology and Clinical Technique in Infancy and Toddlerhood

18 sessions

This course examines infant and toddler development in depth, considering the key role and the parent in this process. We will be including historical work from authors such as Melanie Klein, Anna Freud, John Bowlby, Reney Spitz, Selma Fraiberg, Donald Winnicott and Margaret Mahler, as well as more recent work from authors such as Daniel Stern Ed Tronic, Peter Fonagy, Allan Shore and other contemporary writers. We discuss effects of trauma and deprivation on development as well as biological challenges to development such as heightened sensitivities, learning deficits and autistic spectrum disorders on development. We also consider techniques used in working clinically with infants, toddlers and their parents.

Case Acquisition

8 sessions

This course will consider where to find child analytic cases, when to consider parent guidance, psychotherapy, and psychoanalysis, how to talk with parents about the recommendation of psychoanalysis, and how to begin a child psychoanalytic case.
Child Continuous Case Conference

14 sessions

A Continuous Case Conference will be offered in the Spring of Year One. This conference will focus on a single young child case. The case will come from a candidate if such a case is available. If not, then a faculty will present a case.

THEORY

Toddlerhood

5 sessions

Course description to be published at a later date.

Oedipal

5 sessions

The Oedipal phase: many developmental issues emerge strongly during these years. Oedipal fantasy is the result of and allows for the modulation of sexuality and aggression; the ability to distinguish reality from fantasy; psychic equivalence and pretend mode; the capacity for mentalization and self-reflection; and the capacity for guilt and conscience; and enhanced gender identity and gender consolidation.

DEVELOPMENT

Infancy

5 sessions

This course focuses on development in the first year of life. For the first three sessions we will read about and discuss normal development, including inborn and developing psychophysiologic, emotional and cognitive abilities; mutual and self-regulation; dyadic system; attunement, dysregulation and repair; the development of the self; and moods and rhythms. The readings will include works by Beebe, Stern, Pine, and Tronick. We will then take the last two sessions to examine the role of trauma in the first year of life, including intergenerational transmission, and the effect of parental depression on the development in infancy. The readings for this portion include Fraiberg, Stern, and Tronick. Participants are encouraged to relate the readings and information to clinical experiences and observations.

Toddlerhood and the Very Young Child

5 sessions

This course focuses on the developmental issues that emerge in the second and third years of life. These include: separation/individuation; autonomy; shame; aggression; words and
symbolization; object constancy; the discovery of sexual differences; and the development of inner conflict. We will explore the above issues from a psychoanalytic theoretical perspective while simultaneously making use of a developmental perspective to further our understanding. In addition we will look at the multiple determinants of behavior; intrapsychic functioning; and the dynamic interaction between child and family/environment.

These factors provide the underpinnings for technique. While this is not a technique course, and we will concentrate on theory, it is useful to keep in mind how these factors speak to the therapeutic relationship, interpretation and intervention, and clinical challenges. It is useful to contemplate the interplay between theory, clinical concepts and practice.

**Observation of Infant and Pre-school Children**

Using daycare centers, Infant and Toddler Parent/Child groups, as well as videotaped material, we will observe normal child development. This class will require written work.

**YEAR TWO**

**TECHNIQUE**

**Psychopathology and Clinical Technique in Latency**

*25 sessions*

This course examines development of the Latency age child in depth and the key role of the family. Topics will include mentalization, Gender development, Aggression and its vicissitudes, Impulse and Affect regulation and global inhibition, Learning disorders, Loss and Grief, and the psychopathology involved in enuresis, school refusal and divorce. We will consider clinical techniques in working analytically with latency age children and their parents.

**Continuous Case of an Oedipal or Latency Child**

*16 Sessions*

A Continuous Case Conference will be offered in Year Two. This conference will focus on a single ongoing child case. The case will be chosen from the available ongoing cases seen by candidates.
**Continuous Case of an Adolescent**

*16 Sessions*

A Continuous Case Conference will be offered in Year Two. This conference will focus on a single ongoing adolescent case. The case will be chosen from the available ongoing cases seen by candidates.

**THEORY**

**Latency**

*5 sessions*

This course will explore the many developmental changes and achievements that take place between the ages of approximately six to eleven. This has historically been referred to as the period of Latency, a "quiet" period characterized by a "biological lessening of drive activities" (Freud, 1926) during which ego defenses are reorganized and behavior is static. Through our readings, observations and discussions, we will see in fact that this phase of development is indeed a rich, complex, fascinating and delightful period during which many physical, emotional and cognitive changes take place. Childhood experience at home, at school and with peers further solidifies those qualities which become fundamental elements of a child's personality. We will discuss characteristics of latency, development of defense mechanisms, shifts in object relations including development of friendships, hero worship, and shifts in family dynamics, play, learning, and moral development through our readings, as well as through observations in literature, film and life.

**Adolescence**

*5 Sessions*

This course begins by reviewing the physical development and physiological changes as a backdrop for the psychological challenges that face the child as he/she matures from latency into an adult sized and adult equipped person. These challenges include what to do with the new equipment, increased and elaborated urges stimulated by changing hormonal balances, increasing independence and social demands. We then move on to different conceptualizations of normative adolescent psychological development including ones by Blos, Erikson, A Freud, Laufer and Dahl. Finally, we evaluate these conceptualizations with clinical material either from the literature or brought in by students. The goal is to come away with a working conceptualization of adolescence informed by the literature.
DEVELOPMENT

Observation of Latency Children

Using public schools, we will observe children at work and play with peers and teacher. This class will require written work.

YEAR THREE

TECHNIQUE

Psychopathology and Clinical Technique in Adolescence
25 sessions

This course examines the development of Adolescent in depth and the role of the family and community in their development. Specialized topics include male and female development, identity formation and adolescent breakdown. We will focus on technique, making use of the extensive clinical literature as well as considering clinical experience of the candidates to motivate examination in particular areas.

Continuous Case of an Oedipal or Latency Child
16 Sessions

A Continuous Case Conference will be offered in Year Three. This conference will focus on a single ongoing child case. The case will be chosen from the available ongoing cases seen by candidates.

Continuous Case of an Adolescent
16 Sessions

A Continuous Case Conference will be offered in Year Three. This conference will focus on a single ongoing adolescent case. The case will be chosen from the available ongoing cases seen by candidates.
YEAR FOUR

TECHNIQUE

Continuous Case of an Oedipal or Latency Child
16 Sessions

A Continuous Case Conference will be offered in Year Four. This conference will focus on a single ongoing child case. The case will be chosen from the available ongoing cases seen by candidates.

Continuous Case of an Adolescent
16 Sessions

A Continuous Case Conference will be offered in Year Four. This conference will focus on a single ongoing adolescent case. The case will be chosen from the available ongoing cases seen by candidates.

SPECIAL TOPICS

Research-Oriented Project

Year four will allow each candidate to focus on a single research oriented project. In the past, candidates have done both individual projects, have worked closely with a faculty on a project, or done a joint project collaboratively with other candidates. The work will culminate in a written piece of work, or a presentation. In the past, these projects have included a literature study of psychoanalytic research methods, detailed video observation of a daycare setting tracking the development of a single child, an extensive collaborative study of object constancy involving literature research, instrument development and testing of analytic material from actual cases, among other literature reviews stimulated by ongoing cases.

YEAR FIVE

Candidates in their fifth year and beyond are required to take two courses a year. One must be a Continuous Case Conference. The other can be any of the following: an elective course or workshop; participation in a study group; or participation in an independent research project or in the writing of a paper for publication.
Adult Psychodynamic Psychotherapy Program

The course work consists of a foundational year of clinical and theoretical seminars, along with group supervision and case conferences. If a student completes the foundational year in good standing and wishes to remain in the program, he/she may continue into the two-year advanced program.

*We are currently transitioning from a two-year program to the new Foundational Year/Advanced Years program. The course listings below reflect the new Foundational Year, and the old Year Two curriculum.*

All class sessions are one hour and thirty minutes long, and each session offers 1.5 CE/CME credits.

FOUNDATIONAL YEAR

TECHNIQUE

Core Dynamic Problems
2 sessions

The course focuses on the six core psychodynamic problems most commonly treated in psychodynamic therapy — depression, obsessively, fear of abandonment, low self-esteem, panic and trauma. The presenting symptoms, essential psychodynamic concepts explaining the problem, psychodynamic treatment goals, resistances, techniques for developing a therapeutic alliance, key psychodynamic techniques, and typical transference and countertransferences are discussed for each.

Evaluation and Assessment
4 sessions

This course investigates psychotherapeutic approaches to effective patient evaluation and assessment. We will explore what can be known and not known at the beginning of treatment and how this information is similar or different from other types of psychiatric consultations. Using articles and clinical experience we consider the methods, purpose, and techniques for effective assessment as well as develop clinically relevant strategies for identifying psychodynamic therapy candidates.
Technique I
6 sessions

This course will describe a basic approach to Psychodynamic Therapy, with some discussion of theory, but principal interest on practical technique. It will cover beginning the treatment, basic psychodynamic principles (such as neutrality, abstinence, anonymity, and confidentiality), the use of dreams; and approaches to the handling of regression, defenses, dysphoric affects, transference, and countertransference. Clinical material will be presented by both students and by the instructor.

THEORY

Overview
3 sessions

This three session course introduces foundational concepts in Psychodynamic Psychotherapy. How is clinical listening from the first evaluation an interaction between the patient's stated words and their unconscious communications; and between the clinician's words and behavior and deeper emotional life? From the perspective of the therapeutic alliance, how can initial anxieties about treatment be discussed in connection with treatment goals and how treatment works? Rather than a source of confusion, can the evolution of psychoanalytic thinking and changing language of its theories positively influence how we listen and react to our patients stories? Is the understanding of spoken words and unspoken behavior of both patient and clinician in the form of transference-countertransference enactments central to this form of treatment?

Psychopathology
5 sessions

This is an introductory course that explores the adult psychopathologies that occur as a result of failures throughout the course of pre-oedipal development. A developmental perspective that focuses on early attachment, narcissism and object relations will be explored. The etiology of a wide range of the “chief complaints” and symptoms that adult patients present with will be identified as students explore the development of the self, and what happens when the mother is not “Good Enough” (Winnicott).

Classical and Modern Conflict Theory
2 sessions

According to Abend who used the term originally, “Modern Conflict Theory” designates our
current conceptualization of the elements of psychological conflict and psychopathology and, by extension, the most useful psychodynamically oriented approach to its treatment. Students will address Freud’s earlier concepts of mental functioning, the development of his thinking into the tripartite or Structural model of the mind, and further elaborations of Ego psychology (particularly our handling of defenses) by more contemporary thinkers such as Brenner, Arlow, and others. Clinical examples and case vignettes will demonstrate the ubiquity of normal and pathological Compromise Formations, reflecting the psychological results of the interaction of the different components of intra-psychic conflict. The role of compromise formations will also be considered in our examination of the fantasies underlying different forms of object relatedness.

Object Relations
2 sessions

In this course, students will consider the complexity of the term “object”. The word appears to change meaning in phrases such as “love-object” “sex-object”, “object of the drive”, “object of desire (wish)”. Students will explore the difference between an “object” and a person. Students will question the possibility of a “relationship” with a lost object – one that is not there. Students will also try to place developments in object relations in geographical and historical context.

Attachment Theory
2 sessions

This course will explore the basic tenets of Attachment Theory and its relationship to other psychoanalytic theories. The course assumes a basic understanding of Bowlby’s attachment constructs and Main’s adult attachment categories, as well as basic research in attachment. We will apply those constructs and categories to the technique of psychodynamic psychotherapy. The course begins with a comparison of Attachment Theory to classical and modern classical psychoanalytic theory, to self-psychology and to North American object relations theory. Using attachment constructs, the course will focus on the technique of psychodynamic psychotherapy from an attachment perspective.

Relational Theory
2 sessions

This course will focus on some of the key topics and concepts in Relational Psychoanalysis and Psychotherapy. Relational Psychoanalysis/Psychotherapy draws from a range of psychoanalytic schools of thought, including object relations theory, interpersonal psychoanalysis, self psychology, neo-Kleinian theory, and contemporary Freudian theory. Students will consider how these shifts in theory result in shifts in the meaning of some central psychoanalytic
concepts, and the implications for technique.

**Self Psychology**

*2 sessions*

This course will track the evolution of self psychology from conflict theory and highlight its conceptualization of development. Key concepts related to understanding of the self, narcissism, and the self psychological approach to treatment will be covered. Emphasis will be placed on the contributions of self psychology to psychotherapy in general, particularly understanding empathy and intersubjectivity.

**Ethics**

*3 sessions*

This course, unlike traditional courses on professional ethics, will not concern itself directly with issues such as privacy and confidentiality, boundaries, multiple relationships, record keeping and competency or informed consent. It will focus instead on understanding ethics in a broader sense of concerning itself with the question of happiness and what is the good life. The course will encourage thinking about and beyond the rules and theories that guide therapeutic interventions, and to recognize and question implicit assumptions about therapy.

**DEVELOPMENT**

**Infancy/Early Childhood**

*5 sessions*

A dynamic understanding of the whole person starts with an appreciation of early development. This lecture series examines basic psychoanalytic theory including self-object constancy, the transitional object, gender theory, the genesis of anxiety, the anal phase, the phallic-narcissistic phase, and the oedipal phase. Analytic case material will illustrate these concepts, supplemented by examples from literature, film, and art.

**Latency and Preadolescence**

*2 sessions*

This course examines latency from development through preadolescence. Sessions will focus on the transition from the oedipal stage into the early latency phase, the tasks, cognitive changes and the elaboration of defenses of latency, the transition between latency and adolescence, and contrasting the clinical picture of an adult with that of latency age children.
CLINICAL

Group Supervision
7 sessions

The Group Supervision class provides a forum for the participants to share clinical material from their daily work. In doing so, an opportunity is created to introduce a psychodynamic perspective for understanding the psychopathology of the patient and also the process that unfolds between therapist and patient as the psychotherapy progresses. Input from the group enriches the dialogue by bringing in different perspectives on the problem / issue presented.

Balint Group
8 sessions

A Balint group session begins with a member presenting a case for the group to discuss. The group learns about the patient through the presenter’s story which includes not only the “facts” of the case but also the presenter’s reactions and responses to the patient. During the facilitated discussion the group members uncover different and new perceptions about the patient's and clinician’s feelings and their experiences with each other. The role of the facilitators is to help participants examine their experience of the case and also to wonder about the patient’s experience of the treatment.

YEAR TWO

*NOTE THAT THIS IS THE LAST YEAR OF THE OLD CURRICULUM AND SO DOES NOT FOLLOW ON NEATLY FROM THE ABOVE CURRICULUM, WHICH IS OUR NEW FOUNDATIONAL YEAR. SO, FOR EXAMPLE, THERE IS NO DEVELOPMENTAL COURSES IN THIS SECTION AS THEY WERE ALL TAUGHT IN THE FIRST YEAR OF THE OLD CURRICULUM. FOR THE NEW 2-YEAR CURRICULUM WE WILL BE TEACHING DEVELOPMENTAL COURSES THROUGHOUT BOTH YEARS. THE SAME ETHICS COURSE IS ALSO REPEATED IN BOTH YEARS, WHICH WILL NOT BE THE CASE IN THE FUTURE.*

TECHNIQUE

Technique II: Transference and Countertransference
5 sessions

This class will delve into one of the most important aspects of psychodynamic technique. We will be learning about transference and countertransference in the therapeutic relationship. Please bring case examples to help illustrate the transference and countertransference issues that you experience in your work with patients.
We will divide the papers in the first class and you will be expected to present a short summary of the paper you are assigned to. One person will be expected to prepare a case presentation illustrating these concepts. We will discuss the case in our final class.

**Technique III: Psychoanalytic Process**

*5 sessions*

The purpose of this course is to provide you with a brief overview of defense and resistance, as it manifests itself within the *clinical process*. By *clinical process*, I mean to bring together its fundamental role in the psychology of all individuals and how honoring defense and resistance plays a singularly important role in deepening the clinical process safely, thus allowing for an emotionally transformative experience in psychodynamic therapy, while at the same time, the deepening of ever more powerful and complex affects, cognitions and unconscious fantasies can be scary for the patient and the therapist, leading to complex, tricky and potentially transformative transference and countertransference enactments of defense and resistance. I hope to emphasize this dynamic, mutually focused perspective to each week, even as we establish the basics of defense and resistance in psychoanalytic theory and practice in the first two weeks.

**Working with Dreams**

*4 sessions*

In our four classes we’ll plan to learn some general knowledge and theory of dreaming, to read a few classic articles, and study one of the most famous dreams in history (along with some additional remarkable dreams). At the same time, we’ll try to maintain a clinical focus, discussing the place of dreams in the therapeutic process, considering vignettes from your practices and mine. In the first session, I’ll give a small lecture on sleep, dreams, and analytic theory of dreams. We’ll read a chapter by Charles Brenner and a brief paper by Elio Frattaroli of our faculty. In each of the following sessions we will discuss one article, and then discuss a case which will afford us the opportunity to consider dreams in relation to psychotherapeutic process.

**THEORY**

**Narcissistic & Borderline Disorders**

*4 sessions*

This course explores the dynamic and descriptive understanding of the borderline condition as contrasted with its overlapping diagnostic categories, especially narcissistic personality
disorders. Topics include the interactions and dyad between mother and infant, the development of a “true self” in contrast to a “false self,” psychic organization and its defensive structures and internal object representations, perversions, neurosis, drastic defensive measures, “projective-identification,” and differentiation and the establishment of firm boundaries in borderline pathology.

**Depression and Masochism**

*5 sessions*

This course will explore the theoretical underpinnings of depression, both as a clinical state and as an affect. The course begins with Freud's concepts of depression as rooted in early object loss and its relation to mourning, through Freud's differentiation of mourning from the state of depression. Brenner's reformulation of depression as an affect state in response to an experienced calamity will be presented in contrast to Freud. The relationship of masochism to depression through identification with a hated object will be discussed. The theoretical principles will be applied to case materials presented by the students.

**Psychosomatics**

*3 sessions*

This course facilitates a descriptive understanding of the psychosomatic phenomena as well as focus on the underlying character context from which it emerges. Course work will involve discussing both the literature on the subject as well as a hands-on clinical approach that we will be able to deepen our understanding of the psychosomatic phenomenon.

**Substance Abuse: Psychodynamic Perspectives**

*4 sessions*

This course provides an overview of the psychoanalytic concepts and theories of substance abuse and addictive disorders. Emphasis will be on current ideas and approaches. Issues including differentiating symptomatic substance abuse vs. addiction, etiologic factors in addictive disorders, the biology/psychology interface in addictions, integration of 12-Step programs with psychotherapeutic approaches, and trauma, helplessness, and addiction will be explored.

**Trauma & Dissociative Disorders**

*4 sessions*

This course provides an overview of contemporary analytic thinking about trauma, linking it with classical psychoanalytic views, trauma theory, and current psychiatric thinking. There is
particular emphasis on such topics as developmental considerations (with an emphasis on attachment), repetition, enactments, reconstruction, traumatic memory, trauma-related disruptions of memory, the inter-generational transmission of trauma, the impact of trauma upon transference and countertransference, dissociative psychopathology, and modifications of technique in response to trauma-related psychopathology.

**Eating Disorders**

*4 sessions*

Course description to be published at a later date.

**Ethics**

*4 sessions*

This course, unlike traditional courses on professional ethics, will not concern itself directly with issues such as privacy and confidentiality, boundaries, multiple relationships, record keeping and competency or informed consent. It will focus instead on understanding ethics in a broader sense of concerning itself with the question of happiness and what is the good life. The course will encourage thinking about and beyond the rules and theories that guide therapeutic interventions, and to recognize and question implicit assumptions about therapy.

**CLINICAL**

**Group Supervision**

*4 sessions*

The Group Supervision class provides a forum for the participants to share clinical material from their daily work. In doing so, an opportunity is created to introduce a psychodynamic perspective for understanding the psychopathology of the patient and also the process that unfolds between therapist and patient as the psychotherapy progresses. Input from the group enriches the dialogue by bringing in different perspectives on the problem / issue presented.

**Case Conference**

Case conferences will center on "clinical moments "where the clinician becomes aware of his or her own unsettling, strong, or surprising emotional response to something said, done or enacted in the clinical encounter. This will become a jumping off point for considering the relationship between spoken and unspoken, conscious and unconscious, and past and present in the therapeutic dyad. Two specific topics will be focused on in separate case conferences: deepening treatment and ending treatment.
Case Conference #1
10 sessions

Case Conference #2
5 sessions

Case Conference #3
5 sessions
Child Psychodynamic Psychotherapy Program

The course work extends over a 2-year period. The curriculum is organized along both theoretical/developmental and clinical tracks. Every effort is made to adapt the program to the particular educational needs of the students. In addition to the course work, the curriculum includes the Margaret S. Mahler Child Psychotherapy Lecture. Previous speakers have included: Drs. Anni Bergman, Peter Blos, Jr., J. Alexis Burland, and Peter Fonagy. This lecture is held annually, and attendance is required.

All class sessions are one hour and fifteen minutes long, and each session offers 1.25 CE/CME credits.

YEAR ONE

Dynamic Development I
10 sessions

Topics Covered: Development of sense of self, development of ego functions, superego development, and separation-individuation. This series of seminars provides an introduction to psychoanalytic thinking and places child development in that context.

Dynamic Development II
10 sessions

Course description will be published at a later date.

Psychopathology
10 sessions

Course description will be published at a later date.

Initial Phase of Treatment
10 sessions

Topics include:

Beginning Treatment: setting up the frame, the initial phone call, interviewing the parents, the developmental history.

Feedback with the parents. Indications for: parental guidance, working with the child by way of the parents, family treatment, individual treatment. Working with parents.
Seeing the child for the first time, starting treatment with the latency-aged child, starting treatment with the adolescent patient, starting treatment with the college-aged patient. Starting treatment with the bereaved child, the abused child, the child of divorcing parents.

**Parameters of Treatment**  
*10 sessions*

Topics include:


**Transference/Countertransference**  
*10 sessions*

This course will explore how children (and adults) make use of each other to grow and develop. I have limited the readings to one paper per session for the first five sessions. Sessions six through nine will feature guest faculty who will present clinical vignettes, and the instructor will had his/her own clinical material throughout the course.

Objectives:

1. To appreciate how children and adults make use of each other to facilitate emotional development and psychological well-being.
2. To understand how the history of the concepts of transference/countertransference in child psychoanalysis has influenced all psychodynamic psychotherapy with children and adolescents.
3. To explore in what clinical situations neutrality, abstinence, and anonymity may be helpful or NOT in our work with children and adolescents.
4. To appreciate and understand the ways in which therapists serve as “real-new-object/person” in the life of our child patients.

**Senior Presentation: Child Case**  
*1 session*

Course description will be published at a later date.
Senior Presentation: Adolescent Case

1 session

Freud (1937) “In reality transitional and intermediate stages are far more common than sharply differentiated opposite stages. In studying various developments and changes we focus our attention entirely on the result and we readily overlook the fact that such processes are usually more or less incomplete, that is to say, the changes that take place are only partial...There are almost always vestiges of what has been and a partial arrest at a former stage.”

In his quote, Freud provides us with an intrapsychic description of what makes college students a particularly lively, compelling and dynamic population to work with. These patients, typically categorized as “late adolescents” or “young adults,” present their therapists and analysts with a unique opportunity to observe, engage and learn from the complexities of their ever-fluxuating internal and external worlds. With childhood waning and the freedoms and anxieties of adulthood beckoning, college students are often engaged in a complicated dance of neophyte ego strengths commingled with unresolved conflicts and traumas. This makes for a complicated picture of enlivened or painfully inhibited hopes, dreams and ambition; yearning and desire; mourning and loss; and conflict over the past vs. the future, fantasy vs. reality and unbridled potential vs. inevitable defeat and compromise.

YEAR TWO

PSYCHOPATHOLOGY

Trauma

This course will address how trauma impacts on childhood development. Students will look at the effects of different kinds of trauma on personality development. The symptoms of trauma, theories of how trauma affects children and personality development as well as effective and necessary treatment interventions will be discussed. Students will examine how the knowledge of childhood trauma and its various manifestations in adult life is useful in working with the adult patient. Students will also examine the neurobiology of trauma, early attachment and childhood resiliency. In each session, case illustrations will be used to understand the various concepts.

Gender and Its Discontents

Gender contentedness was once equated with the acceptance of the male/female binary as the paradigm for mental health. This seminar will focus on "gender discontents" in children, their parents, and in the profession.
Transference and Countertransference

Course description to be published at a later date.

Learning and ADHD

This course will review and discuss the many elements that play a role in the etiology, evolution and sustenance of difficulties many children experience in learning. Students will define specific learning disabilities, dyslexia, and attention deficit disorder and explore relevant psycho-physiological and socio-psychological factors. Steps, tools and challenges in diagnosis, along with various types of intervention that have been found to be useful and effective will be examined. Neuropsychology and psychodynamic theory will be integrated to enhance students’ understanding. Readings will be discussed in an effort to apply theory to clinical encounters in a meaningful way. Students are encouraged to bring clinical examples for discussion.

Pervasive Development Disorders

This course will focus on autistic spectrum disorder, especially children with Asperger’s Syndrome. Students will consider a working model of autistic spectrum disorder as a neurobiological illness with psychological consequences which are potentially treatable. Connections among the infant’s early experience, attachment processes, and the development of the social brain will be discussed. The major focus of this course will be on developing an understanding of the inner world of the child with autistic spectrum disorder and on using these insights in individual therapy and in helping parents. In addition to discussion of selected articles and clinical material, classic and recent treatment videos will be used to both illustrate psychoanalytic approaches to working with autistic children and to demonstrate their effectiveness.

Eating Disorders

This course integrates psychoanalytic psychotherapy with other treatment modalities (cognitive/behavioral/educational, cultural/feminist, and family work) to help the patient make sense of his/her disordered eating. Students will discuss the historical and cultural origins of eating disorders and learn how to identify, assess, and treat eating disorders with both the culture and individual in mind.

Substance Abuse: Psychodynamic Perspectives

This course provides an overview of the psychoanalytic concepts and theories of substance abuse and addictive disorders. Emphasis will be on current ideas and approaches. Issues including differentiating symptomatic substance abuse vs. addiction, etiologic factors in
addictive disorders, the biology/psychology interface in addictions, integration of 12-Step programs with psychotherapeutic approaches, and trauma, helplessness, and addiction will be explored.

SPECIAL TOPICS

Adoption and Foster Care
What are the differences in children raised in adoptive or foster homes from children raised with their birth parents? Clinical case material will highlight (illuminate) special problems in development, attachment, and later parent-child relationships. Clinical approaches to assessment and treatment with children and parents will be discussed.

Divorce and Children
A large percentage of children today live in families with divorced parents. The commonplace nature of this situation may lead us to overlook the psychological and emotional implications of parental divorce on the children and the child’s development. Using the psychoanalytic literature on the effect of divorce on children, we will explore the impact of parental divorce or children at varying stages of development, the differential impact according to gender and the long term implications for emotional development and adult intimacy. Implications for treating children of divorced families will be addressed with clinical presentations.

Adolescents in Transition to Adulthood
This course will examine what makes young adults a particularly lively, compelling and dynamic population to work with, as they present their therapists and analysts with a unique opportunity to observe, engage and learn from the complexities of their ever-fluxuating internal and external worlds. With childhood waning and the freedoms and anxieties of adulthood beckoning, young adults are often engaged in a complicated dance of neophyte ego strengths commingled with unresolved conflicts and traumas. This makes for a complicated picture of enlivened or painfully inhibited hopes, dreams and ambition; yearning and desire; mourning and loss; and conflict over the past vs. the future, fantasy vs. reality and unbridled potential vs. inevitable defeat and compromise.

Pre-latency / Latency Continuous Case Conference
In this class the case of a pre-latency or latency aged child will be presented. Developmental history and history of the treatment to date will be provided by the presenter followed by a
session by session description of the treatment. Discussion will cover both theoretical and technical aspects of the case.

**Adolescent Continuous Case Conference**

In this case conference, one of the participants presents an ongoing therapy with an adolescent. Everyone in the class discusses psychodynamic theory and technique as it pertains to this patient.