



Item # 6

September 20, 2019 – May 3, 2020
ICP Catalog of Training

Contains:

General Information

ICP Candidate Progression Manual

ICP Psy.D. Graduation Paper & Project Manual

ICP Course Catalog

Appendices

PROGRAM LOCATION & ADMINISTRATION

Institute of Contemporary Psychoanalysis

Item # 4

10780 Santa Monica Boulevard, Suite 350 Los Angeles,

CA 90025 310-207-8441

www.icpla.edu

The Institute of Contemporary Psychoanalysis is a private postsecondary nonprofit institution approved to operate by the Bureau for Private Postsecondary Education (BPPE).

ICP is also approved to train qualified academicians in psychoanalysis under the California Research Psychoanalyst law regulated by the Medical Board of California.

Notice to Prospective Degree Program Students

This institution is a private institution approved by the Item # 7 Postsecondary Education to offer degree programs. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. To continue to offer degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrollment in its degree programs, and
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818

Telephone and Fax #s: 888-370-7589, 916-431-6959 (telephone)

Or

916-263-1897 (fax)

Website Address: www.bppe.ca.gov

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site: www.bppe.ca.gov.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

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The transferability of credits you earn at the Institute of Contemporary Psychoanalysis is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Psy.D. certificate you earn in the ICP Psychoanalytic Training Program is also at the complete discretion of the institution to which you may seek to transfer. If the course credits or units that you earn in the ICP Psychoanalytic Training Program are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the ICP Psychoanalytic Training Program to determine if your course units for the Psy.D. certificate will transfer.

ARTICULATION AGREEMENT

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ICP has not entered into any agreement with any other educational institution regarding transfer of units or credit.

NOTICE: The doctoral degree in psychoanalysis (Psy) Item #22 is not accredited by a federally approved Department of Education accrediting agency. However, ICP is accredited by the Accreditation Council of Psychoanalytic Education (ACPEinc), meaning that ICP's programs do meet educational standards that have been established solely for psychoanalytic education. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. Students enrolled in an unaccredited institution are not eligible for federal financial aid programs. ICP does not participate in federal and state financial aid programs. ICP does not prepare students for licensure and all accepted students must already be licensed. ICP does **not** have a current pending petition in bankruptcy, is **not** operating as a debtor in possession, and has **not** filed a petition within the preceding 5 years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.). Item # 8

Who We Are

VISION STATEMENT

At its formation in 1991, ICP embraced the founding members' philosophy that a vital and inclusive analytic Institute should comprise the tenets of academic freedom, participatory democracy and the diversity of contemporary theory. ICP strives to maintain these values as we develop not only as a school with walls, but an influence beyond those walls with a local, national and international presence. We embrace the value of diversity and seek always to enhance it. Academically, we maintain our uniqueness by remaining innovative and continually open to the development and dissemination of contemporary psychoanalytic

concepts. The diversity and participation of our members, candidates, students and community is the cornerstone of our Institute and our future.

In sum, ICP endeavors to monitor the ethical, theoretical and evidence based developments in the practice of mental health care delivery both in the United States and internationally for the benefit of our trainees, members and the larger professional community.

MISSION STATEMENT

Item #10

ICP is a diverse community comprised of members, candidates, students, corresponding members and staff who partner with local and extended communities to provide cutting edge forums for psychoanalytic education and thinking. ICP members pay dues and candidates and students pay tuition. ICP is committed to integrating psychoanalytic psychology with other psychological treatments.

We strive to promote an environment of free inquiry, a sense of community, a culture of diversity, inclusion, invitation, dignity and respect for the therapeutic process.

This is accomplished through the academic curriculum, which is updated to coincide with trends in the larger psychological science realm. As well, training methods are individualized to the needs of diverse trainees. In order to remain current, we rely upon emerging technologies.

GOALS

Short term:

- Provide forums for intellectual discussion
- Develop a long distance learning program
- Increase community outreach to enhance diversity
- Increase our presence and usefulness to the wider healthcare community
- Increase member participation through in-house events

Long term:

- Explore and support avenues for intellectual contributions and research
- Develop partnerships with universities and other academic organizations

Goals of Psychoanalytic Training at ICP

- i) Acquire the skill to competently psychoanalyze a range of patients with a variety of diagnoses and socio-cultural circumstances.
- ii) Acquire enough practice and supervision during training to recognize how psychoanalyst and patient both participate in the analytic process together.

- iii) Understand the history of psychoanalysis and psychoanalytic theory.
- iv) Learn about contemporary psychoanalytic theory and approaches in depth.

- v) Understanding of the diverse theory and practice of contemporary psychoanalysis
- vi) Acquire the skill of expressing both theoretical and clinical ideas in writing.
- vii) Demonstrate clinical skill and understanding of basic psychoanalytic principles through their performance in supervision, written case reports, seminars and final paper/project.

Application Requirements, Policies & Procedures

Requirements to be considered for admission to ICP's Psy.D. Program

- I. Applicant has completed an advanced graduate degree in a mental health specialty: Ph.D. or Psy.D. in psychology, MSW (Masters in Social Work, MFT (Marriage & Family Therapy), MD/Psychiatry.
 - A. Research psychoanalysts must have a Ph.D. in an academic discipline and must become approved by the Medical Board of California for a research psychoanalyst license.
 - B. Applicant must be currently licensed to practice as a mental health practitioner within the state that they are licensed.
 - C. Applicant's license must be current and unencumbered by any current complaint or investigation.
 - D. Applicant's transcript must show grades that illustrate interest in the mental health field, ability to learn and communicate what they have learned, intellectual capability demonstrated through their grades.
 - E. Applicant must have current malpractice insurance.
 - F. Applicant must show through his/her recommendations, references, personal autobiography, and admissions interviews that they would be capable of understanding psychoanalytic concepts, achieving the goals of our program, and operating in a collegial manner as a classmate. We look for:
 - 1. Enough maturity to allow for an openness to a variety of perspectives.
 - 2. Enough experience to be able to comprehend psychoanalytic concepts within a clinical process.
 - 3. Ability to be self-reflective and a desire for personal exploration and growth.
 - 4. An interest in learning within the context of a cohort of peers and within a greater community.

- II. Candidate's application is received and sent to committee chair(s)
 - A. The Admissions Committee Chair reviews the application and checks to see if it is complete, e.g., the checklist of documentation is included in the application.
 - B. The application fee has been submitted.
 - C. Committee Chair contacts each applicant by email, and reviews the procedures

- for the four required interviews and informs the applicant of the names and phone numbers of each interviewer so that they can contact them and schedule their interviews.
- D. Full-time applicants are also informed that they are required to be in a 4-5 times a week analysis by the first day of class.
 - E. Applicants are informed of the admission's process timeline.
 1. After the 4 interviews are completed, the Admissions committee meets to discuss and vote to accept/deny the applicant based on their application, references and interviews.
 2. The Admission Committee Chair then takes the recommendation of the Admissions committee to the ICP Board of Directors for their vote.
 3. Depending on the outcome of the Board, the applicant is notified that they have been accepted or rejected for admission to ICP.
- III. Admissions Committee Chair sets up all of the interviews required by contacting ICP analysts in good standing, to evaluate and report on the suitability and adequacy of each applicant for admission to the ICP analytic program.
- A. Each ICP interviewer is sent a packet outlining the issues to be discussed.
 - B. After the interview is completed, the interviewer is to provide a written report outlining the suitability of the applicant based on their understanding of the requirements of the analytic program at ICP.
 - C. These reports are confidential and are used solely for the Admissions Committee evaluation.
- IV. The Admission Chair sets up committee meetings
- A. At each meeting the committee members read and evaluate each completed application packet, which includes all references and all interview reports.
 - B. The committee then assesses and evaluates the competency and suitability for each applicant to attend the ICP analytic program.
 - C. A vote is taken for acceptance or denial of each candidate.
 - D. The Admission's Chair reports to the ICP Board the Admissions committee's decisions.
 - E. Based on the ICP Board of Directors vote, the applicant is informed as to their acceptance or rejection.
- V. Problems that can arise in the Admission's process
- A. All applicants MUST be licensed prior to being admitted to the ICP 4-year analytic program.
 - B. What happens if there is a negative reference?
 1. The person who wrote the reference is contacted to ask for further information.
 2. Based on that information, either the negative aspect will be understood and discussed or another reference will be requested for this applicant.
 - C. What happens if there is a negative interview report?

1. The interviewer will be contacted in order to get a clearer understanding of what the informed the assessment of this interviewer.
2. Based on that information, either the negative report will be discussed and understood or another interview will be required for this applicant.

VI. **INTERNATIONAL STUDENTS:**

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A. No Visa Services are provided.

B. All students must be fully proficient in English, as all courses are taught in English as all classes are taught in English.

Facilities

Item # 11, 35

ICP is a suite of offices that contains a large conference room that can seat up to 100, 5 seminar rooms, 3 offices, 2 storage rooms and a kitchen. It is approximately 5126 rentable square feet. We provide equipment for videoconferencing, as well as continuous online access to psychoanalytic historical and contemporary literature

ICP weekend students are responsible for finding their own housing arrangements.

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Library

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Since the early 2000's, ICP has used Psychoanalytic Electronic Publishing (PEP) and it is now ICP's primary library resource. Every member and candidate, once accepted into the Institute is provided access to PEP. Presently PEP includes access to Psychoanalytic classical books, psychoanalytic journals and videos. A vital aspect of the program is its excellent search engine, which allows great opportunity for research. As a developing project, PEP acquired the backing of the American Psychoanalytic Association and the Institute of Psychoanalysis (London). PEP has grown to offer a rich digital archive for psychoanalysis. Early in PEP's history, this data virtual library was available on CD's only. Some years later PEP became available via the Internet to selected universities. At that time, no psychoanalytic institute was privy to PEP via the internet as it was thought that they could not guarantee sufficient security for the program. In the early 2000's, ICP negotiated with David Tuckett of PEP to allow our institute to be a test model to expand services to psychoanalytic institutes as ICP was able to demonstrate its ability to have its own secure server. The experiment was successful and now many institutes have access to this digital archive.

Since ICP is not a full-time educational facility, and is non-residential, ICP maintains no responsibility to find or assist a student in finding housing.

Financial Policies & Procedures

Item # 27, 29

ICP does not receive any federal or state financial aid for its students. We operate on student tuition and member dues. Students who need financial assistance can 1) defer their tuition and immediately begin making monthly payments on that or 2) apply for a scholarship from ICP's few private scholarship funds (i.e. Daphne Stolorow Scholarship or the Ethnic Minority Scholarship Fund). In order to defer tuition or apply for a scholarship, students must submit a formal request and a financial statement for aid to the financial aid committee.

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If a student obtains a loan to pay for an educational program, the student will have to repay the

full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

Costs of Training (also see Enrollment Agreement.)

Total charges one year of attendance: \$3000 tuition/\$100 admin fee per year for full-time students. The cost per unit is: \$375.

- 3 supervised cases of 1 1/2 years each (65-70 hours) are required.
- 18 months and 300 hours of 4 or 5 times per week of psychoanalysis with an ICP Training and Supervising Analyst is required.

Personal psychoanalysis and case supervision are not covered by tuition fee: candidate pays fee on an individual basis; all fees with training analyst and supervisors are negotiated and paid between the training and supervising analyst and candidate privately without ICP's involvement.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course of educational service is:

- \$12,400 for the 32 units (480 hours) of the Psy.D program (tuition)
- Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.
- Estimated fees for personal analysis is approximately \$62,240 for the entire program.
- Estimated fees for supervision is approximately \$37,440 for the entire program.

Withdrawal, Cancellation and Refund Policies:

A. STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the enrollment agreement and obtain a full refund of all tuition paid through attendance at the first class or the seventh day after enrollment, whichever is later. The student may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date:_____ . See refund policy below.

REFUND POLICY

Students who withdraw by the first class or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a

refund of moneys not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

Refund of Tuition

Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

Refund Explanation

The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example

If the enrollment agreement is for 4 units the agreement will equal 60 clock hours. If the candidate withdraws and has only completed 20 hours of the 60 hours of the agreement, the candidate has 40 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund would work:

In order to get to the refund amount you take the semester tuition fee of \$1,500.00 and divide this amount by the 60 hours the candidate enrolled to attend on this agreement. This amount which is \$25.00 is the per hour charge, you must now multiply this figure of \$25.00 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is \$500.00, if the candidate had paid the institute \$1,500.00 on this enrollment agreement, their refund would be \$1,000.00.

Effect of Refund on Promissory Notes:

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged.

Student Tuition Recovery Fee (STRF):

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, ¹⁰ the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests.

The STRF is non-refundable. The current STRF fee is \$0.00.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan, plus interest, less the amount of any refund. If the student received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- 1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- 2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

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PROBATION/DISMISSAL POLICY: ICP candidates are subject to dismissal for the following reasons:

- 1) Non-payment of tuition: students may not begin a new school year if tuition for the former year has not been paid, unless the treasurer has approved a financial plan for payment. Students may not begin a new semester without payment of that semester's tuition. If the student is not able to work out a payment plan with the treasurer and keep current on that plan, they will be advised that unless this is accomplished by the end of the semester, they will be unable to continue. Once they have become current on their tuition, they are allowed to start classes again.
- 2) Candidates are required to complete at least 70% of each class. If over the course of 2 years, a candidate does not complete 2 core courses, or 3 elective courses, the candidate will be put on probation and will formulate a plan with the CPC committee to complete the courses. If the candidate continues to exhibit poor class attendance (less than 70%), the candidate will be dismissed after 4 uncompleted classes.
- 3) Candidates must be in four to five times per week analysis for a period of at least 300 hours. The Candidate, on a monthly basis, is responsible for ensuring that the Training Analyst accurately records the Candidate's personal analysis hours, and that the records are submitted to the Candidate's Advisor. If the candidate is unable to demonstrate that he/she is completing the required analysis, then the candidate will be asked to go on leave of absence until they actively resumes the required training analysis.
- 4) If a candidate's license for clinical practice is suspended or revoked, depending upon the reason, either the candidate will be put on Leave of Absence until their license is reinstated, or the candidate will be dismissed. The Candidate Progression Committee and the Board will decide which action to take based on the violation and the report of the licensing board.
- 5) If a student engages in disruptive, disrespectful and/or harassing behavior while engaged in ICP classes or programs, the Ethics Committee will document and investigate the causes and consequences of this behavior with the student, and will sensitively and with respect, develop a plan for working with the student and the context. If after 2 attempts to work individually and contextually with the problematic issue, then the

Candidate Progression Committee will discuss and decide on a probation strategy. If the probation strategy is ineffective within 2 months, then the Candidate Progression Committee and Board will rule on dismissal.

RETENTION OF RECORDS:

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All candidate/applicant files are maintained at 10780 Santa Monica Boulevard, Suite 350, in a locked copy/records room. Access to these records is restricted to the Program Coordinator & Administrator (ICP employees). Other individuals who have access to these files are the President or Co-Presidents of the institute, the Chair of the Candidate Progression Committee, the Board Treasurer, and the CME/Credentialing Committee Chair.

The Institute's membership is largely comprised of Institute graduates. The physical copies of candidate/student files are scanned, and the resulting electronic files are created in that database which is password protected. Access to this database is strictly restricted to the Program Administrator and Program Coordinator. Academic and financial files are kept together in the student file.

Physical and electronic files are maintained for 7 years after the completion of a candidate/student's degree, and as long as said graduate retains membership at the Institute. If a graduate chooses to discontinue membership, only electronic copies of their files are saved. We are currently working to get all files, past and present, electronic. Transcripts in any form are kept permanently.

ICP also maintains records of the name, address, e-mail address, and telephone number of each student enrolled in a password-protected database with restricted access.

STUDENT SERVICES:

Candidate Organization Committee (COC):

The purpose of the COC is to empower students by providing them with a student run support organization authorized to address their concerns. The COC is a candidate run organization that attends to candidate issues, creates candidate programs and supports candidate rights, needs and projects. Candidates elect the Chairs of the COC, and any student is welcome to be a member of this committee. Any student concern can be addressed by this committee, and then brought to the board or any other committee if necessary. This organization also may develop conferences and programs focused specifically on student needs and interests.

Candidate Advisor:

The Candidate Progression Committee (CPC) assigns each candidate an advisor. The purpose of the advisor is to help the candidate to progress throughout their program by keeping track of their coursework, analysis hours, and supervision hours and case reports. The candidate is free to replace their advisor at any time.

Ombudsman: Item # 34

The Ombudsman Office is to be a resource for the entire analytic community by providing opportunities for processing ideas or concerns that may arise pertaining to the institutional life of its analytic program. Its primary role is offering a safe and **confidential** milieu for facilitating solutions to concerns and issues raised by candidates, members, faculty, and staff. The intent of the Ombudsman Office is to help build community, to strengthen opportunities for enriching interaction within the analytic program.

Some examples of confidential involvement of the Ombudsman Office:

- A candidate may have a difficulty in a particular class and feels reluctant to discuss this for fear of repercussions or worry about not being heard. They can contact any member of the group whose desire is to listen and to assist the candidate in resolving the situation. It may involve simply helping the candidate to refine their concern or with the candidate's permission, one member of the group may meet with the instructor or facilitate a meeting with both instructor and candidate to address the concern.
- An advisor in working with her advisee is stymied as to how to address a concern. The advisor can bring this concern to the Ombudsman Office to determine how best they may move forward to assist the advisee.
- We are available to handle concerns and issues of various kinds, in confidentiality, such as can arise between students and instructors that are for various reasons not amenable to being addressed elsewhere.
- Any person engaged in any aspect of the analytic program may use the Ombudsman Office as a confidential resource.
- ICP's Sexual Harassment and Harassment Policy, and Non-Discrimination Policy are located in Appendix XXII (p. 380).

SELF-MONITORING PROCEDURES:

State Regulations:

- The Chair of the CME/Credentialing committee is the **designee** to monitor the institute's compliance with current state regulations as it pertains to Private Postsecondary institutions.
- The Designee will subscribe with BPPE to receive updates of new legislation, and other notices as pertains to the institute being current and compliant.
http://www.bppe.ca.gov/forms_pubs/subscriptions
- The Marketing Chair and committee will review all advertisements related to the programs and ensure that the advertising content accurately represents the institute's mission, goals, and compliant with state and BPPE regulations, etc.

Candidate Progress:

The Program Administrator will be responsible for ensuring candidates progress is documented as per the institute's candidate progression manual:

- The Program Administrator will ensure that records and transcripts are maintained and available to candidates.
- The Program Administrator will track the candidate's academic progress by listing the classes a candidate is enrolled in and the course units per class.
- The Program Administrator will request reports from the candidates, supervisors, instructors, and advisors as per the requirements listed in the Candidate Progression Manual.
- The Program Administrator will review candidate progress, candidate files, and other candidate related matters with the Chair of the Candidate Progression Committee.
- Candidate advisors will be sent all analyst reports, supervision reports, and class evaluations for each student that they advise to ensure the candidate is progressing as expected.

Candidate Complaint Procedures:

The Ombudsman Office is to be a resource for the entire analytic community by providing opportunities for processing ideas or concerns that may arise pertaining to the institutional life of its analytic program. Its primary role is offering a safe and confidential milieu for facilitating solutions to concerns and issues raised by candidates, members, faculty, and staff. The intent of the Ombudsman Office is to help build community, to strengthen opportunities for enriching interaction within the analytic program.

Record Keeping:

- The Chair (designee) along with the Program Administrator and Program Coordinator will conduct quarterly audit of candidate (student) files.
The Program Coordinator will maintain a record of malpractice insurance and license
- expirations of candidates (students) and members. Candidates and members will be notified of their pending license and malpractice insurance renewals.
- Program Coordinator will ensure receipt of current and active copies of licenses and malpractice insurance.
- The Program Coordinator will ensure that records and transcripts are maintained and available for all other programs and workshops offered at ICP.
- The Program Coordinator will track the participants' attendance by listing the classes a candidate is enrolled in and the course units per class.
- The Program Coordinator will request Evaluation reports from the participants, facilitators, and instructors.
- The current transcript with yearly updates will be sent to each candidate so that candidates can verify accuracy and track their hours.

Facilities/Equipment

The Program Coordinator and Program Administrator will be responsible for the setting up of equipment (Video, Zoom technology) on an as needed basis contingent upon the class requirements.

Fiduciary

- To maintain fiscal integrity, the Treasurer will present the Revenue and Expenses Statement, Balance Sheet, and other financial matters to the Board on a monthly basis.
- The Treasurer will communicate candidate financial hardship to the Board and forward information to the ICP Loans and Scholarship Committee, which is primarily funded by donations, and fundraising endeavors from within the ICP community.
- With the monthly-recorded Board minutes, the ICP community is consistently updated of the Institute's financial status.
- The Institute's Treasurer and bookkeeper/certified public accountant review all financial transactions conducted at the Institute by inspecting cash receipts, invoices, and credit card statements. Retention of an external auditor ensures ICP maintains fiscal responsibility.

Low Fee Supervision:

Each Training and Supervising Analyst must offer one low fee supervision slot (\$75) to ICP candidates.

Low Fee Referral Service:

Although our candidates tend to have active practices from which training cases emerge and/or a referral network for referrals of training cases, sometimes candidates have difficulties finding a training case at a particular point. ICP has a committee that channels phone calls from individuals seeking low fee psychoanalysis to interested candidates.

Candidate Progression Procedures Manual

I. Introduction

Item #30

A goal of the ICP Psychoanalytic Training is to enable Candidates to become competent psychoanalysts. To that end, ICP has created a statement of Core Psychoanalytic Competencies that Candidates should be able to develop during their training and demonstrate by the end of their training. Below is the statement of Core Psychoanalytic Competencies.

A. Core Psychoanalytic Competencies

Item # 30

Contemporary psychoanalysis is a treatment for emotional discomfort and pain, an avenue for self-discovery and personal growth, and a means toward establishing and enhancing relationships with others. It is an interpersonal experience that emphasizes the healing properties of two or more people working collaboratively to make sense of things in a way that is meaningful to the patient. It is a form of psychotherapy that aims to explore unconscious processes and relational patterns, in order to expand understanding, facilitate development of psychological capacities, and enable character change. Psychoanalytic work is characterized by depth and intensity, achieved through frequent sessions over a long term, and by the use of the therapeutic relationship as an important vehicle for understanding and change. Candidates acquire core psychoanalytic competencies through undergoing their own personal analysis, participating in didactic learning of psychoanalytic theory, concepts, and skills, and by conducting three supervised control cases. Psychoanalysis has evolved over time to include many different theoretical models, and Candidates learn how different theories influence their understanding and approach to psychoanalysis. Candidates are encouraged to find their own analytic voice, and a way of working that is responsive to the uniqueness of each patient and analytic dyad. The following core competencies are used as a guideline to develop curriculum and assess a Candidates growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients and develop certain clinical skills, and to reflect on the analytic process and communicate their knowledge:

Assessment & Diagnosis

- a) Formulate a psychoanalytic understanding of the patient's psychology and unconscious dynamics. Make appropriate clinical diagnoses and treatment recommendations with consideration of the patient's history, symptoms, level of functioning, and psychological capacities- both strengths and vulnerabilities.
- b) Identify unconscious organizing principles, ways of being, beliefs, and patterns. Understand the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.
- c) Consider the person in context - including developmental, biological, and socio-cultural influences.

Analytic Listening & Attitude

- a) Listen on multiple levels, for multiple meanings.
- b) Develop and demonstrate an analytic attitude – such as being: empathic, reflective, non-judgmental, curious, open-minded, tolerant of ambiguity/uncertainty/complexity, sufficiently flexible, interested in discovering the truth about the patient's emotional experience, and being

respectful of the patient's individuality.

The Treatment - Facilitating a Psychoanalytic Process

- a) Working alliance & frame - establish and maintain a working relationship with the patient, and address issues related to handling of fees, use of couch, frequency of sessions, and communication outside of session.
- b) Technique- choose appropriate interventions to facilitate the deepening of a psychoanalytic process, such as: empathic inquiry, interpretation, free association, exploration of fantasies and dreams, clarification, confrontation, following affect, noticing what's avoided, containment, and holding.
- c) Transference- uses the therapeutic relationship as a central vehicle for understanding and change, and shows the ability to work with positive and negative transference. Understand the differences and inter-relationship between the repetition of old patterns in the transference, the need/hope for new relational experience, and the way experience is co-created in the present by two interacting subjectivities - the patient's and analyst's.
- d) Countertransference - use countertransference to facilitate understanding of patients' unconscious processes, demonstrate a capacity to contain reactivity in response to countertransference pressures, and explore how countertransference reactions stem from one's own dynamics and are co-created out of intersubjective experience.
- e) Working through- conduct on going work with the patient's unconscious dynamics as they are revealed over time in the transference and extra-transference material.
- f) Resistance- address fears and defenses (self-protective measures) that interfere with understanding, change, or the analytic process.
- g) Enactments- explore and work through impasses, and consider unconscious factors emerging from both the patient and the analyst.
- h) Termination- be able to recognize characteristics that may indicate readiness for termination, and describe the termination process.

Supervision

- a) Supervision- remain open to feedback from supervisors, as well as peers and other mentors. Be able to consider alternative interventions and theories.
- b) Is increasingly able to develop ideas independently, using supervision more for discussion rather than direction.

Evaluating the Process & Outcome

- a) Demonstrate the capacity for ongoing self-reflection- understand the analyst's contribution to the process, be aware of feelings/fantasies/reactions to the patient, avoid imposing personal agendas on the patient or the treatment, and be able to admit possible mistakes or misjudgments.
- b) Use feedback from the patient- assess the effects of interventions, noticing what deepens or disrupts the process. Make adjustments in the wording and timing of interpretations to accord with the patient's readiness.
- c) Outcome- describe your understanding of what helped the patient (therapeutic action) and what changed in the patient (i.e. developed new capacities and insights, improved relations, more

integrated sense of self, etc.). Assess what was accomplished and what was left undone.

Writing

- a) Write clinical reports and comprehensive case summaries that demonstrate a psychoanalytic understanding of the patient, their major dynamics and the process - including important transference themes, countertransference experience, and an assessment of what changes. Demonstrate coherence, without rigidity, between one's espoused theory and one's understanding and approach.
- b) Psy.D. Candidates complete a dissertation. It should be the application of the single case study method, integrating theory and clinical practice, or a well-researched investigation or exposition of a subject relevant to the practice of psychoanalysis or relevant to the application of psychoanalytic knowledge in other contexts. It should make a scholarly contribution to psychoanalytic knowledge and be publishable by a peer-reviewed journal.

Ethics

- a) Conduct self professionally, with uncompromising commitment to the patient's well-being.
- b) Act with integrity, upholding boundaries and ethical standards. Seek consultation when needed.
- c) Protect the patient's confidentiality and anonymity in all communication.

II. FULL-TIME ADMISSION AND SUBSEQUENT PROGRESSION

A. Full-Time Candidates

Full-time candidacy may be contingent on the following expectations:

1. The Candidate will enroll in all required courses, with continued enrollment until the required 32 units have been completed. After completion of 32 units all Candidates may audit classes.
2. The Candidate will begin, or continue an existing schedule of, full-time training psychoanalysis (minimum 4 sessions per week) with a Training Analyst approved by ICP.
3. In order to fully participate in the program, it is strongly recommended that the Candidate begin a full personal psychoanalysis with an ICP approved Training Analyst before the beginning of classes. If there are extenuating circumstances that prevent a Candidate from beginning the training analysis in September, the Candidate is urged to begin as soon as possible and has until January to commence. The training psychoanalysis requirement is a minimum of 4 sessions per week for a period total of at least 300 hours. The 4 sessions must be on at least 3 different days. The fourth session may be on a fourth day or combined in some way with one or more of the other 3 sessions.
4. Provided training psychoanalysis is full time and ongoing, control cases under the supervision of an ICP-approved supervisor may be initiated at any time.

B. Full-time Candidacy – Exceptions

In some instances, there are exceptions to the expectations outlined above.

1. A Candidate may be in full-time personal psychoanalysis with an ICP member whom, at the time of the Candidate's entry-level matriculation, is not yet an ICP-approved Training Analyst. In such cases, the Candidate may petition the Board of Directors, through the Candidate Progression Committee (CPC), for a waiver before classes begin in September. If the waiver is granted, the Candidate's current analyst would be permitted to serve as the Training Analyst for that Candidate. If the waiver is refused, the Candidate must wait to begin matriculation until his or her analyst achieves Training Analyst status. Regardless, the Candidate must begin full time personal psychoanalysis with an ICP-approved Training Analyst before classes begin in September.
2. A Candidate may be in full time personal psychoanalysis with an analyst who is five years' post-graduation at another approved psychoanalytic institute. That analyst must be willing to seek admission to ICP as a new member and, if accepted, submit an application for Training Analyst status at ICP to be approved by the ICP Board of Directors. The Candidate cannot begin matriculation at ICP until the Candidate's analyst is accepted for both membership and Training Analyst status. If the analyst is accepted, that analyst must participate in a monthly study group to maintain the Training Analyst status. This is a five-year commitment. When all of these conditions are fulfilled, the Candidate may then matriculate and continue with their current analyst.
3. Prior to matriculation at ICP, the Candidate may have previously completed coursework as part of psychoanalytic training at a psychoanalytic institute approved by the Board of Directors. In such cases,

the Candidate, through his/her Advisor, may petition both the Candidate Progression Committee (CPC) and Curriculum committees to receive credit for coursework that is equivalent to that required or accepted at ICP. Regardless of the amount of training previously acquired, the Candidate must have, at a minimum, one year of residence in the ICP psychoanalytic training program in order to graduate from ICP's training program.

4. Should the Candidate request credit for previous coursework or advancement to a higher level of training based on equivalent experience, it is the responsibility of the Candidate's Advisor to review the Candidate's documentation of previously completed studies and petition the Board of Directors on the Candidate's behalf. Such documentation must accompany a written request for waiver and course credit and must be presented to the CPC and/or Curriculum Committee for their decision.
5. A Candidate may have previously completed analytic cases under the supervision of a Training Analyst while receiving analytic training at a Board-approved institute for psychoanalytic training other than ICP. In such cases, no more than two completed supervised cases may be considered for credit at ICP. A minimum of one analytic case must have been supervised for 18 months by an ICP-approved supervising analyst during training at ICP.
6. When exceptions are requested, the Candidate's application for training is considered first by the Admissions Committee and then by the Board of Directors. Requests for waivers must be submitted in writing to the CPC by the Candidate or Candidate's advisor. Final approval must be granted by the Board of Directors.

III. MATRICULATION – FULL-TIME CANDIDATES

A. Assignment of Advisor

Following admission to ICP, the CPC assigns an Advisor to each Candidate. Advisors may remain assigned to the Candidate until his/her graduation. A Candidate may request a new Advisor at any time without explanation or justification. To do so, the Candidate secures the agreement of the preferred Advisor, informs the Administration and the former Advisor of the change, and ensures that the former Advisor forwards all applicable records to the Administration.

B. Training Analysis

In order to fully participate in the program, it is strongly recommended that the Candidate begin a full personal psychoanalysis with an ICP approved Training Analyst before the beginning of classes. If there are extenuating circumstances that prevent a Candidate from beginning the training analysis in September, the Candidate is urged to begin as soon as possible and has until January to commence. The training psychoanalysis requirement is a minimum of 4 sessions per week for a period total of at least 300 hours. The 4 sessions must be on at least 3 different days. The fourth session may be on a fourth day or combined in some way with one or more of the other 3 sessions. The Candidate must report to the Candidate's Advisor on a yearly basis the dates and frequency of the Candidate's training psychoanalytic sessions using the Certification of Analytic Hours Form.

When an interruption in the required frequency exists (not attributable to common vacations or illness) the following actions must be taken: the Candidate must notify the Candidate's Advisor immediately and develop a plan for continued training, since participation in training analysis at a frequency of 4 sessions per week for 300 hours is required in order for the Candidate to get credit for control case work and to participate in and get credit for course work. The Advisor will convey the plan to the CPC for consideration.

If a Candidate is still in the process of completing one or more control cases after the 300-hour requirement, the Candidate must remain in analysis for a minimum of 2 sessions per week until the control case(s) are completed. These hours will also be recorded using the Certification of Analytic Hours During Supervised Control Case Form.

Recording forms will be distributed on an annual basis to each Candidate. The Candidate, on an annual basis, is responsible for ensuring that the Training Analyst accurately records the Candidate's training analysis hours, and that the records are submitted to the Candidate's Advisor. Please see a sample 'Certification of Analytic Hours' recording form and Certification of Analytic Hours During Supervised Control Case work form in the Appendix section of this document.

C. Coursework

First-year Core Courses

- Basic Concepts in Psychoanalysis
- The Observed Infant and Toddler
- Freud: A Critical-Historical Overview
- Clinical Case Seminar: Analysts & Candidates Present
- History of Psychoanalysis

Second-year Core Courses

- Object Relations Theory
- Self-Psychology Theory
- Intersubjective Systems Theory/Phenomenological Contextualism
- Relational Theory

Third-year Core Courses

- Ethics and Boundary Dilemmas
- Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room
- Research and Writing Seminar

Fourth-year Core Course

- Final Integrative Seminar

Third & Fourth-year Electives

A total of twelve electives must be completed during the third and fourth year.

It is important that Candidates are free to discover the level of participatory engagement in class discussions that suits their preferred method of learning.

Equivalent Experience/Elective Credit

Candidates may request that required core courses be waived based on prior equivalent experience in other psychoanalytic training programs. Candidates may also request that courses completed in other psychoanalytic training programs be credited as elective coursework at ICP.

Only coursework completed as part of a psychoanalytic training program from an ICP Board-approved psychoanalytic institute will be considered equivalent for waiver or elective substitution.

Should the Candidate request credit for previous coursework or advancement to a higher level of training based on equivalent experience, it is the responsibility of the Candidate's Advisor to review the Candidate's documentation of previously completed studies and petition the Board of Directors on the Candidate's behalf. Such documentation must accompany a written request for waiver and course credit and must be presented to the CPC and/or Curriculum Committee for their decision.

End-of-Course Review

At the end of each course, instructors review each Candidate's progress by completing a Candidate Progression form (please refer to appendix). These assessments are distributed by the ICP office to the Candidate and the Advisor, to be kept in the Advisor's file. Credit is based exclusively on the Candidate having met the attendance requirement of 70 percent of seminar sessions. Additional comments are made by the instructor, but these comments are not influential for the purpose of granting credit. Candidates also write a review of their course Instructors at the end of the class by completing a Course Evaluation form (please refer to Appendix). A number of criteria are included in the review. Both the Instructor and Curriculum Committee receive a copy of the review.

Once the office receives every instructor's completed Candidate Progression forms and every Candidate's completed Class Evaluations for a course, the staff will distribute the assessments, as outlined above, so that all recipients receive the appropriate forms on the same day.

D. Supervised Control Cases

- ICP requires the Candidate complete three supervised control cases in order to graduate from training. One of the three required supervised cases may be a child case and requires supervision with a supervising child analyst.
- Each control case must be supervised on a weekly basis for 18 months. If supervision for the 18 months of treatment is fewer than 65-70 hours, the supervisor and Candidate should continue the supervision until at least a minimum of 65-70 hours are completed.
- Two of the three cases must be in analysis a minimum of four sessions per week, and one case may be in analysis a minimum of three sessions per week.
- In order for the Candidate to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by a different supervisor.
- Control case sessions must take place on at least three different days/week.

Requirements for Initiating Supervised Control Case

- The ICP Candidate must be in full-time personal psychoanalysis (4 or 5 sessions per week) in order to begin supervised control cases.
- **For Candidates who matriculated between September 2013 and September 2017** the Candidate must inform each control case analysand prior to the official start of counting hours for a control case that the Candidate is in analytic training and that the analysand is a control case.
- **For Candidates matriculating after September 2017 or beginning a control case after September 2017:** Once the Candidate has obtained someone's agreement to become a control case, the Candidate must give the person the Control Case Disclosure Form and obtain the control case's signature on the form. (See Appendix) This form includes a requirement that the Candidate inform the analysand if the Candidate withdraws from psychoanalytic training. It also includes information about where to obtain information grievance and complaint procedure. This form must be kept with the Candidate's records.
- The Candidate must notify the office and his advisor that he has started a new control case, state the frequency of the analysis, give the name of the supervisor and attach a signed Candidate Control Case Certification Form. These documents will be placed in the Candidate's file (see Appendix.)

Choice of Supervisor

- Supervisors are to be selected from among ICP Training and Supervising Psychoanalysts. In order for the Candidate to have a diversity of supervisory experiences, it is required that each supervised control case be supervised by different supervisor.
- Upon selection of a supervisor for each control case, the Supervisory Agreement (See agreement) must be completed and submitted to the office and advisor. A copy should be kept by the Candidate and supervisor.

- Corresponding members may also supervise control cases. Candidates may choose a corresponding member for only one of their three control cases. Because some corresponding members are not supervising and training analysts only corresponding members who are supervising and training analysts may be used as supervisors for control cases.
- It will be the Candidate's responsibility to confirm and inform the CPC that the corresponding member they are using as supervisor for their control case is a supervising/training analyst at their respective Institute.
- It is the Candidate's responsibility to provide the core competencies to the corresponding member as well as the 2017 supervisory report. (See Appendix)
- A Candidate's training analyst shall not be the Candidate's control case supervisor, as it constitutes a dual relationship.

Supervisor Fees

The fee paid by the Candidate for a supervisor is mutually agreed upon between the Candidate and Supervisor; however, all Supervisors are required to provide at least one low-fee supervision (\$75). Candidates who desire a low-fee supervision may inquire of their supervisor if the low-fee slot is available. Some Candidates ask to be put on a waiting list for low-fee supervision.

Combining Supervised Control Cases

While all three cases must be supervised for 18 months each, one of these three supervisions may consist of two patients whose analyses total a minimum of 18 months of supervision. This policy has been instituted by ICP in order to allow the Candidate to take into analysis an analysand who may not appear to have good analytic prognoses according to the mainstream criteria for analyzability. Another motivation for this policy is to facilitate the gathering of accurate data on what actually happens in the analytic situation when working with difficult patients. ICP encourages broadening the mainstream and supporting the efforts of our own Candidates in this regard. The ability to combine two cases facilitates the Candidate's willingness to consider the more difficult case for analysis without risking the penalty of losing that supervisory time if the patient interrupts treatment prior to 18 months. It is the entire span of the Candidate's analytic experience that is used as a measure in determining whether the Candidate has learned to perform analysis; therefore, the absolute adherence to an 18-month minimum for all three supervised control cases is not the objective. If a case that is seen three sessions per week is combined with a case that is seen four sessions per week, that combined case is counted as a three time per week analysis. The candidate must complete an initial case report for each of the combined control cases.

Transfer of Previous Supervisions

Candidates transferring from an ICP-approved psychoanalytic training program may request credit for no more than two previous 18-month supervisions. Candidates must provide documentation for such supervised work. The documentation must be supplied to the Candidate's Advisor and is forwarded by the Advisor to the CPC.

If the Candidate transferring from another psychoanalytic training institute is continuing their education and has a training case with less than 18 months supervision, the patient in question must continue in analysis in order for credit to be considered for the previous supervision. When the

Candidate enters ICP, the Candidate must change supervisors, entering into supervision with an ICP-approved Supervising Analyst for the remainder of the 18 months of supervised work. Thus, the Candidate who is changing institutes may receive credit for the prior supervision by having those months of supervision credited to the supervised work with the ICP analyst.

To reiterate, credit for only two supervised cases may be considered for the transferring Candidate. ICP requires that any transferring Candidate complete a minimum of one 18-month supervision with an ICP-Training/Supervising Analyst.

Control Case Reports

The Candidate is responsible for composing reports on all three supervised control cases at specified periods during matriculation.

a) Case Report First Page Requirements:

On the first page of the initial case report, and on all subsequent case reports, information should include the following:

- The Candidate name
- The control case number (begin numbering with, #1, #2, etc.),
- Supervisor's name
- The date case went into supervision
- Period of time covered by the report.
- **This is applicable to Candidates who matriculated after September 2013:**
The date Candidate informed the analyst and that the Candidate is in analytic training and that
- the analyst is a control case.
- Cover sheets should not be used. (Please see Appendix for First Page template.)

b) Initial Case Report

The Candidate writes an initial brief report on each case at the time the case is taken into analysis.

The Candidate gives a copy of this report to the supervisor and sends a copy to the ICP administrative office. This brief report might include such considerations as description of treatment prior to the inception of analysis; presenting problems; genetic history; and diagnostic and dynamic considerations. If a candidate combines control cases then an initial report needs to be completed for each of the 2 combined cases.

c) Case Report Due Dates

In addition to the initial brief report, Candidates are required to write a minimum of three reports on each analytic case. Case reports are due on March 1st and September 1st of each year. Thus, the first case report is due on either March 1st or the September 1st date following the initial date of analysis –regardless of the date the initial brief report was submitted. Thereafter, at least two more case reports must be presented. Hence, the second case report is due on the following March 1st or September 1st and the third report is due six months thereafter. For example, an analytic case may be started on May 15th. Shortly thereafter, the Candidate writes a brief initial report. The first case report is due that September 1st, covering the analysis from its inception to that point. On March 1st, the second case report is due,

covering the analysis from September to March. Finally, on the following September, the third case report is due, covering the analysis from March to that September. This completes the required case write-ups at six-month intervals.

If the candidate does not turn in their control case report by the appropriate deadline (either March 1 or September 1) they will have a grace period to submit their reports by either March 31 (for the March 1 deadline) or September 30 (for the September 1 deadline). If the candidate does not submit their report by these final deadlines, then they will not receive credit for the 6 months that the report was supposed to cover. They will then have to extend the control case treatment and supervision to ensure that they meet both the 18 months of treatment and the 65-70 supervisory sessions.

d) *Case Report Content*

Case reports are designed to provide for the reader a picture of the progress of the analysis. The focus is on the Candidate demonstrating a capacity to do analytic work as described in the Core Psychoanalytic Competencies Document. As such, the report may contain consideration of such issues as transference; counter-transference; significant interactions in the dyad; and some indication of what the experience is like – both as imagined for the patient and as experienced by the Candidate-analyst. Case write-ups need be no longer than two pages but may exceed two pages at the Candidate's discretion.

e) *Distribution of Supervised Control Case Reports*

The distribution of case reports is as follows: Candidates give a copy of all case reports to their supervisors, their advisor and send a copy to the ICP administration office.

However, ICP does recognize that some analysands must be given additional protection to maintain their confidentiality. For example, analysands who are in the mental health field or individuals who have great notoriety are cases to be considered extraordinarily confidential, and case write-ups on these analysands are treated differently. Firstly, a determination of extraordinary confidentiality is made between the supervisor and Candidate. Secondly, a letter conveying this decision is submitted by the supervisor to the CPC. On these extraordinarily confidential cases, the Candidate sends a brief letter indicating that the case report has been given to the supervisor, in lieu of sending a case write-up to their advisor and the ICP administration office.

f) *Approval of Case Reports Prior to Graduation*

All case reports must be received and approved in a timely fashion. If the Candidate is to be approved for Spring graduation, final case reports must be completed and submitted to the office by April 29th.

g) *Supervisory Reports*

Corresponding to the three case reports written by the Candidate, there are supervisory reports written by the supervisor. These reports are due on April 15th and October 15th and take into consideration the Candidate's respective case reports. If the supervisor has not received the

candidate's Control Case Report that should have preceded the Supervisory Report, the supervisor should still submit the Supervisory Report and note that it was submitted without receipt of the candidate's Control Case Report. If a supervisor does not submit their report by the April 15 or October 15 deadline they will have a grace period until May 15 for the April 15 date or November 15 for the October 15 date. If the supervisor does not submit their report by that final deadline the candidate will be REQUIRED to change supervisors.

This report is first signed by the Candidate and Supervisor and then sent to the Candidate and the ICP administrative office. The Candidate must forward a copy to the Advisor.

The CPC uses the supervisory reports to formally review each Candidate's core competencies twice during the Candidate's training. The Advisor oversees this process by reviewing the first supervisor report of the Candidate's first control case. The second review of the Candidate's progress in developing core competencies is based on the final/third supervisory report of the Candidate's second control case. A candidate can receive a 1 rating (core competency not yet evident) on their first control case supervisory report but if they receive either a 1 or 2 (emerging core competency) on their third supervisory report of their second control case then the advisor needs to bring it to the CPC's attention. The committee will then decide what action to take.

The final review of the Candidate's core competencies is described below under the section on obtaining a Certificate of Psychoanalysis.

E. Candidate's Responsibility in Archiving Documentation

It is highly recommended that each Candidate maintain a complete file of all case reports; class progression forms; supervisory forms; analytic recording hours' report forms; and any other correspondence related to the Candidate's progression at ICP. This documentation will ensure that the Candidate's records and the ICP administrative records are consistent when the Candidate is considered for graduation.

Each newly matriculated Candidate will be given a copy of the Candidate Progression Tracking Form (see Appendix). This form should be kept in the Candidate's personal file updated by the Candidate throughout the Candidate's training to insure that the Candidate has received and/or completed all Control Case Reports, Supervisory Reports and Advisor Reports. An updated Candidate Progression Tracking Form should be shared by the Candidate with the Advisor at the annual meeting between Candidate and advisor.

F. Research Candidates

Research Candidates have unique matriculation requirements, including approval by the State of California. Once the Candidate is accepted, the Advisor will work with the Research Committee to assist the Candidate in securing appropriate clinical experience. The Research Committee will be available to assist the Research Candidate throughout their training.

G. Tele-therapy Policy

It is incumbent upon each ICP analyst conducting a training analysis with an ICP candidate, and each ICP candidate conducting control case analyses, by phone or other online video methods, to be in compliance with the laws and regulations governing the ethical and legal practice of tele-therapy in the state and country in which he or she is licensed and in the state and country where the analysand resides.

H. Independent Study

Independent Study Requirements

ICP requires the equivalent of four years of coursework comprised of the core courses listed above and electives. A list of electives is made available prior to each academic year, allowing Candidates to select electives that are of interest to them. In addition to core courses and electives, a Candidate may opt to develop a course of Independent Study. To develop a course of Independent Study, the following four steps must be taken in this order:

Step 1: The Candidate must design an appropriate topic and bibliography for the Independent Study.

Step 2: The Candidate must find a faculty member to work with him or her.

Step 3: The Candidate must provide a written description of the proposed course of Independent Study for the Curriculum Committee's approval.

Step 4: The Candidate must provide the administrative office with the written description of the course of Independent Study as approved by the Curriculum Committee.

Developing an Independent Study

A. Purpose of the Independent Study

The option of an Independent Study is available for Candidates pursuing an idea or area of study that is not offered through standard coursework. ICP strives to foster a spirit of psychoanalytic inquiry and encourages Candidates to explore their interests.

B. Criteria for Independent Study

The following information must be submitted to the Curriculum Committee for review:

- A statement of the objectives and goals of the course
- A week-by-week syllabus with topics for each week clearly defined. The relevance of the readings to the topic and course objectives should be evident
- If the course appears to duplicate another course in the ICP training program (or other previous program of graduate studies), the Candidate must include a statement as to why an independent study is being requested.
- A statement regarding the selection of the Instructor for the Independent Study with reference to the topic; indicate the frequency of meetings or other monitoring of progress.

- Independent Study should be the Candidate's own study, in a tutorial manner with an Instructor (it is possible that up to four other Candidates could be involved in the process.)
- Should the area of Independent Study not adhere to the above criteria, the Candidate may request a waiver for special consideration from the Curriculum Committee.
- The role of the CPC in this process is limited to determining if the Candidate is eligible for such an Independent Study. A Candidate may not exceed 25 percent of the elective coursework in Independent Study during the entire process of matriculation.
- Upon completion of the independent study both Candidate and Instructor must submit course evaluation forms.

I. Ongoing Advisement

Function of Advisor

The function of the Advisor is to serve as the Candidate's advocate, mediating between the CPC and the Candidate during the course of the Candidate's education. The Advisor remains with the Candidate throughout matriculation, meeting with the Candidate upon acceptance to ICP, interacting with the CPC initially if the Candidate requests waiver(s), and maintaining regular contact until graduation. . The Advisor will oversee the evaluation of the candidate's core competencies by reviewing the first Supervisory Report of the Candidate's first control case and the third Supervisory Report of the Candidate's second control case. A candidate can receive a 1 rating (core competency not yet evident) on their first control case supervisory report but if they receive either a 1 or 2 (emerging core competency) on their third supervisory report of their second control case then the advisor needs to bring it to the CPC's attention. The committee will then decide what action to take.

Waiver Requests

ICP allows Candidates to request waivers of particular requirements of the training program. To do this the Candidate should contact the Advisor and discuss the possibility of seeking a waiver of a training requirement. The Candidate then drafts a waiver request including the nature of the request and the circumstances justifying the waiver. The Candidate submits the waiver request to the Advisor. Additionally, the Advisor and/or the Candidate submits the waiver request to the CPC. The CPC considers the request and recommends to the Board that they either approve or deny the waiver request. The Board then makes a final determination.

Advisor Report Form

At the end of each academic year, an Advisor Report form will be sent to the Advisor in preparation for a meeting between the Advisor and the Candidate. This meeting provides an opportunity for the Candidate and Advisor to review the Candidate's experience during the academic term and address any questions or concerns that may arise. Following this meeting, the Advisor Report form is completed and must first be reviewed and signed by the Candidate before being sent to the administrative office. These reports are reviewed and signed by the Candidate Progression Committee on a yearly basis. Advisor reports are due by September 1st of each year.

J. Resolution of Differences

Problems may arise between an individual Candidate and a particular ICP member (i.e., between a Candidate and a Supervisor or Instructor). Problems may also arise between Candidates and fellow students.

The first step to resolve a problem, if possible, is for the Candidate to have a conversation with the other person involved in the problem. If this is not possible or has been unsuccessful, the second step is for the Candidate to discuss the problem with the Candidate's advisor to see if they can develop a plan.

When the problems are not resolvable, the Chairs of the CPC should be notified. The CPC has many options to mediate difficult situations, including consulting with the Advisor, appointing a class facilitator, appointing an ad hoc committee to investigate the issue, etc. If necessary, the CPC may present the problem to the Board of Directors.

If the Candidate's Advisor becomes aware of a problem situation involving the Candidate through a review of the Supervisor report¹ or from an Instructor Assessment form, the Advisor will discuss the issue directly with the Candidate. If necessary, the Advisor may initiate and mediate a meeting to address a difficulty. If resolution proves difficult, the Candidate may choose to write a statement to be placed in the Candidate's explaining the Candidate's response to the problem.

As a final attempt at resolution to seemingly irresolvable problems, a Grievance Committee (an ad hoc committee of the Candidate Progression Committee) may be formed. Such a committee may be initiated either by the Candidate or by the other party to the difficulty. The Grievance Committee is composed of the Candidate, the member with whom there is an impasse, the Candidate's Advisor, an ombudsman selected by the Candidate from among the membership of ICP, and a representative of the CPC who will act as Chair of the Grievance Committee. Should this ad hoc committee be unable to resolve the grievance, the Chair(s) of the Candidate Progression Committee will refer the matter to the Board of Directors, who would be empowered to make a final and binding decision.

The Advisor ordinarily mediates between the Candidate and the Candidate Progression Committee; however, at times the Candidate may choose to meet directly with the CPC regarding particular concerns or requests, or submit a written request to the CPC.

ICP stresses the importance of following the laws of fairness and confidentiality. This is crucial when dealing with issues that may involve accusations related to professional practice.

K. The Two File System

As of the academic year 2017-2018 ICP has established a two-file system. Each Candidate will have an Education file and a Clinical file. The Education file will contain information pertaining to the Candidate's progression including application, licensing requirements, advisor reports and course work. The Clinical file will include control cases and supervisor reports. The Clinical file, which is understood to be a health care record, would be available to specific persons: the Candidate, supervisor, the advisor and Candidate progression committee. Candidate files of prior academic years will be adjusted to the two-file system.

IV. LEAVE OF ABSENCE

A. Granting of Leave

Item # 33

Leave of Absence from candidacy may be taken at any time due to personal reasons. The request must come from the Candidate in the form of a letter to the CPC, advising of the need to take a Leave of Absence. The letter might include a brief explanation as to the reasons for the requested Leave, but such justification is not mandatory. All leaves are automatically granted. It is the Candidate's discretion as to whether a Leave is required or if some other alternative may be explored and implemented through the CPC. An annual fee of \$200 is required, and must accompany the letter. If the candidate leaves during the school year then they will get a prorated refund upon request. The date of when their fees get prorated will be the date that the office has received BOTH the request for the LOA and the \$200 fee. Leaves of Absence are renewed on an annual basis each June, and a letter confirming whether the Leave is to be continued through the next year is required by June of each year. If the Leave is to be continued, the \$200 must accompany the renewal letter.

While on Leave, a Candidate may not take classes and will not get credit for ongoing supervision, control case hours or on going recorded personal analytic hours. Also, a Candidate may not hold graduation committee meetings for their graduation paper during this time.

B. Duration of Leave

Leave of Absence status may be renewed up to five years. By October of the fifth year, the office will notify the Candidate Progression Committee Chair that the Candidate is in the last year of leave of absence. The Candidate Progression Committee Chair will arrange a meeting with the Candidate to review the Candidates position at the Institute. The purpose of the meeting will be to explore and determine possibilities for future matriculation.

If a Candidate exhausts the five-year period the Candidate becomes inactive. If the person wishes to become active again the individual would be required to engage in a re-admission procedure. The re-admission procedure would include a modified application and an interview to determine if the person intends to be considered an active Candidate once again.

V. POLICY ON PREGNANCY AND NEW PARENTHOOD

While we uphold the tripartite model of the training model at ICP, occasionally life events make that difficult to adhere to. In recognition of that, the following policy has been approved:

- A full time Candidate who is pregnant or a new parent and who has already begun control casework, can, upon paying half tuition, get credit for that control case and analytic hours for up to one academic year.
- If a Candidate is following this policy and wants to begin another control case, approval from the CPC needs to be obtained.
- That Candidate can either take classes' part time with an approved waiver or not attend classes if on a leave of absence .

A Candidate wanting to utilize this policy should send a statement to the CPC Chair for inclusion in the file and to the Treasurer for tuition reduction.

VI. GRADUATION FOR CERTIFICATE OF PSYCHOANALYSIS AND PSY.D.

A. Graduation Requirements for Certificate of Psychoanalysis

Item # 20

1. Graduation from ICP requires that the Candidate complete the equivalent of four years (480 hours) of didactic coursework, including all required core courses. The Instructors complete evaluation forms for each Candidate. Course Instructors are asked to indicate on the evaluation form whether course credit is given. Course credit is granted when a Candidate has a minimum attendance rate of 70 percent and has completed all other requirements from instructors. The academic requirement for graduation is met when the Candidate completes four years of academic courses in a satisfactory manner.

Item # 31

2. A second requirement for determining readiness for graduation is the completion of three supervised control cases for which the candidate meets core competency requirements (see Candidate Progression Manual).

3. A third requirement for determining readiness for graduation is the completion of 300 hours of training analysis at a frequency of 4x a week and 2x week psychoanalytic psychotherapy until all control cases are completed.

4. A fourth requirement for determining readiness for graduation is an interactive review of the Candidate's core competencies with a team of three analysts. The committee will be composed of one analyst from the CPC, one assigned by the CPC, and one of the Candidate's choosing. CCR committee members should be as neutral and objective as possible so that advisors, current or past supervisors, analysts, and members with whom the Candidate has a relationship outside of ICP, should not be on the committee. The Candidate is welcome to have their advisor present at the CCR meeting. The Candidate will present to this committee a Comprehensive Case Report using one of his/her control cases. The Comprehensive Case Report is a written report and an oral interactive discussion. The candidate is welcome to ask for feedback from any person at ICP to help them with the written case presentation. The Comprehensive Case Report gives the Candidate an opportunity, in discussion with the committee, to present how he/she works and thinks analytically.

The Comprehensive Case Report may be completed any time after the completion of the second control case. When the Candidate is ready to submit their written report the Candidate does so to the CPC chair and provides the chair with the name of the ICP Analyst they have chosen to have on their committee for the Final Comprehensive Case Report Review and oral case discussion. Further they ask the CPC to assign both a CPC member analyst and a second analyst to complete their committee of three ICP analysts. The CPC analyst will manage the process by setting up the meeting date and communicating with the Candidate and the CPC. The Candidate must send the written report to the three analysts on their committee no later than 3 weeks before their scheduled meeting date.

At the culmination of this meeting the committee will decide whether or not the Candidate has achieved sufficient competence to graduate. The Candidate will be told of the decision by the CPC analyst, no later than a week after the CCR oral discussion. If the three analysts agree that the Candidate has achieved sufficient competence to graduate the CPC analyst will inform the CPC. If the three analysts feel that the Candidate has not yet achieved sufficient competence, they will meet with

the CPC to strategize about what further steps are needed for the candidate to demonstrate competence. When it is determined that the Candidate has achieved sufficient core competence, the CPC will ask the Board to approve the Candidate's graduation. Upon approval by the Board, the Candidate will be given a Certificate of Psychoanalysis. See appendix for Comprehensive Case Report Guidelines.

B. Graduation Requirements for Psy.D.

Item # 20

1. In addition to completing the above requirements to earn a Certificate of Psychoanalysis, a Candidate may also choose to earn a Psy.D. Degree. To do this the Candidate must write a Psy.D. Dissertation. The Psy.D. Dissertation is expected to be a single case study or a well-researched investigation or exposition of a subject relevant to the practice of psychoanalysis or relevant to the application of psychoanalytic knowledge, and be of a level capable of being published by a peer-reviewed journal. If the Candidate is using a case example they must obtain permission from their patient and state that they have permission in a page following their title page of their dissertation. The Psychoanalytic Research and Writing Course will help prepare Candidates to write a Psy.D. Dissertation. In addition, all Candidates working on writing a dissertation are welcome to audit the Psychoanalytic Research and Writing course. For details about the Psy.D. Dissertation refer to the Psy.D. Dissertation and Psy.D. Dissertation Project manual located in the Manuals tab of the Membership menu on the ICP website.
2. Candidates matriculating before September 2017 may choose to write a PsyD Dissertation, for which they will receive both a Psy.D. Degree and a Certificate of Psychoanalysis. They are not required to take the Psychoanalytic Research and Writing Course or participate in the Psy.D. Colloquium. However they are encouraged to participate in both. Alternatively, they may choose to write only a Comprehensive Case Report and receive a Certificate of Psychoanalysis.

GRADUATION CEREMONY DEADLINE REQUIREMENTS

A. Certificate of Psychoanalysis Graduation Ceremony Deadlines

The graduation ceremony is held each year in the spring. Both Candidates who are receiving a Certificate of Psychoanalysis and a Psy.D. are eligible to participate. To participate in the Graduation Ceremony of any particular year the following deadlines must be met. In order to participate in the spring graduation ceremony Candidates wishing to receive a Certificate of Psychoanalysis, must notify the CPC by November 1st of the year preceding the ceremony year that they have completed their Comprehensive Case Report written paper. In addition, the Candidate must provide the name of the ICP Analyst they have chosen to have on their committee for the Final Comprehensive Case Report Review and oral case discussion. Further they ask the CPC to assign both a CPC member analyst and a second analyst to complete their committee of three ICP analysts. The Candidate must send the written report to the three analysts on their committee no later than 3 weeks before their scheduled meeting date. The candidate then meets with the committee to engage in an interactive discussion about the Final Comprehensive Case Report. This meeting must take place before April 1st. The CPC analyst will notify the CPC by April 1st of the ceremony year that the Candidate's Comprehensive Case Report has been approved and that the Candidate has verified that their Candidate File is complete. The CPC then votes to recommend to the Board that the Candidate be graduated and awarded a certificate of graduation. Once the Board has approved the graduation the Candidate receives a Certificate of Psychoanalysis, and will then be allowed to participate in the Graduation Ceremony.

B. Psy.D. Graduation Ceremony Deadlines

In addition to the above requirements for the Certificate of Psychoanalysis, in order to participate in the spring graduation ceremony Candidates wishing to receive a Psy.D., must submit a first complete rough draft (see PsyD. Dissertation and PsyD. Dissertation Project Manual for details of what this draft should include) of their Psy.D. Dissertation to the CPC by July 1st of the year preceding the ceremony year in which they wish to participate. This should be accompanied by a request for the assignment of the CPC reader to their Psy.D. Dissertation Committee. By the November CPC meeting of the year preceding the Graduation Ceremony, the advisor must submit a copy of the final approved Psy.D. Dissertation, along with a request that a Graduation Review be scheduled with the CPC Committee. Once the Graduation Review has occurred and the Board has approved the Candidate's graduation, the Candidate will be allowed to participate in the Graduation Ceremony.

If, for some reason, candidates are unable to meet these deadlines for either the Certificate of Psychoanalysis or the Psy.D., a waiver request explaining the Candidate's circumstances may be filed for the CPC to consider.

**ICP Course and Faculty Catalog
Psychoanalytic Training Program**

September 20, 2019 to

May 3, 2020

ICP Faculty

This ICP program has approximately 27 volunteer faculty members that teach in the psychoanalytic training program during any given year; this number does not include guest faculty that may teach a single class of a course. The Faculty is comprised of psychoanalysts who are members of ICP. Most of them are senior analysts. Each is an experienced clinician who has completed psychoanalytic training at a psychoanalytic institute and has participated in ICP's Faculty Training Workshop. Many of those on the faculty have teaching positions at local graduate psychology and social work programs. Those on the faculty have training and professional experience that spans a range of theory and practice. Faculty for all academic classes are selected based on their expertise in the specific field, publications, lectures, research and any original contribution in the field. When appropriate, student evaluations of the faculty from previous years and for elective courses, popularity of the course offered by the faculty are taken into account when selecting an individual faculty member. All faculty are required to submit their curriculum vitae to verify their expertise and to attend a day long instructor training designed to enhance their teaching skills (i.e. how to integrate issues regarding diversity into the course). ICP Faculty

1. Faculty qualifications are as follows:

- a. Member of the Institute who is a graduate of ICP.
- b. Graduate of any other psychoanalytic institute who is a member or a corresponding member.
- c. Possess a license to practice psychotherapy in their home state.
- d. Possess a prior advanced degree from a postgraduate degree program at a college or university in the United States or Canada.
- e. Those faculty whose degrees were received outside of the United States or Canada must come from institutions that are members of the National Association of Credential Evaluation Services (NACES).
- f. Exhibit or demonstrate expertise in the course topic, by either publishing papers on the topic, having had experience teaching the topic before, and/or having specific training in that course area.

2. Possess the experiential qualifications to teach, including a minimum of three years of experience in the field. If not they have to teach with an instructor who does possess these requirements. Attend a one-day ICP faculty-training course. Faculty duties are as followed:

- a. 4 months in advance the faculty must submit a syllabus along with the referenced readings for each class the instructor is teaching.
- b. The instructor must teach the course at the scheduled time and for the contracted number of hours. Any cancelled sessions must be made up at a time that is convenient for every student in the course
- c. Faculty must complete written evaluations for all candidates in the course.
- d. Faculty must be available to meet individually with students as needed at the Institute or their office.

3. ICP maintains records documenting that each faculty member is duly qualified and was qualified to perform the duties to which the faculty member was assigned.

4. Each faculty member is evaluated by each student in every course that they teach.

5. Academic Freedom Policy

- a. ICP is a vital and inclusive analytic institute that follows the tenets of academic

freedom, participatory democracy and diversity of psychoanalytic theory.

b. Faculty/instructor's right to academic freedom and the principles that it guarantees are key elements of ICP's founding members' philosophy and a crucial aspect of the ICP's vision.

c. Academic freedom at ICP nurtures a culture of diversity, inclusion, invitation, dignity and respect for the therapeutic process.

d. Academic freedom provides our faculty/instructors with

i. freedom of inquiry and research

ii. freedom within the classroom to express the widest range of viewpoints in accord with the standards of scholarly inquiry and professional ethics.

iii. freedom of expression and publication

e. Academic freedom is limited only by the bounds of the professions ethics.

f. The ICP Academic Freedom Policy is available by request to all members and candidates.

i.

Faculty CVs for this year's classes are in appendix XX, page 168.

COURSEWORK

First Year Core Courses

Item # 20

(This year is comprised of all core courses. All the first year core courses must be taken in order to take 2nd year courses or any other elective.) **Basic Concepts (30 hours)**

This is a 30-hour course that forms the foundation for the study of contemporary psychoanalysis. We will introduce the basic concepts that have shaped the dialogue about the theory and practice of psychoanalysis over time. Through our readings, our class dialogue, and our study of theory and epistemology, we will investigate the underpinnings of the following concepts: structure of mind, the unconscious, development, transference and countertransference, defense and resistance, intrapsychic and interpersonal experience, and subjectivity and intersubjectivity. The course format will entail readings, lectures, discussion, and critiques of these concepts and theories. We will also incorporate clinical examples and discussion to illuminate controversies in theory and technique.

Infant and Toddler Development (30 hours)

This course covers a broad range of contemporary literature and research on infant/mother and toddler development as well as applications of this literature to the understanding of the psychoanalytic relationship and psychoanalytic treatment of adults. Readings include authors who are primarily infancy researchers, authors who are both researchers and psychoanalytic practitioners, and authors who have read and organized the research literature in order to apply it to the psychoanalytic treatment of adults.

Case Conference (15 hours)

The Analyst Presents

This course is taught by two Training Analysts. It focuses on the psychoanalytic case study, and will teach students how to organize and present clinical material. Two experienced analysts will present clinical cases, offering the student an opportunity to delve more fully into clinical process, and to comment on the analyst's presentations. This seminar will teach students how to process clinical material and to think critically about the psychoanalytic discourse.

Freud (30 hours)

The two main goals of this course are (1) to read a broad sampling of Freud's work, getting to know the Herr Doctor as comprehensively as possible—both as a person and as a developing thinker and clinician; and (2) to sharpen critical reading skills: to make a relationship with the text, if you will, to hear what it has to say--both explicitly and between the lines—and to monitor your own affective and associational responses to it. Hint: Reading texts have a lot in common with doing therapy.

Second Year Core Courses:

Object Relations (30 hours)

This course focuses on the development of the object-relations perspective, within the context of World War II, and in dialogue with Freud and Klein. We will focus on how this perspective turned psychoanalysis on its head by formulating the primacy of human relationships in shaping the unconscious and human character. The course will explore influential object-relations theorists, starting with Melanie Klein and Sandor Ferenczi, through W. Ronald Fairbairn, Harry Guntrip, and D.W. Winnicott. We will also study contemporary object-relations theorists such as Neville Symington and Thomas Ogden. Finally we will look at the link between object-relations and contemporary relational theory, through the work of Jessica Benjamin and Phillip Bromberg.

Self Psychology (30 hours)

The purpose of this course is to introduce the basic concepts of Self Psychology, including self psychology's historical development and its contemporary transformations. Kohut's focus on the central role of empathy has transformed psychoanalysis, and we will explore, in depth, the ways the concept of empathy is utilized, as well as how it can be misunderstood. We will also explore post-Kohutian perspectives in contemporary psychoanalysis and illustrate their application to clinical work.

Intersubjective Systems Theory/ Phenomenological Contextualism (30 hours)

This course introduces doctoral candidates to Intersubjective-systems theory, the psychoanalytic

framework principally formulated by George Atwood, Bernard Brandchaft, Donna Orange, and Robert Stolorow. Intersubjective-systems theory is a relational-affect theory wherein human emotional experience, and its constitutive embeddedness in relational contexts, are deemed at the center of psychoanalytic study and treatment. Accordingly, the curriculum and readings reflect consideration of traditional psychoanalytic notions of emotional development, unconsciousness, mind & body relations, fantasy, dreams, transference, therapeutic impasse and so forth from the intersubjective-systems perspective wherein, again, affect and its constitutive relationality are deemed at the motivational and formative center of human emotional life. The course includes in-class case presentations by faculty and candidate-volunteers during which the theoretical principles elucidated in the readings and lectures are employed to illuminate clinical material from an intersubjective-systems perspective. The candidates are required to write a short essay in which they illustrate their clinical use or theoretical consideration of one or more of the ideas distinctive to the intersubjective-systems perspective presented in the course readings and lectures.

Relational Theory (30 hours)

The main purpose of this course is to instill a strong understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. Early influential papers from this unique tradition as it first came together in New York City will be emphasized. The course will assess the differences between models of the mind that see the self as unified as opposed to those that see it as multiply constituted or conflicted. We will delineate the ways in which the assumption of the therapist's co-creation of the therapeutic encounter differs from an objectivist stance toward the patient. This course will also elucidate both how dissociated self-states in both patient and therapist are enacted in the therapeutic relationship and how such enactment can be constitutive of therapeutic action. Lastly, the course will include current perspectives as they continue to evolve within the Relational Tradition throughout the world, and here at ICP.

Third Year Core Course

Core Course: Boundary Dilemmas (15 hours)

The purpose of this course is to educate candidates about the importance of establishing a psychoanalytic framework that creates a safe environment for both patient and analyst. The creation and utilization of a secure boundary may prevent ethical violations and enable the patient to develop trust in the analytic process that allows for psychological development. This class also explores how unconscious boundary enactments can be understood and worked with in a relational psychoanalytic way.

Dissertation Writing Seminar (15 hours)

This course will focus on the writing of a doctoral dissertation in the field of psychoanalysis; this will include the proposal requirements and its specific elements. It will address common concerns arising in the process of preparing the dissertation proposal, and in writing the dissertation itself. Candidates will be expected to write on a weekly basis and formulate a timeline of their individual research process. There will be collegial critique and one-on-one consultations with the faculty will be available.

Fourth Year Core Course:

Core Course: Final Integrative Seminar(15 hours)

This class allows students to process their years of analytic training, and to explore and reflect upon the different theories presented here at ICP. Students discuss how they integrate the wealth of ideas they have discovered into their lives and their practices.

Class syllabi are in appendix XIX on page 94, and faculty CV for Core and Elective classes are in appendix XX on page 168.

**ICP Guidelines for the
Psy.D. Graduation Paper
&
Psy.D. Graduation Project**

PSY.D. GRADUATION PAPER

When to Begin the Process

The process of initiating the Graduation Paper may take place at any time during the Candidate's training. The purpose of the Graduation Paper is to demonstrate the Candidate's development as a psychoanalyst; therefore, the Candidate is expected to write the Graduation Paper during the third or fourth year of study, as such development stems from the Candidate's involvement in classes, control cases, supervision and training analysis. It is the intention of ICP to establish requirements allowing for the uniqueness and creativity of each Candidate. Some Candidates might find that reading completed Graduation Papers is helpful in developing ideas for their own Paper. (Contact the ICP

Office for the list of papers and process for obtaining them.) Criteria for the Graduation Paper

All of the following criteria for the Graduation Paper must be met:

1. The Graduation Paper must address a psychoanalytic topic.
2. The Graduation Paper must be the product of psychoanalytic training at ICP, reflecting what the Candidate has learned in that training.
3. The Graduation Paper must demonstrate competence in psychoanalytic understanding.
4. The Graduation Paper must be internally coherent (arguments in the Paper are consistent, logical, and connect in a meaningful fashion).
5. The Graduation Paper must be externally coherent (the content of the Paper is consistent with knowledge of the subject stemming from outside sources).
6. The Graduation Paper must follow any coherent, consistent, recognizable format accepted by Psychoanalytic Journals.
7. The Graduation Paper must include the required title page (see page 84, appendix IX).
8. The Graduation Paper must include a Literature Review. (A Literature Review is an account of what has been published on the topic, the key authors, and the prevailing theories, hypotheses, and methodologies already in publication.)

9. The Graduation Paper must include theoretical material related to that case (if based on case material).

10. As the graduation paper must be made a permanent part of the public domain the following rules apply:

A.) For Candidates who matriculated prior to September 2013. When writing about patients, any case material must be sufficiently disguised so that the person is not recognizable in the public domain.

B.) For Candidates who matriculated after September 2013. When writing about patients, the candidate acknowledges (in writing) that he/she has obtained consent from the patient. The consent will illustrate that the patient has agreed to be written about in the candidate's paper. Even with this consent the candidate must ensure that any case material is sufficiently disguised so that the person is not recognizable in the public domain. This acknowledgement is to be placed in the candidate's file and on the page following the title page of the graduation paper.

Graduation Paper Committee

When ready to begin the Psy.D. Paper, the Candidate forms a Graduation Paper Committee. After considering the most appropriate individuals to address the Paper's particular topic, the Candidate contacts those ICP Members and requests their participation on the Committee. It is important to stipulate to each Member the role the Candidate wishes that Member to assume.

The Graduation Paper Committee consists of an Advisor, a Mentor, a Supervisor, a Reader, and a CPC Reader. If a Member serves in more than one capacity on a Graduation Committee (i.e., an Advisor who also serves as a Mentor), an additional Member serving in the capacity of an extra Reader must be chosen by the Candidate and added to the Committee. Each Member makes a commitment to work closely with the Candidate by providing guidance and feedback as the Candidate develops the Paper. All Papers must include the required elements. All parties are required to attend a meeting of the entire group (set up by the Advisor in collaboration with the Candidate). All parties are expected to attend

the Graduation Review, which is a meeting of the Graduation Paper Committee and the CPC held after the Paper has been approved.

Advisor

The Advisor is an automatic Member of the Committee and has the following responsibilities:

- a) Once the Candidate notifies the Advisor that the Committee has been formed, the Advisor contacts the CPC in writing to request a CPC Reader be assigned to the Graduation Committee. This should be done as soon as possible to ensure that the CPC Reader is involved in the process as early as possible. The written request to the CPC should include the Candidate's name, the names of all Committee Members with their designated roles, and either an *abstract or a *first final draft of the Paper.

If the request is made by the June CPC meeting of the previous year, and the Candidate intends to participate in the spring graduation ceremony, a first final draft is required to accompany the written request.

(*SEE DESCRIPTION OF FIRST FINAL DRAFT AND ABSTRACT IN APPENDIX X, PAGE 85.)

If participation in the spring graduation ceremony is not planned, only an abstract is required to be submitted with the written request.

- b) In consultation with the Candidate, the Advisor sets up a meeting of the full Committee to discuss the Paper and make recommendations and revisions. This meeting is typically scheduled toward the end of the process but it may take place earlier if advantageous to the Candidate. **At least one full meeting of the entire Committee is required.**
- c) When the entire Committee has approved the final version of the Paper, the Advisor requests a formal date for a Graduation Review (a joint meeting of the CPC and Graduation Paper Committee) by notifying the CPC in writing. A proofread edited copy of the final Paper must be included in the request. The CPC Chair informs the Advisor of the scheduled date of the meeting. The Advisor informs each Committee Member of the date and reports back to the ICP office if any Member is unable to attend.
- d) At the Graduation Review with the CPC and the Graduation Paper Committee, the Advisor gives a report of the Candidate's progress during

the years of candidacy. This is an oral presentation only (no written report is required).

Mentor

The Mentor takes on all the responsibilities assigned a Committee Member and should be prepared to comment on the Paper.

Supervisor

The Supervisor, who must be a Supervisor from one of the three required control cases, takes on all the responsibilities assigned a Committee Member and should be prepared to comment on the Paper.

Reader

The Reader takes on all the responsibilities assigned a Committee Member and prepares a short critique of the Paper to read aloud at the Graduation Review. This critique should be written and is included the Candidate's scholastic file.

CPC Reader

The CPC Reader takes on all the responsibilities assigned a Committee Member. During the entire process, the CPC Reader serves as the representative of the Candidate Progression Committee, and carries the Candidate Progression Committee's authority for approving the Paper in final form. When the Paper is approved by the CPC Reader, in conjunction with the other Members of the Graduation Paper Committee, it is then considered a final Paper. During the CPC Graduation Review, the CPC Reader will prepare a short critique of the Paper to read aloud at the Graduation Review. This critique should be written and is included the Candidate's scholastic file.

Candidate Involvement within the Committee

The Candidate may work independently, or with the Mentor to develop a first final draft of the Paper. The first final draft is then submitted to all five Members of the Committee for their commentary. When the Candidate prepares the next draft of the Paper, integrating the Committee's commentary, the Candidate submits that draft to each Member of the five- person Committee. This process

of commentary and draft revisions may be repeated several times. At some point, the meeting of the full Committee will take place. All Committee Members must approve the Paper before it is deemed a final draft.

The Graduation Review

This is a meeting of the Candidate Progression Committee and the Graduation Paper Committee that takes place after the Graduation Paper has been approved. The Review is an opportunity to discuss the Paper, share ideas, and celebrate the completion of the Candidate's Paper and forthcoming graduation. **Time Requirements for Participation in spring Graduation Ceremony**

The graduation ceremony is held each year in the spring. Four deadlines must be met in order to for the Candidate to participate in the spring graduation ceremony:

NO LATER THAN THE **JUNE** CPC MEETING of the previous year, the Advisor must submit to the Candidate Progression Committee the first final draft of the Graduation Paper, along with a letter announcing the names and titles of the four members of the Candidate's Graduation Paper Committee (Advisor, Mentor, Supervisor and Reader). If a request for a CPC Reader has not already been made, it must be done at this time.

(*SEE DESCRIPTION OF FIRST FINAL DRAFT AND ABSTRACT IN APPENDIX X, PAGE 85.)

NO LATER THAN THE **NOVEMBER** CPC MEETING of the previous year, the Advisor must send the Candidate Progression Committee a letter stating that the entire Graduation Paper Committee has approved the Candidate's Graduation Paper and requesting a date for a Graduation Review with the Candidate Progression Committee. This letter must be accompanied by an unstapled edited copy of the Candidate's final Graduation Paper.

PRIOR TO GRADUATION, all case reports and supervisory reports must be completed and submitted to the office two weeks prior to the scheduled spring graduation ceremony.

Graduation from ICP requires that the Candidate complete, in a satisfactory manner, the equivalent of four years (420 hours) of didactic coursework, including the required core courses, by the last session of the academic year.

It is the Advisor's responsibility to urge all members of the Graduation Paper Committee to pursue the Candidate's first final draft Paper in a timely fashion, thereby facilitating the Candidate's opportunity to complete a final Paper for the November Candidate Progression Committee deadline. If the November deadline is not honored, the Candidate may graduate at the time the Board of Directors approves the recommendation of the Candidate Progression Committee, but the Candidate may not participate in the approaching Spring graduation ceremony; however, the Candidate may participate in the Spring graduation ceremony of the following year.

Writing Suggestions

Time constraints should be considered when preparing the Paper. It is recommended that the Candidate establish personal deadlines for each step of completion (from writing the abstract to completion of the final Paper). When delivering a first final draft to Graduation Committee Members for review and suggestions, the Candidate should make every effort to present a draft free of spelling and grammatical errors.

I. PSY.D. GRADUATION PROJECT

A. When to Begin the Process

The process of initiating the Graduation Project may take place at any time during the Candidate's training. The purpose of the Graduation Project is to demonstrate the Candidate's development as a psychoanalyst; therefore, the Candidate is expected to write the Graduation Paper during the third or fourth year of study, as such development stems from the Candidate's involvement in classes, control cases, supervision and training analysis. It is the intention of ICP to establish requirements allowing for the uniqueness and creativity of each Candidate. Some Candidates might find that reading completed Graduation Projects is helpful in developing ideas for their own Project. (Contact the ICP Administrator for the process and cost of obtaining past Projects.) Input from the Graduation Committee is also expected to influence the Candidate's Graduation Project.

Criteria for the Graduation Project

The Graduation Project is a possible alternative to the Graduation Paper. The Project is a serious, rigorous, creative work that reveals the Candidate's development as a psychoanalyst. All of the following criteria for the Graduation Project must be met:

1. The Graduation Project must address a psychoanalytic topic.
2. The Graduation Project must demonstrate competence in

psychoanalytic understanding.

3. The Graduation Project must be internally coherent (arguments in the Project are consistent, logical, and connect in a meaningful fashion).
4. The Graduation Project must be externally coherent (the content of the Project is consistent with knowledge of the subject stemming from outside sources).
5. The Graduation Project must include a written explanation of the Candidate's inspiration, philosophy, and goals in creating the particular Project.
6. The Graduation Project must include a Literature Review. (A Literature Review is an account of what has been published on the topic, the key authors, and the prevailing theories, hypotheses, and methodologies already in publication.)
7. As the graduation project must be made a permanent part of the public domain the following rules apply:
 - A.) For Candidates who matriculated prior to September 2013. When writing about patients, any case material must be sufficiently disguised so that the person is not recognizable in the public domain.
 - B.) For Candidates who matriculated after September 2013. When writing about patients, the candidate acknowledges (in writing) that he/she has obtained consent from the patient. The consent will illustrate that the patient has agreed to be written about in the candidate's paper. Even with this consent the candidate must ensure that any case material is sufficiently disguised so that the person is not recognizable in the public domain. This acknowledgement is to be placed in the candidate's file and on the page following the title page of the graduation paper.
8. The Graduation Project must be the product of psychoanalytic training at ICP, reflecting what the Candidate has learned in that training.
9. The Graduation Project must follow APA guidelines in its formatting.

The Graduation Project must include some record, whatever the form, of its presentation, so that the Project continues to be available to the psychoanalytic community.

The Graduation Project must include the required title page (see page 86, appendix XI).

Graduation Project Committee

When ready to begin the Psy.D. Project, the Candidate forms a Graduation Committee. After considering the most appropriate individuals to address the Project's particular topic, the Candidate contacts those ICP Members and requests their participation on the Committee. It is important to stipulate to each Member the role the Candidate wishes that Member to assume.

The Graduation Project Committee consists of an Advisor, two Mentors, a Supervisor, and CPC Representative. Each Member makes a commitment to work closely with the Candidate by providing guidance and feedback as the Candidate develops the Project. All Papers must include the required elements. All parties are required to attend a meeting of the entire group (set up by the Advisor in collaboration with the Candidate). All parties are expected to attend the Graduation Review, which is a meeting of the Committee and the Candidate Progression Committee held after the Project has been approved.

Advisor

The Advisor is an automatic Member of the Committee and has the following responsibilities:

- a) Once the Candidate notifies the Advisor that the Committee has been formed, the Advisor contacts the Candidate Progression Committee in writing to request a CPC Reader be assigned to the Graduation Committee. This should be done as soon as possible to ensure that the CPC Reader is involved in the process as early as possible. The written request to the Candidate Progression Committee should include the Candidate's name, the names of all Committee Members with their designated roles, and an explanation of the Project.
- b) In consultation with the Candidate, the Advisor sets up two meetings of the full Committee to discuss the Project and make recommendations and revisions. The first meeting is to be scheduled soon after the Candidate Progression Committee representative is appointed. The second meeting typically scheduled toward the end of the process. **Two meetings of the entire membership are required**, due to the creative nature of the Project.
- c) When the entire Committee has approved the final version of the Project, the Advisor requests a formal date for a Graduation Review (a joint meeting of the Candidate Progression Committee and Graduation Project Committee) by notifying the Candidate Progression Committee in writing. An edited copy of the final Project must be included in the request. The ICP office contacts the Advisor to provide the scheduled date of the meeting. The Advisor informs each Committee Member of the date and reports back

to the ICP office if any Member is unable to attend.

- d) At the Graduation Review with the Candidate Progression Committee and the Graduation Project Committee, the Advisor gives a report of the Candidate's progress during the years of candidacy. This is an oral presentation only (no written report is required).

Mentors

Two Mentors take on all the responsibilities assigned a Committee Member and should be prepared to comment on the Project and the Candidate's participation at the Graduation Review. The Mentors prepare a short critique of the Project to read aloud at the Graduation Review. This critique is to be written and handed in to be part of the Candidate's scholastic file.

Supervisor

The Supervisor takes on all the responsibilities assigned a Committee Member and should be prepared to comment on the Paper.

CPC Representative

The CPC Representative takes on all the responsibilities assigned a Committee Member. During the entire process, the CPC Representative serves as the representative of the Candidate Progression Committee, and carries the Candidate Progression Committee's authority for approving the Project in its final form. The CPC Representative, as well as all other Committee Members, must approve the Project before it is deemed a final Project. During the Graduation Review, the CPC Representative prepares a short critique of the Project to read aloud at the Graduation Review. This critique is to be written and handed in to be part of the Candidate's scholastic file

Candidate Involvement within the Committee

The Candidate may work independently or with Committee Members to develop the Project. The Candidate collaborates with the Advisor to set up two meetings of the entire Committee. The first is to be arranged as soon as a CPC Representative is appointed. The second meeting will take place toward the end of the process.

The Graduation Review

This is a meeting of the Candidate Progression Committee and the Graduation Project Committee. It takes place after the Graduation Project has been approved. The Review is an opportunity to discuss the Project, share ideas, and celebrate the completion

of the Candidate's Project and forthcoming graduation.

Time Requirements for Participation in spring Graduation Ceremony

The graduation ceremony is held each year in the spring. Four deadlines must be met in order to for the Candidate participate in the spring graduation ceremony:

NO LATER THAN THE **JUNE** CPC MEETING of the previous year, the Advisor must submit to the Candidate Progression Committee, the Candidate's Literature Review and an abstract of the Project, along with a letter announcing the names and titles of the four individuals of the Candidate's Graduation Project Committee (Advisor, Mentors, and Supervisor). The letter will include a request for a CPC Representative who will become the final Member of the Graduation Committee.

NO LATER THAN THE **NOVEMBER** CPC MEETING of the previous year, the Advisor must send the Candidate Progression Committee a letter stating that the entire Graduation Project Committee has approved the Candidate's Graduation Project and requesting a date for a Graduation Review with the Candidate Progression Committee. This letter must be accompanied by an unstapled copy of the candidate's final Graduation Project (including all written requirements).

PRIOR TO GRADUATION, all case reports and supervisory reports must be completed and submitted to the office by May 31st.

Graduation from ICP requires that the Candidate complete, in a satisfactory manner, the equivalent of four years (420 hours) of didactic coursework, including the required core courses, by the last session of the academic year.

It is the Advisor's responsibility to urge all members of the Graduation Project Committee to pursue the Candidate's draft Project in a timely fashion, thereby facilitating the Candidate's opportunity to complete a final Project for the November Candidate Progression Committee deadline. If the November deadline is not honored, the Candidate may graduate at the time the Board of Directors approves the recommendation of the Candidate Progression Committee, but the Candidate may not participate in the approaching Spring graduation ceremony; however, the Candidate may participate in the Spring graduation ceremony of the following year.

Writing Suggestions

Time constraints should be considered when preparing the Project. It is recommended that the Candidate establish personal deadlines for each step of completion (from writing the abstract to completion of the final Project). When delivering a draft to Graduation Committee Members for review and suggestions,

the Candidate should make every effort to present a draft free of spelling and grammatical errors.

ICP NON-DEGREE PROGRAMS
September 14, 2019 – June 20, 2020

Syllabi are located in appendix XXI, page 356.

Extension Division Program

This program offers classes in contemporary psychoanalysis to both licensed therapists, those in training for a mental health degree and those who are not yet licensed.

The program consists of:

- The program is structured in two parts: A one-year Foundations Class which provides the student with the basic concepts of analytic theory and technique and an advanced Class that builds on the first year to explore more complex and sophisticated ideas and applications.
- Classes meet once a month for 10 consecutive months.
- Classes are taught by ICP members and candidates with expertise in the class subject. Recommended readings are provided online.
- This is not a degree-granting program.

Admission Requirements:

- An application and application fee are required.
- Participation is open to licensed and non-licensed mental health professionals (i.e.; MFT, MSW, Psy.D., Ph.D., MD)
- An application and application fee are required.
- Courses and number of CME/CEUs vary depending on the individual program.

Class Locations:

- **Los Angeles** Item # 5
Institute of Contemporary Psychoanalysis
10780 Santa Monica Blvd. Suite 350 Los
Angeles, CA 90025

Saturday Series: Conversations in Contemporary Psychoanalysis

The program consists of:

- A monthly series of talks by ICP members or candidates demonstrating expertise in particular areas.
- The Saturday Series introduces contemporary psychoanalytic ideas from various theories through clinical issues and case presentations.
- This is not a degree-granting program.

Admission Requirements:

- Participation is open to licensed and non-licensed mental health professionals (i.e.; MFT, MSW, Ph.D. Psy.D, MD)
- Participants receive CEU/CME"s commensurate with attendance
- An application and application fee are required.

Class Locations:

- **San Diego**
11446 Pleasant Ridge,
San Diego, CA 92130
- **Pasadena**
2533 Doolittle Ave
Arcadia, CA 91006

Item # 5

Classes meet:

- Pasadena Saturday Series meet 4 hours of monthly courses for 9 months.
- San Diego Saturday Series meet 4 hours of monthly courses for 9months.

APPENDICES

APPENDIX I
ENROLLMENT AGREEMENT
Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779

4-year Psychoanalytic Training Program, Psy.D.
September 20, 2019 – May 3, 2020

Candidate Name: _____

Home Address: _____

Office Address: _____

Office Phone: _____ Home Phone: _____

A. LEGALLY BINDING CLAUSE

This agreement is a legally binding instrument when signed by the candidate and accepted by ICP. Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it and that you have been given: (a) a written statement of the refund policy including examples of how it applies and; (b) a catalog including a description of the courses and educational services including all material facts concerning ICP and the program which are likely to affect your decision to enroll. Immediately upon signing this agreement, you will be given a copy of it to retain.

B. COURSE HOURS

This agreement is for the ICP Psychoanalytic Training Program:

	<u>Total Units:</u>	<u>Total</u>
<u>Hours:</u>		
Psychoanalytic Training Program:	32 units	480 hours

3 supervised cases of 1 1/2 years each (65-70 hours) are required.

Candidate Initials

18 months and 300 hours of 4 times per week of psychoanalysis with an ICP Training and Supervising Analyst is required. Personal psychoanalysis is not covered by tuition fee: candidate pays fee on an individual basis; all fees with training analyst are negotiated and paid between the Training and Supervising Analyst and candidate privately without ICP's involvement.

Candidate Initials

A Candidate in part-time training is not permitted to begin coursework at ICP before the initiation of a minimum two times per week personal psychotherapy with an ICP-approved Training Analyst. Upon becoming a full-time candidate, the personal psychoanalysis required is a minimum of 4 sessions per week for a period total of at least 300 hours

Candidate Initial

C. STUDENT'S RIGHT TO CANCEL

Item # 25

The student has the right to cancel the enrollment agreement and obtain a full refund of all tuition paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date:
. See refund policy below.

D. REFUND POLICY

Students who withdraw by the first class session, or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

Refund of Tuition

Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

Refund Explanation

The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example

If the enrollment agreement is for 4 units the agreement will equal 52.5 clock hours. If the candidate withdraws and has only completed 20 hours of the 52.5 hours of the agreement, the candidate has 32.5 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund would work:

In order to get to the refund amount you take the semester tuition fee of \$1,500.00 and divide this amount by the 52.5 hours the candidate enrolled to attend on this agreement. This amount which is \$28.58 is the per hour charge, you must now multiply this figure of \$28.50 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is \$571.60, if the candidate had paid the institute \$1,500.00 on this enrollment agreement, their refund would be \$928.40.

Effect of Refund on Promissory Notes:

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged

E. CONTRACT AMOUNT AND SCHEDULE OF CHARGES

The Candidate is responsible for the following fees and charges: PROGRAM FEES:

Tuition and Fees Schedule (per year) for the Psychoanalytic Training Program

PLEASE SEE NEXT PAGE

Description	Fee
Application Fee	Non-refundable Fee: \$125 early application/ \$150 regular application
Full-time Tuition (\$375 per unit)	\$3000
Part-time Tuition (\$375 per unit)	\$1500 tuition
Supervision for control cases	(NOT covered by tuition fee; candidate pays supervisor's fee on an individual basis, all fees with supervisors are negotiated and paid between the supervisor and candidate privately, without ICP's involvement. Each supervisor is required to provide one low fee slot for candidate supervision, for \$75. Otherwise there is a wide range of charges.
Training Psychoanalysis	18 months or 300 hours of 4 times per week of psychoanalysis with an ICP Training and Supervising Analyst is required. Personal psychoanalysis is not covered by tuition fee: candidate pays fee on an individual basis; all fees with training analyst are negotiated and paid between the supervisor and candidate privately without ICP's involvement.
Administrative Fee	\$100 Subject to required readings. Over 60% of required reading materials are provided to the candidates by the ICP; Most other readings can be obtained from the PEP-web account provided by ICP to members and candidates. Of materials not provided, most can be obtained from personal libraries of ICP members, or other facilities.
Student Tuition Recovery Fund	State mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests. Fee is \$0.00. The STRF fee is non-refundable.

NOTICE

YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

Item # 28

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- 1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- 2) The student may not be eligible for any other federal student financial aid at another

institution or other government assistance until the loan is repaid.

STUDENT TUITION RECOVERY FUND (STRF):

Item # 24

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests.

The non-refundable STRF fee is \$0.00

Notice to Prospective Degree Program Students

Items #41, 16

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.**
- **Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.**

If this institution stops pursuing accreditation, the following will happen:

- **The institution must stop all enrollment in its degree programs, and**
- **Provide a teach-out to finish the educational program or provide a refund.**

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDITS Item # 15 **FOR INSTITUTION**

The transferability of credits you earn at the Institute of Contemporary Psychoanalysis (ICP) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Psy.D. or psychoanalyst certification you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units, Psy.D. or psychoanalyst certification that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ICP to determine if your units taken, Psy.D. or psychoanalytic certificate awarded will transfer.

Any questions a student may have regarding Item # 13 **ement** that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento,
CA, 95833 P.O. Box 980818, West Sacramento,
CA 95798-0818 www.bppe.ca.gov

Telephone: 888 370 7589 or 916 431 6959 & Fax: 916 263 1897

Item # 14

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet website, www.bppe.ca.gov. Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact sheet related to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable prior to signing this agreement.

Total charges for the current period of attendance: \$3000 tuition/\$100 admin fee per year.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course or educational service is:

- \$12,400 for the 32 units for the PsyD program Item # 23
- Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.
- Fees for personal analysis and supervision are established privately between analyst or supervisor and the candidate. Estimated cost for supervision is \$37,440 Estimated cost for analysis is \$62,240
- Total estimated cost for the entire program is \$112,084 Item # 9

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Candidate's initials _____

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three year cohort default rate, if applicable, included in the School Performance Fact sheet and have signed, initialed, and dated the information provided in the School Performance Fact sheet.

Candidate's Initials _____

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 20, 2019 THROUGH MAY 3, 2020.

Item # 23

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$ _____

TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ TOTAL

CHARGES STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: \$ _____

I UNDERSTAND THAT THESE CHARGES ARE ICP TUITION AND FEES AND DO NOT INCLUDE ANALYTIC AND SUPERVISORY CONSULTATIONS MADE THROUGH PRIVATE CONTRACT.

This agreement is not operative until the candidate attends the first class or session of instruction. Date of first class: _____ Estimated date of completion: _____

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Signature of Candidate _____ *Date* _____

I certify that the Institute of Contemporary Psychoanalysis has met the disclosure requirements of Educational Code 94902 of the Private Postsecondary and Vocational Reform Act of 1998.

Signature of Candidate _____ *Date* _____

This agreement is accepted by

Signature of School Official _____ *Date* _____

Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779
Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779

ENROLLMENT AGREEMENT
for September 14, 2019 – June 13, 2020
Saturday Series: San Diego

Student Name: _____

Home Address: _____

Office Address: _____

Office Phone: _____ Home Phone: _____

A. LEGALLY BINDING CLAUSE

This agreement is a legally binding instrument when signed by the student and accepted by ICP. Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it and that you have been given: (a) a written statement of the refund policy including examples of how it applies and; (b) a catalog including a description of the courses and educational services including all material facts concerning ICP and the program which are likely to affect your decision to enroll. Immediately upon signing this agreement, you will be given a copy of it to retain.

B. COURSE HOURS

This agreement is for the ICP Los Angeles Saturday Series Program (full year):

Total

Saturday Series Classes: 31.5 hours

STUDENT'S RIGHT TO CANCEL

Item # 25

The student has the right to cancel the enrollment agreement and obtain a full refund of all tuition paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date: _.

C. REFUND POLICY

Students who withdraw by the first class or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the

course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

Refund of Tuition

Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

Refund Explanation

The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example

If the enrollment agreement is for 4 units the agreement will equal 60 clock hours. If the candidate withdraws and has only completed 20 hours of the 60 hours of the agreement, the candidate has 40 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund would work:

In order to get to the refund amount you take the semester tuition fee of \$1,500.00 and divide this amount by the 60 hours the candidate enrolled to attend on this agreement. This amount which is \$25 is the per hour charge, you must now multiply this figure of \$25 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is \$500, if the candidate had paid the institute \$1,500.00 on this enrollment agreement, their refund would be \$1000.

Effect of Refund on Promissory Notes:

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged.

D. CONTRACT AMOUNT AND SCHEDULE OF CHARGES

The Student is responsible for the following fees and charges: PROGRAM FEES:

Tuition and Fees Schedule (per year) for the Saturday Series

Description	Fee
Professional Affiliate Fee	Non-refundable fee: \$25
Tuition for Licensed (\$18.41 per hour)	\$580
Tuition for Unlicensed \$15.55 per hour)	\$490
Student Tuition Recovery Fund	State mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests. Fee is \$0.00. The STRF fee is non-refundable.

NOTICE

YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- 1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- 2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

STUDENT TUITION RECOVERY FUND (STRF):

Item # 24

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a

taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests.

The non-refundable STRF fee is \$0.00.

Notice to Prospective Degree Program Students Item # 16

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

- **Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.**
- **Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.**

If this institution stops pursuing accreditation, the following will happen:

- **The institution must stop all enrollment in its degree programs, and**
- **Provide a teach-out to finish the educational program or provide a refund.**

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

Item #15

The transferability of continuing education credits you earn at the Institute of Contemporary Psychoanalysis (ICP) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the continuing education credits you earn in ICP's San Diego Saturday series Program is also at the complete discretion of the institution you may seek to transfer. If the continuing education credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ICP to determine if your continuing education credits taken will transfer.

Any questions a student may have regarding this enrollment agreement Item # 13 not been satisfactorily answered by the institution may be directed to the Bureau for Private

Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833

P.O. Box 980818, West Sacramento, CA 95798-0818

www.bppe.ca.gov

Telephone: 888-370-7589 or 916-431-6959

Fax: 916-263-1897

Item #14

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website, www.bppe.ca.gov. Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact sheet related to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable prior to signing this agreement.

Total charges for the current period of attendance: \$580/\$480 tuition per year.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course or educational service is:

- \$580 for the 31.5 hours for the Saturday Series Program (Licensed applicants)
- \$490 for the 31.5 hours for the Saturday Series Program (Unlicensed applicants)
- Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.
- Fees for personal analysis and supervision are established privately between analyst or supervisor and candidate.

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Student Initials _____

Item # 9

I certify that I have received the catalog, School Performance Fact Sheet, and

information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three year cohort default rate, if applicable, included in the School Performance Fact sheet and have signed, initialed, and dated the information provided in the School Performance Fact sheet.

Student's initials _____

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 14, 2019 THROUGH JUNE 13, 2020.

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$ _____

TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ _____

THE TOTAL CHARGES STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: \$ _____

I UNDERSTAND THAT THESE CHARGES ARE ICP TUITION AND FEES AND DO NOT INCLUDE ANALYTIC AND SUPERVISORY CONSULTATIONS MADE THROUGH PRIVATE CONTRACT.

This agreement is not operative until the candidate attends the first class of instruction.

Date of first class: _____ Estimated date of completion: _____

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Signature of Student _____

Date _____

I certify that the Institute of Contemporary Psychoanalysis has met the disclosure requirements of Educational Code 94902 of the Private Postsecondary and Vocational Reform Act of 1998.

Signature of Student _____

Date _____

This agreement is accepted by:

Signature of School Official _____

Date _____

Date

Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779

ENROLLMENT AGREEMENT for SEPTEMBER 14, 2019 - JUNE 13, 2020.
Saturday Series: San Diego

Candidate Name: _____

Home Address: _____

Office Address: _____

Office Phone: _____ Home Phone: _____

A. LEGALLY BINDING CLAUSE

This agreement is a legally binding instrument when signed by the candidate and accepted by ICP. Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it and that you have been given: (a) a written statement of the refund policy including examples of how it applies and; (b) a catalog including a description of the courses and educational services including all material facts concerning ICP and the program which are likely to affect your decision to enroll. Immediately upon signing this agreement, you will be given a copy of it to retain.

B. COURSE HOURS

This agreement is for the ICP Saturday Series: San Diego (full year):

	<u>Total Hours</u>
Classes :	
Instructional Hours	31.5

STUDENT'S RIGHT TO CANCEL

Item # 25

The student has the right to cancel the enrollment agreement and obtain a full refund of all tuition paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date: _____ . See refund policy below.

C. REFUND POLICY

Students who withdraw by the first class session, or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract

for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

Refund of Tuition

Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

Refund Explanation

The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example

If the enrollment agreement is for 4 units the agreement will equal 52.5 clock hours. If the candidate withdraws and has only completed 20 hours of the 52.5 hours of the agreement, the candidate has 32.5 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund wouldwork:

In order to get to the refund amount you take the semester tuition fee of \$1,500.00 and divide this amount by the 52.5 hours the candidate enrolled to attend on this agreement. This amount which is \$28.58 is the per hour charge, you must now multiply this figure of \$28.50 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is \$571.60, if the candidate had paid the institute \$1,500.00 on this enrollment agreement, their refund would be \$928.40.

Effect of Refund on Promissory Notes:

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged.

D. CONTRACT AMOUNT AND SCHEDULE OF CHARGES

The Candidate is responsible for the following fees and charges: PROGRAM FEES:

Tuition and Fees Schedule (per year) for the Saturday Series: San Diego

Description	Fee
Application Fee	Non-refundable fee: \$50
Tuition	
Licensed (\$ 18.41 per hour)	\$580.00
Pre Licensed (\$15.55 per hour)	\$490.00
Student Tuition Recovery Fund	State mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests. Fee is \$0.00. The STRF fee is non-refundable.

NOTICE

YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

STUDENT TUITION RECOVERY FUND (STRF): Item # 24

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

5. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
6. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

5. You are not a California resident, or are not enrolled in a residency program, or
6. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

11. The school closed before the course of instruction was completed.
12. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
13. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
14. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
15. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the

institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests.

The non-refundable STRF fee is \$0.00.

Notice to Prospective Degree Program Students

Item # 16

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.**
- **Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.**

If this institution stops pursuing accreditation, the following will happen:

- **The institution must stop all enrollment in its degree programs, and**
- **Provide a teach-out to finish the educational program or provide arefund.**

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

Item # 15

The transferability of credits you earn at the Institute of Contemporary Psychoanalysis (ICP) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the PsyD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PsyD that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ICP to determine if your units taken, or PsyD awarded will transfer.

Any questions a student may have regarding this enrollment agreement that have not been satisfactorily

Item # 13

answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833 **Item # 14**
P.O. Box 980818, West Sacramento, CA 95798-0818
www.bppe.ca.gov
Telephone: 888-3707589 or 916-431-6959
Fax: 916-263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling or by completing a complaint form, which can be obtained on the bureau's internet website, www.bppe.ca.gov. Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact sheet related to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable prior to signing this agreement.

Total charges for the current period of attendance: \$_____tuition/\$_____admin fee per year.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course or educational service is:

\$580.00 for 31.5 hours for Licensed students in the San Diego Saturday Series Program

\$490.00 for 31.5 hours for Pre-Licensed students in the San Diego Saturday Series Program

Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.

- Fees for personal analysis and supervision are established privately between analyst or supervisor and candidate.

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Candidate's initials _____

Item # 9

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three year cohort default rate, if applicable, included in the School Performance Fact sheet and have signed, initialed, and dated the information provided in the School Performance Fact sheet.

Candidate's initials _____

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 6, 2017 THROUGH JUNE 18, 2018.

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$ _____

TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ _____

THE TOTAL CHARGES STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: \$ _____

I UNDERSTAND THAT THESE CHARGES ARE ICP TUITION AND FEES AND DO NOT INCLUDE ANALYTIC AND SUPERVISORY CONSULTATIONS MADE THROUGH PRIVATE CONTRACT.

This agreement is not operative until the candidate attends the first class or session of instruction. Date of first class: _____

Estimated date of completion: _____

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Signature of Candidate

Date

I certify that the Institute of Contemporary Psychoanalysis has met the disclosure requirements of Educational Code 94902 of the Private Postsecondary and Vocational Reform Act of 1998.

Signature of Candidate

Date

This agreement is accepted by _____
Signature of School Official _____
Date

Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350 Los Angeles, CA 90025-4779

ENROLLMENT AGREEMENT for SEPTEMBER 14, 2019 - May 9, 2020.
Saturday Series: Pasadena

Candidate Name: _____

Home Address: _____

Office Address: _____

Office Phone: _____ Home Phone: _____

A. LEGALLY BINDING CLAUSE

This agreement is a legally binding instrument when signed by the candidate and accepted by ICP. Your signature on this agreement acknowledges that you have been given reasonable time to read and understand it and that you have been given: (a) a written statement of the refund policy including examples of how it applies and; (b) a catalog including a description of the courses and educational services including all material facts concerning ICP and the program which are likely to affect your decision to enroll. Immediately upon signing this agreement, you will be given a copy of it to retain.

B. COURSE HOURS

This agreement is for the ICP Saturday Series: Pasadena (full year):

Total Hours

Classes :

Instructional Hours	31.5
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STUDENT'S RIGHT TO CANCEL

The student has the right to cancel the enrollment and obtain a full refund of all tuition paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You may cancel this enrollment agreement and obtain a refund by providing written notice to The President(s), ICP, 10780 Santa Monica Blvd., Suite 350, Los Angeles, California 90025-4720, by the following date: _____ . See refund policy below.

item # 25

C. REFUND POLICY

Students who withdraw by the first class session, or the seventh day after enrollment, whichever is later, will be refunded all tuition paid. After the first week of class, but before 60% of the course is completed, tuition earned by the Institute will be calculated on a prorated basis. After 60% of the course is completed, there is no refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

A definition of the enrollment period at ICP is that each semester or session is a separate enrollment/contract

for the candidate and the total of all the enrollment agreements (contracts) equal the total courses and units necessary to meet all course requirements for the degree.

Refund of Tuition

Refunds are processed only upon written notice or discontinuance and application for a withdrawal and refund process has been processed. The refund amount is calculated by using the refund formula above and takes approximately 30 days to process as in accordance with California Education Codes.

Refund Explanation

The prorated amount is calculated as follows: The tuition fee is divided by the total weeks of the enrollment period, and this quotient is the weekly program charge. In order to get the amount of tuition owed to ICP the weekly program charge is by the weeks the student attended the program.

Refund Example

If the enrollment agreement is for 4 units the agreement will equal 52.5 clock hours. If the candidate withdraws and has only completed 20 hours of the 52.5 hours of the agreement, the candidate has 32.5 remaining hours on this agreement and it is considered a pro-rated refund. Here is how the calculation of this student's refund would work:

In order to get to the refund amount you take the semester tuition fee of \$1,500.00 and divide this amount by the 52.5 hours the candidate enrolled to attend on this agreement. This amount which is \$28.58 is the per hour charge, you must now multiply this figure of \$28.50 by the 20 hours that the candidate attended on this agreement. This is the amount the candidate owes the college for their attendance. The amount in this example is \$571.60, if the candidate had paid the institute \$1,500.00 on this enrollment agreement, their refund would be \$928.40.

Effect of Refund on Promissory Notes:

If the ICP is the holder of any promissory note(s) from the student, the ICP shall adjust any promissory note(s) to reflect the new total owing to the ICP. However, both student and ICP agree that the terms and conditions of any promissory note(s) shall remain unchanged, unless the refund causes the entire amount of the promissory note(s) to be refunded, in which case the promissory note(s) shall be discharged.

D. CONTRACT AMOUNT AND SCHEDULE OF CHARGES

The Candidate is responsible for the following fees and charges: PROGRAM FEES:

Tuition and Fees Schedule (per year) for the Saturday Series: Pasadena

Description	Fee
Application Fee	Non-refundable fee: \$50
Tuition	
Licensed (\$ 18.41 per hour)	\$580.00
Pre Licensed (\$15.55 per hour)	\$490.00
Student Tuition Recovery Fund	State mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests. Fee is \$0.00. The STRF fee is non-refundable.

NOTICE

YOU MAY ASSERT AGAINST THE HOLDER OF THE PROMISSORY NOTE YOU SIGNED IN ORDER TO FINANCE THE COST OF THE EDUCATIONAL PROGRAM ALL THE CLAIMS AND DEFENSES THAT YOU COULD ASSERT AGAINST THIS INSTITUTION, UP TO THE AMOUNT YOU HAVE ALREADY PAID UNDER THE PROMISSORY NOTE.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds. (CEC §94909(a)(11))

If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- a. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- b. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

STUDENT TUITION RECOVERY FUND (STRF):

Item # 24

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
 2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

3. You are not a California resident, or are not enrolled in a residency program, or
 4. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
16. 2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
17. 3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
18. 4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
19. 5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the

institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

This is a state mandated fee as required by CA Education Code 94810(a)(10), please see www.bppe.ca.gov for current rate percentages and info on refund requests.

The non-refundable STRF fee is \$0.00.

Notice to Prospective Degree Program Students

Item # 16

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. "Approval to operate" means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of the Title 5 of the California Code of Regulations."

- **Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.**
- **Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.**

If this institution stops pursuing accreditation, the following will happen:

- **The institution must stop all enrollment in its degree programs, and**
- **Provide a teach-out to finish the educational program or provide a refund.**

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

item # 15

The transferability of credits you earn at the Institute of Contemporary Psychoanalysis (ICP) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the PsyD you earn in ICP is also at the complete discretion of the institution you may seek to transfer. If the course units or PsyD that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending ICP to determine if your units taken, or PsyD awarded will transfer.

Any questions a student may have regarding this enrollment agreement that have not been satisfactorily

answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
www.bppe.ca.gov
Telephone: 888-3707589 or 916-431-6959
Fax: 916-263-1897

item # 14

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling or by completing a complaint form, which can be obtained on the bureau's internet website, www.bppe.ca.gov. Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact sheet related to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable prior to signing this agreement.

Total charges for the current period of attendance: \$_____tuition/\$_____admin fee per year.

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the course or educational service is:

\$580.00 for 31.5 hours for Licensed students in the Pasadena Saturday Series Program

\$490.00 for 31.5 for Pre-Licensed students in the Pasadena Saturday Series Program

- Yearly tuition fees must be paid before the start of classes. All fees are subject to periodic review.
- Fees for personal analysis and supervision are established privately between analyst or supervisor and candidate.

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

Candidate's initials _____

Item # 9

I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, license examination passage rates, and salary or wage information, and the most recent three year cohort default rate, if applicable, included in the School Performance Fact sheet and have signed, initialed, and dated the information provided in the School Performance Fact sheet.

Candidate's initials

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF SEPTEMBER 14, 2019 THROUGH May 9, 2020.

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$ _____

TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ _____

THE TOTAL CHARGES STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: \$ _____

I UNDERSTAND THAT THESE CHARGES ARE ICP TUITION AND FEES AND DO NOT INCLUDE ANALYTIC AND SUPERVISORY CONSULTATIONS MADE THROUGH PRIVATE CONTRACT.

This agreement is not operative until the candidate attends the first class or session of instruction. Date of first class: _____

Estimated date of completion: _____

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Signature of Candidate

Date

I certify that the Institute of Contemporary Psychoanalysis has met the disclosure requirements of Educational Code 94902 of the Private Postsecondary and Vocational Reform Act of 1998.

Signature of Candidate

Date

This agreement is accepted by _____

Signature of School Official

Date

APPENDIX II



Institute of
Contemporary Psychoanalysis

Advisor's Report

Candidate: _____

Period covered by report: From 2014 to 2015

Please complete the following information of your Advisee's progress at ICP this academic year. This includes the number of analytic hours accumulated by your advisee, an overview of classroom evaluations, supervisory reports, status of case write-ups. Please provide the CPC with the information asked for below before writing your review.

- Number of reported analytic hours this academic year: _____
- Number of cumulative hours to date: _____
- Start date of Training Analysis: _____
- Is this Candidate: (Please circle one) Full-time Part-time
- Academic year this Candidate has completed: (Please circle one) 1st 2nd 3rd 4th

Status of Control Cases: (Please circle one)

1st Control Case: ongoing complete

2nd Control Case: ongoing complete

3rd Control Case: ongoing complete

Other(s):

Number of courses completed by Candidate during this academic year:

7/8 week courses: _____ 15 week courses: _____

5 week WPTP courses: _____ 10 week WPTP courses: _____

6 week WPTP courses: _____ 12 week WPTP courses: _____

Please use the space below for your own narrative of the Candidate's experience this year (i.e., whether the Candidate is on a committee, working on their Graduation paper) and your own evaluation of your Advisee's case write-ups. This summary will form the basis of the yearly evaluation of the candidate by the CPC. Please use a separate form if you need additional space.

Candidate: _____

Date: _____

Advisor: _____

Date: _____

CPC Member: _____

Date: _____

ICP ■ 10780 Santa Monica Blvd., Ste. #350 ■ Los Angeles, California 90025
310.207.8441 phone ■ 310.207.6083 fax ■ email: programcoord@icpla.edu

APPENDIX III



CONFIDENTIAL

Certification of Analytic Hours

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	SIGNATURE TRAINING ANALYST
January						
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						

APPENDIX IV

Notes on the 'Certification of Analytic Hours' Form

This form is designed for reporting analytic hours. As stated in the Manual for Candidates, the personal psychoanalysis required for Candidates is a minimum of 4 sessions per week. A total of **300** hours must be reported.

The Candidate and analyst are to decide how often the form needs to be completed and signed in order to minimize any potential for the reporting process to be disruptive. This can be done on a weekly, monthly, or annual basis. The Candidate is responsible for maintaining and submitting the form on an annual basis to his/her Advisor. The Advisor will then report *only the number of hours* on the annual Advisor Report Form. The completed form will **not** be maintained in the Candidate's file. After the Advisor has certified the number of hours, the signed form need not be kept at all.

Analysis, with an ICP Training and Supervising Analyst, is a requirement of the educational process. Any extended interruption beyond two months must be addressed as quickly as possible and reported to the Advisor by the Candidate. If the Candidate has trouble continuing in an analysis, the Candidate should consult the Advisor.

The Candidate should address questions or concerns regarding this form to their Advisor.

APPENDIX V

==



Supervisory Report

Candidate: _____

First Session Date: _____

Supervisory Hours Since Last Report: _____

Total Supervisory Hours: _____

Last Report Date: _____

Supervision Fee: \$ _____

Please give a brief description of how the supervision is progressing. Please complete the applicable areas and sign by typing your name. Submit the form by email to the ICP office or fax it to (310) 207-6083.

Supervisor: _____

Date: _____

Supervisee: _____

Date: _____

ICP ■ 10780 Santa Monica Blvd., Suite #350, Los Angeles, CA 90025
310.207.8441 phone ■ 310.207.6083 fax ■ programcoord@icpla.edu

APPENDIX VI

Control Case Report First Page Requirements

CONTROL CASE # ____ REPORT # ____ (Please circle one: Initial, 1, 2 or 3)

CANDIDATE: _____

ADVISOR: _____

SUPERVISOR: _____

DATE SUPERVISION BEGAN: _____

DATE OF BEGINNING OF ANALYSIS: _____

REPORT COVERS PERIOD: _____

DATE OF SUBMISSION: _____

**THE FOLLOWING IS APPLICABLE TO CANDIDATES WHO MATRICULATED AFTER
SEPTEMBER 2013:**

DATE CANDIDATE INFORMED THE ANALYSAND THAT THE CANDIDATE IS IN ANALYTIC
TRAINING AND THAT THE ANALYSAND IS A CONTROL CASE: _____

APPENDIX VII



Candidate: _____ Semester: _____ Year: _____
 Course Title: _____
 Instructor(s): _____
 Course Number: _____ Total Number of Sessions: _____

EVALUATOR'S SPECIFIC RATING OF STUDENT'S LEARNING:

Assessment Areas:	Exceptional	Good	Average	Below Average	Not Acceptable
1. Understands relevant theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Applies/integrates theory effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates relevant clinical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates capacity for self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can use and respond to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Respects frames of reference beyond one's own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Understands socio-cultural influence on norms/values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can learn from experience of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Interpersonal effectiveness with instructors/peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Exemplifies professionalism w/attendance, punctuality, ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL COMMENTS:

Candidate has met 70% attendance requirement to satisfactorily complete course (check one): Yes No

CREDIT AWARDED _____ **INCOMPLETE** _____ **CREDIT NOT AWARDED** _____

Instructor: _____ Date: _____

Instructor: _____ Date: _____



APPENDIX VIII



SUMMARY COURSE EVALUATION 2013-2014

In order to receive CE credit for this class, you must complete this evaluation during the allotted time. It is curriculum policy that the first 15 minutes of class of the last class be used for evaluating this class. Late submissions will not be accepted.

Course Title: _____

Semester: _____

Instructor(s): _____

Please respond to the following questions using this scale:

1 = Absolutely 2 = Somewhat 3 = Uncertain 4 = Probably Not 5 = Absolutely Not N/A = If question is not applicable to course or instructor.

COURSE EVALUATION:

1. Were the course objectives explicit? _____
2. Was the course taught at the promised level? _____
3. Was the material relevant to your growth as a psychoanalyst? _____
4. Did the course expand your knowledge of this topic? _____
5. Was the course appropriately challenging? _____
6. Were the readings generally of high quality? _____
7. Did the course help you understand socio-cultural influence on norms/values? _____
8. What were this course's greatest strengths? _____

9. How do you think this course could be improved? _____

10. How much did you learn as a result of this course? Please circle one: Very Little Some A Good Bit A Great Deal

EVALUATION OF INSTRUCTOR:

11. Did the instructor know the subject area? _____
12. Was he/she well prepared? _____
13. Would you take another course offered by him/her? _____
14. Was he/she a stimulating teacher? _____
15. Was his/her presentation clear and understandable? _____
16. Was he/she objective about the material? _____
17. Did he/she facilitate participation? _____
18. Was he/she receptive to differing ideas? _____
19. Did he/she effectively handle digressions? _____
20. Did he/she bring in clinical material when relevant? _____
21. Did he/she make clearly evident, prior to registration, the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught and the severe and most common risks? Please circle one: Yes or No

OVERALL EVALUATIONS:

Please respond to the following questions using this scale:

1 = Excellent 2 = Good 3 = Average 4 = Below Average 5 = Poor

22. Overall evaluation of course. _____

23. Overall evaluation of instructor. _____

Please make additional comments & suggestions in this space or use the backside of this form.

APPENDIX IX

Required Format for Graduation Paper

title page [Title]

by

[Name of Candidate]

Submitted in partial fulfillment of the requirements for the degree of

Psy. D.
Institute of Contemporary Psychoanalysis

[Date of Submission]

Graduation Committee

[Name], Advisor

[Name], Mentor

[Name], Supervisor

[Name], Reader

[Name], CPC Reader

APPENDIX X

The First Final Draft of Graduation Paper Description and Expectations

The first final draft, submitted to the graduation committee for evaluation and feedback is a coherent and completed paper. It includes:

1. An Abstract or summary of the paper.
2. In the introduction a thesis and/or statement of the problem and/or focused question.
3. In the body of the paper a literature review that supports and illuminates the thesis, problem, or question.
4. In the body of the paper clinical material, if relevant.
5. A discussion and conclusion deriving from the literature review and clinical material.
6. A bibliography in acceptable professional psychoanalytic form.

Please note: This may be the first of several drafts.

***Description of Graduation paper Abstract:**

The Abstract is a summary of the contents of your project, a synopsis of what you have written about. It should begin with a compressed or condensed statement of your purpose in writing this work; should include concise details of the main argument you are making and how you are making it; and end with a summary statement, your conclusion or conclusions.

The Abstract should be both internally consistent and consistent with the project itself.

APPENDIX XIII

Sample Copyright Page

Copyright by

Jane Z. Doe

2013

APPENDIX XIV

Sample Signature Page

Institute of Contemporary Psychoanalysis
10780 Santa Monica Blvd., Suite 350
Los Angeles, CA 90025

The dissertation of Jane Z. Doe, submitted to and approved by the candidates Committee, has been accepted by the Faculty of the Institute of Contemporary Psychoanalysis in partial fulfillment of the requirements for the degree of:

DOCTOR OF PSYCHOLOGY (PSYD)

Approved:

Chairperson, Dissertation Committee

Date

Member, Dissertation Committee

Date

Member, Dissertation Committee

Date

Member, Dissertation Committee

Date

APPENDIX XV

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APPENDIX XVI

Sample Vita

VITA

July 12, 1956	Born, Seattle, Washington
1978	B.A. Counseling, University of Great Visions
1982	M.A., Counseling, Psychology, Pepper Tree University
1982-1984	MFCC Intern, Los Angeles County Community Mental Health, Los Angeles
1985-1987	MFCC Intern, Westside Mental Health Center, Los Angeles
1987	Licensed Marriage, Family, Child Health Counselor, MFC 33001
1987-1989	Staff Therapist, Optimum Mental Health Center, Los Angeles
1989-Present	Private Practice, Culver City, California

PUBLICATIONS AND/OR PRESENTATIONS

Doe, Jane (1987). "Object Relations and Attachments in Family Therapy," Paper presented at the Family Strength Conference, Pepper Tree University, Washington

APPENDIX XVII

Sample Abstract

ABSTRACT

A Psychoanalytic Inquiry into the Development of Self and Other Boundaries in the Female Borderline personality

By

Jane Doe

Doctor of Psychology in Psychoanalysis

Institute of Contemporary Psychoanalysis

2013

The Body of the Abstract-limit to 350 words

APPENDIX XVIII

Sample Subject Consent Form

SUBJECT CONSENT FORM

I hereby agree to participate in a research project directed by Jane Doe, M.A., as a part of the requirements for a doctorate in psychoanalysis.

This project is designed to study the relationship between patterns of acculturation and variety of attitudes, feelings and behaviors, some of which relate to food and eating. I understand that my participation in this study involves completing three questionnaires which should take about 10 minutes of my time. While there are no immediate benefits to me as a result of my participation, I understand that the results of this research will help broaden our understanding of how different culture life styles are related to attitudes and behaviors concerning body image and food.

I understand that my participation is not expected to result in any risk to me beyond possible momentary and mild discomfort, I understand that I may contact the researcher of this study (phone and address listed below) to arrange the free consultation and/or professional referral. I also understand that I may withdraw from the project at any time by simply refusing to continue to answer questionnaires and returning the study materials to the researcher without any negative consequences.

Additionally, I understand that the information obtained from my participation will be kept totally confidential. My name will not be applied to any questionnaires I answer, and code numbers will be used to ensure anonymity. Finally, If I have any questions, I may address them to the researcher of this study or the dissertation supervisor, Dr. John Doe, at (xxx) xxx-xxxx.

Subjects Signature

Date

Jane Doe, M.A.
Researcher
Xxxx America Street
Any Town, CA xxxxx

(xxx) xxx-xxxx

APPENDIX XIX

CLASS SYLLABI

Introduction to Clinical Psychoanalytic Concepts

Instructors: Estelle Shane, Ph.D. & Joye Weisel-Barth, Ph.D., Psy.D.

Our Basic Concepts course has a three-fold aim: to provide candidates with an historical understanding of psychoanalytic theory, to facilitate their integration of thematic approaches from multiple disciplines, and to familiarize them with clinical history and practices in psychoanalysis.

We believe that a good Basic Concepts course should provide an overview of the ways in which psychoanalysis—from its origins in Freud to Ego Psychology, Object Relations, Interpersonal Psychoanalysis, Self Psychology, Relational Psychoanalysis and other contemporary contextual models—is a story of continuities and discontinuities shaped by a variety of language games. We propose to use elements drawn from four texts to tell the historical part of the story: *Textbook of Psychoanalysis* (Gabbard, Litowitz, Williams), *Freud and Beyond* (Mitchell and Black), *Object Relations and Psychoanalytic Theory* (Mitchell and Greenberg) and *Creative Readings: Essays on Seminal Analytic Works* (Ogden). Then, moving to the contemporary scene, we will select iconic articles from various current psychoanalytic approaches to illustrate how key concepts in psychoanalytic theory have moved into the present scene.

Having attended to the historical overview, we want them to illuminate the enduring themes and strategies that are in all analytic models:

- 1) identification and theoretical conceptualization of the patient and his issues;
- 2) stated and unstated attitudes toward patient, analyst, and process;
- 3) stated and unstated understandings of human motivation;
- 4) theory of therapeutic goals and action;
- 5) treatment plans to meet these articulated goals;
- 6) theory of relational interaction including the respective roles of analyst and patient, 7) language system to describe these analytic concepts.

When it comes to the examination of contemporary analytic schools, the class should explore both the significant ideas and beliefs that distinguish contemporary analysis from its predecessors, and also the differences in language and ideas among the many contemporary analytic schools extant in this present pluralistic world. With respect to this last aim, we would like to identify and differentiate substantive differences from putative differences among these contemporary schools, differences that, in fact, reflect idiosyncratic cultures, personalities, and politics. As indicated above, for this part of the course we will select outstanding individual papers to illustrate the richness of the psychoanalytic imagination and its unfolding.

Please Purchase the Following Books:

Gabbard, G., Litowitz, B, Williams, P. (2012) *Textbook of Psychoanalysis*, American Psychiatric Publishing, Washington, D.C.

Mitchell, S.A., Greenberg, J. (1983) *Object Relations in Psychoanalytic Theory*, Harvard University Press, Boston.

Mitchell, S.A., Black, M. (1995) *Freud and Beyond*, Basic Books, N.Y.

(Optional) Ogden, T. (2012) *Creative Readings: Essays on Seminal Analytic Works*, Routledge, London.

ASSIGNMENT FOR FIRST TWO WEEKS: FREUDIAN ORIGINS

FIRST CLASS: FREUD'S BASIC CONCEPTS

Freud, S. (1910). Five Lectures on Psycho-analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI (1910)*. Use Pep Web.

Textbook of Psychoanalysis: Introduction, Chapters 1, 2, 11

Object Relations in Psychoanalysis, Chapters 1, 2, 3

Freud and Beyond: Preface, Chapters 1, 2

SECOND CLASS: FREUD AND TECHNIQUE

Freud, S. (1911). The Handling of Dream-Interpretation in Psycho-Analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*

Freud, S. (1912). Recommendations to Physicians Practicing Psycho-Analysis. *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*:

Freud, S. (1913). On Beginning the Treatment¹ (Further Recommendations on the Technique of Psycho-Analysis I). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*

Freud, S. (1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II)

Freud, S. (1915). Observations on Transference-Love (Further Recommendations on the Technique of Psycho-Analysis III). *The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913)*

Ferenczi, S. (1949). Confusion of the Tongues Between the Adults and the Child—(*The Language of Tenderness and of Passion*). *Int. J. Psycho-Anal.*, 30:225-230

THIRD CLASS: OBJECT RELATIONS *Textbook of Psychoanalysis*: Chapters 4, 12, 13.

Object relations in Psychoanalysis: Chapters 5, 6, 7.

Bion, W.R. (1959). Attacks on Linking¹. *Int. J. Psycho-Anal.*, 40:308-315

Winnicott, D.W. (1960). The Theory of the Parent-Infant Relationship¹. *Int. J. Psycho-Anal.*,

41:585-595

Winnicott, D.W. (1945). Primitive Emotional Development¹. *Int. J. Psycho-Anal.*, 26:137-143

FOURTH CLASS: EGO PSYCHOLOGY

Textbook of Psychoanalysis (2012) Chapters 7-11 (Classical Psychoanalysis: Past and Present).

Brenner, C. (1979). The Components of Psychic Conflict and its Consequences in Mental Life. *Psychoanal. Q.*, 48:547-567

Greenson, S. (1967). Survey of Basic Concepts, *The Technique and Practice of Psychoanalysis*, Int. Universities Press Inc. pp. 7-51.

Handbook of Interpersonal Psychoanalysis, Chapters 1 &2.

Loewald, H.W. (1960). On the Therapeutic Action of Psycho-Analysis. *Int. J. Psycho-Anal.*, 41:16-33

FIFTH CLASS: THE INTERPERSONALIST AND KOHUTIAN REVOLUTIONS

Freud and Beyond Chapter3--Harry Stack Sullivan and Interpersonal Psychoanalysis **Sullivan, H** (1938) The Data of Psychiatry in *Pioneers of Interpersonal Psychoanalysis*, ed. Stern D and Mann C. (1995),. Analytic Press, N.J.

Mitchell, S. Interaction in the Interpersonal Tradition, *Influence and Autonomy*, 63-99.

Ehrenberg, D.B. (1974). The Intimate Edge in Therapeutic Relatedness. *Contemp. Psychoanal.*, 10:423-437

Levenson, E. (1988) The Pursuit of the Particular—On the Psychoanalytic Inquiry, *Contemp. Psychoanalysis*, 24: 1-16

Maroda, K. (1999) Show Some Emotion, in *Relational Psychoanalysis, The Emergence of a Tradition*, Mitchell and Aron, eds. Analytic Press, New Jersey.

Kohut, H. and Wolf, E.S. (1978). The Disorders of the Self and their Treatment: An Outline. *Int. J. Psycho-Anal.*, 59:413-425

SIXTH CLASS: CLINICAL CASE DISCUSSION

SEVENTH CLASS: TRANSFERENCE AND COUNTERTRANSFERENCE

Harris, A. (2012) Transference, Countertransference, and the Real Relationship. In *Textbook of Psychoanalysis*. American Psychiatric Publishing, Washington, D.C. pp. 255-268.

Orange, D.M. (1993). Chapter 18 Countertransference, Empathy, and the Hermeneutical Circle. *Progr. Self Psychol.*, 9:247-268.

Racker, H. (2007). The Meanings and uses of Countertransference. *Psychoanal. Q.*, 76:725- 777

Sandler, J. (1976). Countertransference and Role-Responsiveness. *Int. Rev. Psycho-Anal.*, 3:43-47

Ogden, T. (1994) The Analytic Third, in Mitchell and Aron, eds. *Relational Psychoanalysis: the Emergence of a Tradition*(1999), Analytic Press, New Jersey.

EIGHTH CLASS: THE IMPACT OF EARLY LIFE EXPERIENCE ON THE PERSON

Bowlby, J. (1988) A Secure Base: Parent-Child Attachment and Healthy Human

Development. New York: Basic Books. Lecture 7, pp. 119-136.

Mitchell, S. A. (1988) The metaphor of the baby. In: Relational Concepts in Psychoanalysis: An Integration. Cambridge, Mass.: Harvard University Press, pp. 127-150. **Sander,**

L.W. (2002). Thinking Differently. *Psychoanal. Dial.*, 12:11-42

Winnicott, D. W. (1953). Transitional Objects and Transitional Phenomena—A Study of the First Not-Me Possession¹. *Int. J. Psycho-Anal.*, 34:89-97

NINTH CLASS: IMPACT OF EARLY LIFE EXPERIENCE II

Beebe, B. and Lachmann, F. (2002) Chapters 1, 2 and 9. *Infant Research and Adult Treatment*. Analytic Press.

Lyons-Ruth, K. (1999). The Two-Person Unconscious. *Psychoanal. Inq.*, 19:576-617

Stern, D. N. (2008) The clinical relevance of infancy: A progress report. *Infant Mental Health Journal*, 29(3), 177-188. (PDF)

TENTH CLASS: SELF PSYCHOLOGY AND INTERSUBJECTIVITY,

Orange, D. (1995) Chapters 1 (*Making Sense Together*), 4 (*Toward an Epistemology of Perspectival Realism*), and 7 (*Affect and Emotional Life*) in *Emotional Understanding*, Guilford Press, New York.

Shane, Shane & Gales, *Intimate Attachments*, Chapters 1 & 2.

Stern, S. (1994) Needed relationships and repeated relationships: An integrated relational perspective, *Psychoanalytic Dialogues*, Vol 4., pp.317-345. Steve is writing his new book on this theme and we can use his updated material—it's good.

Socarides, D.D. and Stolorow, R.D. (1984). Affects and Selfobjects. *Annu. Psychoanal.*, 12:105-119

Stolorow, R.D. Principles of Psychoanalytic Exploration, pp. 1-15; Transference—The organization of Experience, pp. 28-47, and Treatment of Borderline States, pp. 106-132, in *Psychoanalytic Treatment, An Intersubjective Approach*, Psychoanalytic Book Series, Vol. 2.

Terman, D.(2012) Self Psychology, Chapter 14 in Textbook of Psychoanalysis, American Psychiatric Publishing, Washington, D.C. pp. 199-210.

ELEVENTH CLASS: CLINICAL CASE DISCUSSION

TWELFTH CLASS: RELATIONAL THEORY, MULTIPLE SELVES DISSOCIATION, ENACTMENT

Aron, L. & Lechich, M. (2012) Chapter 15 in Textbook of Psychoanalysis, American Psychiatric Publishing, Washington, D.C. pp. 211-224.

Mitchell & Aron, eds. (1999) Preface in *Relational Psychoanalysis: The Emergence of a Tradition*, Analytic Press, New York.

Aron, L. (1991) The Patient's Experience of the Analyst's Subjectivity, in *Relational Psychoanalysis:*

the Emergence of a Tradition, Analytic Press, N.J.

Benjamin, J. (2004). Beyond Doer and Done to. *Psychoanal. Q.*, 73:5-46

Bromberg, P.M. (1996). Standing in the Spaces: The Multiplicity Of Self And The Psychoanalytic Relationship. *Contemp. Psychoanal.*, 32:509-535

Ghent, E. (1990) Masochism, Submission, and Surrender: Masochism as a Perversion of Surrender in *Relational Psychoanalysis: The Emergence of a Tradition*.

THIRTEENTH CLASS: RELATIONAL PSYCHOANALYSIS AND BEYOND

Fonagy & Target (1998) Mentalization and the Changing Aims of Child Psychoanalysis in *Relational Psychoanalysis Volume II*.

Slavin & Kriegman (1998) Why the Analyst Needs to Change: Toward a Theory of Conflict, Negotiation, and Mutual Influence in the therapeutic Process in *Relational Psychoanalysis Volume II*. Analytic Press, N.J.

Slochower, J. (1996). Holding and the Fate of the Analyst's Subjectivity. *Psychoanal. Dial.*, 6:323-353

Stern, D.B. (2004). The Eye Sees Itself. *Contemp. Psychoanal.*, 40:197-237

Stern, D.B. (2013) Relational Freedom and Therapeutic Action, *J. Amer. Psychoanalytic Assn.*, 61:227-255.

FOURTEENTH CLASS: INTEGRATIONISTS

Coburn, W. (2012) Attitudes in psychoanalytic complexity: an alternative to postmodernism in psychoanalysis, in *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice*, eds. Frie, R. & Orange, D., Routledge, New York.

Teicholz, J.G. (2008). A Strange Convergence: postmodern theory, infant research, and psychoanalysis, in *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice*, eds. Frie, R. & Orange, D., Routledge, New York.

Renn, P.(2012) A Contemporary Relational Model: Integrating Attachment, Trauma, and Neuroscience Research, *The Silent Past and the Invisible Present*, Routledge, N.Y., pp. 89-113

Shane, E (2014) Magid and Shane (2015) Relational Self Psychology, presented for Sidney Psychoanalytic Association, Sidney Australia, and In Press.

Stern, S. (2015) Needed Relationships

Weisel-Barth, J. (2011). Katherine: A Long, Hard Case. *Int. J. Psychoanal. Self Psychol.*, 6:444-468

FIFTEENTH CLASS: CONCLUDING DISCUSSION

*Articles found on PEP

** Required Reading from Kohut's book *How Does Analysis Cure? How Does Analysis Cure?* (Hardcover) by Heinz Kohut (Author), Arnold Goldberg (Editor) can be purchased online www.amazon.com.

Course Purpose:

The purpose of this course is to introduce the basic concepts of Self Psychology, including their early development and the contemporary transformations they have undergone. It is also to explore the post-Kohutian perspectives that are impacting contemporary psychoanalysis and to illustrate their application to clinical work.

Course Goals:

1. To understand the development of Self Psychology.
2. To understand the basic concepts in Self Psychology, e.g., grandiose self, idealized parent imago, mirror transference, idealized transference, empathy, selfobject, etc.
3. To understand Self Psychology's departures from classical theory and technique.
4. To formulate psychoanalytic issues from the Self Psychological perspective.
5. To ascertain the value of Self Psychology for clinical work.
6. To understand the contemporary trends in Self Psychology, e.g., intersubjectivity theory, self and motivational systems theory, developmental systems self psychology, specificity theory, pathological accommodation, etc.
7. To reconceptualize key psychoanalytic concepts, e.g., transference, countertransference, defense, resistance, development, therapeutic action, motivation, affect, etc., through the lenses of classical and contemporary Self Psychology.
8. To apply classical and contemporary Self Psychology perspectives to clinical work.

Commentary for the First Session

Arthur Malin, M.D.

The first 2 sessions in the course on Self Psychology will be an introduction to the work of Heinz Kohut. I am including a bibliography of Kohut's basic works in Self Psychology for your reference. I am also including a page on Self Psychology: Basic Concepts and a page of Definitions in Self Psychology.

For the first session please read the required readings as well as the Commentary on the Bibliography.

COMMENTARY ON THE BIBLIOGRAPHY

This Seminar will offer an introduction to Self Psychology mainly through the writings of Heinz Kohut. Other writers are now making original contributions to the literature on Self

Psychology, but Kohut's work is the primary source for an understanding of the development of his approach in psychoanalysis.

It will be difficult to cover all the essential papers and books in 3 sessions. I will attempt to deal with this problem by covering a good part of the material in lecture form while allowing time for discussion.

"Introspection, Empathy and Psychoanalysis: An Examination of the Relationship Between Mode of Observation and Theory," (1959, # 1) is of particular significance. Although this paper was written during the time when Kohut was still a classical analyst and ego psychologist, his comments on empathy as a mode of observation are central to the development of the theory of Self Psychology. The significance of empathy in psychoanalytic treatment is discussed in more detail in the two books that are required reading (#6, #9)

In "Forms and Transformations of Narcissism," (1966, # 2) Kohut introduces the concept of a separate line of development for narcissism. In addition, there is a discussion of early archaic forms of narcissism, what is referred to in this contribution as the narcissistic self and the idealized parent imago. It is interesting to note that this paper was delivered as the plenary address at the meeting of the American Psychoanalytic Association in Dec. 1965.

"The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systematic Approach," (1968, # 3) introduces a number of important concepts. The term grandiose self replaces narcissistic self introduced in the 1966 paper. The two basic archaic narcissistic configurations are the grandiose self and the idealized parent imago. In this paper Kohut also introduces the concept of narcissistic transferences. The idealizing transference is the therapeutic activation of the idealized parent imago, and the mirror transference is the therapeutic activation of the grandiose self. There are also significant comments on countertransference reactions during the therapeutic mobilization of the narcissistic transferences. This is one of the first times that the diagnosis of Narcissistic Personality Disorder is described in the literature.

In many ways, the 1968 paper is the outline for Kohut's first major book, *THE ANALYSIS OF THE SELF*. (1971, # 4) This book contains a detailed discussion of the themes already mentioned, namely, narcissism as a separate line of development, archaic narcissistic structures consisting of the grandiose self and the idealized parent imago, narcissistic transferences consisting of the mirror transference and the idealizing transference, and countertransference reactions when working with narcissistic personality disorders. The concept of self-object is first introduced in this book, as well as the concept of optimal frustration which leads to transmuting internalization and structure building of the self.

However, there is still the recognition of instinctual drives and structural theory. The new ideas of Self Psychology presented in this book are considered parallel to structural Oedipal conflicts which are seen mainly in the neuroses. This is the idea of complementarity. In other words, at the time of the publication of this book the theory of the Psychology of the Self did not rule out the classical psychoanalytic theory of the predominance of drives, structural conflict and the Oedipus complex in the neuroses. This

is a difficult book to read but if you become interested in Self Psychology you will find this book rewarding.

"Thoughts on Narcissism and Narcissistic Rage," (1972, # 5) was published only one year after the ANALYSIS OF THE SELF but contained a significant departure from instinct theory in the classic analytical point of view. Rage is described as the reaction to frustration and therefore not a manifestation of instinct. This paper was written at a time when there were rumblings of dissatisfaction by a number of analysts regarding concepts of psychic energy, libido theory and metapsychology.

THE RESTORATION OF THE SELF, (1977, # 6) Kohut's second book, is a very significant departure from classical analysis and can be properly seen as the beginning of Self Psychology as an independent theory in psychoanalysis. In this book the claim is made that in the Psychology of the Self in the broad sense, the self is seen as the "center of the psychological universe." In the narrow sense, the self is seen as a "content of the mental apparatus". Kohut never gave up some allegiance to the concept of complementarity, meaning that the Psychology of the Self can exist parallel to structural, Oedipal theory. This book is a more theoretical, philosophical and speculative work, but offers an important view of a turning point in Kohut's development of Self Psychology. The concept of self-object transference is introduced to replace narcissistic transference. His book makes a major argument that the theory of the Psychology of the Self is necessary to psychoanalytic understanding. We will discuss the implications of these significant departures from classical analytic theory and technique. Even the goals of termination can sometimes be different as exemplified in the first chapter.

"The Disorders of the Self and Their Treatment: An Outline," (1978, # 7) is an excellent summary and also contributes a discussion of varieties of self pathology. In this paper, and from then on, the spelling of selfobject is without the hyphen.

"The Two Analyzes of Mr. Z" , (1979, #8)_ is a well known paper in which Kohut describes the difference between a first, classical analysis and then a second, Self Psychological analysis with the same patient.

HOW DOES ANALYSIS CURE?, (1984, # 9) is an attempt to answer the critics of Self Psychology, and an important final summary statement. Kohut goes over all of his main contributions and introduces a third selfobject transference, the alter ego or twinship transference. This book was published posthumously and Kohut worked on it right up to the time of his death.

BIBLIOGRAPHY

1. Kohut, Heinz, "Introspection, Empathy and Psychoanalysis: Examination of the Relationship Between Mode of Observation and Theory", 1959, The Search for the Self. Chapter 12, Vol. I. Also in: J. Am. Psyc. Assoc. 1959, 7:459-483.
2. "Forms and Transformations of Narcissism," 1966, The Search for the Self, Chapter 32, Vol. 1.
Also in: J. Am. Psyc. Assoc. 1966, 14:243~72.
3. "The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systematic Approach," 1968, The Search for the Self. Chapter 34, Vol. 1.

Also in: The Psychoanalytic Study of the Child. 1968, 23:86-113.

4. The Analysis of the Self 1971, N.Y., IUP.
5. "Thoughts on Narcissism and Narcissistic Rage," 1972, The Search for the Self, Chapter 40, Vol. 11.
6. Restoration of the Self, 1977, N.Y., IUP
7. Wolf, E. "The Disorders of the Self and Their Treatment: An Outline," 1978, Int. J. Psa., 59:413-425.
8. "The Two Analyses of Mr. Z," 1979, Int. J. Psa., 60:3-27.
9. "How Does Analysis Cure? 1984, University of Chicago Press.

SELF PSYCHOLOGY: BASIC CONCEPTS

1. Self object transferences
 - a) Mirror Transference
 - i) in the narrow sense
 - ii) merger through extension of the grandiose self
 - b) Idealizing transference
 - c) Alter-ego transference
2. Psychoanalytic cure
 - a) Structure formation via optimal frustration and transmuting internalization
 - b) Move from archaic modes of contact to empathic resonance
 - c) Empathy with one's self
3. Lines of development in self psychology
 - a) Narcissism as a separate line of development from object love
 - b) Lines of development of the bi-polar self in all three sectors, from archaic to adult
 - c) Lines of development of aggression
 - i) Aggression alloyed with assertiveness ii)
Destructive aggression secondary to frustration iii)
(Contrasted to aggression as a breakdown product)
 - d) Line of development of libido (healthy affection contrasted to libido as breakdown product)
4. Empathy, the vicarious introspective stance of the analyst
5. Countertransference responses to selfobject transferences
6. Interpretation: understanding and explaining

7. Disintegration anxiety as contrasted with classical situations of danger

8. Defensive structures and compensatory structures
9. Self psychological concept of defense and resistance

DEFINITIONS IN SELF PSYCHOLOGY

EMPATHY

- I. Vicarious Introspection
- II. The capacity to think and feel one's self into the inner life of another person.
- III. A mode of listening - from the point of view of the other
- IV. A method of affective communication.

SELF

- I. An independent center of initiative.
- II. An independent recipient of impressions.
- III. The organization of experience (therefore a structure).
- IV. The self develops as an independent center for initiating, organizing and integrating motivation. The sense of self arises from experiencing that initiating, organizing and integrating. Experience has an active (agent) and a passive (receptor) mode.

SELFOBJECT

- I. A person or a thing or an abstract concept such as country, which is experienced by the individual as part of the self. Selfobjects develop from the primitive, archaic states to mature selfobjects. Essentially it is selfobject functions which are of greatest significance.

SELFOBJECT TRANSFERENCE

- I. The transference in which the selfobject function of the therapist is of great importance.

Class Schedule

* Available on PEP

** Reading from Kohut's book *How Does Analysis Cure?*

Session 1: (September 10) Overview and History of Self Psychology –Estelle Shane, Ph.D. and Carol Mayhew, Ph.D.

*Strozier, C. (1985), *Glimpses of a life: Heinz Kohut (1913-1981)*, in *Progress in Self Psychology*, ed. By A. Goldberg, Vol. 1, pp3-13, NY: Guilford Press.

Malin, A. *Commentary on Self Psychology* – please read the commentary which is included with the syllabus.

Kohut, H. (1959), *Introspection, empathy and psychoanalysis: examination of the relationship between mode of observation and theory*. Ed. by P. Ornstein, *The Search for The Self*, Vol. 1, Chapter 12.

Ornstein, P. (2009). *My late night hypnogogic fantasy: conversation with Heinz*

Kohut, Int. J. Psychoanal. Self Psychol., 4, 101-110.

Stolorow, R. (2010). My long-distance friendship with Heinz Kohut, Int. J. Psychoanal. Self Psychol., 5:177-183.

Terman, D. (2010). Heinz Kohut as I knew him, Int. J. Psychoanal. Self Psychol., 5:96-102.

Session 2: (September 17) Empathic mode of Listening - Carol Mayhew, Ph.D.

*Kohut, H. (1982), "Introspection, Empathy and the Semicircle of Mental Health" in Int. J. Psychoanal., Vol. 63, pp.395-407.

Geist, R. (2007), "Who are You, Who am I, and Where are We Going: Sustain Empathic Immersion in the Opening Phase of Psychoanalytic Treatment" in Int. J. of Psychoanalytic Self Psychology, Vol. 2 (1), p. 1-24.

**Kohut, H. (1984), The role of empathy in psychoanalytic cure. (Ch. 9), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 172-191.

Recommended Reading:

Orange, D. (2007) "Attitudes, Values, and Intersubjective Vulnerability", Prepublished paper presented at the 30th conference on the Psychology of the Self, Los Angeles.
Session 3: (September 24) Self Psychology – An Overview – Carol Mayhew, Ph.D.

*Kohut, H. and Wolf, E. (1978), The Disorders of the self and their treatment: An outline, Int. J. Psa., 59:413-425.

*Kohut, H. (1979), The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27.

**Kohut, H. (1984), The self psychological reassessment of the therapeutic process, (Ch. 6), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 80-110.

Session 4: (October 1) Self Psychological Perspectives on Aggression and the Oedipus Complex - Carol Mayhew, Ph.D.

*Kohut, H. (1972), Thoughts on Narcissism and Narcissistic Rage, The Search for the Self, Chapter 40, Vol. 11.

Lachmann, F., (2000), Transforming Aggression, NJ: Jason Aronson, pp. 1-45.

Kohut, H. (1977), The oedipus complex and the psychology of the self. (Ch. 5) The Restoration of The Self, New York: International Universities Press, 220-248.

Recommended:

**Kohut, H. (1984), How Does Analysis Cure?, Chicago, IL., University of Chicago Press, p. 13-28.

Session 5: (October 8) Self Psychological Perspectives on Defense and Resistance, Self Psychology Applied, and Forward Edge Concept - Carol Mayhew, Ph.D.

**Kohut, H. (1984), The self psychological approach to defense and resistance, (Ch. 7) How Does Analysis Cure?, Chicago, IL., University of Chicago Press, 111-151.

*Miller, J. (1985), How Kohut actually worked, in Progress In Self Psychology, ed. By A. Goldberg, Vol. 1, pp. 13-30, NY:Guilford Press.

*Tolpin, M. (2002), Doing psychoanalysis of normal development: forward edge transferences, in Progress in Self Psychology, ed. By A. Goldberg, Vol. 18, pp. 167-190, NJ: Analytic Press.
There is no meeting on Thursday October 15 due to the Self Psychology conference in Los Angeles. If you're interested in attending the conference, you may register online at psychologyoftheself.com.

Session 6: (October 22) Contemporary Self Psychological Perspectives: Self and Motivational Systems and Listening Perspectives – Carol Mayhew, Ph.D.

*Lichtenberg, J. (1999), Listening, understanding and interpreting: reflections on complexity, Int. J. Psa., 80, 719-737.

*Fosshage, J. (2009), Some key features in the evolution of self psychology and psychoanalysis, in Self and Systems: Explorations in Contemporary Self Psychology, ed. By VanDerHeide, N. and Coburn, W. Annals of the New York Academy of Sciences, Volume 1159, pp. 1-30, Boston: Blackwell Publishing.

Session 7: (October 29) Self Psychology the Theory, as Viewed Then and Now and in Relation to Other Perspectives– Estelle Shane, Ph.D.

Shane, E. (2006), Developmental Systems Self Psychology, Int. J. Psychoanalytic Self Psychology, 1 (1), 23-46.

Shane, E. (2010). How does relationship cure: The dynamics of relationship in psychoanalysis. Paper presentation.

Magid, B. and Shane, E. (2014) What self psychology and relationality can learn from each other. Unpublished paper presented for the IARPP webinar.

Stolorow, R. , Brandchaft, B. and Atwood, G. (1987). Reflections on self psychology, in Psychoanalytic Treatment: An Intersubjective Approach, Analytic Press: Hillsdale, N.J., pp. 15-27.

Session 8: (November 5) The Relationship between Structured Theory – In Particular, Self Psychology – and the Specificity of Psychoanalytic Process – Howard Bacal, M.D.

Bacal, H. (2011), How specificity theory changes clinical practice, (Ch. 3), in The Power of

Specificity in Psychotherapy: When Therapy Works and When It Doesn't, Lanham, Maryland: Jason Aronson, pp. 15-29.

Bacal, H. (Ed.). (1998), Optimal responsiveness and the specificity of selfobject experience, (Ch. 7), in Optimal Responsiveness: How Therapists Heal Their Patients, Northvale, N.J.: Jason Aronson, pp. 141-170.

Session 9: (November 12) Self Psychology after Kohut, including Complex Systems Perspective and Cross-Cultural and Socio-economic Issues – Carol Mayhew, Ph.D.

Coburn, W. J. (2007). Psychoanalytic Complexity: Pouring New Wine Directly Into One's Mouth (Chapter 1), in "New Developments in Self Psychology Practice," Eds. Buirski, P. and Kottler, A., Jason Aronson

*Roland, A. (2003) Psychoanalysis across civilizations: A personal journey, Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry, 31: 275-295.

Corpt, E. (2011) Peasant in the analyst's chair: Reflections, personal and otherwise, on class and the forming of an analytic identity. Paper presentation at By-standers No More Conference, New York.

Session 10: (December 3) Self Psychological Perspectives – Case Discussion- Carol Mayhew, Ph.D.

*Kindler, A. (1999), The case of Joanna Churchill, Progress in Self Psychology and discussions by Fosshage, J., Ornstein, P., Stolorow, R. and reply by Kindler, pp. 197-240.

Class Title: Contemporary Theories: Intersubjective-Systems Theory:
Instructor: Penelope Starr-Karlin, Psy.D., M.F.T. Weeks 11-20

SESSION 1 BASIC CONCEPTS: Introduction to course, the theory and practice of Intersubjective Systems Theory, foundations, and historical context:

This session offers an overview of the central tenets of Intersubjective Systems Theory, along with an explanation of the arc of the course. The goal of this class is to provide a map of the territory we will traverse and lay the foundations for gaining a deeper understanding of IST concepts and therapeutic interventions as the course proceeds. We will cover the history and development of intersubjective-systems the phenomenological-contextual systems perspective of IST grew from certain philosophical concepts which provide a foundation and guiding principles for theoretical and clinical understandings. We will cover those that are centrally important: metaphysics, phenomenology, phenomenological-contextualism, the hermeneutics of trust, perspectivalism, fallibility, etc.

READINGS:

Stolorow, R. D. (2013), Intersubjective-Systems Theory: A Phenomenological – Contextualist Psychoanalytic Perspective, *Psychoanalytic Dialogues*, 23:484-489, 2013. (Theory in a nutshell)

Atwood, G. & Stolorow, R. (2014). *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism*. Chapter 6. Legacies of the Golden Age: A Memoir of Collaboration. (History and development of the theory)

Atwood, G. E. & Stolorow, R. D. (2014), *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism*, Chapter 1: Philosophical Context and Basic Concepts. P. 3-33. (Husserl, Heidegger, Sartre, structuralism, personality).

Additional Related Resources:

Robert Stolorow's address to the IAPSP on the occasion of the launching of the 2nd edition of "Structures of Subjectivity," 6/1/14 at ICP. Also George Atwood's additional comments.

Penelope Starr-Karlin, FaceBook page: "Intersubjective-systems theory discussion group."

Stolorow, R. D. (2014) PT Blog "Philosophy as Therapy"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201403/philosophy-therapy>

Stolorow, R. D. (2013), PT Blog, "The Tragic and the Metaphysical:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201307/the-tragic-and-the-metaphysical>.

Stolorow, R. D. (2012), PT Blog, "Ode to a Besserwisser:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201205/ode-besserwisser>.

SESSION 2. SUBJECTIVITY.

The "Three Musketeers" of IST, their collaboration and an introduction to their major passions: Robert D. Stolorow (trauma and mortality, the work of Heidegger), George E. Atwood (trauma and extreme states, existentialism, the arts, and what it is to be human) and Bernard Brandchaft (pathological accommodation, the impact of the dictates of antiquity). Other contributors: Daphne S. Stolorow (affectivity), Donna Orange (clinical hosting), William J. Coburn (attitudes), and the next generation.

n.b. The assignment for the final class will be to discuss your subjectivity and how it impacts the intersubjective field and treatment of your training cases (or long-term) patients.

READINGS:

Atwood, G. & Stolorow, R. (2014). *Structures of Subjectivity*. Chapter 7, The Demons of Phenomenological Contextualism: A Conversation. (autobiographical and vision)

Stolorow, R. D. (2011), *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*, Ch. 9: A Distant Mirror: Psychobiography and Post-Cartesian Inquiry, pp. 100 – 104. (the connection between subjectivity and theoretical ideas, and its evasion)

Orange, D.M. (2009). Kohut Memorial Lecture: Attitudes, Values and Intersubjective Vulnerability. *Int. J. Psychoanal. Self Psychol.*, 4:235-253. (autobiographical) Additional Related Resources:

*Brandchaft pp xiii-xiv, 9-27. (autobiographical)

George Atwood's website: <http://www.georgeatwood.com/index.html> Stolorow, R. D. (2013), PT Blog "On Being a Remainder:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201309/being-remainder>

SESSION 3, BEING-IN-THE-WORLD. AFFECTIVITY AND THE ORGANIZATION OF WORLDLY EXPERIENCE.

Affects are considered to be the central motivating factor in experience, impacting development and pathogenesis. We will look at the impact of emotional pain, and explore what is meant by subjective contextualism, the significance of meaning-making, and at how an emotional world is emergent across the life-span.

READINGS:

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 5: Affects and Selfobjects.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*, Chapter 5: Trauma and the 'Ontological Unconscious,' pp 29-31.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*: Chapters 1: The Contextuality of Emotional Life, and 2: The Contextuality of Emotional Trauma. (overlaps with Affects and Selfobjects, but extends ideas)

Additional Related Resources:

*Stolorow, R. D. (2014), PT Blog, "The War on Grief:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201402/the-war-grief>

*Orange, D., Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 5: Thinking and Working Contextually, pp. 79 – 83: Shame and Self-Loathing.

Stolorow, R. D. (2013), PT Blog, "The Shame Family:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201310/the-shame-family>

Stolorow, R. D. (2013), PT Blog, "On Valorizing Shame:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201310/valorizing-shame>

Stolorow, R. D. (2013), PT Blog "Integrating Emotional Trauma:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201303/integrating-emotional-trauma>.

Stolorow, R. D. (2013), PT Blog, "Portkeys to Trauma:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201309/portkeys-trauma>

Stolorow, R. D. (2012), PT Blog, "Never Again!:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201209/never-again>.

Stolorow, R. D. (2013), "Death, Afterlife, and Doomsday Scenario:"

Clinical Case Seminar: Analysts Presenting Cases 2019-2020

Institute of Contemporary Psychoanalysis
Instructor: Celeste Birkhofer, PhD, PsyD, MFT
cbirkhofer.phd@gmail.com, cell 650-619-9418
Dates & Time: Sept 21st- May 2nd, Sat 2:30-5pm
Total hours of instruction: 15 hours (1 unit)

Course Description:

Psychoanalysis has evolved over time to include greater theoretical diversity, and understanding how the different theories translate into clinical practice can be quite a challenge. Candidates are usually eager to learn more about how psychoanalysts actually work - what they listen for and say in the sessions, and why. This course offers that opportunity, for candidates to delve into what analysts actually do - how they work in the transference and formulate interpretations, what they are thinking in the heat of the moment, and how their thinking, attitudes, and theory influences their style of engagement and choice of interventions. Throughout the course we will learn about the application of theory and explore what goes on in analysis, examining and reflecting on micro and macro processes - moment-to-moment interactions, and the process as a whole.

Course Objectives:

In an effort to establish a foundation for our discussions with different analysts, we will begin the course with a brief overview of the central features of the different major psychoanalytic theories, and we will also review the more universal, core psychoanalytic competencies analysts use to formulate an in-depth understanding of their patients, conduct analysis, and reflect on the analytic process. Each analyst presenting a case will discuss what theories influence their work, and give a brief introduction of a patient that conveys an understanding of the patient's unconscious dynamics (i.e. unconscious organizing principles/beliefs/patterns, internal object relations, attachment dynamics, deficits, traumas, phenomena of self experience, central conflicts, defenses, etc.). Process notes and/or vignettes will be used to bring to life the experience of the patient, the analyst, and the analysis, and may include examples of handling issues related to the frame, enactments, resistance, primitive emotions, erotic transference, being the "good" and "bad" object, and countertransference. Candidates will practice thinking analytically, learn how to write about and present clinical work, and discuss clinical material in a thoughtful and respectful manner.

Specific Course Objectives:

Week 1:

1. Describe the core competencies of a psychoanalyst (i.e. capacities to formulate a psychodynamic formulation; analytic listening & attitude; facilitate an analytic process that works with transference, countertransference, and unconscious processes; reflect on the process and your self; maintain professional ethics).
2. Describe the key features of the major psychoanalytic schools of thought (Freud & Ego Psychology, Self Psychology, Object Relations, & Contemporary Psychoanalysis- Relational & Intersubjectivity).

3. Define psychoanalysis, and the common features of working analytically.

Week 2:

4. Practice thinking analytically about what is occurring in sessions, paying special attention to unconscious processes.

5. Identify key elements to include in the psychodynamic formulation of a patient.

Week 3:

6. Practice giving feedback to other presenters with sensitivity and respect.

7. Describe the ways that early development influences the patients unconscious dynamics.

Week 4:

8. Site examples of how an analyst's theory effects their thinking, interventions and approach.

9. Begin to identify what you think is therapeutic in an analytic process (therapeutic action), and attempt to explain what you think is facilitating or impeding change.

Week 5:

10. Learn and describe different techniques/interventions and ways of making interpretations.

11. Describe the difference between repetitive and developmental transference.

Week 6:

12. Practice being open to feedback from others, and show interest in alternative points of view regarding how to approach clinical moments.

13. Notice the impact of different interventions and ways of being with the patient, in the moment and on the process over time. Identify what appears to deepen or disrupt the process.

Class #1: September 21st

In the first class everyone will introduce themselves, and describe their interest in psychoanalysis, including which psychoanalytic thinkers and theories they have been most influenced by, and what it means to them to work psychoanalytically. We will discuss various definitions of psychoanalysis, briefly review the key features of different major theoretical orientations, and review core psychoanalytic competencies (handouts provided).

Reading:

Pine, F. (2011). Beyond Pluralism: Psychoanalysis & the workings of the mind. *Psychoanalytic Quarterly*, 80:823-856.

Class #2 Nov 2nd

A guest analyst will present an introduction of a patient, with a psychodynamic formulation, and describe the analytic work, using process notes and/or vignettes. Notice how the analyst chooses to address unconscious processes. There is not one "right" way to conduct analysis, but it is important to begin to understand the reasons, including underlying attitudes and theories, that analysts choose to work in the way that they do.

Class #3 December 7th

A guest analyst will present an introduction of a patient, with a psychodynamic formulation, and describe the analytic work, using process notes and/or vignettes with examples of dialogue. Attempt to ask questions, raise concerns, or share alternative thinking, in a manner that maintains respect for the analyst/candidate who is generously sharing the details of their clinical experience.

Optional Reading:

Seligman, S. (2003). The Developmental Perspective in Relational Psychoanalysis. *Contemporary Psychoanalysis*, 39: 477-508.

Classes #4 January 25th

A guest analyst will present an introduction of a patient, with a psychodynamic formulation, and describe the analytic work, using process notes and/or vignettes with examples of dialogue. Notice how the analysts theory effects their approach, and consider what is facilitating change (therapeutic action).

Reading:

Gabbard, G., & Westin, D. (2003). Rethinking Therapeutic Action. *International Journal of Psychoanalysis*, 84: 823-841.

Class #5 March 28th

The instructor will describe her theoretical orientation and give an overview of a patient she will be presenting, which will include a psychoanalytic formulation of the patient and description of some of the key themes/dynamics. The instructor will present process notes (and/or vignettes with examples of dialogue), and invite discussion that includes reflecting on the experience of the patient, the analyst, the dyad, and the analytic process. Using the available clinical examples as a springboard for expanding our thinking, we will also consider choices that were not made in a session, and remain aware that alternative theories can lead to other interventions. Pay attention to whether the transference appears to reflect repetitive dynamics or development needs. Notice how the analyst makes interpretations.

Optional Reading:

Stern, S. (1994). Needed and Repeated Relationships: An Integrated Relational Perspective. *Psychoanalytic Dialogues*, 4: 317-346.

Class #6 May 2nd

The instructor presents process notes and/or vignettes (with examples of dialogue), encouraging participants to share their reflections and associations to the material honestly and openly. Pay attention to what is deepening or disrupting the process in a session, and be open to different ways to approach clinical moments.

Optional Reading:

Hirsh, I. (1987). Varying Modes of Analytic Participation. *Journal of American Academy of Psychoanalysis*, 15: 205-222.

**INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
BASIC CONCEPTS IN PSYCHOANALYSIS**

2019-2020

INSTRUCTORS: ESTELLE SHANE AND JOYE WEISEL BARTH

TIME: FRIDAY, 11:30-2:00; SUNDAY, 11:30-2:00

DATES: 9/20-23; 11/1-3; 12/6-8; 1/24-25-9; 3/27-29; 5/1-3

TOTAL HOURS: 2-1/2 HOURS X 12 MEETINGS = 30 HOURS

COURSE DESCRIPTION

The Basic Concepts course has as its overriding goal to familiarize candidates with clinical history and practices in psychoanalysis: that is, to provide candidates with an historical understanding of psychoanalytic theory, and to facilitate their integration of theoretical and clinical approaches from multiple disciplines. We believe that a good Basic Concepts course should provide an overview of the ways in which psychoanalysis—from its origins in Freud to Ego Psychology, Object Relations, Interpersonal Psychoanalysis, Self Psychology, Relational Psychoanalysis and other contemporary contextual models—is a story of continuities and discontinuities shaped by a variety of language games. We propose to use elements drawn from four texts to tell the historical part of the story: *Textbook of Psychoanalysis* (Gabbard, Litowitz, Williams), *Freud and Beyond* (Mitchell and Black), *Object Relations and Psychoanalytic Theory* (Mitchell and Greenberg) and *Creative Readings: Essays on Seminal Analytic Works* (Ogden). Then, moving to the more contemporary scene, we will select iconic articles from various current psychoanalytic approaches to illustrate how key concepts in psychoanalytic theory are presently used. Having attended to the historical overview, we want then to illuminate the enduring themes, strategies, and core competencies that are in all analytic models.

OVERALL COURSE OBJECTIVES:

Specifically our Basic Concepts course is designed to introduce first year candidates to the concepts underlying the theory and practice of psychoanalysis, concepts taught through the reading, reflection, and discussion of significant required texts and salient articles, as articulated above. Because ICP is a pluralistic institute, with the overall pedagogical goal of introducing candidates both to the historical development of psychoanalysis, and to the variety of important theoretical perspectives pertinent in today's world, both the evolution of theory and the wide spectrum of approaches is introduced in these readings. The course is laid out with care so that the skeleton of the field in its entirety is made available to the candidate, both for perusal and use in the course, and, importantly, for further, more mature reflection in the future.

GOALS AND OBJECTIVES, SESSION BY SESSION

SESSION ONE: Focuses on an overview of Sigmund Freud covering his complete works both from Freud's own writings and from the perspectives of others. The objective for Session One is: To describe and explain in broad outline the history of psychoanalysis, beginning with Freud and concluding with contemporary approaches to theory and practice.

1. Articulate and reflect on the early beginnings and the evolution of Freudian theory.
2. Define and discuss Trauma Theory, Libido Theory, The Unconscious, and Sexuality

THE READINGS FOR SESSION ONE :

Freud, S. (1910). Five Lectures on Psycho-analysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XI (1910). Use Pep Web. [\(PDF\)](#)
Textbook of Psychoanalysis: Introduction, Chapters 1, 2, 11

Object Relations in Psychoanalysis, Chapters 1, 2, 3 (optional)

Freud and Beyond: Preface, Chapters 1, 2 (recommended)

SESSION TWO: Focuses on Freud's Technique: Clinical Strategies in Exploring the Unconscious, Hysteria, Obsessive Compulsion Disorder, and the Oedipal Complex, including the Use of Dreams, Free Association and Analyst's Neutrality.

1. Describe and discuss in greater detail the evolution of Freudian theory.
2. To define the unconscious, hysteria, obsessive compulsive disorder, and the Oedipal Complex as explained in Freud's work.

THE READINGS FOR SESSION TWO:

Freud, S. (1911). The Handling of Dream-Interpretation in Psycho-Analysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913). [\(PDF\)](#)

Freud, S. (1912). Recommendations to Physicians Practicing Psycho-Analysis. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913). [\(PDF\)](#)

Freud, S. (1913). On Beginning the Treatment (Further Recommendations on the Technique of Psycho-Analysis I). The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913). [\(PDF\)](#)

Freud, S. (1914). Remembering, Repeating and Working-Through (Further Recommendations on the Technique of Psycho-Analysis II). [\(PDF\)](#)

Freud, S. (1915). Observations on Transference-Love (Further Recommendations on the Technique of Psycho-Analysis III). The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XII (1911-1913). [\(PDF\)](#)

Freud, S. (1915) On Transference, The Standard Edition of the Complete Psychological Works of Sigmund Freud,, Volume X11 (1911) (PEP)

SESSION THREE: Focuses on the writings of significant followers, elaborators, and deviators from Freudian Theory and Technique, all of whose contributions have significantly impacted psychoanalytic theory and practice.

1. Explain the influence of lived affective relationships in the development of normal and neurotic functioning
2. Describe the beginnings of and the development of object relations theory.

THE READINGS FOR SESSION THREE:

Textbook of Psychoanalysis: Chapters 4, 12, 13.

Object relations in Psychoanalysis: Chapters 5, 6, 7.

Bion, W.R. (1959). Attacks on Linking1. *Int. J. Psycho-Anal.*, 40:308-315. (Optional)

Winnicott, D.W. (1965) Hate in the Counter Transference, [\(PDF\)](#)

Winnicott, D.W. (1953)Transitional Objects and Transitional Phenomena—A Study of the First Not-Me Possession *Int. J. Psycho-Anal*, 34:89-97. [\(PDF\)](#)

SESSION FOUR: Focuses on contemporary classical psychoanalysis, Ego Psychology and more current writings.

1. Analyze the development and clinical value of Ego Psychology.
2. Contextualize the significance of Ego Psychology in American Psychoanalysis.

THE READINGS FOR SESSION FOUR:

Textbook of Psychoanalysis (2012) Chapters 7 11 (Classical Psychoanalysis: Past and Present).

Brenner, C. (1979). The Components of Psychic Conflict and its Consequences in Mental Lie. *Psychoanal. Q.*, 48:547-567.

Loewald, H.W. (1960). On the Therapeutic Action of Psycho-Analysis. *Int. J. Psycho-Anal.*, 41:16-33. (Please focus only on the first part of th4 essay). [\(PDF\)](#)

Optional: Greenson, S. (1967). Survey of Basic Concepts, The Technique and Practice of Psychoanalysis, *Int. Universities Press Inc.* pp. 7-51. Optional [\(PDF\)](#)

SESSION FIVE: Focuses on Interpersonal Psychoanalysis from its origins to its moRe contemporary material.

1. Explicate the impact of Interpersonal Psychoanalysis on contemporary psychoanalytic work.
2. Define field theory, countertransference, and enactment of unarticulated unconscious material in terms of Interpersonal Psychoanalysis.

THE READINGS FOR SESSION FIVE:

Freud and Beyond Chapter 3–Harry Stack Sullivan and Interpersonal Psychoanalysis. [\(PDF\)](#)
Mitchell, S. Interaction in the Interpersonal Tradition, Influence and Autonomy, 63-99. [\(PDF\)](#)

Ehrenberg, D.B. (1974). The Intimate Edge in Therapeutic Relatedness. *Contemp. Psychoanal.*, 10:423-437.

Levenson, E. (1988) The Pursuit of the Particular—On the Psychoanalytic Inquiry, *Contemp. Psychoanalysis*, 24: 1-16. [\(PDF\)](#)

Maroda, K. (1999) Show Some Emotion, in *Relational Psychoanalysis, The Emergence of a Tradition*, Mitchell and Aron, eds. Analytic Press, New Jersey.(Optional) [\(PDF\)](#)

Handbook of Interpersonal Psychoanalysis, Chapters 1 and 2.

SESSION SIX : Focuses on the therapeutic roles of Transference and Countertransference in the Psychoanalytic Dyad from multiple theoretical perspectives.

1. Evaluate the therapeutic roles of Transference and Countertransference
2. Present the evolution of Transference and Countertransference from intrapsychic events to relational co-created experiences.

THE READINGS FOR SESSION SIX:

Harris, A. (2012) Transference, Countertransference, and the Real Relationship. In Textbook of Psychoanalysis. American Psychiatric Publishing, Washington, D.C. pp. 255-268.

Orange, D.M. (1993). Chapter 18 Countertransference, Empathy, and the Hermeneutical Circle. *Progr. Self Psychos.*, 9:247-268.

Racker, H. (2007). The Meanings and uses of Countertransference. *Psychoanal. Q.*, 76:725-777.

Sandler, J. (1976). Countertransference and Role-Responsiveness. *Int. Rev. Psycho-Anal.*, 3:43-47.

Ogden, T. (1994) The Analytic Third, in Mitchell and Aron, eds. *Relational Psychoanalysis: the Emergence of a Tradition*(1999), Analytic Press, New Jersey.

SESSION SEVEN: Focuses on the relevance of infant research to the understanding of the psychoanalytic situation, looking at the writings of those who have contributed to our understanding of the significance of the infant-mother relationship to the adult analytic situation, and the writings of those who are less enthusiastic about the relevance of infant-mother research.

1. Analyze the impact of early life experience as gleaned from the findings of contemporary developmental research.
2. Discuss the impact of these findings on the understanding of intersubjectivity and its emergence in adult treatment.

THE READINGS FOR SESSION SEVEN FOLLOW:

Beebe, B. and Lachmann, F. (2002) Chapters 1, 2 and 9. *Infant Research and Adult Treatment*. Analytic Press. [\(PDF\)](#) [\(PDF\)](#) [\(PDF\)](#)

Lyons-Ruth, K. (1999). The Two-Person Unconscious. *Psychoanal. Inq.*, 19:576-617. [\(PDF\)](#)

Mitchell, S. A. (1988) The metaphor of the baby. In: *Relational Concepts in Psychoanalysis: An Integration*. Cambridge, Mass.: Harvard University Press, pp. 127-150. [\(PDF\)](#)

Stern, D. N. (2008) The clinical relevance of infancy: A progress report. *Infant Mental Health Journal*, 29(3), 177-188. [\(PDF\)](#)

SESSION EIGHT: Focuses on Heinz Kohut and his enormous contributions of Self Psychology to psychoanalytic thought, along with the writings of those who have furthered, modified, and extended the self psychological perspective.

1. Articulate the theories and clinical practices of Self Psychology and Intersubjectivity,
2. Describe the creation of a two personal psychology and the impact of empathy and affect in clinical practice.

THE READINGS FOR SESSION EIGHT:

Terman, D.(2012) Self Psychology, Chapter 14 in Textbook of Psychoanalysis, American Psychiatric Publishing, Washington, D.C. pp. 199-210.

Kohut H (1956) Introspection, Empathy and Psychoanalysis [\(PDF\)](#)

Kohut, H. (1982). Introspection, Empathy, and the Semi-Circle of Mental Health. *Int. J. Psycho-Anal.*, 63:395-407. [\(PDF\)](#)

Orange, D. (1995) Chapters 4 (Toward an Epistemology of Perspectival Realism) and 7 (Affect and Emotional Life) in *Emotional Understanding*, Guilford Press, New York. [\(PDF\)](#)

Socarides, D.D. and Stolorow, R.D. (1984). Affects and Selfobjects. *Annu.Psychoanal.*, 12:105-119. [\(PDF\)](#)

Magid, B., Shane, E. (2018) The Restoration of the Selfobject, *Psychoanal. Self.Cxxt.* 13(3): 246-258.

Recommended for additional reading: Shane, Shane &Gales, *Intimate Attachments*, Chapters 1 & 2

SESSION NINE: Focuses on the significant contributions of Relational thought to psychoanalytic understanding, from its beginnings with Stephen Mitchell, to the ongoing contributions of those who have led in and who follow the Relational perspective.

1. Describe the theoretical and the clinical sensibility of Relational Psychoanalysis
2. Recognize iconic documents and clinical approaches from the current dominant psychoanalytic models, including Intersubjectivity, Trauma, Dissociation, and Multiple Self Theory.

READINGS FOR SESSION NINE:

Aron, L. & Lechich, M. (2012) Chapter 15 in Textbook of Psychoanalysis, American Psychiatric Publishing, Washington, D.C. pp. 211-224.

Mitchell & Aron, eds. (1999) Preface in Relational Psychoanalysis: The Emergence of a Tradition, Analytic Press, New York.

Aron, L. (1991) The Patient's Experience of the Analyst's Subjectivity, in Relational Psychoanalysis: the Emergence of a Tradition, Analytic Press, N.J. [\(PDF\)](#)

Benjamin, J.. Beyond Doer and Done to. Chapter 1, 2017 (PEP)

Bromberg, P.M. (1996). Standing in the Spaces: The Multiplicity Of Self And The Psychoanalytic Relationship. Contemp. Psychoanal., 32:509-535. (PEP)

Ghent, E. (1990) Masochism, Submission, and Surrender: Masochism as a Perversion of Surrender in Relational Psychoanalysis: The Emergence of a Tradition. (PEP)

SESSION TEN:

Focuses on outstanding contributions to the psychoanalytic literature that offer different insights on theory and practice that can influence and inform the universe of psychoanalytic practitioners regardless of organizing perspective.

1. Evaluate the assigned contemporary articles drawn from Relational Psychoanalysis.

2. Enumerate ways that Relational Theory expands to include other approaches.

READINGS FOR SESSION TEN:

Fonagy & Target (1998) Mentalization and the Changing Aims of Child Psychoanalysis in Relational Psychoanalysis Volume II.

Slavin & Kriegman (1998) Why the Analyst Needs to Change: Toward a Theory of Conflict, Negotiation, and Mutual Influence in the therapeutic Process in Relational Psychoanalysis Volume II. Analytic Press, N.J.

Slochower, J. (1996). Holding and the Fate of the Analyst's Subjectivity. Psychoanal. Dial., 6:323-353. (PEP)

Stern, D.B. (1983). Unformulated Experience, —From Familiar Chaos to Creative Disorder. Contemp. Psychoanal., 19:71-9. [\(PDF\)](#)
Stern, D.B. THE EYE THAT SEES ITSELF

SESSIONS ELEVEN AND TWELVE: Focuses on several integrative efforts in contemporary psychoanalytic theory and practice and begins a two session experience of candidates sharing their clinical work and theoretical perspectives.

At the conclusion of the two session, candidates will be able to

1. Explain the integrative approaches found in the specific assigned papers and in the candidates' clinical work.
2. Demonstrate how the authors consider the convergences of Self Psychology, Intersubjectivity, and Relational theories within their clinical expressions.
3. Explicate how the contemporary notions of the unconscious, countertransference, provision, the dyadic experience, and the boundaries of contemporary psychoanalysis will be articulated.
4. Present a case from one or more of the theoretical perspectives that we studied during the year.

READINGS FOR SESSIONS ELEVEN AND TWELVE:

Magid, B. Shane, E. (2017). Relational Self Psychology. *Psychoanal. Self. Cxt.*, 12(1):3-19

Weisel-Barth, J. (2011). Katherine: A Long, Hard Case. *Int. J. Psychoanal. Self Psychol.*, 6:444-468. ([PDF](#))

SESSION TWELVE: Continues with the candidates' presentation of their clinical work and articulated theoretical perspectives.

History of Psychoanalysis

Institute of Contemporary Psychoanalysis
Primary Instructor: George Bermudez, Ph.D., Psy.D.
GBermudez@antioch.edu
Co-Instructor: Mark Winitsky, Psy.D.
MarkWinitsky@gmail.com

Time: 8:30 - 11:00 AM.

Dates: Six Fridays: September 20, 2019; November 1, 2019;
December 6, 2019; January 24, 2020; March 27, 2020; May 1, 2020

Total Hours: 2 ½ x 6 meetings = 15 hours

I. Course Description:

What is Psychoanalysis? Who owns psychoanalysis? These two questions may be viewed as the double helix organizing the genetic code of the history of “Psychoanalysis”. In this 6-session course, we will survey the major developments in the history of “Psychoanalysis”. We will begin with the period leading up to Freud’s first books to establish the intellectual and cultural background from which Freud emerged. We will continue with Freud’s original theoretical foundations, their development, and early dissension. We will then trace the divergence of the American and British lines of analytic thought and technique with emphasis on the Second World War’s effect on this bifurcation. We will next consider the Post –War developments, including Object Relations, Ego Psychology, Bowlby’s attachment research, the Interpersonal School, and the emergence of “psychoanalytic systems theory” — initiated by Bion’s theory of group dynamics and culminating in contemporary developments such as “community psychoanalysis” (Twemlow) and “social dreaming” (Lawrence). Finally, we will arrive at the contemporary analytic context and the “Relational Turn,” summarizing and reflecting on our own emergent thinking about what we find meaningful.

II. Course Objectives and Individual Class Objectives:

The overall objective of this course is to provide candidates with a foundational knowledge about the history and complexity of psychoanalysis. Candidates will learn how to distinguish the various theoretical formulations and sequelae in technique of the different schools of analytic thought. They will be able to link the development of these formulations and techniques, in an historical context, to the current manifestations of these ideas. Finally, they will be able to understand new and emerging trends as being part of an overall development of analytic ideas and ideals.

At the completion of this course candidates will be able to:

Class One: Psychoanalytic Foundations

1. Describe the trends in European thought that preceded the formal development of psychoanalysis.
2. Contextualize and summarize the early development of Freud's thinking.
3. Outline the early controversies and dissensions from Freud's psychoanalysis.

Class Two: The Controversial Discussions and the Rise of British Object Relations

1. Contrast and compare the differences between the emerging British and American views on psychoanalysis.
2. Describe the contributions that led to what we now call "Object Relations."

Class Three: Psychoanalysis as Holocaust Survivor: The Rise of Ego Psychology

1. Discuss factors that led to the success of psychoanalysis in the post-WWII United States.
2. Describe the challenges faced by European psychoanalysts relocating in the US after WWII and two different ways in which they adapted.

Class Four: Post-War Developments – The Interpersonal School and Psychoanalytic Systems Theory

1. Discuss the tradition begun by Harry Stack Sullivan and contrast it with ego psychology.
2. Discuss the development of child attachment studies by Bowlby, et.al. and their impact on psychoanalysis.
3. Outline the emergence of psychoanalytic systems theory from Bion's group theory.

Class Five: Emergence of the Contemporary Viewpoint

1. Contrast the Relational and Self Psychological viewpoints in contemporary analytic theory.
2. Summarize the contemporary developments in psychoanalytic systems theory: community psychoanalysis and social dreaming.

Class Six: The Contemporary Psychoanalytic Pluralistic Landscape - Recap and Overview

1. Summarize the development of psychoanalytic theory from Freud to the present.
2. Describe your own view of psychoanalysis and psychoanalytic work. Relate it to the main theories/viewpoints discussed in this course.

III. Assignments & Learning Activities:

1. Assigned readings: Candidates will be expected to formulate two written questions from each class' reading assignments that may serve as focal points for discussion, clarification, and deeper exploration;
2. Participation in class discussion; It is expected that candidates will arrive at class having read the assigned readings, prepared to engage in discussions and to share clinical material where appropriate. Candidates will be evaluated on class participation and, when applicable, the presentation of specific assigned readings;
3. Initial and final reflection on the meaning of "psychoanalysis": For our final meeting you will need to choose one reading from the entire course that you found thought provoking, clinically applicable, or helpful in reframing your understanding of psychoanalytic history and be prepared to discuss your thoughts in class.

IV. Course Outline: Class by Class:

Class One, Sept. 20, 2019. Psychoanalytic Foundations

Although psychoanalysis can be properly said to have started with Freud, there already were currents in the European intellectual community that we need to understand. In this section we will look at an overview of Freud, situating him in the ideas of his time. What we wish you to grasp is the idea that Freud, a Wilhelmine physician, was steeped in the metaphors and views of *fin de siècle* Europe. Here we are not presenting his clinical ideas and development in any detail, but rather trying to offer a contextual view of his work and thought.

In addition, we will highlight some of the early conflicts among Freud's early followers: Adler, Jung, and Ferenczi. As early members of Freud's inner circle and the first psychoanalytic society, the Vienna Psychoanalytic Society, Adler and Jung developed ideas that Freud believed were incompatible with his. Their exile from Freud's inner circle (Adler in 1911 and Jung in 1914) introduced a pattern of dissent and rejection that has characterized psychoanalysis throughout its history. Both men went on to successfully found their own schools of psychoanalytic thought and practice that have existed outside the Freudian mainstream. Sandor Ferenczi's case is particularly significant as his work in the 1920's and early 30's presaged the relational turn in contemporary psychoanalysis. His villainization by Freud and Jones is perhaps one of the most egregious and consequential misdeeds in the history of the field.

Required Reading:

Breger, L. (2000). *Darkness in the midst of vision*. New York: John Wiley and Sons, Inc., pp. 74-169.

Eisold, K. (2002). Jung, Jungians, and psychoanalysis. *Psychoanalytic Psychology*, 19, 501-524.

Zaretsky, E. (2004). *Secrets of the soul: A social and cultural history of psychoanalysis*. NY: Vintage, pp. 3-40 and 91-113.

Optional Reading:

Aguayo, J. (1986). Charcot and Freud: Some implications of late 19th century French psychiatry and politics for the origins of psychoanalysis. *Psychoanalysis and Contemporary Thought*, 9(2), 223-260.

Breger, L. (2000). *Darkness in the midst of vision*. New York: John Wiley and Sons, Inc., pp. 1-73, 194-232.

Freud, S. (1914). On the history of the psycho-analytic movement. SE, Vol. 14, pp. 1-66.

Grosskurth, P. (1991). *The secret ring: Freud's inner circle and the politics of psychoanalysis*. New York: Addison-Wesley.

Zaretsky, E. (2004). *Secrets of the soul: A social and cultural history of psychoanalysis*. NY: Vintage, pp. 41-90.

Class Two, Nov. 1, 2019. The Controversial Discussions and the Rise of British Object Relations

Since her immigration to London in 1926, Melanie Klein exerted a major influence on British psychoanalytic theory and technique. This influence was challenged when Anna and Sigmund Freud fled to London in 1938. From 1942 to 1944, the British Psychoanalytic Society engaged in “controversial discussions” of the major differences between Klein and Anna Freud who was seeking to preserve her father’s legacy. Out of these discussions emerged a tripartite division of training: Freudian, Kleinian, and the “Middle” or “Independent” Group, which included Fairbairn, Winnicott, Guntrip, and later Balint.

Required Reading:

Bacal, H. and Newman, K. (1990). *Theories of object relations: Bridges to self psychology*. New York: Columbia University Press, pp. 1 – 14.

Mitchell, S. and Black, M. (1996) *Freud and beyond, A history of modern psychoanalytic thought*. New York, NY: Basic Books, pp. 85 – 138.

Sutherland, J. D. (1980). The British object relations theorists: Balint, Winnicott, Fairbairn, Guntrip. *Journal of the American Psychoanalytic Association*, 28, 829-860.

Optional Reading:

Aguayo, J. (2000). Patronage in the dispute over child analysis between Melanie Klein and Anna Freud – 1927-1932. *International Journal of Psychoanalysis*, 81, 733-752.

Hayman, A. (1994). Some remarks about the “controversial discussions.” *International Journal of Psychoanalysis*, 75, p. 343-358.

Steiner, R. (1985). Some thoughts about tradition and change arising from an examination of the British Psycho-Analytical Society's "controversial discussions", 1943-1944. *International Review of Psycho-Analysis*, 12, 27-71.

Class Three, Dec. 6, 2019. Psychoanalysis as Holocaust Survivor: The Rise of Ego Psychology

After WWII, the center of psychoanalysis shifted to the US and London. Many authors recently have argued that the hegemony of Ego Psychology in the post-war period in the US can be seen as a defense against the trauma and loss so many Ego Psychology theorists experienced. The invulnerable, neutral analyst held that the ego could not only achieve autonomy from the drives but from the environment. Hartmann, Kris and Loewenstein's writings on the conflict-free sphere of the ego, adaptation, the neutralization of aggression, and the continuation of the Freudian disregard for real-life trauma can be seen, in part, as counter-phobic defense that appealed to many analysts in the wake of World War II.

Required Reading:

Aron, L. & Starr, K. (2013). *A psychotherapy for the people: Toward a progressive psychoanalysis*. NY: Routledge. pp. 111-127.

Herzog, D. (2017). *Cold War Freud: Psychoanalysis in an age of catastrophes*. Cambridge, UK: University Press, pp. 21-55.

Zaretsky, E. (2004). *Secrets of the Soul: A Social and Cultural History of Psychoanalysis*. NY: Vintage, pp. 276-306.

Optional Reading:

Wallerstein, R. S. (2002). The growth and transformation of American ego psychology. *Journal of the American Psychoanalytic Association*, 50(1), 135-168.

Class Four, Jan. 24, 2020

Post-War Developments – The Interpersonal School and Psychoanalytic Systems Theory

Founded in the mid-1940s by Harry Stack Sullivan, Erich Fromm, Clara Thompson and Frieda Fromm-Reichman, this American school of psychoanalysis offered a consistent critique of Freudian, Kleinian and Middle School theory and technique through its privileging of external reality over fantasy and drives, the interpersonal field, the real relationship between analyst and patient and an abiding interest in cultural and political issues. Karen Horney's, Alfred Adler's and a breakaway institute at Columbia University also emphasized social contexts of human development and behavior. Another line of development in psychoanalytic thought was inaugurated by Freud's reflections on large group dynamics in his seminal paper on "Group Psychology and the Analysis of the Ego" (1921), which has served as a generative source for psychoanalytic systems theory pioneered by Object Relations theorists such as Wilfred Bion and Elliot Jaques.

Required Reading:

Freud, S. (1921). Group Psychology and the Analysis of the Ego. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume XVIII (1920-1922): Beyond the Pleasure Principle, Group Psychology and Other Works , pp.65-144.

Jaques, E. (1955). The social system as a defense against depressive and persecutory anxiety. In M. Klein, D. Herman, & R. Money-Kryle (eds.). *New Directions in Psychoanalysis*. London:Tavistock.

Ortmeyer, D. H. (1995). The history of the founders of interpersonal psychoanalysis. In Lionells, M., Fiscalini, J., Mann, C. H., & Stern, D. B. (Eds). *Handbook of interpersonal psychoanalysis*. NY: Routledge. pp. 11-27.

Rioch, M. (1970). The work of Wilfred Bion on groups. *Psychiatry*, 33, 56-66.

Optional Reading:

Bion, W. R. (1961). Experiences in Groups and Other Papers. London: Tavistock.

Fromm, E. (1970). *The crisis of psychoanalysis: Essays on Freud, Marx, and social psychology*. NY: Holt, pp. 12-41.

Wallerstein, R. S. (2015). Psychoanalysis as I have known it: 1949–2013. *Psychoanalytic Dialogues*, 25, 536-556.

Class Five, March 27, 2020

Emergence of the Contemporary Viewpoint

In this class we will examine the emergence of what has been called the “contemporary perspective,” focusing on the significance of Self-Psychology and the emergence of the “Relational Turn”. In addition, we will continue exploration of psychoanalytic systems theory, with a brief overarching review of the initial trajectory of its development.

Required Reading:

Kohut, H and Wolf, E. (1978) “The Disorders of the Self and Their Treatment. An Outline”, *International Journal of Psychoanalysis*, 59, pp. 413 – 425.

Aron, L. and Mitchell, S. “The Patient’s Experience of the Analyst’s Subjectivity.” *Relational Psychoanalysis*. (1999) Hillsdale: The Analytic Press, pp. ix – xix, 243 – 268.

Philipson, I. (2010). "Why Now?: A Social-Historical Inquiry into the Ascent of Relational Theory," paper presented at the Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy, San Francisco, CA. (PDF to be provided.)

Stolorow, R.D. (2013). Intersubjective-Systems Theory: A Phenomenological-Contextualist Psychoanalytic Perspective. *Psychoanalytic Dialogues*, 23, 383-389.

Psychoanalytic Systems Theory:

Fraher, A. (2005). Systems psychodynamics: The formative years (1895-1967). *Organizational and Social Dynamics*, 4, 191-211.

Optional Reading:

Bacal, H. and Newman, K. (1990) *Theories of Object Relations: Bridges to Self Psychology*. New York: Columbia University Press, pp. 226 – 270.

Bermudez, G. (2018). The social dreaming matrix as a container for the processing of implicit racial bias and collective racial trauma. *International Journal of Group Psychotherapy*, 68, 1-23.

Geist, Richard. (2009) "Empathic Understanding, the Foundation of Self Psychological Psychoanalysis" in *Self and Systems*, eds. N. Vanderheide and W. Coburn. Hoboken: Wiley-Blackwell, pp. 63 – 71.

Lawrence, G. (2003). *Experiences in Social Dreaming*. London: Karnac.

Layton, L. (2006). Attacks on linking: The unconscious pull to dissociate individuals from their social context. In L. Layton, N.C. Hollander, & S. Gutwill. (Eds.). *Psychoanalysis, Class, and politics: Encounters in the Clinical Setting* (pp. 107-117). London: Routledge.

Magid, B. and Shane, E. (2017) "What Self Psychology and Relationality Can Learn From Each Other", *Psychoanalysis, Self and Context*, XII, 1, pp. 3 – 18.

Philipson, I. (1993). *On the Shoulders of Women: The Feminization of Psychotherapy*. New York: Guilford Press.

Rudden, M.G. & Twemlow, S.W. (2013). A beginning theory of action for community analysts based on group observation, theories of the unconscious, and evolutionary psychology. *International Journal of Applied Psychoanalysis*, 10, 199-209.

Class Six, May 1, 2020

The Contemporary Psychoanalytic Pluralistic Landscape - Recap and Overview:

We will reflect on the current multiverse of psychoanalytic theory and practice, including a brief review of some contemporary developments in psychoanalytic systems theory, with implications for psychoanalytic institutes and models for psychoanalytic training : Kohut's "group self"; Hopper's "social unconscious"; Lawrence's "social dreaming"; and Twemlow's "community psychoanalysis".

In addition, for our final meeting you will need to choose one reading from the entire course that you found thought provoking, clinically applicable, or helpful in reframing your understanding of psychoanalytic history and be prepared to discuss your thoughts in class.

Required Reading:

Hopper, E. (1996). The social unconscious in clinical work. *Group*, 20, 7-43.

Kohut, H. (1976). Creativeness, charisma, group psychology: Reflections on the self-analysis of Freud. In P. Ornstein (ed.). *The Search for the Self* (pp.793-843). New York: International Universities Press.

Manley, J. (2014). Gordon Lawrence's social dreaming matrix: Background, origins, history, and developments. *Organisational & Social Dynamics*, 14, 323-341.

Twemlow, S.W. & Parens, H. (2006). Might Freud's legacy lie beyond the couch? *Psychoanalytic Psychology*, 23, 430-451.

Zaretsky, E. (2004). *Secrets of the soul: A social and cultural history of psychoanalysis*. NY: Vintage, pp. 332-344.

Optional Reading:

Bermudez, G. (In Press). Community Psychoanalysis: Contributions to an Emerging Paradigm. *Psychoanalytic Inquiry*.

Bermudez, G. & Kramer, C. (2016). The Vulnerable Self and the Vulnerable Community: A Challenge/Problem for Psychoanalysis? *Other/Wise: Online Journal of the International Forum for Psychoanalytic Education (IFPE)*, 2.

Eisold, K. (2018). *The Organizational Life of Psychoanalysis*. London & New York: Routledge.

Hopper, E. & Weinberg, H. (Eds.). (2011). *The social unconscious in persons, groups and societies: Volume 1: Mainly theory*. London: Karnac.

Hopper, E. & Weinberg, H. (Eds.). (2016). *The social unconscious in persons, groups, and societies: Volume 2: Mainly foundation matrices*. London: Karnac.

Hopper, E. & Weinberg, H. (Eds.). (2017). *The social unconscious in persons, groups, and societies: Volume 3: The foundation matrix extended and re-configured*. London: Karnac.

Kirsner, D. (2000). *Unfree associations: Inside psychoanalytic institutes*. London: Process Press, pp. 1-12, 232-251.

Long, S. (2006). Organizational defences against anxiety: What has happened since the 1955 Jaques paper? *International Journal of Applied Psychoanalytic Studies*, 3, 279-295.

Zaretsky, E. (2004). *Secrets of the soul: A social and cultural history of psychoanalysis*. NY: Vintage, pp. 332-344.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

Freud: A Critical Historical Overview

Psychoanalytic Training Program 2019-2020

Instructor: Cheryl Goldstein, Ph.D.; cheryl.goldstein.phd@gmail.com

Time: Fridays 2:30 p.m. – 5:00 p.m., Saturdays 8:30 a.m. – 11:00 a.m.

Dates: 9/20-21, 11/1-2, 12/6-7, 1/24-25, 3/27-28, 5/1-2

Total Hours: 2.5 hours x 12 meetings = 30 hours

COURSE DESCRIPTION:

Recognized as the father/founder of psychoanalysis, Freud presented ideas and created a vocabulary for intrapsychic and relational experiences that continue to play central roles in psychoanalytic thinking. This course looks to deepen as well as broaden candidates' existing knowledge of Freud, his background, and his work. We will be considering a number of pieces of Freud's writing in depth, beginning with his early work on hysteria and concluding with his last pieces *Moses and Monotheism* and "Analysis Terminable and Interminable." Throughout the course we will focus on the multi-faceted nature of Freud's theories, moving away from a monolithic one-dimensional reading of Freud. The objective is to open up spaces in our thinking and in Freud's writing that lend themselves to deeper analysis. To this end we will be considering the socio-historical context in which Freud was immersed, as well as contemporary, analytic engagements with Freud's work. We will also investigate how Freud's ideas emerge, sometimes symptomatically, within his own work. Our goal will be to engage with Freud's writings as living documents — not to beatify or demonize Freud — and to gain a working knowledge of his ideas as he presents them (in sometimes contradictory terms), and as we continue to engage them.

COURSE OBJECTIVES:

The overall objective of the Freud seminar is for candidates to gain a deeper understanding of the origins of psychoanalysis, Freud's theory of mind, and what defines Freudian psychoanalysis. The focus will be on a critical and historical examination of Drive Theory as an energetic, biological approach for the understanding of both normal development and psychopathology, character formation, the critical importance of sexuality and later aggression, and how Freud's theories influenced the technique and practice of psychoanalysis. At the completion of the course candidates will be able to:

Session #1:

1. Analyze the importance of language in the presentation and reception of Freud's work both in historical/institutional and personal contexts.
2. Demonstrate how and why Freud decided to abandon his Seduction Theory in favor of his theory of sexuality.

Session #2:

3. Recognize and define the elements and mechanisms grounding Freud's theory of dream interpretation including: repression, displacement, condensation, overdetermination.
4. Contextualize the significance of Freud's "Specimen Dream" within Freud's explanation of the analytic process.

Session #3:

5. Define and explain the importance of the topographical model, manifest vs. latent content, primary and secondary processes.
6. Recognize the fundamental mental apparatus as explained in Freud's early conception of metapsychology.

Session #4:

7. Discuss the relationship between free association, displacement and interpretation in Freud's case presentation and in contemporary clinical practice.
8. Describe the significance of transference and counter-transference in the outcome of Dora's case.

Session #5:

9. Identify and describe the psychosexual developmental stages as presented in Freud's theory of sexuality.

10. Assess the relevance of Freud's theory in light of contemporary ideas regarding gender fluidity and the potential use of Freud's ideas regarding sexuality in the contemporary clinical setting.

Session #6:

11. Analyze Freud's primary research methodology, the case study, focusing on the concepts of transference, resistance, interpretation and what defines "cure."
12. Identify the significance of "obsessional neurosis" in Freud's clinical and theoretical thinking.

Session #7:

13. Single out specific techniques Freud recommended regarding assessment, listening stance, interpretation, analyst's attitude, analytic training, frame and boundaries, transference, resistance, and working through.
14. Discuss and compare Freud's writings on technique with contemporary models of analytic practice.

Session #8:

15. Critique Freud's use of cultural and literary material in his psychoanalytic writing.
16. Apply psychoanalytic theory in reading and discussion of cultural material.

Session #9:

17. Define "narcissism" and the role it plays in development as Freud understands it.
18. Recognize differences between the topographical and structural models of mind.

Session #10:

19. Compare how Freud revised his understanding of the meaning of anxiety and developed two theories of anxiety without ever fully repudiating the first.
20. Discuss the relevance and clinical applicability of Freud's "death drive" specifically and drive theory more generally.

Session #11:

21. Evaluate Freud's application of drive theory in the context of a psychoanalytic approach to culture and cultural history.
22. Critique the aspects of Freud's contributions that seem relevant today and compare these with contemporary theoretical models.

Session #12:

23. Demonstrate an understanding of the Oedipus Complex, its critical importance in Freudian theory and practice, and Freud's thought about the pre-Oedipal period in terms of female psychology.
24. Compare Freud's attitudes about the objectives of clinical work at the end of his career with those he introduced earlier.

READINGS:

All of the Freud texts can be downloaded from the **PEP Web** under books where you will find James Strachey's translation of the *The Standard Edition of the Complete Psychological works of Sigmund Freud* (referred to as S.E. in the syllabus). The remainder of the readings can be found on PEP Web as well, including *The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904*, edited by Jeffrey Masson (1986), or will be posted on the ICP Website.

The only exception are the books listed below which can be found on Amazon.com. **However, I am also recommending certain paperback versions of Freud's original writings which are also on Amazon and quite inexpensive. They are *much* easier and more pleasurable to read than publications on PEP.**

***** BE SURE TO GET THE STRACHEY TRANSLATIONS.**

It is expected that you will arrive for class having read the assigned readings, prepared to engage in discussions and to share clinical material where appropriate. Candidates will be evaluated on class participation and, when applicable, the presentation of specific assigned readings.

Required Books:

Bettelheim, Bruno. (1983). *Freud & Man's Soul*. New York: Alfred Knopf.

Freud, S. (1962/1905). *Three Essays on the Theory of Sexuality*. New York: Basic Books.

Freud, S. (1997/1905). *Dora: An Analysis of a Case of Hysteria*. New York: Simon & Schuster, Inc., Touchstone Edition.

Recommended Books:

Freud, S. (1955/2010). *The Interpretation of Dreams: The Complete and Definitive Text*. New York: Basic Books.

Norton paperbacks (blue covers): *The Ego and the Id; Inhibitions, Symptoms and Anxiety; Group Psychology and the Analysis of the Ego; Civilization and its Discontents*

GOALS AND OBJECTIVES SESSION BY SESSION

SESSION 1: 9/21/2018

Our first class will begin with a review of Freud’s biography, and will then take up the difficulties in traversing contextual and historical boundaries. We will discuss Bettelheim’s text regarding some of the problems inherent in the English translations of James Strachey and some of the broader issues Bettelheim raises in our ideas about Freud generally. We’ll look at the letters between Freud and Wilhelm Fleiss to get a sense of the importance of this relationship for Freud both personally and professionally. We will then look at Freud and Breuer’s seminal text *Studies in Hysteria* focusing on the foundational case study of psychoanalysis, the Anna O. case. All of the cases will be contextualized within the history of the hysteria epidemic of the late 19th /early 20th century through the Forrester and Appiganesi chapter “*The First Patients*” from their volume, *Freud’s Women*. Freud’s radical paper on *The Aetiology of Hysteria* and his Seduction theory will be discussed in relation to our contemporary understanding of early childhood trauma and the developing importance of sexuality for Freud.

Bettelheim, Bruno. (1983). *Freud & Man’s Soul*. pp. vii-112.

Masson, J. ed. (1985). *The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904*.

December 28, 1887, July 21, 1890, August 11, 1890, May 2, 1891, September 29, 1893, October 6, 1893, September 21, 1897, October 3, 4, 15, 27, 1897, January 16, 1899, February 19, 1899, January 26, 1900, February 1, 1900, August 7, 1901, September 19, 20, 1901, April 27, 1904, July 15, 20, 23, 26, 27, 1904.

Freud, S. & Breuer, J. (1895), *Studies on Hysteria*

“Preliminary Communication”, S.E. 2: 3-17.

“Fraulein Anna O.”, S.E. 2: 21-47.

“Katharina -----”, S.E. 2: 125-134.

Freud, S. (1896), “The Aetiology of Hysteria”, S. E. 3: 191-221.

Appiganesi, Lisa, & Forrester, John. (1992). *Freud’s Women*. “*The First Patients*”, chapter 3: 66-116. (Optional)

SESSION 2: 9/23/18

This class will focus on excerpts from the correspondence Freud had with Wilhelm Fliess regarding Emma Eckstein and how this event reemerges in the Specimen

Dream in Freud's magnum opus *The Interpretation of Dreams*. We will discuss the Specimen Dream, the paradigmatic example of Freudian dream analysis, focusing on manifest vs. latent content, Freud's belief that all dreams were wish-fulfillments, the mechanisms of repression, drive/defense, displacement, condensation, overdetermination, the concept of free association, the topographical model (conscious, preconscious, unconscious), the principle of constancy, and how Freud began to understand normal psychology as a result of his study of psychopathology, applying his discoveries to dreams and memories.

Freud, S. (1899). "Screen Memories". S.E. 3: 303-322.

Freud, S. (1900). *The Interpretation of Dreams*. Chapter II, S.E. 4: 96-121.

Masson, J. ed. (1985). *The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904*

Schur, M. (1966). "Some Additional 'Day residues' of 'The Specimen Dream of Psychoanalysis'". In *Psychoanalysis – A General Psychology: Essays in Honor of Heinz Hartmann*, ed. R. M. Loewenstein. New York: International University Press, pp. 45-85.

Letters from Freud to Fliess: Concerning Emma Eckstein's Operation: January 24, 1895, February 25, 1895, March 4, 8, 13, 23, 28, 1895, April 11, 20, 26, 27, 1895, May 25, 1895, June 12, 1895, April 26, 1896, May 4, 17, 30, 1896, June 4, 1896, June 9, 1898, March 23, 1900, June 12, 1900. (Optional)

SESSION 3: 11/2/18

This seminar will focus on Freud's magnum opus, *The Interpretation of Dreams*, specifically Chapters III, V, VI and VII. We will focus on wish-fulfillment, manifest vs. latent content, the primary processes of displacement and condensation, different types of dreams and the introduction of the Oedipus Complex. In Chapter VII we will examine the development of Freud's metapsychology of the mental apparatus and its mechanisms. Key concepts include the topographical model (unconscious/preconscious/conscious), libido, the pleasure principle, the reality principle, primary and secondary process, distortion, resistance, and the problem of anxiety dreams.

Freud, S. (1900). *The Interpretation of Dreams*. Chapters III, V, VI, and VII, S.E. 4: 122-133, 163-276, 277-309, 509-625.

SESSION 4: 11/3/18

The Dora Case and the challenges of writing a case history will be the focus of today's seminar. In addition to discussing the many problems the Dora case

presents and Freud's blind spots, we will focus on the relationship between displacement, "free" association and interpretation, the importance of Freud's discovery of the concept of transference as a result of writing up this case, which revolves around the interpretation of two of the patient's dreams, and the significance of countertransference. We will use Marcus's discussion of *Dora* to see how a critique of Freud implicitly requires an ongoing engagement of Freudian ideas, bringing Freudian theory into contemporary discourse. Discussion of contemporary ideas regarding the implications of a one person versus two person psychology, family systems theory, and feminism will be part of the dialogue in retroactively examining this important case.

Freud, S. (1905). *Fragment of an Analysis of a Case of Hysteria (Dora)*. S.E. 7-121.

Marcus, S. (1976). "Freud and Dora: Story, Case, Case History" in *Psychoanalysis and Contemporary Science*, pp. 389-442.

SESSION 5: 12/7/18

This session will deal exclusively with Freud's second major work, *Three Essays on the Theory of Sexuality*. In this text Freud articulates an approach to sexual development that remains subversive and continues to elicit commentary and critique. Starting with the Abnormal and moving to the Normal and moving through his revelations on Infantile Sexuality, Freud opens a discourse on sexuality that we continue to address today. The psychosexual stages, libido theory, the component instincts, bisexuality, inversion, fixation, normal and pathological development will be examined and defined. The Davidson article provides a historical context in which to understand the radical contribution Freud made in separating the instinct from its object, thereby paving the way for a normalizing of homosexual object choice.

Freud, S. (1905). *Three Essays on the Theory of Sexuality*. S.E. 7: 135-242.

Davidson, A. (1987). "How to do the History of Psychoanalysis: A Reading of Freud's *Three Essays on the Theory of Sexuality*," *Critical Inquiry*, pp. 252-277. (optional)

SESSION 6: 12/8/18

This seminar will focus on Freud's case study "Notes upon a Case of Obsessional Neurosis" (commonly referred to as "The Ratman") considering the way Freud's theoretical ideas emerge in clinical contexts. We will continue to discuss the way Freud presents his cases and structures the relationship between clinical content and theoretical concepts. We will also consider the significance of Freud's clinical material on concepts of analytic practice.

Freud, S. (1909), "Notes on a Case of Obsessional Neurosis," S.E. 10: 153 – 249, (pp. 253 – 318 optional, but highly recommended).

SESSION 7: 1/25/2019

We will examine Freud's recommendations regarding assessment, listening stance, free association, interpretation, the analyst's attitude, how to become a psychoanalyst, framework and boundaries (including time and money), dream interpretation, transference (including erotic transference), resistance, and working through to reduce symptoms and effect cure.

Papers on Technique (1911-1915)

Freud, S. (1912). "The Dynamics of the Transference", S.E. 12: 99-108.

Freud, S. (1912). "Recommendations to Physicians Practicing Psycho-Analysis", S.E. 12: 111-120.

Freud, S. (1913). "On Beginning the Treatment", S.E. 12: 123-144.

Freud, S. (1914). "Remembering, Repeating and Working Through", S.E. 12: 147-156.

Freud, S. (1915). "Observations on Transference-Love", S.E. 12: 149-171.

SESSION 8: 1/26/2019

This seminar will focus on Freud's application of psychoanalytic thought beyond the consulting room. The significance of literature, history and art, attested to by the numerous references to literature and art in Freud's writing, take center stage when he turns his analytic eye to creative production. We will discuss the contributions psychoanalysis can make to cultural critique, and try our hand at applying psychoanalytic thinking to Freud's own creative output.

Freud, S. (1914). "The Moses of Michelangelo." S.E. 13: 209-238.

Freud, S. (1919). "The Uncanny." S.E. 17: 217-256

Hoffman, E.T.A. (1885) "The Sandman" (pdf)

SESSION 9: 3/22/2019

Two of Freud's most important papers are included in this seminar. We will discuss his developing ideas regarding narcissism, defining primary and secondary forms, as well as the introduction of the term Ego Ideal. We will consider how tries to incorporate the experience of radical loss. Ogden's paper contextualizes Freud's paper on depression and loss comparing normal and pathological forms of mourning, as a bridge between biological Drive Theory and later relational theories.

Freud, S. (1914). "On Narcissism, An Introduction", S.E. 14: 73-102.

Freud, S. (1910). "On the Universal Tendency to Debasement in the Sphere of Love", S.E. 11: 179 – 190.

Freud, S. (1916). "On Transience", S. E. 14: 305-307.

Freud, S. (1917). "Mourning and Melancholia", S.E. 14: 243-258.

Ogden, T.H. (2002). "A New Reading of the Origins of Object-Relations Theory," *The International Journal of Psychoanalysis*, 83: 767-782.

SESSION 10: 3/23/2019

Freud's radical shift in his position regarding the causes of anxiety will be presented in today's seminar. We will discuss the distinctions between inhibitions and symptoms as Freud presents them. We will consider another significant shift in theory with the introduction of the concept of the Death Instinct resulting in the development of a Dual Drive Theory of Sexual and Aggressive Drives. The Structural model of id/ego/superego will be elaborated as a result of our discussion of *The Ego and the Id*. Finally, we will consider the impact of these two drives on Freud's understanding of masochism.

Freud, S. (1926). *Inhibitions, Symptoms and Anxiety*. S.E. 20: 87-172.

Freud, S., (1920). *Beyond the Pleasure Principle*. S.E. 18: 12-33.

Freud, S. (1923). *The Ego and the Id*. S.E. 19: 13-66.

Freud, S. (1924). "The Economic Problem of Masochism", S.E. 19: 159-170.

Cooper, Arnold M. (1988). "The Narcissistic-Masochistic Character" in *Masochism: Current Psychoanalytic Perspectives*. 117 – 138. (pdf will be provided)

SESSION 11: 5/3/2019

This seminar will focus on Freud's major late life opus on the fundamental and irreducible conflict within the human condition between the sexual and aggressive drives and the demands and requirements of civilization. We will discuss the impact of guilt that results from the resolution of the Oedipus Complex and Freud's proscription for sublimation. Freud and Einstein's correspondence "Why War?" provides an opportunity to engage in a dialogue regarding the inevitability of conflict and the continued relevance of Freud's contributions regarding the human condition. Freud's concern with the relationship of the individual to the group also arises in his work on Group Psychology, which will also be addressed here. These texts and the selection from *Moses and Monotheism* open a space for a reconsideration of culture and trauma in Freud's thinking.

Freud, S. (1921) . *Group Psychology and the Analysis of the Ego*. S.E. 18: 69 – 71, 88 – 92, 105 – 133.

Freud, S. (1930). *Civilization and its Discontents*. S.E. 21: 64-145.

Freud, S. (1932). "Why War?" (Einstein and Freud), S.E. 22: 197-215.

Freud, S. (1939), *Moses and Monotheism: Three Essays*. S.E. 23: 66-102.

SESSION 12: 5/4/2019

Our final seminar will conclude with the pessimism of the late Freud and his doubts regarding psychoanalysis, contextualized within the traumas of WW II and his escape from Vienna to London. The problem of resistance resulting from the Death Instinct will be examined. We will consider Freud's misogyny, his difficulties understanding and theorizing about women's development and desires, and his blind spots as a result of his own defensively idealized relationship with his mother and his avoidance of the impact of the early infantile period of development.

Freud, S. (1924). "The Dissolution of the Oedipus Complex", S.E. 19: 173-179.

Freud, S. (1933). "Femininity", in *New Introductory Lectures on Psycho-Analysis*, S.E. 22:112-135.

Freud, S. (1937). "Analysis Terminable and Interminable", S.E. 23: 216-253.

Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room

The Institute of Contemporary Psychoanalysis

Instructors: Veronica Abney, Ph.D. & Lynne Jacobs, Ph.D.

Dates: 2019-2020: Saturdays, 2:30-5

21 September, 2 November, 7 December, 25 January,

28 March, 2 May

Hours 2.5 per class. 15 hours total

Course Description

Traditionally psychoanalysis has produced little on the subjects of race, culture, and disabilities; it also has not presented the field with unbiased and nonjudgmental information on gender identification because of its Eurocentric, homophobic and racist viewpoint. Contemporary relational psychoanalytic theory has unintentionally opened the door to a process for examining the influence of culture, gender identification, physical abilities and social location because of its belief in such concepts as mutual influence in the transference, intersubjectivity and dynamic systems. This has resulted in literature that is beginning to address the diversity in our community, and not just from the perspective of the “other,” but looking at how the *able* straight white analysts’ theories and viewpoints are influenced by their non-disabled status, straightness and whiteness.

Objectives

This course is an attempt to begin the process of exploring how culture, color, gender identification and *ableness* organize the experience of both the analyst and the analysand and influence the therapeutic process. It hopes to increase your awareness of the multiplicity of your own context-dependent identification process. In some contexts, for instance, our gender renders us as marginal. In another context our color may render us as dominant. When placed in a dominant position, analysts suffer the most severe limits on awareness of the clinical (and social) implications of their place. They have blind spots. We will explore the unreflected upon privilege and bias that accompany such *situatedness* and the importance of becoming aware of it and reducing its influence in cross-cultural treatments.

Most readings are on our website. A few are on PEP-WEB, with the link provided in the syllabus.

Week 1

- Identify historical influences on the development of some psychological themes of people of color

- Define and identify "social location" and its implications for development and empowerment

Week 2

- Work therapeutically with the difference between the social location of the patient and that of the analyst
- Identify historical influences on the developmental of some psychological themes of people marked as white.
- Identify the effects of unreflected upon privilege and bias on the analytic relationship when analyst and analysand are different in the ways described above.

Week 3

- Define and identify a *microaggression* and its impact in the consulting room on both analyst and analysand.
- Identify and work through enactments in the treatment related to differences in the analyst and analysand

Week 4

- Identify historical influences on the development of some psychological themes of LGBTQ patients and therapists
- Identify and work therapeutically with enactments and microaggressions relevant to the LGBTQ identity of the patient and/or analyst
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Week 5

- Demonstrate how culture, gender identification and *ableness* have organized patients' experiences.
- Work therapeutically with the influence of a disabled social location on the organization of experience

Week 6

- Explain "social location" and describe situations in clinical practice in which social location became part of the therapeutic discussion
- Explain and describe enactments in terms of socio-cultural power dynamics in a clinical situation

Syllabus

Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room

Week 1

Faculty: Veronica Abney, Ph.D., Lynne Jacobs, Ph.D. & Joel Miller, MD, Psy.D.

This first session will look at the little known history of psychoanalysis as it pertains to race, culture and gender identification. Few are aware of this history of exclusion of people of color and the LGBTQ community. We will look particularly at how psychoanalysis viewed both African-Americans and homosexuals.

Readings:

1. Abney, V. (2006). An Excerpt of African-American Psychoanalysts: Their History and Stories, unpublished
2. Layton, L. (2019) Transgenerational Hauntings: Toward a Social Psychoanalysis and an Ethic of Dis-illusionment, Psychoanalytic Dialogues, 29-2.105-121
3. Green, J.A. (2003). Growing up Hidden: Notes on Understanding Male Homosexuality. Am. J. Psychoanal., 63(2):177-191. [...]
4. Winograd, B. (2014). Black Psychoanalysts Speak. PEP Video Grants, 1:1. To be viewed on your own. <http://www.pep-web.org/document.php?id=pepgrantvs.001.0001a&type=hitlist&num=0&query=zone1%2Cparagraphs%7Czone2%2Cparagraphs%7Cjournal%2Cafcv+or+bpsivs+or+ijpvs+or+ipsavs+or+nypsivs+or+pcvs+or+pepgrantvs+or+peptopauthvs+or+pepvs+or+sfcpsvs+or+spivs+or+uclvs%7Csort%2Cpopular%2Cnd%7Ccontext%2Cvideo#hit1>

Week 2

Faculty: Veronica Abney & Ph.D., Lynne Jacobs, Ph.D.

This session will explore the difficult to discuss topics of power and privilege (using whiteness as a fulcrum). When one's worldview is organized from a place of power and privilege, there are blind spots that influence clinical work and arise in the countertransference. Candidates will

have the opportunity to both discuss and write about what they discover from the readings about their own social location and the privilege and power it bestows upon them.

Readings:

1. DiAngelo, Robin (2011). White Fragility. *International Journal of Critical Pedagogy, Vol 3* (3): 54-70.
2. Jacobs, L., Ph.D. (2014). Circumstance of Birth: Life on the Color Line. *Psychoanalytic Inq., 34*: 746-758.
3. Jacobs, L. (2014). Learning to Love White Shame and Guilt: Skills for working as a white therapist in a racially divided country. *Int. Journal of Psychoanalytic Self Psychology, 9*:297-312.
4. Altman, N. (2000). Black and White Thinking: A Psychoanalyst Reconsiders Race. *Psychoanal. Dial., 10*(4):589-605.

After reading the articles, candidates will be asked to write an essay (length can be a page, up to 4 pages) in which they explore situations or contexts in which they are or have been centrally located, and those in which they are more on the margin. We will discuss candidate's explorations in class.

Week 3

Faculty: Veronica Abney & Ph.D. & Lynne Jacobs

This session will focus on Psychoanalysis and Whiteness. The objective of this session is to allow candidates to enhance their understanding of whiteness, the connection between whiteness and the era of the Enlightenment and the use of eugenics in psychoanalytic thinking.

Readings:

1. Altman, N. (2006). Whiteness. *Psychoanal Q., 75*(1):45-72. [...]
2. Bermudez, G. (2015). The Creation of a Selfobject "Communal Home" for Collective Trauma: Applications of Social Dreaming and Kohut's Group Self in Academic, Psychoanalytic, and Community Contexts. *Group, 39*, pp. 107-131
3. Cushman, P. (1991). Ideology obscured: Political uses of the self in Daniel Stern's infant. *American Psychologist, 46*(3), 206-219.
4. Miller, A.E. Josephs, L. (2009). Whiteness as Pathological Narcissism. *Contemp. Psychoanal., 45*(1):93-119. [...]

Week 4

Faculty: Veronica Abney Ph.D., Lynne Jacobs, Ph.D. & Joel Miller, MD, PsyD

This session will focus on identifying mutually influenced transference and countertransference issues that arise when analyst and analysand come from different cultures or different gender identifications. It is the analyst ethical responsible to identify these.

Readings:

1. Leary, K. (1995). "Interpreting in the Dark": Race and Ethnicity in Psychoanalytic Psychotherapy. *Psychoanal. Psychol.*, 12(1):127-140. [...]
2. McWilliams, N. (1996). Therapy across the Sexual Orientation Boundary: Reflections of a Heterosexual Female Analyst on Working with Lesbian, Gay, and Bisexual Patients. *Gender and Psychoanalysis*, 1(2):203-221. [...]
3. Yi, K.Y. (1998). Transference and Race: An Intersubjective Conceptualization. *Psychoanal. Psychol.*, 15(2):245-261. [...]

Week 5

Faculty: Christina Emanuel, MFT, PsyD

Disability & Psychoanalysis

In this class students will learn the main themes in the disability studies literature, including the extent to which "normativity" is a construct (Davis); the merits of social model responsiveness to disability vs a medical model approach (Shakespeare); and how ableism affects disabled people, using the example of "poster children" (Longmore) and "inspiration porn" (Young TED talk video) to illustrate this theme. Psychoanalysis has a long history of ableism and complicity with a medical model approach to disability, and students will learn about this history (Emanuel), as much is to be gained if we add a disability studies sensibility to psychoanalytic discourse. This course corresponds to the following core competency: *"consider the person in context, including...socio-cultural influences."*

Reading for this class will include four short articles; in addition, students will be asked to view a TED talk prior to class.

Learning objective: Students will be able to apply concepts from the disability studies literature to work with patients with disabilities, including an understanding of ableism, the violence of normativity and deviance, and social model responsiveness to disability.

Readings & Video:

1. Davis, L. (2017). Introduction: Disability, Normality, and Power. In Davis, L. (ed.) *The Disability Studies Reader, Fifth Edition*. New York: Routledge, p. 1-14.
2. Shakespeare, T. (2017). The Social Model of Disability. In Davis, L. (ed.) *The Disability Studies Reader, Fifth Edition*. New York: Routledge, p. 195-203.
3. Emanuel, C. (2016). The Disabled: The Most Othered Others. In Goodman, D. & Severson, E. (eds.) *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis*. New York: Routledge, p. 270-283.

5. Young, S. (2014, April). *Stella Young: I'm not your inspiration, thank you very much* [Video file]. Retrieved from https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Week 6

Faculty: Veronica Abney & Ph.D., Lynne Jacobs, Ph.D. & Joel Miller, MD, Psy.D

This session will focus on enactments in psychoanalysis. A major task for participants will be to gain some awareness of their own blind spots in the consulting room

We will discuss mutually influenced enactments in the treatment and the use contemporary psychoanalytic theory and technique to untangle and work through these enactments.

Readings:

1. Layton, L. (2006). Racial Identities, Racial Enactments, and Normative Unconscious Processes. *Psychoanal Q.*, 75(1):237-269. [...]
2. Leary, K. (2000). Racial Enactments in Dynamic Treatment. *Psychoanal. Dial.*, 10(4):639-653. [...]
3. Yi, K. (2014). From No Name Woman to Birth of Integrated Identity: Trauma-Based Cultural Dissociation in Immigrant Women and Creative Integration. *Psychoanal. Dial.*, 24:37-45. [...]

Optional Readings

Ainslie, R.C., Harlem, A., Tummala-Narra, P., Barbanel, L., Ruth, R. (2013). Contemporary Psychoanalytic Views on the Experience of Immigration. *Psychoanalytic Psychology*, 30:663-679.

Altman, N. (2006). How Psychoanalysis Became White in the United States, and How that Might Change. *Psychoanal. Perspect.*, 3(2):65-72. [...]

Bermudez, G., & Silverstein, M. (2013). Social dreaming applications in academic and community settings. *Other/Wise: Online Journal of the International Forum for Psychoanalytic Education*, 1, 33–53. ss. *Psychoanal. Dial.*, 17:867-88

Blechner, M. (2016). Psychoanalysis and Sexual Issues. *Contemp. Psychoanal.*, 52:502-546.

Burton, J.K., Gilmore, K. (2010) "This Strange Disease": Adolescent Transference and the Analyst's Gender Identification. *JAPA.*, 58: 715-734.

Campbell, D.B. (2011). Oppression of the Different: Impact and Treatment. *Int. J. Appl. Psychoanal. Stud.*, 8(1):28-47.

Comas-Diaz, *Becoming a multicultural psychotherapist: The confluence of Culture, Ethnicity, and Gender*. PDF

Corpt, E.A. (2013). Peasant in the Analyst's Chair: Reflections, Personal and Otherwise, on Class and the Forming of an Analytic Identity. *Int. J. Psychoanal. Self Psychol.*, 8:52-69.

Drescher, J. (1996). A Discussion across Sexual Orientation and Gender Boundaries: Reflections of a Gay Male Analyst to a Heterosexual Female Analyst. *Gender and Psychoanalysis*, 1(2):223-237.

Frie, R. (2011). Irreducible Cultural Contexts: German–Jewish Experience, Identity, and Trauma in a Bilingual Analysis. *Int. J. Psychoanal. Self Psychol.*, 6(2):136-158. [...]

Heusser, S. (2015). When Two Foreigners Meet: The Relational Matrix of Shame and Internalized Homophobia. *Contemp. Psychoanal.*, 51:460-475.

King, A. (2012). The Dawn of A New Identity: Aspects of A Relational Approach to Psychotherapy with A Transsexual Client. *Brit. J. Psychother.*, 28:35-49.

Layton, L. (2016). On Moralism and Ethics: Associations to Henry Abelove's "Freud, Male Homosexuality, and the Americans". *Studies in Gender and Sexuality*, 17:95-101.

Leary, K. (2014). Discussion of Kris Yi's Paper "From No Name Woman to Birth of Integrated Identity: Trauma-Based Cultural Dissociation in Immigrant Women and Creative Integration". *Psychoanal. Dial.*, 24:46-51. [...]

Macintosh, P. [White Privilege](#)

Newbigin, J. (2013). Psychoanalysis and Homosexuality: Keeping the Discussion Moving. *Brit. J. Psychother.*, 29:276-291

Sherman, E. (2014). From Dead to Alive: Desire, Dissociation and Passion in the Analytic Dyad. *Psychoanal. Dial.*, 24:193-209.

Standards of Care for the Health of Transsexual, Transgender, and Gender-Nonconforming People. © 2012 World Professional Association for Transgender Health (WPATH). All rights reserved. 7th Version | www.wpath.org

Suchet, M. (2007). Unraveling Whiteness. *Psychoanal. Dial.*, 17(6):867-886. [...]

Winograd, W. (2014). The Wish to Be a Boy: Gender Dysphoria and Identity Confusion in a Self-Identified Transgender Adolescent. *Psychoanal. Soc. Work*, 21:55-74.

Yi, K. (2014). Psychoanalysis's Cultural Dissociation Meets Ethnic Minorities: Reply to Commentary by Kimberlyn Leary. *Psychoanal. Dial.*, 24:52-55. [...]

THE POWER OF PHENOMENOLOGY

Psychoanalytic and Philosophical Perspectives

Meeting Time: Sunday, 8:30-11:00

Meeting Dates: September 22, 2019
November 3, 2019
December 8, 2019
January 26, 2020
March 29, 2020
May 3, 2020

Hours of Instruction: 2.5 hour sessions x 6 meetings = 15 hours

Instructor: **Peggy DuBois, R.D., M.F.T., Psy.D.**
(peggy818216@gmail.com)

COURSE DESCRIPTION

Authors Stolorow and Atwood have painted their masterpiece. The primary medium is phenomenology as it relates to emotional understanding. Their evolving theory creates multicolored dimensions that penetrate a much needed “reciprocity between the philosophy of psychoanalysis and the psychoanalysis of philosophy.” The development of each discovery, throughout a fifty year process was nourished by the relational crucible of Atwood and Stolorow’s loving friendship; shared with us in each chapter, through dialog. This course will begin by reading the THE POWER Of PHENOMENOLOGY, chapter by chapter, to discover for ourselves our own experience of Dr. Atwood and Dr. Stolorow’s primary tenets. Each student will be welcomed into dialog with each other. Students will be asked to write up a short paper, between classes and share their writing with me

and/or class members. Throughout this class I will be pointing to: phenomenology as starting point of the clinical encounter, the intersection of metaphysical illusion in day to day living, the breakdown of the use of psychiatric diagnosing, emotional dwelling, the power of human understanding, the calling out for expanding knowledge of traumatic shattering of emotional worlds and making a relational home in our clinical work as authored in this book accompanied by my own interpretations; an inevitability. I will offer vignettes from my clinical/personal work/use of depth psychology and power of emotional phenomenological expressions.

COURSE OBJECTIVES

The overall objective of this course is to experience, understand and identify the ways post-Cartesian phenomenology deepens and widens psychoanalytic practice. The clinician will identify the destructive components of the Diagnostic Statistical Manual, protecting their patients from further trauma. Clinicians will be identifying their own emotional understanding as well as sitting their patient's phenomenological expressions. We will analyze and discuss the metaphysical impulse, a necessary part of surviving deep trauma. Candidates will discuss these objectives:

Session # 1: 9/22/2019

1. Explain the healing power of psychotherapy as learned by Dr. Atwood and shared with us as a part of human intervention.
2. Explain different ways Atwood and Stolorow use the Heideggerian term being.

Session # 2: 11/3/2109

1. State the concept of the situation of the lost child as Atwood relates this to the clinician, especially the clinician who works

with extreme trauma.

2. Differentiate phenomenological contextualism from the varieties of phenomenology in philosophy discussed in the text.

Session # 3 12/8/2019

1. Explain the difference between phenomenological psychopathology and phenomenological contextualism as these concepts relate to psychoanalysis.
2. Explain the phenomenological contextualists perspective to metaphysical realism.

Session # 4 1/26/2020

1. Explicate and expand on Heidegger and Dilthey's undertaking that named the metaphysical impulse as a means to make something universal; making something real into the real a reified vision of the REALLY real.
2. Evaluate the concepts of collective trauma and resurrected ideology versus 'siblings in the same darkness.'

Session # 5 3/29/2020

1. Compare emotional dwelling with the classical analyst point of view as neutral observer.
2. Explain the kind of attention needed for clinicians can stay on the emotional tightrope between the vastly different worlds of analyst and patient.

Session # 6 5/3/2020

1. Explain the way Sandor Ferenczi thought and worked with extremely traumatized patients, specifically in a painful and 'bloody' treatment by remaining a validating human being and taking ownership.
2. Evaluate the names that enumerate intersubjective-systems theory and psychoanalytic phenomenology.

Readings

The Power of Phenomenology Psychoanalytic and

Philosophical Perspectives, Robert D. Stolorow and George E.

Atwood Routledge, N.Y., 2019.

chapters 1 thru 12, pgs. 1-130.

GOALS AND OBJECTIVES SESSION-BY-SESSION

Session #1 9/22/2019

The pervasiveness of Cartesian isolated mind in psychoanalysis pervades early psychoanalytic theories and is applied in current psychotherapy processes throughout the world and is whipped throughout clinical psychiatric training and practice. Classical psychoanalysis propagated the idea of the analyst as neutral and this concept was coupled with the theoretical concept that the outside world is a stable, external reality. Students will become familiar with this practice and is harmful to the understanding subjective experience. By contrast and gazing into the mirror of many philosopher's life histories Atwood and Stolorow found their own demons and personal context and sources that organized as well as assisted them in naming their mutual interests in developing and embracing phenomenological contextualism. Most powerful was the impact of

personal trauma including experiences of shattering loss, of tyrannical invalidation, and personal annihilation. Most influential philosophical phenomenological influence was Heidegger and his ideas in *Being and Time*. We will discuss Heidegger's specific contributions of being and finitude extending being and finitude to include trauma and finitude.

Reading assignment: chapters 1 and 2, pages 1-35.

Session # 2 11/3/2019

Phenomenology has been a part of philosophy since Aristotle. He took up the conversation of form; the shape of beings that become. Hegel claims there is phenomenal knowledge of objects. Husserl's phenomenology is a study in the theory of intuition and the structures of consciousness from a presuppositionless inquiry which will be refuted by Heidegger. Merleau-Ponty is the study of the phenomenology of perception. But it was Martin Heidegger's phenomenological writing about sense and meaning with the understanding of being that was what Atwood and Stolorow were completely blown away by. We will take up conversations in this session regarding the inclusion of phenomenology as an important process for psychoanalysis. Phenomenology itself is always trying to start over again, to find the requisite starting point from which to approach the task of describing and understanding subjectivity. Therapists who take up treating deeply traumatized, according to George Atwood, is the situation of the lost child of the therapist.

Reading assignment chapters 3 and 4. pages 37-69

Session # 3 12/8/2019

In our session we will discuss how phenomenology is used to communicate psychopathology. The harm of this method of phenomenology contributes to the breakdown in communication all together as it obstructs

phenomenological investigation by fixing our attention on departures in our patients' experiences and behaviors from an imagined ideal of normality. "Recent research has called into question the most recent DSM's creation of new diagnostic entities and categories that are scientifically unsubstantiated and that over pathologize vulnerable populations. It will be illustrated by clinical discussions, the harm pathologizing can create. I will also begin to speak about metaphysics. Kant spoke of timeless forms of perception and categories of cognition through which the world becomes intelligible to us. Of course, metaphysics is explained as a human desire by various thinkers including and especially Martin Heidegger whose aim metaphysics takes to escape finitude. Stolorow expands on Heideggerian's ideas to include trauma and finitude.

Reading: Chapters 5 and 6 pages 71 – 98

Session # 4 1/26/2020

This session we are going to attempt to distinguish and make clearer metaphysical entities and the phenomenology of emotional worlds. According to Dilthey, a German thinker, predating Heidegger, metaphysical illusions as transformations of historically contingent nexuses of intelligibility,---worldviews, into timeless forms of reality. The contextuality of metaphysical illusions avoids the tragic realization of the finitude of life according to Dilthey. These concepts as they relate to our clinical work, metapsychology asks "how" questions and seeks answers in terms of the non-experiential realm of impersonal mechanisms and causes. Clinical psychoanalysis asks "why" questions and seeks answers in terms of personal reason, purposes, and individual meanings. These distinction can be seen in Kohut's use of the word "the self," where self is reduced to an entity and selfhood describes experience.

Reading Chapters 7 – 8 pages 91 thru 103

Session 5 3/29/2020

Keeping with finitude, a powerful theme of being, we, in this session will capture the finitude of knowledge and attempt to understand this very important variation on finitude. The authors speak about prereflective structures that shape our perceptions and understandings. If you agree that all perception and understanding is perspectival in nature than it follows that truth can only be dialogic, taking form in the interplay among many eyes and many interpreters. Understanding can take place as a kind of fusion of horizons in which each perspective becomes enlarged by features of the other's.

We are going to look at the meaning the authors use to describe emotional dwelling. Dwelling, is a human participating, not just understanding but undergoing the situation with the patient. One leans into the other's experience and participates in it, with the aid of one's own analogous experiences. Emotional dwelling (therapeutic comportment) recognizes the embeddedness of all experience in constitutive intersubjective contexts, including the one created by the act of dwelling itself. There is this assumption that we all are already connected to one another in virtue of our common humanity (including our common finitude and existential vulnerability) and our co-disclosive relation to a common world.

Reading chapters 9 and 10 pages 105—118**Session #6 5/3/2020**

This session will investigate the nature of emotional dwelling. George Atwood describes serious psychotherapy as hand-to-hand combat and there is always blood that is shed. In this 'battle' that unfolds, it is not the patient that is the adversary. It is a world, one generally rooted in trauma and dominated by the solutions that have been found or constructed long ago. These same ideas were expressed by Sandor Ferenczi and illustrated in his *Clinical Diary* as he describes his own work. He spoke of the analyst

as undertaker. This war is exhausting, this war of the worlds, so much pain, often for the therapist as well as the patient. My own childhood was especially filled with extreme trauma. I visualize myself crawling along the floor only able to use my toes to develop and move psychoanalytically, my arms and hands bloodied, unusable as a representation that George Atwood makes regarding his very traumatized patient: "Mount Everest was taken down—with a spoon." The dialog that takes place between Dr. Atwood and Dr. Stolorow includes the genesis of trauma when Dr. Stolorow experienced the tragedy of his wife's death. He talked about time travel through a portkey and experiencing numbness with mental paralysis.

**INTRODUCTION TO PRIMITIVE MENTAL STATES:
THEORY AND TREATMENT**

MEETING TIME: Fridays, 8:30 a.m. – 11:00 a.m.

MEETING DATES: 9/20/19

11/1/19

12/6/19

1/24/20

3/27/20

5/1/20

**HOURS OF INSTRUCTION: 2.5 hour sessions x 6
meetings = 15 hours**

**INSTRUCTOR: Lynda Chassler, LCSW; Ph.D
(lyndaphd@aol.com).**

COURSE DESCRIPTION

**The term *Primitive Mental States* is difficult to
define in positive terms. As Tuters (2010) states:**

**Most of the authors who write of these
states prefer to single out what seems to
be absent in the clinical manifestations
of primitive mental states with adult
regressed patients: The capacity for
symbolizing, fantasizing, having affects
and thoughts, feelings and dreams; the
capacity for projective identification, for
making links; the capacity for living
inside one's body, for experiencing one's
experiences, for finding meaning in those
experiences; the capacity to relate to**

another person. These are capacities that cannot be taken for granted. Not everyone has these capacities.....”

At birth, the mind has been described as a “formless real of infinite possibilities” filled with “perception of emotional experiences “(Meltzer,1998, p.92), along with “potentials for action and somatic sensations—out of which coherence of meaning and consistence of identity must be wrought .”(Eekhoff. 2019). Eekoff stresses that prior to achieving psychic representation, the unrepresented, not yet formed mind is “in and of the body,” (Levine, 2019). The development of mental representations are not a given. Its development relies on the presence and responsiveness of the “good-enough mother” Winnicott (1952) to her infants needs. The outcome relies on the meeting of the baby’s innate dispositions and the parental function. Gross failures in this function, the baby experiences early trauma, pre-conceptual trauma. “As adults they have within their internal worlds an infant that was not called forth or met, an absent or indifferent mother, and a raging inferno of unmediated and undifferentiated needs”(Eekhoff, 2019). These unprocessed primal terrors remain unmentalized. Locked in primitive mental states, adult regressed patients have a weakened capacity for representation and a poor apparatus for processing their experience. The psychic struggle to exist, its pain, terror and rage is held in their body, an egoless state of being when only bodily experiences exist, before symbol, before thinking, whose function becomes a processor of emotional experience. In a world inhabited by sensation and urges of pre-affect states, language is used as action and behavior as communication. Bodily sensation and action fill

the void.

COURSE OBJECTIVES

Beginning with Freud's drive/structural theory, the impact of early relationships and the way they influence our psychological growth and development was seen by classical analysts as libidinal energy seeking object contact solely to achieve the gratification of the drives. Treatment focused on the analysis of symptoms which suggested the person had reached the Oedipal Level of development, a 3 party relationship, the child, the mother, and the father. Conflict and ambivalence were central and the resolution of these struggles was the primary goals of the analysis. People whose symptoms suggested earlier mother-child struggles during the phases of dependency (a 2 party relationship) were considered to be unanalyzable and when these issues emerged in treatment, were interpreted by the analyst as a defense away from the Oedipal struggle.

Psychoanalytic inquiry that was significant in the understanding of regressed preoedipal states came from the field of Object Relations and the consideration of the primary role of objects, the mother, a 2-party relationship, essential in the psychological/emotional development of the infant from birth. (The major thinkers that fostered these ideas were: (Melanie Klein, Fairbairn, Balint, Winnicott, Bowlby, and Kohut). Although each had a different language of explanation. all looked to the nature of this early relationship and focused on the essential question: Were the mother's responses good enough to engender a sense of well-being and safety within the infant to promote psychological

growth or were the deficiencies such that the infant experienced their survival needs of safety and protection threatened so that the specific felt anxieties of annihilation, dread, and terror, emerged. Attention was being paid to the way in which psychological growth contributed to the birth of mental life, its development and its significance in the origins of psychosis.

The essential objective of this course is to emphasize the complexity of the early object-relations experiences and how they affect the mind and psychic development. The goal is to advance the candidate's ways of thinking about primitive mental states so that they will be better able to treat severely regressed patients. We will focus on the origin of thoughts and the way these thoughts enable the individual to become a thinker (Bion, 1965). Its focal point is to describe the process that transforms unrepresented, unmentalized experience, existential experience into represented, potentially verbalizable, ideational psychic elements (Levine, Reed, & Scarfone, 2013). We will present the theoretical foundation for the way in which unprocessed primal terrors remain unmentalized, locked in primitive mental states. Significant attention is paid to the challenges of psychoanalytic treatment with patients often thought to be unanalyzable. I will present clinical material and I encourage the candidates to present their work as well so that we can integrate these ideas clinically. At the completion of the course the candidates will be able to:

SESSION #1:

- 1. Describe the anxieties, and mechanisms of defenses, which are characteristic for the first year of life.**
- 2. Summarize some of the disturbed object relations, which are found in the paranoid/schizoid personalities.**
- 3. Explain the concept of linking.**

SESSION #2

- 1. Explain how curiosity, arrogance, & stupidity relates to a psychological disaster.**
- 2. Address the role of frustration in the development of thoughts.**
- 3. Explain the interpersonal neurobiology of the essential right-brain process of affect regulation in development and trauma dissociation.**

SESSION #3

- 1. Describe the primal function of the skin of the baby.**
- 2. Explain the complexities involved in patients who tend to somatize.**
- 3. Define the term Alexithymia and its link to psychosomatic disorders.**

SESSION # 4

- 1. Define the term psychosomatic collusion and the way in which it relates to psychosomatic disorders.**
- 2. Address the role of the body as a communicator of unmentalizable experiences in primitive mental states.**
- 3. Write about the psychic repercussions of the very early mother-child relationship, particularly in regard to the elaboration of affects.**

SESSIONS #5

- 1. Define the term “psychotic core”.**
- 2. Explore the language of absence.**
- 3. Describe the concept of the analytic third.**

SESSION #6

- 4. Explain the technique of treatment at the basic fault.**
- 5. Write the technical considerations of working with the countertransference.**
- 6. Explain how the concept of transference is used in treating patients with primitive mental states.**

READINGS:

**Most of the readings can be downloaded from the Pep Web. The following readings are not on PEP:
Finell, J.S. (1997). Alexithymia and Mind-Body Problems.**

Campbell, E. F. (1997). Failure in the Mother-Child Dyad.

Little, M.I.(1982). Direct Presentation of Reality in Areas of Delusion.

Winnicott, D.W. (1949)/1958). Mind and It's Relation to Psyche-Soma.

These articles will be scanned and uploaded onto the ICP website.

GOALS AND OBJECTIVES SESSION-BY- SESSION

SESSIONS #1: 9/20/19

We will begin our consideration of primitive mental states with the article by Melanie Klein,

“Notes on Some Schizoid Mechanisms.” Here Klein writes about the birth of mental life and how it relates to psychosis. One of her main points is that in the first few months of life anxiety is predominately experienced as a fear of persecution and that this contributes to certain mechanisms and defences that characterize the paranoid and schizoid positions. Outside among these defences is the mechanism of splitting internal and external objects, emotions and the ego. These mechanisms and defences are part of normal development and at the same time form the basis for later schizophrenic illness. She describes the process underlying identification by projection as a combination of splitting off parts of the self and projecting them on to another person, and some of the effects this identification has on normal and schizoid object relations. She writes that the onset of the depressive position is the juncture at which by regression schizoid mechanisms may be reinforced. Klein suggests a close connection between the manic-depressive and schizoid disorders based on the interaction between the infantile schizoid and depressive position.

Bion has considerably advanced our conception of the genesis of psychosis by postulating the occurrence of an infantile psychotic catastrophe or infantile psychosis as a breakdown in the maternal container function of her infant’s feelings. The failure to do this disallows the sensory data of emotional experience from being able to enter the mind. They thereafter exist as “the normal furniture” of the psychotic mind—not fit to be emotionally experienced, to be thought about, or even projected----but rather to exist as dissymbolic painful elements of “nameless dread.” In most of his papers, Bion talks of the psychotic

part of the personality and speaks of the destructive attacks, which the patient makes, on anything, which is felt to have the function of linking one object to another. His intention in his paper, “Attacks on Linking” is to show the significance of this form of destructive attacks in the production of some symptoms met with in borderline psychosis.

In his paper On Arrogance, Bion suggests that the appearance of curiosity, arrogance, and stupidity should be viewed by the analyst as evidence that he is dealing with a psychological disaster. Bion suggests that in a personality where life instincts predominate pride becomes self-respect, where death instincts predominate, pride becomes arrogance.

Francis Tustin in her article A modern Pilgrim’s Progress: Reminiscences of Personal Analysis with Dr. Bion writes how she might have been left in that “twilight state of “autism” in its normal and pathological variations had it not been for “Dr.Bion’s incisive insight, his patience and persistence.”

READINGS:

Bion, W.R. (1959). Attacks on Linking. Int. J. Psycho-Anal., 40:308-315.

Bion, W.R. (1958). On Arrogance. Int. J. Psycho- Anal.,39:144-146).

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

Tustin, F. (1981). A Modern Pilgrim’s Progress: Reminiscences of Personal Analysis with Dr. Bion. J. Child Psychother., 7(2):175-179.

SESSION 2:11/1/19

As a consequence of the shift of interest from later

to earlier stages of infant development, over the course of the last several years, the tools of psychobiology and neuropsychology have offered us windows into brain functioning which have added to our understanding of its interface with mental phenomena.

Philip Bromberg, from his book *Awakening the Dreamer* published this article “Something Wicked This Way Comes: Trauma, Dissociation, and Conflict: The Space Where Psychoanalysis, Cognitive Science, and Neuroscience Overlap.” This speaks to an interpersonal/relational, psychoanalytic approach that works at the interface of dissociation and conflict.

Allan Schore addresses in his article “Review of *Awakening the Dreamer: Clinical Journeys* by Philip Bromberg” the way in which “Bromberg masterfully integrates psychoanalytic, developmental, trauma and neurobiological data to explore the bottom-line defense of dissociation.” Schore further writes: “Bromberg’s creative book is an excellent example of how effective clinical work with such patients incorporates the current paradigm shift from not only cognition to affect but also repression to dissociation.”

Thomas Ogden develops his concept of the autistic-contiguous position. He states that this model, a primitive psychological organization, is a sensory-dominated, pre-symbolic mode of generating experience which provides a good measure of the boundedness of human experience and the beginnings of a sense of the place where one’s experience occurs.

We will consider a quality of psychic non-life (non-

existence) as it relates to primitive mental states in the two articles: ‘Void Existence’ as Against ‘Annihilation Existence’: Differentiating Two Qualities in Primitive Mental States by Irit Hameiri Valdarsky and Fear of Breakdown by Donald Winnicott.

READINGS:

Bromberg, P.M. (2003). Something Wicked This Way Comes: Trauma, Dissociation and Conflict: The Space Where Psychoanalysis, Cognitive Science, and Neuroscience Overlap. Psychoanal. Psychol., 20(3):558-574.

Ogden, T.H. (1989). On the Concept of an Autistic-Contiguous Position. Int. J. Psycho-Anal., 70:127-140.

Schore, A.N. (2007). Review of Awakening the Dreamer: Clinical Journeys by Philip M. Bromberg. Psychoanal. Dial., 17(5):753-767.

Valdarsky, I.H. (2015). ‘Void Existence’ as Against ‘Annihilation Existence’: Differentiating Two Qualities in Primitive Mental States. Int. J. Psycho-Anal., 96(5):1213-1233.

Winnicott, D.W. (1974). Fear of Breakdown. Int. R. Psycho-Anal., 1:103-107.

The ego “is first and foremost a body-ego.” (Freud).

Sessions 3&4 bring to attention the role of bodily emotion as the arena in which traumatic emotional memory is stored. We will read how somatic experience replaces self experience and reflects deep anxieties over fragmentation and disintegration and that psychosomatic syndromes tend to be associated with primitive layers of the personality and personality functioning. We will examine the way in which the failures in the mother’s ability to receive and elaborate on the

child's affect communication can lead to psychosomatic expression.

SESSION 3: 12/6/2019

The central theme of Ester Bick's article "The experience of the skin in Early Object- Relations" is concerned with the primal function of the skin of the baby and of its primal objects in relation to the most primitive binding together of parts of the personality not as yet differentiated from parts of the body. The thesis is that in its most primitive form the parts of the personality are felt to have no binding force amongst themselves and must therefore be held together in a way that is experienced by them passively, by the skin functioning as a boundary. In all patients with disturbed first-skin formation manifests itself in states of unintegration involving the most basic types of partial or total, unintegration of body, posture, motility, and corresponding functions of mind, particularly communication.

In her paper Further Considerations on the Function of the Skin in Early Object Relations: Findings from Infant Observation Integrated into Child and Adult Analysis, Ester Bick extends the findings in her 1968 paper and investigates them in greater depth.

Winnicott describes the integration of mind and body as a psychosomatic collusion; he also refers to the psyche indwelling in the soma". This describes the successful outcome of the process of "personalization" that occurs as a result of the mother's "handling" of her infant during the holding phase. This is the time of absolute dependence, when the (healthy) mother is in a state of primary preoccupation.

In Winnicott's work, the use of the word

“psyche” is described as the “imaginative elaboration of somatic parts, and is often synonymous with “fantasy”, “inner reality”, and “self”. If the mother has not been able to provide good-enough handling during the holding phase, then her baby may never feel at one with his body, and a mind-body split therefore occurs.

Psychosomatic illness is a symptom of something gone wrong in the individual’s early emotional development.

READINGS:

Bick, E. (1968). The Experience of the skin in early Object-Relations. *Int. J. Psycho-Anal.*, 49: 484-486.

Bick, E. (1986). Further Considerations on the Function of the Skin in Early Object Relations: Findings from Infant Observation Integrated into Child and Adult Analysis. *British Journal of Psychotherapy*, 2(4):292-299.

Winnicott, D. W. (1949). Mind and its Relation to Psyche-Soma. In *Collected Papers: Through Paediatrics to Psycho-Analysis* (pp. 243-254). London: Tavistock, 1958. New York: *Basic Books*, 1958. {Reprinted as : *Through Paediatrics to Psycho-Analysis*. London: Hogarth Press & the Institute of Psycho-Analysis, 1975; reprinted London: *Karnac Books* 1992}.

SESSION #4:1/24/20

Cates in her article *Insidious Emotional Trauma: The Body Remembers* speaks to “insidious emotional trauma”, a concept that is defined as the repetitive demonization of emotionality during development and beyond.

Finell examines mind-body problems in contemporary psychotherapeutic practice.

We will be reading two of her chapters: In Chapter one she discusses the concept of alexithymia. The term refers to psychosomatic patients who display asymbolic and identifying and communicating and feelings.

In Chapter Six, Failure in the Mother-Child Dyad Campbell addresses how problems with the mother's attunement and response to the child's affective experience can lead to psychosomatic expression.

***Theaters of the Body*: By Joyce McDougall is reviewed by Austin Silber. He writes that Dr. McDougall never underestimates the complexities involved in trying to understand patients who tend to somatize. "Making use of construction and reconstruction, of verbal and preverbal clues, she tries to lay bare all that can fortify her patients with increased knowledge of their functioning body and mind."**

Steve Posner's article The Unconscious Motivation to Become a Murderer in Camus' The Stranger speaks to the character of Meursault who is analyzed in terms of the diagnosis and dynamics of alexythymia as described by Joyce McDougall in her book *Theaters of the Mind*. The murder committed by Meursault can be understood as unconsciously motivated by the desire to make an emotional connection to the father, a man he says he never knew, and who is mentioned in the book only once.

Moscato and Solano argue in their article Eating Disorders as Autisticlike Defenses: Unmentalized Experiences in Primitive Mental States that in primitive mental functioning, eating symptoms—both bulimic and anorectic—can be used as

autisticlike defenses in which the altered body becomes an objectified protective shell providing shelter from intolerable anxieties that derive from unmentalized and unmentalizable experiences. The role of the psychoanalytic third, rising from the analyst's reverie, as a possible meeting ground between the concrete and the symbolic is discussed. Drawing on case material from the analysis of two patients with eating symptoms used as autisticlike defenses clarifies some of the theoretical aspects of eating disorders.

READINGS:

Campbell, E. F. (1997). Failure in the Mother-Child Dyad In J.S. Finell (Ed.), *Mind-Body Problems: Psychotherapy with Psychosomatic Disorders* (pp.12-131). Jew Jersey: Jason Aronson.

Cates, L.B. (2014). *Insidious Emotional Trauma: The Body Remembers....1. Int. J. Psychoanal. Self Psychol.*, 9(1):35-53.

Finell, J.S. (1997). Alexithymia and Mind-Body Problems. In J.S. Finell (Ed.), *Mind-Body Problems: Psychotherapy with Psychosomatic Disorders* (pp.3-18). New Jersey: Jason Aronson.

Moscato, F. & Solano, P. (2014). Eating Disorders as Autisticlike Defenses: Unmentalized Experiences in Primitive Mental States. *Psychoanalytic Review*. 101(4):547-570.

Posner, S. (2000). The Unconscious Motivation to Become a Murderer in Camus' "The Stranger." *Mod. Psychoanal.*,25(2):259-267.

Silber, A. (1991). *Theaters of the Body: By Joyce McDougall*. New York: W.W. Norton, 1999. Pp. 192. *Int. J. Psycho-Anal.*, 72:367- 370.

Treating primitively fixated patients is demanding

and rewarding. Giovacchini and Boyer (1982) best describe this treatment: “Early preverbal orientations are reenacted with the therapist.....The intense therapeutic needs of these regressed patients may be overwhelming.....yet the treatment setting can provide them the holding environment they so desperately require and thus create transference readiness and later a firm attachment to the therapy. In session 5 & 5 we will examine these treatment challenges.

SESSION #5: 3/27/20

Clifford Scott in Primitive Mental States in Clinical Psychoanalysis speaks to the analysis of the “psychotic Core”, the unresolved infantile problem of development which may lead to inhibition, fixation, dissociation, splitting, disintegration.

The paper The Language of Absence by H. Gurevich describes a continuum of non-responsiveness and misattunement of the environment in the stage of absolute dependence; it refers to concepts like lack, failure, neglect, ranging to mental, physical and sexual abuse. Understanding the language of absence enables the analyst to recognize its intersubjective and its intrapsychic presence, to provide an environment that allows for its revival, and to facilitate and regulate the annihilation anxiety that awakens when dissociated self-states are experienced.

Thomas Ogden in his paper The Analytic Third: Working with Intersubjective Clinical Facts describes the methods by which the analyst attempts to recognize, understand and verbally symbolize for himself and the analysand the specific nature of the moment-to moment interplay of the analyst’s subjective, the subjective experience of the analysand and the

intersubjectively-generated experience of the analytic pair)the experience of the analytic third.

READINGS:

Scott,W.M. (1984). Primitive Mental States in Clinical Psychoanalysis. Contemp. Psychoanal.,20:458-463.

Gurevich, H. (2008). The Language of Absence. Int. J. Psycho-Anal., 89(3):561-578.

Ogden, T.H. (1994). The Analytic Third:Working with Intersubjective Clinical Facts. Int. J. Psycho-Anal., 75:3-19.

SESSION #6: 5/1/20

Technique at the Basic Fault/regression by Harold Stewart reviews Balint's concept of the basic fault and examines some of the aspects of the technical problems encountered there.

On 'Doing Nothing' in the Psychoanalytic Treatment of the Refractory Borderline Patient Glen Gabbord writes about the analytic management of silence with regressed borderline patients':the monotony, the helplessness, the frustration, the hatred and the wish to give up.

Speziale-Bagliacca writes in his article The Capacity to Contain:Notes on its function in Psychic Change that the main work of the analyst in promoting psychic change in the patient within the analytical process lies in his commitment to "contain" the infantile aspects of the mind.

Addiction to Near-Death is discussed by Betty Joseph as a malignant type of self-destructiveness. She presents how it dominates these patients' lives; for long periods it dominates the way they bring material to the analysis and the type of

relationship they establish with the analyst; it dominates their internal relationships, their so called thinking, and the way they communicate with themselves. It is not a drive towards a Nirvana type of peace or relief from problems, and it has to be sharply differentiated from this.

In contrast to Freud, Betty Joseph discuss in Transference: The Total Situation how analysts use the concept of transference in current clinical work. Her stress is on the idea that transference is a framework, in which something is always going on, where there is always movement and activity.

Etchegoyen writes in the article The Relevance of the 'Here and Now' Transference Interpretation for the Reconstruction of Early Psychic Development that early psychic development is included in the personality and appears in the transference; the progress of the analytical process shows in turn that the changes achieved in treatment transform the text of the original conflict.

Daphen and Robert Stolorow in My Brother's Keeper: Intensive Treatment of a case of Delusional Merger present an account of an intensive treatment of a young woman whose chronic suicidality derived from a delusional merger with a deceased brother. Although her manifest symptomatology would be seen as borderline to psychotic, she was nevertheless able to form a stable and analysable transference bond with her therapist.

Little's paper Direct Presentation of Reality in Areas of Delusion focuses on technical issues in treatment. She refers to an undifferentiated psychic state where differentiation between the

psyche and soma is just beginning. She is describing a presymbiotic state and believes that analysts have to relate to these patients differently, often in a somatic fashion than they would with patients with greater psychic differentiation.

READINGS:

- Etchegoyen, R.H. (1982). The Relevance of the 'Here and Now' Transference Interpretation for the Reconstruction of Early Psychic Development. *Int. J. Psycho-Anal.*, 63:65-75.**
- Gabbard, G.O. (1989). On 'Doing Nothing' in the Psychoanalytic Treatment of the Refractory Borderline Patient. *Int. J. Psycho-Anal.*, 70:527-534.**
- Joseph, B. (1982). Addiction to Near-Death. *Int. J. Psycho-Anal.*, 63:449-456.**
- Joseph, B. (1985). Transference: The Total Situation. *Int. J. Psycho-Anal.*, 66:447-454.**
- Little, M.I. (1982). Direct Presentation of Reality in Areas of Delusion. In P.L. Giovacchini L. B. Boyer (Eds.), *Technical Factors in the Treatment of the Severely Disturbed Patient (pp.169-185)*. New Jersey: Jason Aronson.**
- Speziale-Bagliacca, R. (1991). The Capacity to Contain: Notes on its function in Psychic Change. *Int. J. Psycho-Anal.*, 72:27-33.**
- Stewart, H. (1989). Technique at the Basic Fault/regression. *Int. J. Psycho-Anal.*, 70:221-230.**
- Stolorow, D.S. Stolorow, R.D. (1989). My Brother's Keeper: Intensive Treatment of a case of Delusional Merger. *Int. J. Psycho-Anal.*, 70:315-326.**

SUGGESTED READING:

- C. Brickman (2018). *Race in Psychoanalysis: Aboriginal Populations in the***

Mind. New York:Routledge.

This book illuminates the manner in which our colonialists and enslaving past continues to reverberate within the construction of psychoanalytic theory and practice. She examines that the use of the idea primitivity in psychoanalysis is so ubiquitous and taken for granted that it is difficult to recognize its function as the key to the code of racial difference embedded in psychoanalytic theory. She demonstrates its psychoanalytic usage conceals within it an anthropological and racial meaning by tracing the colonialist contexts in which it had developed by the time it had reached Freud.

Institute of Contemporary Psychoanalysis
Mentalization-Based Treatment

Instructor: Larry Green, PsyD, LCSW

Time: Fridays 2:30-5:00

Dates: 9-21-19, 11-2-19, 12-7-19, 1-25-19, 3-27-19, 5-2-19

Total Hours: 15 hours.

Course Description:

Mentalization-based treatment (MBT) was originally developed in the 1990's and initially used to treat patients with borderline personality disorder (BPD). Research studies have demonstrated that MBT is an effective form of therapy for BPD. Studies show specific improvement in affect regulation, thereby reducing suicidality and self-harm, as well as strengthening interpersonal relationships. More recently, MBT has grown into a more comprehensive approach to the understanding and treatment of a variety of disorders including eating disorders, substance abuse, sex addiction. It has also expanded to modalities of group, family, adolescent and child therapy.

MBT is based in findings in developmental psychology, communication theory, neuroscience, cognitive science, and psychoanalysis. MBT was developed and manualized by Peter Fonagy and Anthony Bateman. Fonagy and Bateman define mentalization as the process by which we implicitly and explicitly interpret the actions of oneself and others as meaningful on the basis of intentional mental states. Mentalization is the ability to understand actions by both others and oneself in terms of thoughts, feelings, and beliefs. MBT is seen as a treatment for patients who have a particular vulnerability to the loss of mentalizing. The object of treatment is for patient to regain their ability to mentalize when they have lost it and increase their ability to mentalize if it is lacking.

A distinctive feature of MBT is placing the enhancement of mentalizing itself as focus of treatment. The aim of therapy is not developing insight, but the recovery of mentalizing. MBT examines mainly the present, attending to events of the past only insofar as they affect the individual in the present. Other core aspects of treatment include a stance of curiosity, partnership with the patient rather than an 'expert' type role, monitoring and regulating emotional arousal, and identifying the experience of the client and therapist in the consulting room.

The attachment relationship with the therapist provides a relational context in which the patient can explore their own mind and the mind of the other. Fonagy and Bateman have recently proposed that MBT works by providing ostensive cues that stimulate epistemic trust. The increase in epistemic trust, together with a persistent focus on mentalizing in therapy, appear to facilitate change by leaving people more open to learning outside of therapy, in the social interactions of their day-to-day lives.

Please buy the book (2016) *Mentalization-Based Treatment for Personality Disorders* by Anthony Bateman and Peter Fonagy. We will be reading much of it, and I will only be assigning two readings that are not in this book. You may also want to read other parts of the book that I did not assign to extend your own education of MBT.

Course Learning Objectives:

The overall objective of this course is to identify the basic tenets of Mentalization-Based Treatment and how these tenets are applied to clinical work. Candidates will be able to demonstrate a knowledge of the MBT approach. They will be able to describe mentalizing. They will be able to identify the difference between mentalizing and non-mentalizing. They will be able to describe modes of pre-mentalizing. They will be able to identify the clients and clinical situations where using a MBT approach may be more helpful than one based on interpretation. They will learn the specific techniques and interventions used by MBT clinicians.

1. Define what is mentalizing.
2. Explain the four dimensions of mentalizing: self-other, affective-cognitive, internal-external, automatic-controlled.
3. Identify non-mentalizing forms of communication.
4. Describe psychic equivalence, pretend, and teleological mode.
5. Explain best interventions to address psychic equivalence, pretend, and teleological modes.
6. Define the “not knowing” stance of the therapist in MBT.
7. Demonstrate what it means to take a curious stance when conducting MBT.
8. Give an example of empathic validation from an MBT perspective.
9. Describe an intervention that would be done in MBT family therapy.
10. Describe what “challenge” is in MBT.
11. Define the interpersonal affect focus and what it means to make an implicit interpersonal interaction explicit.
12. Explain why interpretations are ineffective when a patient is in a non-mentalizing mode.
13. Describe which clients you need to focus on kindling mentalizing rather than offering them an interpretation.
14. Describe how MBT therapists think about transference.
15. Describe an example of offering mentalizing to a client who is not mentalizing and why it is important not to do that.

Week 1

In this first week I will show a powerpoint to introduce many of the concepts we will be studying in this course. The powerpoint presentation will serve as an overture for the course. I

will define mentalizing, give examples of mentalizing and introduce modes of non-mentalizing and begin to talk about the clinical stance of MBT. I will also introduce how MBT compares and contrasts with psychoanalysis. Please read and watch:

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders* London: Oxford University Press. Chapter 1 pp. 1-35

Watch the Youtube Video *Mentalizing and MBT* by Espen Folmo

Week 2

Candidates will learn the multidimensional nature of mentalizing, i.e., self v. other, affect v. cognition, automatic v. controlled, internal v. external. They will also learn the concept of the alien self. They will be introduced to the concept of the epistemic trust and its role in BPD. We will also watch a clip of the movie *Fiddler on the Roof* to look at examples of people losing and regaining their mentalizing. Please read:

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders* London: Oxford University Press.

Read Chapter 2 pp. 39-74, and Chapter 4 104-140

Week 3

We will watch another video of Anthony Bateman demonstrating how to work with a client in psychic equivalence mode. We will also go over how to assess mentalizing assets and deficits. We will look at questions that can reveal the quality of mentalizing. We will learn what does good mentalizing look like. We will also go over the concepts of pseudomentalizing, hypermentalizing, and the misuse of mentalizing.

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders* London: Oxford University Press.

Read Chapters 5 and 6 pp. 147-204

Week 4

We will look at a video of Anthony Bateman doing MBT, with an emphasis on the technique of validation. We will then discuss doing MBT with adolescents and families, how some parents end up focusing on punishment rather than mentalizing to deal with their sense of helplessness. We will also go over some specific techniques of doing family therapy (MBT-F). Please read:

Bleiberg, E., (2013) Mentalizing Based Treatment with Adolescents and Families. *Child and Adolescent Psychiatric Clinics* v. 22 Issue 2, pp. 295-330

Week 5

This session we will look at the clinical stance of the therapist using MBT. Candidates will be taught the not-knowing mentalizing stance. They will be taught the techniques of active questioning, highlighting alternative perspectives, reflective engagement, the process of rewind. I will further teach how MBT focuses on management of arousal, and what MBT calls the affect focus. We will also look at another video by Anthony Bateman, where he demonstrates in psychotherapy balancing the affective with the cognitive.

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders* London: Oxford University Press.

Read Chapters 7 and 8 pp. 206-248

Week 6

In this session we will go over in more detail some practice guidelines for MBT. Students will be taught how to clarify, elaborate the affect, conduct a challenge, do relational mentalizing, and mentalizing the relationship which is MBT therapists work with transference. I will also demonstrate one model for doing MBT group supervision in class.

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders* London: Oxford University Press.

Read Chapters 9, 10 pp. 249-284



INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

COURSE REQUIREMENTS FOR CE/CME

**Course Title: Dramatization, Improvisation in Psychoanalytic Field Theory:
Forty Year in Search of Relational Metapsychology**

Name(s) of Instructor(s) and Credentials: Philip Ringstrom, Ph.D., Psy.D.

**Date(s) & Time(s) of classes: 12:00-2:30; 9/21/19, 11/2/19, 12/7/19 1/25/20,
3/28/20, 5/2/20.**

Indicate the number of CEs for your course below:

15 CEs (6 class periods = 15 hours of instruction) 15 CE's

30 CEs (12 class periods = 30 hours of instruction) _____

COURSE DESCRIPTION

Following the organization of central manuscript being taught in this course, **Part One** (Sessions One and Two), will focus on how theoretical formulations of *drama, narrative, and improvisational theory* heighten candidates' skills in *assessing, analyzing and engaging* the interactional *field* of any therapeutic session. It will further demonstrate how each therapy unwittingly involves the co-creation of "dramatic themes" which become patterns of repetition to be plumbed for moments of *improvisational* (novel) change. **Part Two** (Sessions Three and Four) will focus primarily on *field theory*, exploring how the field of each session is accessed and made interpretable through the activities of the right and left hemispheric processes of the brain. It will also show how varieties of truth emerge within and between the therapeutic participants, further giving shape to the interactions in the *field*, including what is revealed as "permissible" and "impermissible" to engage. **Part Three** (Sessions Five and Six) will focus on *Relational Metapsychology*. We will examine the impact of the radical shift in psychoanalysis from an epistemology grounded in *psychic energy theory* to *information theory* along with radical implications for *theory of change* and how clinical evidence is codified and understood in a dramatically different manner between the latter and the former. Though this organization of the course may seem linear, it will be quite non-linear, as the key ideas of each Part of the book, overlap one another. Hence, aspects of *Relational Metapsychology* will be introduced from the beginning in the context of *drama, narrative, and improvisation* as well as the *field*. The *field* will be conceived of analogously to the repetitive "*dramatic stage*." And, *drama, narrative* and the playful aspect of *improvisation* will be used illustratively throughout the book.



Course Objectives per Session:

SESSION ONE 9/21/19:

- 1) Participants will learn how to apply a dramaturgical framework for assessing and analyzing what is occurring in the interactional of each therapy session. In so doing, they will learn how to cultivate the “play space” for effective treatment that Winnicott challenged analysts to create, although he never described how.
- 2) Expanding on objective #1, participants will learn the advantages of applying the rich theoretical system which *drama* avails to us in considering the therapeutic “field” as the ongoing, recurring “stage” of any analysis.

SESSION TWO 11/2/19:

- 3) Additionally, they will be able to recognize and work creatively with how the therapeutic “field”, is occupied by themselves and their patient as “players” on a recurring “stage”. Along with recognizing their respective “characters”, they will be able recognize of the “sub-characters” which emerge in the therapy in accordance with a “multiple self-state” theory.
- 4) All of this coalesces in their capacity to delineate a co-created narrative. One which takes form in *dramatic repetition*, laying groundwork for the novelty of *improvisation*. The candidate’s utilization of this framework will powerfully augment their imaginative and creative engagement in the field.

SESSION THREE 12/7/19:

- 5) Candidates will be able to elucidate the bi-hemispherical distinctions of the brain in how it accesses what is going on in the therapeutic *field*. This pertains to information about the right hemisphere’s (RH) processing of the raw, experiential, largely non-verbal relationality of the *field*, in relationship to how the left hemisphere (LH) breaks down the RH’s experience into “measurable” parts which lend to prediction as well as making meaning of the field. The functions of the LH enable a greater sense of prediction and manipulation of one’s world.
- 6) Further, the participants will experience how in employing this framework, it will lead to a diminishment in their vulnerability to becoming judgmental. This will be especially useful in facilitating greater creativity in their use of “play” in the treatment.

SESSION FOUR 1/25/20:

- 7) Candidates will be better able to discern *informational* patterns of “constriction versus possibility” through their enhanced recognition of what is “permissible” versus



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“impermissible” to explore and analyze in any contemporaneous *field*. This capacity will be further enhanced through exposure to varieties of human communication theory that are especially germane to clinical process.

- 8) Augmenting #7 will be an analysis of how “rules of engagement” sometimes called the “frame” *de facto* play a role in determining patterns of constraint versus possibility. This will arise through candidates discernment of clinical “prescriptions” and “proscriptions” which emerge from clinical theories. Finally, we will investigate how processes like “enactments” serve a key function in revealing the heretofore concealed.

SESSION FIVE 3/28/20:

9) We will discuss key differences between Freud’s metapsychology based on *psychic energy theory* versus *information processing theory*, the basis for *Relational Metapsychology*. This discussion will explore the radical shift in *epistemology* this brought to contemporary psychoanalysis, including its basic “theory of change”. Candidates will be able to discern **1st versus 2nd Order Change**, as well as being more adept at effecting the latter from the former.

10) The radical shift in *epistemology* mentioned in #9 also exposes candidates two more key principles instantiated in *information theory*. The first, is that *all the information needed to access change in the treatment is in the field of every therapeutic session*. The second, pertains to how “nothing” (as a form of communication) can be just as powerful a source of causality as “something”. This might include, for example: the power of abstinence (for better and worse in clinical technique) as well as a way of making sense of informational “spaces” between “multiple self-states”.

6th SESSION SIX 5/2/20:

11) We will discuss the *basic information* processing architecture of human beings pertaining to “modularity” in the human personality, including its understanding of multiple-self-states. These ideas will be instrumental in enabling the candidates discernment and interpretation of *organizing principles, transference, and schemas* as well as fleshing out features of the emerging therapeutic *drama, its narrative*.

12) Participants will be able to utilize the tenets of the *Relational Metapsychology* as a metatheoretical basis for employing all theories of Contemporary Psychoanalysis, deciding which are better relative to their utility in a given therapeutic context.

CREDIBILITY OF PROGRAM:

There are many, many psychotherapy paradigms, and most have technical features of treatment, largely borne out of the theory of mind upon which a therapy is founded. The purpose of this course, is to pose a meta-theoretical framework, founded on *Relational Metapsychology* which stipulates an *information processing theory* as its epistemological basis. This version of metapsychology represents the “bones” of the meta-theory as it is applied to my model of *field* theory. The “flesh and blood” of this meta framework involves *dramatology* and *narratology*, both of which capture, in an enlivened way, how



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the therapy gradually takes on a meaningful form, based on repetitive themes, which then become subject to the novel change an improvisational method can promote. This framework can be applied to all theories and models of psychotherapy, and is especially efficacious to those that reside under the Big Tent of Relational Psychoanalysis. This is because it adheres to the therapeutic idea of the co-creativity of the dramatic *characters* of both therapist and client, their ineffably emergent relationship, as well as their recurrent themes. Ones which can be animated, explored, played with, and which ultimately lend to change in ways extremely consonant with what theory of drama has been offering culture for thousands of years.

UTILITY, LIMITATIONS AND RISKS OF PROGRAM CONTENT

There is no more inherent risk or limitation in the meta-theoretical model proposed in this class than in any other psychotherapeutic theory. Indeed, part of the rationale for this project is to cultivate a model of play and creativity while providing theory and guidelines for ensuring that it is not an “anything goes” model of treatment, which is often drama and in particular improvisation are frequently characterized in psychoanalytic literature. Throughout the course, there will be an ongoing examination of what is referred to as a *relational ethic* of practice. One which heightens a more mindful engagement in the treatment while bearing in mind that every technical “prescription” or “proscription” influences the *field* of every therapy. The goal of this course is to enable candidates to be more aware of implicit and explicit constraints versus possibilities and be able to utilize this in navigating the treatment.

REFERENCES:

- Ringstrom, P. (manuscript) *Drama, Narrative and Improvisation in a Psychoanalytic Field Theory: Forty Years in Search of a Relational Metapsychology*. London/New York: Routledge Publishing (chapters will be distributed to the class participants throughout all six sessions of the course, following the Three Parts of the manuscript disseminated over six sessions, two sessions per Part of the manuscript)
- Ringstrom, P. (2018) “Three Dimensional Field Theory: Dramatization and Improvisation in a Psychoanalytic Theory of Change”. *Psychoanal. Dial.* Vol. 28, No. 4. Pp. 379-396 (Session One)
- Ringstrom, P. (2018) “Relational Metapsychology in a Three Dimensional Field Theory of Change: Reply to Gabbard, Gadot and Fosshage”. *Psychoanal. Dial.* Vol. 28, No. 4. Pp. 422-431. (Session One)
- Ringstrom, P. (2012) “Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis.” *Relational Psychoanalysis, Vol. V*. Ed. By L. Aron and A. Harris. The Analytic Press, 447-474. (Session Two)
- Ringstrom, P. (2012) “Afterword to Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis. *Relational Psychoanalysis, Vol. V*. Ed. By L. Aron and A. Harris. The Analytic Press, 474-478. (Session Two) (Session Two)

Recommended:

- Ringstrom, P. (2019) “Discussion of ‘I’mprovisation – Therapists’ Subjective Experience during Improvisation Moments in the Clinical Encounter.” *Psychoanal. Dial.* Vol. 29, No. 3. Pp. 311-320.
- Ringstrom, P. (2011) “Principles of Improvisation in Relational Psychoanalysis.” In *Relational Psychoanalysis, Vol. 5.*, ed. By L. Aron and A. Harris. *Relational Perspective Series*. New York: *The Analytic Press, Taylor and Francis, a Roulledge Group*.
- Ringstrom, P. (2011) “Afterword for: Principles of Improvisation in Relational Psychoanalysis.” In *Relational Psychoanalysis, Vol. 5.*, ed. By L. Aron and A.

- Harris. *Relational Perspective Series*. New York: *The Analytic Press, Taylor and Francis, a Roudge Group*.
- Ringstrom, P. (2007a) "Scenes that Write Themselves: Improvisational Moments in Relational Psychoanalysis." *Psychoanal. Dial.* Vol. 17, No. 1.
- Ringstrom, P. (2007b) "Reply to Stern's Comments on 'Scenes that Write Themselves: Improvisational Moments in Relational Psychoanalysis.'" *Psychoanal. Dial.* Vol. 17, No.1.
- Ringstrom, P. (2001a) "Cultivating the Improvisational in Psychoanalytic Treatment" *Psychoanal. Dial.*, Vol. 11, No. 5, 727-754.
- Ringstrom, P. (2001b) "'Yes, and...' – How Improvisation is the Essence of Good Psychoanalytic Dialogue: Reply to Commentaries." *Psychoanal. Dial.* Vol. 11, No. 5, 797-806.
- McGilchrist, I. (2009) *The Master and his Emissary: The Divided Brain and the Making of the Western World*. New Haven: Yale University Press.
- Yadlin-Gadot, Ringstrom, P. S. (2017) *Truth Matters: Theory and Practice in Psychoanalysis*. Leiden: Brill Rodopi.
- Yadlin-Gadot, S. (2018) Psychoanalysis in Three Dimensions: Ringstrom's Relational Metapsychology: Discussion of "Three Dimensional Field Theory". *Psychoanal. Dial.* Vol. 28, No. 4. Pp. 411-421.
- Gabbard, G. (2018) Something and Nothing, Aliveness and Deadness: Discussion of "Three Dimensional Field Theory". *Psychoanal. Dial.* Vol. 28, No. 4. Pp. 403-410.
- Fosshage, J. (2018) Discussion of "Three Dimensional Field Theory". *Psychoanal. Dial.* Vol. 28, No. 4. Pp. 397-402.

Substance Use and Misuse: Contemporary Perspectives

Instructor: D. Bradley Jones, Psy.D, LCSW

Date and Time: 3 Saturdays, September 22nd, November 2nd, December, 7th 8:30am to 11am

Total hours of Instruction: 7 ½

Course Description:

Traditional psychoanalytic theorizing and discourse has had a long history of bifurcated thinking around substance use and misuse. Just as the narcissistic was deemed un-analyzable for many years, the substance user was also excluded from traditional psychoanalytic treatment until they were able to manage sobriety. Traditional addiction treatment and the tenants of *Alcoholics Anonymous* are equally burdened with problematic assumptions about the character of the substance user, and traditional addiction treatments propound inarguable ideas about what will help people shift from addictive action. When these programs work, they offer great benefit to our patients. When they do not work, what can the psychoanalyst keep in mind to help motivate their patients to stay engaged in psychoanalytically informed treatment rather than succumbing to a therapeutic stance that implicitly blames the patient because he will not stop using? This course is centered around assisting clinicians to helping their patients to start thinking more reflectively about their substance use without necessarily requiring them to stop.

Course Objectives:

The aim of the class is to stimulate a cross disciplinary discussion on the subject of the psychoanalytic treatment of substance use and misuse. We will first explore contemporary psychoanalytic contributions that elucidate the multiple meanings and functions substance use serves for individual patients. We will then briefly look at the pros and cons of AA, and discuss the impact of the “disease” concept and 12-Step groups on psychoanalytic treatment. In our final segment, I will introduce principles found in harm reduction psychotherapy-- a philosophy that exemplifies an important clinical sensibility and skill that can assist the clinician to reach a broader spectrum of patients who remain of a continuum of substance use.

Specific Course Objectives:

Week 1:

- 1) Identify, understand, and describe 3 different elements often found in the etiology of substance use.
- 2) Identify, understand, and describe at least 5 different functions substance use serves psychoanalytic patients.

Week 2:

- 1) Grasp and develop an understanding of how 12-step and traditional substance use treatments work, and how it can both enhance and hinder psychoanalytic treatment.
- 2) Identify and develop preparedness for some of the “crunches” that can occur working with a patient who is committed to substance use for the long term.

Week 3:

- 1) Identify and understand basic principles of Harm Reduction Psychotherapy, and how it can enhance and hinder psychoanalytic practice.
- 2) Identify Prochaska and DiClemente's *Stages of Change*, and develop interventions to help motivate patients at each appropriate stage of change.

Class #1: Saturday September 21st, 2019: *The Forward Edge of Substance Use*

Our 1st class will explore the contemporary psychoanalytic contributions to expand our understanding the multiple meanings of substance misuse. How does “The Forward (or Leading) Edge” assist us with substance using patients? How do these contemporary perspectives help in deepening your understanding of substance use and misuse?

Tolpin, M. (2002). Chapter 11 Doing Psychoanalysis of Normal Development: Forward Edge Transferences. *Progress in Self Psychology*

Kohut, H. (1977), Preface to the National Institute on Drug Abuse's Research Monograph, Series 12, *Psychodynamics of Drug Dependence*

Khantzian, E. J. (1999), The Self-Medication Hypothesis and attachment theory: pathways for understanding and ameliorating addictive suffering. In: *Addictions from an attachment perspective*, ed, Richard Gill. Karnac: London, 2014, pp. 33-56.

Dodes, L.M. (1990), Addiction, Helplessness, and Narcissistic Rage. *Psychoanalytic Quarterly*, 59:398-419.

Class #2: Saturday, November 2nd, 2019: *Does it Always Work?*

The second class will continuation of our discussion on contemporary perspectives of the “function of our patient's substance use. We will also discuss the leading and trailing edges of A.A. and traditional substance use treatments. How do traditional substance use treatments enhance and/or conflict with your clinical work?

Director, L. (2002), The Value of Relational Psychoanalysis in the Treatment of Chronic Drug and Alcohol Use. *Psychoanalytic Dialogues*. 12:551-579

Medina, M. (2011). Physical and Psychic Imprisonment and the Curative Function of Self-Cutting, *Psychoanalytic Psychology*, 28:2-12

Jones D. (2009), Addiction and pathological accommodation: an intersubjective look at impediments to the utilization of alcoholics anonymous. *International journal of psychoanalytic self psychology*, 4:212-234.

Medina, M. (2011). Physical and Psychic Imprisonment and the Curative Function of Self-Cutting, *Psychoanalytic Psychology*, 28:2-12

Class #3: Saturday, December 7th, 2019: Alternatives.

The third class will introduce principles of Harm Reduction Psychotherapy. Harm Reduction, a substance use treatment that does not require abstinence as a requirement for treatment, possesses a unique sensibility that allows a clinician to provide therapy to a wider range of patients. How do these papers coincide or collide with the way you currently work with substance use?

Tartarsky, A. & Kellogg, S. (2012). Harm Reduction Psychotherapy. In: *Harm Reduction: pragmatic strategies for managing high-risk behaviors*, eds, G. Marlatt, M. Larimer, K. Witkiewitz. Guilford: New York, 2012, pp. 36-60.

Tartarsky, A. & Kellogg, S. (2010). Integrative harm reduction psychotherapy: a case of substance use, multiple trauma, and suicidality. *Journal of clinical psychology: in session*. 66(2), 123-135.

Rothschild, D (2010). Partners in treatment: relational psychoanalysis and harm reduction therapy. *Journal of clinical psychology: in session*. 66(2), 136-149.

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Class: Interpersonal Psychoanalysis

Psychoanalytic Training Program: 2019-2020

Instructors: Joye Weisel-Barth, Ph.D., Psy.D. & Kati Breckenridge, Ph.D., Psy.D.

Time: 4th year class on Fridays 2:30-5:00

3rd year class on Sundays 8:30-11:00

Dates: 4th year class: 9/20, 11/1, 12/6, 1/24, 3/27, 5/1

3rd year class: 9/22, 11/3, 12/8, 1/26, 3/29, 5/3

Total Hours: 2 ½ hours X 6 meetings = 15 hours for each class

COURSE DESCRIPTION:

Course Description: This class will review the primary features of the interpersonal psychoanalytic model. It will distinguish how it is similar to, and a part of, the American relational school but also distinct in certain of its emphases. Then in the last class each candidate will present a short paper that delineates what in the interpersonal model has influenced their thinking and clinical practice.

COURSE OBJECTIVES:

The overall objective of this course is to provide candidates with knowledge of the historical roots of interpersonal psychoanalytic theory and then to build on that base. The building will be done by discussing three successive generations of interpersonal theorists, who refined and extended the theory and clinical utility of the model. Candidates will identify the field theory

that undergirds the various writers in order to gain a greater capacity to apply this knowledge clinically. This includes both the interpersonal emphasis on here-and-now interactions in the analytic dyad and its groundbreaking theoretical and clinical work on dissociation and enactments. Specifically, at the end of the course candidates will be able to:

1. identify the historical antecedents and theoretical building blocks that result in current interpersonal psychoanalytic practice

2. exercise skills in identifying the relevant here-and-now clinical encounter at the “intimate edge,” as defined by Ehrenberg

3. utilize the concept of self-disclosure in the treatment with informed and discriminating thoughtfulness

4. understand the concept of “unformulated experience” and be able to clinically apply the concept to deepen treatment

5. acknowledge the analyst’s need for gratification in the treatment and operate within the ethical constraints of those rights

6. use an understanding of what “coasting in the countertransference” applies to in the analyst’s behavior and acquire the skill to address that interaction

7. become aware of the chaffings and irritations that alert an analyst to the possibility of an enactment in process and be able to engage the patient in the process of disentanglement

8. list several similarities and several differences between the Relational and Interpersonal Psychoanalysis

GOALS AND OBJECTIVES WEEK BY WEEK:

This introductory class will focus on the two axioms the founders established for the interpersonal psychoanalytic model: the “ecological principle” and the “participatory principle.” The class will also be introduced to the tensions in the model created by the personalities of Harry Stack Sullivan and Erich Fromm, as well as others. In addition, the class will learn about the placement in the history of psychoanalysis of the interpersonal mode.

First Class: Background and Harry Stack Sullivan

Goals and Objectives: This weekend's class will focus on the origins of Interpersonal Psychoanalysis and on the original contributions of its founders, particularly Harry Stack Sullivan.

Chapters 1 & 2 in *Handbook of Interpersonal Psychoanalysis*, (1995), eds. Lionells, M., Fiscalini, J., Mann, C.H., Stern, D.B., Analytic Press. Routledge, New York. [\(PDF\)](#)

Mitchell, S. & Black, M. (1995), Harry Stack Sullivan and Interpersonal Psychoanalysis. In *Freud and Beyond*. NY: Basic Books. Pp 60-84. [\(PDF\)](#)

Mitchell, S. (1997), Interaction in the Interpersonal Tradition. In *Influence and Autonomy in Psychoanalysis*. Hillsdale, NJ: Analytic Press. Pp. 63-99. [\(PDF\)](#)

Stern, D. (2019) Unformulated Experience and the Relational Turn, *Psych Inq.* Vol 39, 127-135. [\(PDF\)](#)

Optional

Sullivan, H., (1938) The Data of Psychiatry in *Pioneers of Interpersonal Psychoanalysis*. Hillsdale, NJ; Analytic Press, pp. 1-26. [\(PDF\)](#)

Second Class: Some Early Theorists

Goals and Objectives: This class will read and discuss important second generation interpersonal psychoanalysts in order to see how they extrapolated from the founders, building and developing interpersonal ideas in their individual ways. Fromm and Cushman underline the interpersonal emphasis on social context in psychoanalysis. Levenson expands the theory and practice of the model by emphasizing field theory, the meeting and interaction of subjectivities, and the importance of detailed inquiry in the clinical setting. Candidates will be able to utilize the contributions of these theorists in their own practices.

Bone, H. (1959). The Interpersonal and the Intra Personal. In *Pioneers of Interpersonal Psychoanalysis*, Hillsdale, NJ; Analytic Press, pp. 135-154. [\(PDF\)](#)

Cushman, P. (1990) Why the Self is Empty, *American Psychologist*, Vol 45, No.5, 599-611,

Fromm, E. (1941) Appendix, *Escape from Freedom*, Rinehart, N.Y. [\(PDF\)](#)

Levenson, E. (1988), Show and Tell: the Recursive Order of the Transference. In *How Does Treatment Help?* ed. Rothstein, A., NY: International Univ. Press. Pp 135-143. [\(PDF\)](#)

Levenson, E. (1988). The Pursuit of the Particular—On the Psychoanalytic Inquiry, *Contemporary Psychoanal.*, 24: 1-16.

Levenson, E.A. (1989). Whatever Happened to the Cat?—Interpersonal Perspectives on the Self. *Contemporary Psychoanal.*, 25:537-553

Levenson, E.A. (1993). Shoot the Messenger—*Interpersonal Aspects of the Analyst's Interpretations*¹. *Contemp. Psychoanal.*, 29:383-396

Optional:

Levenson, E.A. (1987). The Purloined Self. *J. Am. Acad. Psychoanal. & Dyn. Psychiatr.*, 15:481-490 ([PDF](#))

Levenson, E., Hirsch, I. and Iannuzzi, V. (2005). Interview With Edgar A. Levenson January 24, 2004. *Contemporary Psychoanal.*, 41:593-644

Singer, E. (1977), The Patient Aids the Analyst in *Pioneers of Interpersonal Psychoanalysis*. Hillsdale, NJ; Analytic Press, pp. 155-168. ([PDF](#))

Third Class: Maroda and Ehrenberg

Goals and Objectives: Candidates will read papers that discuss in detail the concepts of self disclosure, authenticity, the “intimate edge,” and working in the here-and-now with patients to effect change. These concepts are central to the interpersonal model and have stimulated debate in the larger psychoanalytic field. Candidates will be able to apply these clinical strategies in their own practices.

Ehrenberg, D.B. (1974). The Intimate Edge in Therapeutic Relatedness. *Contemporary Psychoanal.*, 10: 423-437. (We recommend getting the book which is slim in size and interesting.)

Ehrenberg, D.B. (2005). Afterword, Re: The Intimate Edge in Therapeutic Relatedness, in *Relational Psychoanalysis*, Vol. II: Innovation and Expansion, eds. Lewis Aron & Adrienne Harris, Hillsdale, NJ: The Analytic Press. ([PDF](#))

Maroda, K. (1999) Show Some Emotion, in *Relational Psychoanalysis, The Emergence of a Tradition*, Mitchell and Aron, eds. Analytic Press, ([PDF](#))

Maroda, K.J. (2005). Legitimate Gratification of the Analyst’s Needs. *Contemp. Psychoanal.*, 41:371-388.

Optional:

Ehrenberg, D.B. (2006). The Inerpersonal/Relational Interface: History, Context, and Personal Reflections. *Contemporary Psychoanal.*, 42:535-550.

Maroda, K. (2002). No Place to Hide. *Contemporary Psychoanal.*, 38:101-120

Fourth Class: Irwin Hirsch and Philip Bromberg

Goals and Objectives: Candidates will develop the skill to recognize and use the interpersonal concept of enactments. In addition, they will become adept at differentiating the interpersonal view of enactment from the classical concept of countertransference involvement. We also explore dissociation and its links to enactments in the analytic dyad in order for candidates to use the ideas clinically.

Hirsch, I. (1996). Observing-Participation, Mutual Enactment, and the New Classical Models. *Contemporary Psychoanal.*, 32:359-383.

Hirsch, I. (2008) Coasting in the Countertransference: Analysts' Pursuit of Self-Interest in *Coasting in the Countertransference*. Analytic Press, New York. Pp. 1-25. [\(PDF\)](#)

Hirsch, I. (2007). Imperfect Love, Imperfect Lives: Making Love, Making Sex, Making Moral Judgments. *Studies in Gender and Sexuality*, 8:355-371. [\(PDF\)](#)

Bromberg, P.M. (1994). "Speak! That I May See You": Some Reflections on Dissociation, Reality, and Psychoanalytic Listening. *Psychoanal. Dial.*, 4:517-547.

Bromberg, P. M. (2008), Shrinking the tsunami: Affect-regulation, dissociation, and the shadow of the flood. *Contemp. Psychoanal.*, 44: 329-350.

Bromberg, P.M. (2012) Stumbling Along and Hanging In: If this be technique, make the most of it, in *Further Developments in Interpersonal Psychoanalysis, 1980's-2010's*, ed. Stern, D.B. and Hirsch, I. (2018), Routledge, London and New York. [\(PDF\)](#)

Optional:

Hirsch, I. (1994). Countertransference Love and Theoretical Model. *Psychoanal. Dial.*, 4(2):171-192.

Hirsch, I. (1995). Changing Conceptions of Unconscious. *Contemporary Psychoanal.*, 31:263-276.

Hirsch, I. (2002). Beyond Interpretation. *Contemporary Psychoanal.*, 38:573-587

Hirsch, I. (2003). Reflections on Clinical Issues in the Context of the National Trauma of September 11, *Contemporary Psychoanal.*, 39(4), 665-681.

Hirsch, I. (2006). The Interpersonal Roots of Relational Thinking. *Contemporary Psychoanal.*, 42: 551-556.

Hirsch, I. (2011). On Some Contributions of the Interpersonal Psychoanalytic Tradition to 21st-Century Psychoanalysis. *Contemporary Psychoanal.*, 47:561-570.

Bromberg, P.M. (1996). Standing in the Spaces: The Multiplicity of Self and the Psychoanalytic Relationship. *Contemporary Psychoanal.*, 32:509-535.

Bromberg, P.M. (2009), Truth, human relatedness, and the analytic process: An interpersonal/relational perspective. *Internat. J. Psychoanal.*, 90: 347-361.

Bromberg, P.M. (2001). The Gorilla Did It. *Psychoanal. Dial.*, 11:385-404

Bromberg, P.M. (2003). Something Wicked This Way Comes. *Psychoanal. Psychol.*, 20:558-574.

Fifth Class: Hoffman and Stern

Goals and Objectives: Candidates will discuss and interact with the ideas of two major interpersonal theorists, Irwin Hoffman and Donnell Stern. Candidates will first examine Hoffman's constructivism, ideas about mutual clinical interaction, and contributions in the analytic process and then analyze Stern's ideas about dissociation and enactments in the clinical setting. They will be able to apply these concepts in their own practices.

Hoffman, I.Z. (1983). The Patient as Interpreter of the Analyst's Experience. *Contemporary Psychoanal.*, 19:389-422.

Hoffman, I.Z. (2000). At Death's Door. *Psychoanal. Dial.*, 10:823-847.

Stern, D. (1983), Unformulated Experience: From familiar Chaos to Creative Disorder. *Contemporary Psychoanal.*, 19, 71-99.

Stern, D. (2004), The Eye Sees Itself: Dissociation, Enactment, and the Achievement of Conflict. *Contemporary Psychoanal.*, 40, 197-237.

Optional:

Stern, D. (1990) Courting Surprise: Unbidden Perceptions in Clinical Practice. *Contemporary Psychoanal.*, 26: 452-478.

Stern, D. (1996), The Social Construction of Therapeutic Action. *Psychoanal. Inq.*, 16: 265-293.

Stern, D. (2009), Partners in Thought: A Clinical Process Theory of Narrative. *Psychoanal. Quart.*, 78: 101-131.

Stern, D. (2015) The Interpersonal Field: Its Place in American Psychoanalysis. *Psychoanal. Dial.* 25:388-404

Stern, D.(1995), Cognition and Language, In: *The Handbook of Interpersonal Psychoanalysis*, eds. M. L. Lionells, J. Fiscalini, C. Mann & D. B. Stern. Hillsdale, NJ: The Analytic Press, pp. 79-138 ([PDF](#))

Stern, D.(2002), Words and Wordlessness in the Psychoanalytic Situation. *J. of the Amer. Psychoanal. Assoc.*, 50: 221-247.

Sixth Class: Critiquing Interpersonal Psychoanalysis and Your own Take-Away

Goals and Objectives: This class will review the primary features of the interpersonal psychoanalytic model. It will distinguish how it is similar to and a part of the American relational school, but also how it is distinct in certain of its emphases. Then each of the class members will present a short paper that delineates what in the model has influenced their thinking and clinical practice. At the conclusion of the class candidates will be able to use interpersonal ideas in their clinical work as they deem those ideas useful.

Frankel, J.B. (1998). Are Interpersonal and Relational Psychoanalysis the Same? *Contemporary Psychoanal.* 34:485-500.

Hirsch, I. (1998). Further Thoughts about Interpersonal and Relational Perspectives: Reply to Jay Frankel. *Contemporary Psychoanal.*, 34:501-538

Frankel, J.B. (1998). Reply to Hirsch. *Contemporary Psychoanal.*, 34:539-541.

Mitchell, S.A. (1999). Letter to the Editor. *Contemporary Psychoanal.*, 35:355-359.

CLINICAL CASE CONFERENCE
ON CASES RELATING TO TRAUMA AND DISSOCIATION
ICP PSYCHOANALYTIC TRAINING PROGRAM 2019-2020

Instructor: Carol Mayhew, Ph.D.

Time: Fridays 2:30-5:00

Dates: 9/20, 11/1, 12/6, 1/24, 3/27, 5/1

Total Hours: 2 ½ hours x 6 meetings = 15 hours

I. Course Description

The goals of this course are to provide a richer understanding of the manifestations of trauma and dissociation as they unfold in the clinical hour. Participants will increase their understanding of the emotional meanings associated with traumatic experience and be able to identify the presence of these meanings in transference and countertransference configurations. A wide range of dissociative phenomena will be addressed, providing opportunities to recognize dissociative experiences and extend knowledge of treatment considerations in connection with dissociative states. Readings are drawn from a range of theoretical formulations, allowing comparison and contrast of perspectives on these very important topics.

Each class meeting will include candidate presentation of case material and discussion of the assigned readings.

II. Course Objectives

The overall objective of this class is to give participants an understanding of the range and complexity of traumatic experience, together with a deepened appreciation of the ways traumatic experience affects the sense of self and relationships with others. Additionally, the relationship of trauma and dissociation will be examined, as well as the many different ways dissociation may manifest clinically, both for the patient and also in the patient-analyst interaction. At the completion of this course, candidates will be able to:

- 1) Describe the range of traumatic experience.
- 2) Identify in clinical case descriptions traumatic experience.
- 3) Identify the manifestations of trauma in patients' senses of self and others.
- 4) Describe the spectrum of dissociation and give examples.

- 5) Be able to identify in clinical cases the manifestations of dissociation in transference-countertransference interactions.
- 6) Be able to describe ways to work psychoanalytically with trauma and dissociation.

III. Goals and Objectives Week-by-Week

9-20-19 Introduction to Trauma, including Personal, Social and Cultural Dimensions

This class introduces the topic of trauma and includes a discussion of how trauma is defined. The complex manifestations of Post-traumatic Stress Disorder are described in detail, and the way these dimensions can apply to relational trauma will be described as well. In addition, the idea of cultural trauma and its effects on entire societies will be described.

Van der Kolk, B. and McFarlane, A. (1996). The black hole of trauma. In B. Van der Kolk, A. McFarlane, and L. Weisaeth (Eds.) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society* (pp. 3-23). New York: Guilford.

Stolorow, R.D. and Atwood G.E. (1992). Trauma and pathogenesis. In R. D. Stolorow and G. E. Atwood, *Contexts of Being: The Intersubjective Foundations of Psychological Life* (pp. 51-60). New Jersey: Analytic Press.

Gump, J. (2010) Reality matters: The shadow of trauma on African American subjectivity. *Psychoanalytic Psychology*, 27(1), 42-54.

11-1-19: The Work of Ferenczi and His Perspective on Trauma

In this class a focus on the work of Sandor Ferenczi will illuminate his important contributions to understanding the psychological sequelae of child sexual abuse, including dissociation, identification with the aggressor, and pathological accommodation. The impact of the abuse history on the patient-analyst relationship will also be discussed, as well as the ways Ferenczi's work with highly traumatized patients let him to question some of the tenets of classical psychoanalysis.

Ferenczi, S. (1933). Confusion of tongues between adults and the child. *International Journal of psychoanalysis*, 156-167.

Rachman, A. W. (1997). The suppression and censorship of Ferenczi's confusion of tongues paper. *Psychoanalytic Inquiry*, 17, 459-485.

12-6-19: Understanding Dissociation and Dissociative Identity Disorder

The focus in this class will be on dissociation and its many different ways of manifesting in individuals and in clinical dyads. The clinical picture of Dissociative Identity Disorder will be described and participants will learn some basic principles that are important in working with patients with Dissociative Identity Disorder.

Howell, E. (2005). Introduction and (Ch. 1) Dissociation: A model of the psyche. In E. Howell, *The Dissociative Mind* (pp. 1-37). New Jersey: Analytic Press.

Howell, E. (2011). Introduction and (Ch. 1) The lives and psychotherapy of three people with DID. In E. Howell, *Understanding and Treating Dissociative Identity Disorder: A Relational Approach* (pp. 1-26). New York: Routledge.

1-24-20: Child Sexual Abuse, Dissociation, Enactment, Memory

From a Relational perspective, Davies and Frawley describe in detail work with adult survivors of childhood sexual abuse, including the manifestations of dissociation and the impact of such extreme childhood trauma on both the psyche and on the clinical work. The difference between dissociation and repression is addressed, and the complexity of memory issues, including the allegations of “false memory” will be discussed.

Davies, J. M. And Frawley, M. G. (1994). Dissociation. In J. M. Davies and M. G. Frawley *Treating the Adult Survivor of Childhood Sexual Abuse* (pp. 62-85). New York Basic Books.

Davies, J. M. (1996). Dissociation, repression and reality testing in the countertransference: The controversy over memory and false memory in the psychoanalytic treatment of adult survivors of childhood sexual abuse. *Psychoanalytic Dialogues*, 6, 189-218.

3-27-20: Dissociation and Enactments

The Relational perspective of Bromberg addresses the vicissitudes of dissociation and enactment in the transference-countertransference interaction, in which he brings in the ideas of “Good Me,” “Bad Me” and “Not Me” from his background in interpersonal psychoanalysis. He emphasizes also the centrality of shame and its relationship to “Not Me” states and dissociation. The Mayhew paper demonstrates the many layers of affect transaction that can be activated in an enactment and also emphasizes the non-linear quality of its tenacity as well as its resolution.

Bromberg, P. (2000). Potholes on the royal road: or is it an abyss? *Contemporary Psychoanalysis*, 36, 5-28.

Bromberg, P. M. (2003) One need not be a house to be haunted: on enactment, dissociation, and the dread of “not-me”—a case study. *Psychoanalytic Dialogues*, 13 (5): 689-709.

Mayhew, C. (2017). Working with extreme states: enactments. Unpublished paper presented at the 14th International Conference of the International Association for Relational Psychoanalysis and Psychotherapy, Sydney, Australia.

5-1-20: Treatment of Trauma from a Self-Psychological and Intersubjective Perspective and Psychoanalytic Perspectives on Working with Adult Onset Trauma

The Brothers reading of the final class will demonstrate a self-psychological and intersubjective perspective on trauma and enactment, as well as elaborating a non-linear dynamic systems perspective on working with trauma. There will be an emphasis on uncertainty as a central issue in the experience of trauma. Boulanger offers a psychodynamic perspective on adult-onset trauma, a perspective which has been largely missing in the literature.

Boulanger, G. (2007). (Ch. 1). Toward a psychodynamic understanding of adult onset trauma. In G. Boulanger, *Wounded by Reality: Understanding and Treating Adult Onset Trauma* (pp. 1-17) New Jersey: Analytic Press.

Brothers, D. (2009). Trauma-centered psychoanalysis: transforming experiences of unbearable uncertainty. In N. VanDerHeide and W.J. Coburn (Eds.) *Self and Systems: Explorations in Contemporary Self Psychology* (pp. 51-62). Annals of the New York Academy of Sciences, Volume 1159. Boston: New York Academy of Sciences.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

COURSE: DIMENSIONS OF SUPERVISION

INSTRUCTOR: GIL SPIELBERG, PH.D., ABPP

SCHEDULE: SATURDAYS 2:30-5:00PM

Session 1: 9/23/19

Session 2: 11/4/19

Session 3: 12/9/19

Session 4: 1/27/20

Session 5: 3/24/20

Session 6: 5/5/20

COURSE DESCRIPTION

Throughout the course of the therapeutic relationship a great deal of emotional teaching, learning and training takes place from either side of the couch or the circle. The current literature in complex dynamic systems, relational theory and other contemporary points of view indicates that all participants are mutually influencing each other in both conscious and unconscious ways.

As analysts we teach our patients how to be an effective patient an effective patient (or group) with us. Concurrently, the patient is teaching us,

to the limited extent that most patients are aware of, how to be both helpful and not hurtful to them. Dreams, slips of the tongue, stories about friends and relatives or enactments are some of the various strategies that patients utilize in an attempt to communicate what we need to know about how to facilitate the environment for their growth the patient.

One function of a third party, the supervisor is to assist the analyst to more deeply understand what the patient/group is trying to teach us or what we are inadvertently teaching the patient/group. Other functions of the supervisor might be the teaching of technique, specific theoretical ideas, and tolerating the emotional demands of the treatment situation. Ideally, the supervisory situation is a collaborative encounter that is both nourishing and challenging.

Much of the processes that take place between patient and analyst seem also to take place within the supervisory relationship. The overall task of the analyst supervisor task is mostly different, analyst increased clinical effectiveness might require emotional growth as well.

In this course we will study the tensions and opportunities of the supervisory relationship. Reading material, class discussion and case presentation used to demonstrate styles of supervision will be utilized.

COURSE OBJECTIVES:

Over the arc of our professional lives, most analysts or psychotherapists will find themselves in a supervisory role. This might occur as a training analyst within a psychoanalytic training program or often more likely within an agency or private practice supervising psychodynamically oriented psychotherapists. While each setting comes with its own expectations which effects the frame of the supervisory experience, the basic core competencies remain similar.

This course is an opportunity to thoughtfully bring awareness to the process of supervision. As a class “group” we will assist each other to examine the dynamics, roles, and frames of the supervisory experience. It is my hope that each person will develop more detailed and expansive ideas of what they consider important in their own supervisory experiences, both as supervisor and supervisee.

Session 1. Whose idea was this anyway? Past and current thinking about the supervisory experience.

Marshall, R. (1993) Perspectives on Supervision: Tea and/or Sympathy.
Modern Psychoanalysis, 18 (1) 45-57.

Watkins, C.E, (2011) The Learning Alliance in Psychoanalytic
Supervision: A Fifty Year Retrospective and Prospective., Psychoanal.
Psych. 32(3) 451-481.

Ogden, T. (2005) On Psychoanalytic Supervision., Int. J. Psychoanal.
86(5) 1265-1280.

Session 2. How to fail as a supervisor or supervisee.

Power, A. (2014) An Impasse in Supervision, Looking Back and
thinking again., Relation. Psychoanal. 8(2) 154-171.

Sarnat, J. (2014) Disruptions and Working Through in the Supervisory
Process., Psychoanal. Dialogues, 24(5) 532-539.

Sripada, B. A Comparison of a Failed Supervision and a Successful
Supervision of the Same Psychoanalytic Case. American Psych. (26)
219-241.

Session 3: How to succeed as a Supervisor or Supervisee

Berman, E. (2014) Psychoanalytic Supervision in a Heterogenous Theoretical Context: Benefits and Complications., Psychoanal. Dialogues, 24(5) 525-531.

Kernberg, O. (2010) The Supervisors Tasks in Psychoanalytic Supervision., Psychoanal. Q. 79(3)603-627.

Moda, D. (2014) Learning Objectives in Supervision., Psychoanal. Inq. 34(6)528-537.

Session 4: Parallel process, transference and counter transference and other triads.

Bromberg, P.(1982) The Supervisory Process as a Parallel Process in Psychoanalysis., Cont. Psychoanal., 18:92-110.

Miller, L. (1999) A Parallel Without Process., Contemp. Psychoanal. 35(4) 557-580.

Session 5: More Recent Developments.

Berman, E. Psychoanalytic Supervision: The Intersubjective Development. Int. J. Psychoanal. 81(2)273-290.

Kantrowitz, J. (2002) The Triadic Match: J. Amer. Psychoanal. Assn. 50:939-968.

Watkins, C.E. (2017) Reconsidering Parallel Process., 34(4) 496-515.

Session 6: Developing your own point of view

Bacal, H. (2011) The Power of Specificity In Psychotherapy-When It Works and When it Doesn't. Chap. 10 The Power of Specificity in The process of Supervision. pgs. 190-222. Rowman And Littlefield, Lanham, Md.

Meadow, P. Ormont L. Symposium: The Making of a Modern Group Analyst (1993) Meadow, P., Ormont, L., et.al. Modern Psychoanalysis 18(1) 3-30.

Aronson, S. (2000) Analytic Supervision: All Work and No Play? Contemp. Psychoanal. 36(1):121-132.

Questions:

Upon completion of the course candidates will be able to:

1. List elements of the supervisory frame.
2. Describe the teach/treat dilemma.
3. Identify counter transference issues within a supervisee's presentation.
4. Utilize supervisee's transference reactions to elaborate aspect of the clinical material.
5. Describe elements of a failing supervisory experience.
6. Describe elements of parallel process.
7. Describe the unique opportunities of supervision within a group.
8. List 4 elements of a competent supervisor.
9. Describe the unique tensions of supervision within a psychoanalytic training program.
10. Discuss the supervisory experience from a complex systems perspective.
11. Contrast the dynamics of supervision with beginning therapists or advanced clinicians.
12. Describe the importance curiosity and collaboration within the supervisory relationship.

TREATING EATING DISORDERED PATIENTS WITH PERSONALITY DISORDERS

**MEETING TIME: Spring: Saturdays; 8:30
a.m. – 11:00 a.m.**

MEETING DATES: 1/25/2020

3//28/2020

5/2/2020

**HOURS OF INSTRUCTION: 2.5 hour sessions
x 3 meetings = 7.5 hours**

INSTRUCTOR: Lynda Chassler, LCSW; Ph.D

lyndaphd@aol.com

COURSE DESCRIPTION

Anorexia Nervosa and Bulimia Nervosa are complex illnesses and the assumed causes have been addressed from different theoretical perspectives (Bruch, 1973, Sours, 1978, Wilson, 1983, Minuchin, Rosman, & Baker, 1978). This course is designed for the clinician who wants to understand the Psychoanalytic/Developmental approach in the treatment of eating-disordered patients. I will review the phenomenology of eating disorders and the divergent psychoanalytic perspectives of Object Relations, Self-Psychology, Attachment, and the Relational Model to provide a context to learn of the development failures that lead to the underlying personality disorders of the eating-disordered patient. We will pay attention the role of bodily emotion as the

arena in which traumatic emotional memory is stored and how problems with the mother's attunement and response to the child's affective experience can lead to psychosomatic expression of the anorectic and bulimic patient. The critical aspects of treatment will be discussed: the psychotic transference, the question of the therapeutic value of provisions, the importance of boundaries, setting limits, establishing optimal distance and working with the transference, the psychotic transference and countertransference, working with the therapy team: The therapist, the nutritionist, and the physician.

COURSE OBJECTIVES

SESSION #1

- 1. Describe the divergent theories as they relate to the personality disorders of the eating-disordered patient.**
- 2. List the underlying developmental issues of the borderline and narcissistic personality**

SESSION #2

- 1. Address the role of the body as a communicator of unmentalizable experiences in the eating-disordered patient.**
- 2. Define the term Alexithymia and its link to anorexia and bulimia.**

SESSION #3:

- 1. Define the term “psychotic core”.**
- 2. Explore the language of absence.**
- 3. Describe the concept of the analytic third**
- 4. Explain the technique of treatment at the basic fault.**
- 5. Write the technical considerations of working with the countertransference.**
- 6. Explain how the concept of transference is used in treating patients with primitive mental states.**

READINGS:

Most of the readings can be downloaded from the Pep Web. The following readings are not on PEP: Finell, J.S. (1997).

Alexithymia and Mind-Body Problems.

Winnicott, D.W. (1949)/1958). Mind and It's Relation to Psyche-Soma.

These articles will be scanned and uploaded onto the ICP website.

GOALS AND OBJECTIVES SESSION-BY-SESSION

SESSIONS #1 1/25/20

Eating and the symbolic meaning of food from birth on are closely intermingled with interpersonal and emotional experiences and that individuals develop eating disorders to solve or camouflage problems that to them appear otherwise insoluble (Bruch, 1973).

Eating Disorders are often co-morbid with Borderline Personality Disorder (Dozier, Stovall, & Albus, 2008). After a brief review of the phenomenology of anorexia nervosa and bulimia nervosa, we will begin our consideration of personality disorders as they relate to eating disorders with a review of the borderline personality disorder. I will then review the divergent psychoanalytic perspectives of Object Relations, Self-Psychology, Attachment, and the Relational Model to provide a context to learn of the development failures that lead to the underlying personality disorders of the eating-disordered patient. These theories view Anorexia Nervosa and Bulimia Nervosa as a defensive adaptation to chronic maternal failures early in the infant's development which has caused disruptions of normal human growth. In this context, eating -disordered patients are seen suffering from an illness that results from early developmental failure. The focus to understand anorexia nervosa and bulimia nervosa is seen as resulting from a failure to achieve independence via the developmental task of separation-individuation from the maternal object.

Winnicott (1936) sees food and the entire feeding experience as crucial in the etiology of Anorexia Nervosa. He draws attention to the extremely early age an infant can attempt to hide doubt about love by becoming suspicious of food.

Chassler, L. (1997) Using the Attachment History Questionnaire (AHQ) tested a group of subjects to determine the connection between anorexia and bulimia and early childhood attachment relationships. As predicted, the results indicated that the anorectics and bulimics differed significantly from the controls on all four subfactors of the (AHQ): secure attachment base (Factor 1), parental discipline (Factor 2), threats of separation (Factor 3), and peer affectional support (Factor 4).

Farber, (2000) speaks to the way in which passionate attachments that tie two lovers together can become prisons, attaching one to pain and suffering.

Bromberg (2001) views the continuing return of symptoms, not as an illness “but part of a dissociative mental structure that automatically and unreflectively perpetually reinforces itself. It is the patient’s mind to protect itself, proactively from reliving unprocessed affective experience associated with self-destabilization.

READINGS:

Bromberg, P. (2006). Treating patients with symptoms and symptoms with patience. *In Awakening the Dreamer* (pp. 108 – 127). New jersey & London: The Analytic Press.). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Chassler, L. (1997). Understanding anorexia nervosa and bulimia nervosa from an attachment perspective. *Clinical Social Work*

Journal, 25(4), 407-423.
Farber, S. K. (200). How Attachments go haywire
(pp. 119-157). In *When the body is the target:*
Self-harm, Pain, and traumatic attachments.
Northvale, New Jersey & London: Jason Aronson.
Winnicott, D, W. (1936). Appetite and Emotional
Disorders (pp. 33-51). In *Through paediatrics*
***to psycho-analysis, 1975.* New York: Basic**
Books.

SESSION #2: 3/28/20

The ego “is first and foremost a body-ego.”
(Freud).

This session brings to attention the role of
bodily emotion as the arena in which
traumatic emotional memory is stored. We
will read how somatic experience replaces
self experience and reflects deep anxieties
over fragmentation and disintegration and
that psychosomatic syndromes tend to be
associated with primitive layers of the
personality and personality functioning.
We will examine the way in which the
failures in the mother’s ability to receive
and elaborate on the child’s affect
communication can lead to psychosomatic
expression.

Winnicott describes the integration of mind
and body as a psychosomatic collusion; he
also refers to the psyche indwelling in the
soma”. This describes the successful
outcome of the process of
“personalization” that occurs as a result of
the mother’s “handling” of her infant
during the holding phase. This is the time
of absolute dependence, when the (healthy)

mother is in a state of primary maternal preoccupation. If the mother has not been able to provide good-enough handling during the holding phase, then her baby may never feel at one within his body, and a mind-body split therefore occurs. Psychosomatic illness is a symptom of something gone wrong in the individual's early emotional development.

Cates in her article *Insidious Emotional Trauma: The Body Remembers* speaks to "insidious emotional trauma", a concept that is defined as the repetitive demonization of emotionality during development and beyond.

Finell (1997) examines mind-body problems in contemporary psychotherapeutic practice. In Chapter one she discusses the concept of alexithymia. The term refers to psychosomatic patients who display asymbolic and identifying and communicating and feelings.

Theaters of the Body: By Joyce McDougall is reviewed by Austin Silber. He writes that Dr. McDougall never underestimates the complexities involved in trying to understand patients who tend to somatize. "Making use of construction and reconstruction, of verbal and preverbal clues, she tries to lay bare all that can fortify her patients with increased knowledge of their functioning body and mind."

Moscato and Solano (2014) argue that in

primitive mental functioning, eating symptoms—both bulimic and anorectic—can be used as autisticlike defenses in which the altered body becomes an objectified protective shell providing shelter from intolerable anxieties that derive from unmentalized and unmentalizable experiences.

READINGS:

Cates, L.B. (2014). Insidious Emotional Trauma: The Body Remembers....1. Int. J. Psychoanal. Self Psychol., 9(1):35-53.

Finell, J.S. (1997). Alexithymia and Mind-Body Problems. In J.S. Finell (Ed.), *Mind-Body Problems: Psychotherapy with Psychosomatic Disorders* (pp.3-18). New Jersey: Jason Aronson.

Moscato, F. & Solano, P. (2014). Eating Disorders as Autisticlike Defenses: Unmentalized Experiences in Primitive Mental States. *Psychoanalytic Review*. 101(4):547-570.

Silber, A. (1991). *Theaters of the Body: By Joyce McDougall*. New York: W.W. Norton, 1999. Pp. 192. *Int. J. Psycho-Anal.*, 72:367-370.

Winnicott, D. W. (1949). Mind and its Relation to Psyche-Soma. In *Collected Papers: Through Paediatrics to Psycho-Analysis* (pp. 243-254). London: Tavistock, 1958. New York: Basic Books, 1958. {Reprinted as : *Through Paediatrics to Psycho-Analysis*. London:Hogarth Press & the Institute of Psycho-Analysis, 1975; reprinted London: Karnac Books 1992}.

SESSION #3: 5/2/2020

Treating primitively fixated patients is demanding and rewarding. Giovacchini and Boyer (1982) best describe this treatment: “Early preverbal orientations are reenacted with the therapist.....The intense therapeutic needs of these regressed patients may be overwhelming.....yet the treatment setting can provide them the holding environment they so desperately require and thus create transference readiness and later a firm attachment to the therapy.

The paper The Language of Absence by H. Gurevich describes a continuum of non-responsiveness and misattunement of the environment in the stage of absolute dependence; it refers to concepts like lack, failure, neglect, ranging to mental, physical and sexual abuse. Understanding the language of absence enables the analyst to recognize its intersubjective and its intrapsychic presence, to provide an environment that allows for its revival, and to facilitate and regulate the annihilation anxiety that awakens when dissociated self-states are experienced.

Giovacchini (1987) writes of a patient with borderline personality disorder and how her psychosis unfolds in the transference. He discusses this progression in the context of the transference regression and the serious difficulties it may cause for the therapist as he finds himself facing what appears to be an unreasonable patient.

Technique at the Basic Fault/regression by Harold Stewart reviews Balint's concept of the basic fault and examines some of the aspects of the technical problems encountered there.

On 'Doing Nothing' in the Psychoanalytic Treatment of the Refractory Borderline Patient Glen Gabbard writes about the analytic management of silence with regressed borderline patients':the monotony, the helplessness, the frustration, the hatred and the wish to give up.

Addiction to Near-Death is discussed by Betty Joseph as a malignant type of self-destructiveness. She presents how it dominates these patients' lives; for long periods it dominates the way they bring material to the analysis and the type of relationship they establish with the analyst; it dominates their internal relationships, their so called thinking, and the way they communicate with themselves. It is not a drive towards a Nirvana type of peace or relief from problems, and it has to be sharply differentiated from this.

READINGS:

Gabbard, G.O. (1989). On 'Doing Nothing' in the Psychoanalytic Treatment of the Refractory Borderline Patient.

Int. J. Psycho-Anal., 70:527-534.

Giovacchini, P. L. (1987). The unreasonable patient and the psychotic transference. In J. S. Grotstein, M. F. Solomon, & J. A. Lang (Eds.), *The borderline patient: Emerging concepts in diagnosis,*

psychodynamics and treatment (pp. 59-68). New Jersey and London: The Analytic Press.

Gurevich, H. (2008). The Language of Absence. *Int. J. Psycho-Anal.*, 89(3):561-578.

Josept, B. (1982). Addiction to Near-Death. *Int. J. Psycho-Anal.*, 63:449-456.

Stewart, H. (1989). Technique at the Basic Fault/regression. *Int. J. Psycho-Anal.*, 70:221- 230.

Sexuality and Psychoanalysis

Meeting Time: Fridays, 8:30 a.m. – 11:00 a.m.
Meeting Dates: 9/22/19, 11/3/19, 12/8/19, 1/26/20, 3/23/20, 5/4/20
Hours of Instruction: 2.5-hour sessions x 6 meetings = 15 hours
Instructor: Stacy Berlin, Psy.D. (drstacyberlin@aol.com)

Syllabus

Course Description

This course will provide candidates an opportunity to examine and select psychoanalytic literature on sexuality and gender, which will include when, what, and why it has continued to be or not be included in the zeitgeist, and its application to psychoanalytic theory and practice. Candidates will read and discuss material from various authors with diverse theoretical orientations. The focus of the course will be to understand and recognize the meaning and significance of gender and sexuality for clinical formulations, attitudes, and interventions.

Course Objectives

1. Participants will be able to demonstrate the ability to analyze, critique, compare, recite, integrate, and apply diverse traditional and contemporary theory--literature to clinical decision making.
2. Participants will be able to use ethical and responsible clinical judgment.
3. Participants will be prepared with knowledge, awareness, attitudes, and skills required for effective and sensitive clinical treatment.
4. Participants will be able to articulate, dialogue, react, and give examples of several concepts related to diverse theories.
5. Participants will be able to discuss the significance of sexuality from in-utero to the mature adult and in various contexts.
6. Candidates will be able to demonstrate and analyze the unconnectable connection and objective and subjective differences between pragmatic and enigmatic sexuality.
7. Candidates will be innovative—create/design/recite a project from the Project Readings.
8. Candidates will be prepared to work with gender binaries and nonconforming gender identities in a clinical setting.
9. Candidates will negotiate their evolving professional identities and behaviors through self-reflection, self-evaluation, and effective interpersonal communication skills.
10. Candidates will discuss systems of Sexual and Gender oppression that impact one's clinical practice.
11. Candidates will describe their own prejudices, values, and attitudes toward Sexuality and Gender and how they can potentially impact their clinical practice.

Schedule & Readings

- Articles 2015 or prior: found on PEP
- Articles 2016 -2019: PDF provided (2016 found on PEP after 1/1/20)

Class (1) Gender Introductions

1. Butler, J. (1995). Melancholy Gender—Refused Identification. *Psychoanal. Dial.*, 5:165-180.
 - a. Phillips, A. (1995). Keeping It Moving: Commentary on Judith Butler's "Melancholy Gender—Refused Identification". *Psychoanal. Dial.*, 5(2):181-188.
 - b. Butler, J. (1995). Reply to Adam Phillips. *Psychoanal. Dial.*, 5(2):189-193.

Optional:

Brothers, D. (2017). If Freud Were a Woman: Gender, Uncertainty, and the Psychology of Being Human. *Psychoanal. Inq.*, 37:419-424

Class (2) Gender continued

1. Corbett, K. Dimen, M. Goldner, V. Harris, A. (2014). Talking Sex, Talking Gender—A Roundtable. *Studies in Gender and Sexuality*, 15:295-317
2. Ehrensaft, D. (2014). Listening and Learning from Gender-Nonconforming Children. *Psychoanal. St. Child*, 68:28-56.
 - a. Brinich, P.M. (2014). Discussion of Diane Ehrensaft's "Listening and Learning from Gender-Nonconforming Children". *Psychoanal. St. Child*, 68:71-78.
 - b. Weinstein, L. Wallerstein, H. (2014). If We Listen: Discussion of Diane Ehrensaft's "Listening and Learning from Gender-Nonconforming Children". *Psychoanal. St. Child*, 68:79-88.

Optional:

Harris, A. (2000). Gender as a Soft Assembly: Tomboys' Stories. *Studies in Gender and Sexuality*, 1:223-250.

Class (3) Theories of Sexuality

1. Phillips, A. (1988). On Kissing. *Free Associations*, 1(12):52-59.
2. Green, A. (1995). Has Sexuality Anything To Do With Psychoanalysis? *Int. J. Psycho-Anal.*, 76:871-883.
3. Phillips, A. (1996) Monogamy, Book chapters 1, 7, 13, 15, 18, 19, 38, and 39
4. Nathans, S. (2012). Infidelity as Manic Defence. *Cpl. Fam. Psychoanal.*, 2:165-180.

Optional:

Saketopoulou, A. (2014). To Suffer Pleasure: The Shattering of the Ego as the Psychic Labor of Perverse Sexuality. *Studies in Gender and Sexuality*, 15:254-268.

Class (4) Infant Sexuality

1. Slavin, J.H. (2002). The Innocence of Sexuality. *Psychoanal Q.*, 71:51-79.
2. Target, M. (2007). Is our Sexuality our Own? A Developmental Model of Sexuality Based on Early Affect Mirroring. *Brit. J. Psychother.*, 23(4):517-530.
 - a. Goldsmith, L. (2012). A Discussion of Mary Target's "Is Our Sexuality Our Own?". *Fort Da*, 18(1):44-57.
3. Celenza, A. (2013). Maternal Erotic Transferences and Merger Wishes. *Rivista Psicoanal.*, 59(4):821-838.

Optional:

Bollas, C. (1997). Wording and Telling Sexuality. *Int. J. Psycho-Anal.*, 78:363-367.

Class (5) Infant Sexuality continued

1. Thomson-Salo, F. Paul, C. (2017). Understanding the Sexuality of Infants Within Caregiving Relationships in the First Year. *Psychoanal. Dial.*, 27(3):320-337.
 - a. Bekos, D. Russo, T. (2017). The Joyfully Sexual Infant in the Room: A Response to Frances Thomson-Salo and Campbell Paul. *Psychoanal. Dial.*, 27(3):338-343.
 - b. Vaughan, S.C. (2017). In the Night Kitchen: What Are the Ingredients of Infantile Sexuality? *Psychoanal. Dial.*, 27(3):344-348.
 - c. Thomson-Salo, F. Paul, C. (2017). Out of the Night Kitchen and Into Clinical Practice: Response to Commentaries. *Psychoanal. Dial.*, 27(3):349-353.
2. Lombardi, R. (2018). What Is the Stuff We Are Made Of? The Body and the Body–Mind Relationship in Early Development: A Discussion of Thomson-Salo and Paul’s “Understanding the Sexuality of Infants”. *Psychoanal. Dial.*, 28(4):496-505.
 - a. Thomson-Salo, F., Ph.D. Paul, C., M.B., B.S. (2018). Response to Lombardi. *Psychoanal. Dial.*, 28(4):506-509.
3. Atlas, G. (2018). Has Sexuality Anything to Do with Relationality? *Psychoanal. Dial.*, 28(3):330-339.

Class (6) Theories of Eroticism

1. Celenza, A. (2018). Andrea Celenza on "The Threat of Male to Female Erotic Transference". *PEP/UCL Top Authors Project*, 1(1):22
2. Kavalier-Adler, S (2003). Lesbian-erotic Transference in Dialectic with Developmental Mourning. *Psychoanalytic Inquiry* 20 (1) 131-151
3. Atlas, G. (2015). Touch Me, Know Me: The Enigma of Erotic Longing. *Psychoanal. Psychol.*, 32:123-139.

Optional:

Abel-Hirsch, N. (2018). How Bion’s Work on Thinking Might Throw Light on the Development of Sexuality. *Psychoanal. Inq.*, 38(1):76-82.

Project Readings List

1. Laplanche, J. Pontalis, J.B. (1968). Fantasy and the Origins of Sexuality. *Int. J. Psycho-Anal.*, 49:1-18.
2. Bollas, C. (1994). Aspects of the Erotic Transference. *Psychoanal. Inq.*, 14:572-590.
3. Davies, J.M. (1998). Between the Disclosure and Foreclosure of Erotic Transference-Countertransference: Can Psychoanalysis Find a Place for Adult Sexuality?. *Psychoanal. Dial.*, 8:747-766.
4. Celenza, A. (2000). Sadomasochistic Relating: What's Sex Got to Do with it?. *Psychoanal Q.*, 69:527-543.
5. Davies, J.M. (2001). Erotic Overstimulation and the Co-Construction of Sexual Meanings in Transference-Countertransference Experience. *Psychoanal Q.*, 70:757-788.
6. Davies, J.M. (2003). Falling in Love with Love: Oedipal and Postoedipal Manifestations of Idealization, Mourning, and Erotic Masochism. *Psychoanal. Dial.*, 13:1-27.
7. Goldner, V. (2003). Ironic Gender/Authentic Sex. *Studies in Gender & Sexuality*, 4:113-139.
8. Kristeva, J. (2004). Some Observations on Female Sexuality. *Ann. Psychoanal.*, 32:59-68.
9. Kavalier-Adler, S. (2005). From Benign Mirror To Demon Lover: An Object Relations View Of Compulsion Versus Desire. *Am. J. Psychoanal.*, 65:31-52.
10. Laplanche, J. (2007) Gender, Sex, and the Sexual. *Studies in Gender & Sexuality*, 8:201-219.
11. Stein, R. (2007). Moments in Laplanche's Theory of Sexuality. *Studies in Gender and Sexuality*, 8(2):177-200.
12. Stein, R. (2008). The Otherness of Sexuality: Excess. *J. Amer. Psychoanal. Assn.*, 56(1):43-71.
13. Corbett, K. (2008). Gender Now. *Psychoanal. Dial.*, 18:838-856.
14. Elise, D. (2008). Sex and Shame: The Inhibition of Female Desires. *J. Amer. Psychoanal. Assn.*, 56:73-98.
15. Corbett, K. (2009). Boyhood Femininity, Gender Identity Disorder, Masculine Presuppositions, and the Anxiety of Regulation. *Psychoanal. Dial.*, 19:353-370.
16. Botticelli, S. (2010). Thinking the Unthinkable: Anal Sex in Theory and Practice. *Studies in Gender and Sexuality*, 11:112-123.
17. Goldner, V. (2011). Trans: Gender in Free Fall. *Psychoanal. Dial.*, 21:159-171.
18. Schiller, B. (2012). Representing Female Desire within a Labial Framework of Sexuality. *J. Amer. Psychoanal. Assn.*, 60:1161-1197.
19. Atlas, G. (2012). Sex and the Kitchen: Thoughts on Culture and Forbidden Desire. *Psychoanal. Perspect.*, 9:220-232.
20. Klockars, L. (2013). On the essence of sexuality. *Scand. Psychoanal. Rev.*, 36(2):97-103.

21. McNamara, S. (2013). Gay Male Desires and Sexuality in the Twenty-First Century: How I Listen. *J. Amer. Psychoanal. Assn.*, 61:341-361.
22. Atlas, G. (2013). What's Love Got to Do with It? Sexuality, Shame, and the Use of the Other. *Studies in Gender and Sexuality*, 14(1):51-58.
23. Backström, J. (2014). Fearful fantasies: sexuality as a response to love. *Scand. Psychoanal. Rev.*, 37:48-59.
24. Saketopoulou, A. (2014). Mourning the Body as Bedrock: Developmental Considerations in Treating Transsexual Patients Analytically. *J. Amer. Psychoanal. Assn.*, 62:773-806.
25. Benjamin, J. Atlas, G. (2015). The 'Too Muchness' of Excitement: Sexuality in Light of Excess, Attachment and Affect Regulation. *Int. J. Psycho-Anal.*, 96:39-63.
26. Marion, P. (2016). Infantile Sexuality and Freud's Legacy. *Int. J. Psycho-Anal.*, 97(3):641-664
27. Shenkman, G. (2016). Classic Psychoanalysis and Male Same-Sex Parents: A Reexamination of Basic Concepts. *Psychoanal. Psychol.*, 33:585-598.
28. Slavin, J.H. (2016). "I Have Been Trying to Get Them to Respond to Me": Sexuality and Agency in Psychoanalysis. *Contemp. Psychoanal.*, 52(1):1-20
29. Slavin, J.H. Rahmani, M. (2016). Slow Dancing: Mind, Body, and Sexuality in a New Relational Psychoanalysis. *Psychoanal. Perspect.*, 13(2):152-167
30. Goren, E.R. (2017). A Call for More Talk and Less Abuse in the Consulting Room: One Psychoanalyst-Sex Therapist's Perspective. *Psychoanal. Psychol.*, 34:215-220.
31. Grand, S. (2017). Seductive Excess: Erotic Transformations, Secret Predations. *Psychoanal. Psychol.*, 34(2):208-214
32. Stefana, A. (2017). Erotic Transference. *Brit. J. Psychother.*, 33(4):505-513
33. Wallerstein, H. (2017). Real Gender: Identity, Loss, and the Capacity to Feel Real. *Studies in Gender and Sexuality*, 18(1):62-71.
34. Hartman, S. (2017). The Poetic Timestamp of Digital Erotic Objects. *Psychoanal. Perspect.*, 14(2):159-174.
35. Elise, D. (2018). A Winnicottian Field Theory: Creativity and the Erotic Dimension of the Analytic Field. *Fort Da*, 24(1):22-38
36. Losty, M. O'Connor, J. (2018). Falling outside of the 'nice little binary box': a psychoanalytic exploration of the non-binary gender identity. *Psychoanal. Psychother.*, 32(1):40-60.
37. González, F.J. (2019). Writing Gender with Sexuality: Reflections on the Diaries of Lou Sullivan. *J. Amer. Psychoanal. Assn.*, 67(1):59-82.
38. Saketopoulou, A. (2019). The Draw to Overwhelm: Consent, Risk, and the Retranslation of Enigma. *J. Amer. Psychoanal. Assn.*, 67(1):133-167.
39. Silber, L.M. (2019). Locating Ruptures Encrypted in Gender: Developmental and Clinical Considerations. *J. Infant Child Adolesc. Psychother.*, 18(2):134-154.
40. Perlman, L. (2019). Breastfeeding and Female Sexuality. *Psychoanal. Rev.*, 106(2):131-148.

Evaluations

Ability: Participants are expected to discuss oral, nonverbal, and written communications; demonstrate a thorough grasp of professional language and concepts; and demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Attendance and Missed Assignments: Regular class attendance is expected. Participants are responsible for all academic work missed during absences. If the first-class is missed, the instructor may assume that the course has been dropped, so all participants need to contact the instructor if they cannot attend or have missed the first-class session.

Instructor Assumptions: This course requires a critical, analytic and a synthesis approach to the reading. It is assumed that you will complete all the required readings and participate in class with an integrative understanding of what you have read.

1. Presentation: 5-30 minutes (Reading from syllabus)
2. Response to Presentation (Above): 5-10 minutes (Reading from Presentations)
3. Freedom Project Presentation: 5-30 minutes (Reading from Project List -- partner or solo)
4. Reaction Papers (Not evaluated): 1-3 pages double spaced (Hard copy due class 2,3,4, & 5)
5. Class Participation (due by the end of class six)

Policies and Professional Attitudes

Confidentiality: Disclosure of Personal Information. Candidates may choose to participate in learning activities that require different levels of self-disclosure. These multiple areas include but are not limited to, demonstration of sufficient: 1) interpersonal and professional competence; b) self-awareness, self-reflection and self-evaluation; c) openness to processes of consultation; and d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner.

CONFIDENTIALITY IS ESSENTIAL!

Respectful Speech and Actions. In line with ICP's mission to "promote an environment of free inquiry, a sense of community, a culture of diversity, inclusion, invitation, dignity and respect for the therapeutic process," participants must treat one another as they would wish to be treated themselves, with dignity and concern. Candidates are expected to: (a) behave with integrity, lifelong learning, and concern for the welfare of others; (b) engage in self-reflection regarding one's personal and professional functioning; and (c) actively seek and demonstrate openness and responsiveness to feedback.

Right to Alter Syllabus. This syllabus does not constitute a contract between the instructor and the candidates in the course. While every effort will be made to present the material as described, the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide participants with both adequate notification of the changes and to provide them with enough time to meet any changes in the course requirements.

Course Requirements During Religious Holidays In keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, participants will not be penalized for religious observances when they are absent from classes on holy days. Participants should be similarly respectful of the instructor's right to observe religious days.

Institute of Contemporary Psychoanalysis

Advanced Relational Theory

Instructors: Margaret Allan PsyD, MSW and Robyn Sewitz PsyD, MSW

Time: Fridays 11:30am-2:00pm

Dates: 9/20, 11/1, 12/6, 1/24, 3/27, 5/1

Total Hours: 2 ½ hours X 6 classes = 15 units

Course Description

“I am troubled because all this relating is killing us, as it runs the risk of crowding out the dreamy leisure of reverie and co-creation of a fantastic life through which patient and analyst can come alive.”

So writes Ken Corbett (2015) in considering contemporary Relational psychoanalysis and the now “big tent” Relational domain of theoretical inquiry. He points to an area that swings widely within this field of theoretical discourse according to patient and analyst, how and how much the presence of each in the dyad shows up. “It depends,” we often hear in approaches to the work.

We wish to take up this and other areas of practice in how significant contemporary relational analysts listen, where they put their focus of attention, how each emphasizes the subjectivity of analyst and patient and how change happens. Clearly there is not one way to think about these issues. We do not want to unify, rather we wish to deepen our appreciation of the complexity and richness of each author’s unique orientation to relational psychoanalysis.

Authors we wish to consider include Anthony Bass, Owen Renik, Malcolm Slavin, Galit Atlas and Lew Aron, Steven Stern and Robert Grossmark. All are authors who offer nuanced, diverse orientations to the value of fit, intersubjectivity and therapeutic action. This course assumes a detailed reading of Relational theory from the initial core program.

We will center our learning on clinical material as it presents in the readings and will draw on candidates’ and our own material. So often we hear in class that the learning comes alive in our cases and we wish to lean into this as much as possible.

Course Learning Objectives

The overall objective is for candidates to deepen their understanding of relational theory by studying diverse relational thinkers. Candidates are encouraged to think deeply about these differing perspectives and to relate them to clinical issues that

occur in their practice. Candidates should be paying attention to overarching themes including but not limited to fittedness, reverie vs. intersubjective action, how change happens and how blind spots are viewed. Specifically, candidates should be able to:

Session #1:

1. Describe key psychoanalytic attitudes inherent in a contemporary Relational approach
2. Discuss the merits and disadvantages of viewing the analytic space as a dream space

Session #2:

1. Delineate a contemporary Relational approach to the analytic frame
2. Describe the differences between ongoing enactments and big “E” enactments

Session #3:

1. Analyze the merits and disadvantages in a strong emphasis on symptoms in evaluating a treatment
2. Discuss key concerns in the analyst’s levels of engagement

Session #4:

1. Describe the idea of multiple self states as it pertains to an understanding of therapeutic action as “dramatic dialogue”
2. Discuss the idea of generative enactments and how this concept expands on the current ideas on enactment within relational theory.

Session #5:

1. Indicate what is meant by the concept of unobtrusive analyst.
2. Discuss psychoanalytic companionship and how it intersects with the intersubjectivity of both analyst and patient

Session #6:

1. Describe what is meant by Steven Stern’s “needed” relationships.
2. Explain how the concept of “needed” relationships fits within the history and context of relational theory.

Course Readings

There are four required books that are available at amazon.com. All of the remaining articles can be found on pep-web. The required books are:

1. Renik, O (2006). Practical Psychoanalysis for Therapists and Patients, Other Press, NY
2. Atlas, G; Aron, L, (2018) Dramatic Dialogue, Contemporary Clinical Practice, Routledge, NY.
3. Grossmark, R. (2018). The Unobtrusive Relational Analyst: Explorations in Psychoanalytic Companionship, Routledge, NY
4. Stern, S. (2017). Needed Relationships and Psychoanalytic Healing. Routledge, London

Class Descriptions and Readings

9/20/19

This first class will introduce some essential Relational themes and concerns. At the 2017 International Association for Relational Psychoanalysis and Psychotherapy conference in Sydney, Australia, Phillip Ringstrom offered a survey of key corners of the Relational realm. In our second reading, Ken Corbett makes a corrective plea for the analyst's "private space" and its value as righting the tilt towards talk and more talk in the analytic hour, a tilt instead towards the value of listening and contemplation. We can ask ourselves via his material, can the potential space become airless and cramped if we privilege the more active optic? Stephen Seligman, similarly, but from a different vantage point, explores the theme of the tilt towards explicit interaction. He reaches to nonlinear dynamic systems and a phenomenological perspective.

Please Note:

We ask that you come with a vignette available from your case material that illustrates your landing in firstly, a more reflective listening stance and also, one vignette that has you more verbally engaged and explicitly expressive and the relational context of each as you understand it.

Readings:

Ringstrom, P <http://www.iarppaustralia.com.au/resources/286-iarpp-resources-1>

Corbett, K. (2014). The Analyst's Private Space: Spontaneity, Ritual, Psychotherapeutic Action, and SelfCare. Psychoanal. Dial., 24(6):637-647

Seligman, S. (2014). Paying Attention and Feeling Puzzled: The Analytic Mindset as an Agent of Therapeutic Change. *Psychoanal. Dial.*, 24(6):648-662

Slochower, J. (2018) Going too far: relational heroines and relational excess In I Aron, S, Grand, J Slochower (eds), *De-Idealizing Relational Theory: A Critique From Within* (pp. 8-34). New York, NY: Routledge

11/1/19

This class will explore three seminal relational articles by Anthony Bass, a New York relational thinker. In the first article, Bass explores the receptivity and resonance of both the analyst and analysand's respective unconscious. In the article on enactments Bass examines those enactments that "up the ante" of a treatment and force the analyst and patient to expand their awareness. Finally, Bass reconsiders the psychoanalytic frame as co-created and contextual, requiring flexibility for each specific dyad.

Readings:

Bass, A. (2001). It Takes One to Know One; or, Whose Unconscious Is It Anyway?. *Psychoanal. Dial.*, 11(5):683-702

Bass, A. (2003). "E" Enactments in Psychoanalysis. *Psychoanal. Dial.*, 13:657-675

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

12/7/18

"Practical Psychoanalysis", oxymoron or meaningful direction? This title of Renik's recent book introduces us to a different relational voice that urges a focus on symptom relief as the indicator of psychoanalytic endeavor. Renik, a San Francisco relationalist, is a critic of excessively long treatments and alerts us to the dangers of a theory driven treatment. He is not afraid to be highly prescriptive in directing the clinician.

Readings:

Renik, O (2006). *Practical Psychoanalysis for Therapists and Patients*, Other Press, NY

Chapter 1, Practical Psychoanalysis

Chapter 2, Symptoms and Symptom Relief

Chapter 3, Helpful Questions

Chapter 5, Flying Blind

Chapter 10, Acting Out and Enactment

1/24/20

Galit Atlas and Lew Aron, New York based psychoanalysts, life partners and theoretical collaborators, have developed the metaphors of drama, play and dreaming in their 2018 publication, "Dramatic Dialogue". They invite both analyst and patient to bring their many versions of self onto the stage and to dream a mutual dream. We will explore this approach to therapeutic action and how it opens up the opportunities for forward moving enactments.

Readings:

Atlas, G; Aron, L, (2018) Dramatic Dialogue, Contemporary Clinical Practice, Routledge, NY.

Chapter 1, Generative Enactments

Chapter 2, The Prospective Function

Chapter 3, Dramatic Dialogues

Chapter 4, Therapeutic Action and Therapeutic Traction

Chapter 7, At-one-ment, Mutual Vulnerability and Co-suffering

3/27/20

Robert Grossmark offers a way to think about psychoanalytically companioning our patients so that those who are unable to be dialogic can be reached and helped. The concept of the analyst as unobtrusive doesn't mean the analyst is silent or keeps their subjectivity out of the room. Rather, the analyst is sensitive to whatever register or wavelength is the truest expression of the patient's inner world and experience. The unrepresented and unformulated are revealed in a spontaneous way and are often embellished in enactment between analyst and patient. The analyst lets the patient lead and doesn't necessarily make explicit in language what is going on between them.

Readings:

Grossmark, R. (2018). The Unobtrusive Relational Analyst: Explorations in Psychoanalytic Companioning, Routledge, NY.

Chapter 1, The Unobtrusive Relational Analyst

Chapter 2, The Flow of Enactive Engagement

Chapter 3, Psychoanalytic Companionship

Chapter 6, Everything Happens at Once: The Emergence of Symmetric Enactment

5/1/20

Drawing on many different theories Stern unpacks the complexity of the analytic relationship and, through the concept of needed relationships, provides an overarching way to think about the nuances of what happens between each unique analyst and patient. The question “what does the patient need from me?” orients the analyst. He views each analytic patient and dyad as unique and the ultimate goal of an analytic treatment is the progressive fittedness between the patient’s evolving therapeutic needs and the relationship that emerges to meet those needs. This progressive fittedness comes about over time as the analyst contours to each patient’s unique needs. The needed relationship transcends theory while, at the same time, the analyst draws on multiple theories to respond to the singular needs of the patient in a particular moment and over time.

Readings:

Stern, S. (2017). *Needed Relationships and Psychoanalytic Healing*. London: Routledge.

Introduction, An orienting Principle for Relational Psychoanalysis

Chapter 1, Needed Relationships and Psychoanalytic Healing

Chapter 2, Complexity Made Simple: Simplicity made Complex

Chapter 5, Understanding and Engagement in the Analytic Process

Self Psychology Theory -- 2018-2019

Instructors: Daniel Goldin, MFT, Psy.D.

Time: 8:30-11:00 AM

Dates: 9/20-22; 11/01-03; 12/06-08; 1/24-26; 3/27-29; 5/01-03

Total Instructional Hours: 30

Course Description

In the second half of the twentieth century, there were two major disruptions to the hegemony of ego psychology in the United States, Self Psychology and Relational psychoanalysis. Both schools shifted the clinical orientation from an isolated observation of the patient to a view that understood the patient as constituted in relationships, including the relationship between patient and analyst. However, self-psychology emphasized the developing self of the patient rather than valorizing mutual recognition.

When Kohut died in 1981, his ideas about a psychology of the self were still regarded as heretical by much of the American psychoanalytic establishment. Today many, if not most, of his ideas have been incorporated by other schools. The idea that empathy is the primary mode of observation in psychoanalysis, the significance of rupture-repair-sequences, and an emphasis on attuning to “forward-edge” movements over the analysis of pathological distortions are mainstays of contemporary psychoanalytic practice across theoretical orientations. This core course is devoted to an examination of the writings of Heinz Kohut, the founder of self psychology, and those who have been inspired by Kohut’s theories to carry them forward in a wide variety of directions since his death.

Goal for the course

The goal of the course is twofold: to place Self Psychology in its historical context relative to psychoanalysis as a whole, and to develop an understanding of the clinical usefulness of Self Psychological concepts.

Objectives for the course

Class 1

1. Explain the personal and cultural context within which Self Psychology theory developed.

2. Describe how self-psychology emerged from classical theory and diverged from it.

Class 2

3. Differentiate the neutral stance of the classical psychoanalyst from a Kohutian attitude emphasizing empathy as a mode of observation
4. Describe Kohut's treatment of narcissistic personality disorders.

Class 3

5. Contrast Kohut's ideas of infant development with Freudian libido theory.
6. Explain the self-object function and relate Kohut's theory of the self-object to clinical practice.

Class 4

7. Demonstrate through clinical examples the effects of an unempathic early environment on a fragile, easily fragmented self.
8. Describe the relationship between the child's "potentialities" and parental "expectations."

Class 5

9. Define the self-object transferences.
10. Differentiate the self-object transferences, as outlined in the self-psychological model of development, from the classical view of transference as distortion and resistance.

Class 6

11. Be able to define the nuclear self
12. Describe the tension arc between ambitions and ideals and relate to the model of the nuclear self

Class 7

13. Apply Kohut's principles of interpretation to clinical situations.
14. Discuss Kohut's critique of Freudian "maturity morality" and his views on the role "truth" plays in psychoanalysis.

Class 8

15. Describe Kohut's expansion of his own idea of empathy and relate to clinical situations.
16. Explain what Kohut means by the phrase "compensatory structures."

Class 9

17. Describe Kohut's theory of "optimal frustration."

18. Describe how self-psychology understands the relationship between rupture-repair sequences and a consolidated self.

Class 10

19. Describe and contrast developments in self-psychology after Kohut's death
20. Demonstrate knowledge of the importance of affect in Stolorow's reconceptualization of self-psychology.

Class 11

21. Describe Tolpin's notion of "forward-edge transference" and apply to clinical situations.
22. Explain how Kohut's "environmental" theory of development expanded into a view that all understanding of the other requires an elaboration of context, as conceptualized by intersubjective systems thinkers.

Class 12

23. Apply Brandchaft's ideas about pathological accommodation to clinical situations.
24. How does "relational self-psychology" expand the constructs of self-psychology.

Readings

You may wish to use some pre-Semester time getting started on *The Restoration of the Self*. (Since we will be reading both *The Restoration of the Self* and *How Does Analysis Cure?* in their entirety, you may wish to purchase one or both of them ahead of time.)

Please note that you have regular assigned readings that we will be discussing when classes begin on September 16.

Week 1: 9/22-9/23

Contexts and Foundational principles

Our first weekend will focus both on Kohut the man and on Kohut the author and reluctant revolutionary. Geoffrey Cocks' introduction to Kohut's correspondence, and the Curtis article give a sense of the theoretical context in which Self Psychology emerged, defended itself, and grew. Geist provides an excellent and lucid introduction to self psychology theory.

The first two Kohut articles, "Introspection, Empathy and Psychoanalysis—An Examination of the Relationship between Mode of Observation and Theory" (1959) and "Forms and Transformations of Narcissism" (1966), are seminal, although sometimes abstruse. They reflect the agony Kohut felt instigating what would become a serious theoretical break with ego psychology and the psychoanalytic establishment. Kohut's reluctance to surrender the language

and conceptualizations of classical analysis, and his place in the elite leadership of American psychoanalysis, is reflected in his cautious, even tortured, efforts to pour the new wine of Self Psychology into the old bottles of classical theory. This reluctance helps account for the great difficulty in understanding the radical message he was communicating in his writings prior to the 1970s. The dual contexts furnished by Kohut's personal and professional lives and his theories are inextricably linked, and understanding something of the former will help us to understand more of the latter.

Readings: week 1/class 1

Geoffrey Cocks (1994), "Introduction," *The Curve of Life: Correspondence of Heinz Kohut 1923-1981*, University of Chicago Press, pp. 1-31; 317-319; 324-325.

Geist, Richard (2009), "Empathic Understanding: the Foundation of Self-Psychological Psychoanalysis," in Nancy Vanderheide and William Coburn, ed., *Self and Systems*, pp. 63-71.

Heinz Kohut (1959), "Introspection, Empathy and Psychoanalysis: Examination of the Relationship between Mode of Observation and Theory," *The Search for the Self*, Volume I, International Universities Press, 1978, pp. 205-232. (Also found in the *Journal of the American Psychoanalytic Association [JAPA]*, 1959 VII, pp. 459-483.)

Readings: week 1/class 2

Robert D. Stolorow (1986), "Beyond Dogma in Psychoanalysis," Arnold Goldberg, ed., *Progress in Self Psychology*, Volume 2, pp. 41-42 only.

Heinz Kohut (1966), "Forms and Transformations of Narcissism," *The Search for the Self*, Volume I, International Universities Press, 1978, pp. 427-460. (Also found in the *Journal of the American Psychoanalytic Association [JAPA]*, 1966, XIV:243-272.)

Heinz Kohut (1968), "The Psychoanalytic Treatment of Narcissistic Personality Disorders: Outline of a Systematic Approach," *The Search for the Self*, Volume I, International Universities Press, 1978, pp. 477-509. (Also in *The Psychoanalytic Study of the Child* (1968), Volume 23:86-113.)

Week 2: 11/03-11/04**Narcissistic line of development**

Our second and third weekends will focus on a discussion of Kohut's work between 1972 and 1979, most prominently marked by the publication of *The Restoration of the Self* in 1977. The goal in this section is to trace how Kohut's thinking matured into his break with classical ego psychology.

The first class will focus on Kohut's development of the theory of narcissism as a separate line of development, distinct from Freud's "object-instinctual line." He understands the self as initially inchoate, expansive and fantasy-imbued, alternating between grandiosity and fragility. The child/patient relies on the parent/analyst for an integrated sense of self almost as if the analyst were part of his body. It is through minute frustrations that the patient begins to lay down psychic structure of his own that allows him to function as an holistic entity independent of the analyst.

The second class will focus on Kohut's revised view of the narcissistic transferences, at the time conceptualized as consisting solely of mirroring and idealizing transferences, reflecting the child's need to have his grandiose ambitions mirrored and also to be able to rely on an omnipotent presence to hold him/herself together.

Readings: week 2/class 1 and class 2

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

Heinz Kohut (1977), *The Restoration of the Self*, pp. xiii-170.

Week 3: 12/8-12/9**The narcissistic line of development (continued)**

The goal for this weekend is to refine our understanding of the self-object transferences and the treatment process from a Kohutian perspective.

Readings week 3/class 1 and class 2

Finish *The Restoration of the Self*. pp. 171-312. (except for chapter on Oedipus complex)

Kohut, H. (1985). On Courage. In H. Kohut & C. B. Strozier (Authors), *Self psychology and the humanities: Reflections on a new psychoanalytic approach*

(pp. 5-50). New York: W.W. Norton.

Heinz Kohut and Ernest Wolf (1978), "The Disorders of the Self and Their Treatment: An Outline," *International Journal of Psychoanalysis*, Volume 59:413-425.

Heinz Kohut (1979), "The Two Analyses of Mr. Z," *International Journal of Psychoanalysis*, Volume 60:3-27.

Week 4: 1/26-1/27

The expansion of self-psychology

This weekend we will look closely at Kohut's later thinking. Kohut increasingly saw the self as the primary focus of psychoanalysis and reconceptualized Freudian concepts along self-psychological lines.

In the first class, we will consider what Kohut saw to be the ultimate purpose and method of psychoanalysis: establishing an empathic line to the patient and consolidating the self through the analysis of inadvertent frustrations.

The second class will look at ways Kohut expanded his view of empathy, seeing it now not just as the primary method of data collection but as an act with potential healing power in itself. We will go on to examine the therapeutic attitude implicit in Kohut's new expanded approach by considering Donna Orange's distinction between interpretations founded on suspicion, as in the classical approach, and interpretations founded on trust, as in the self-psychological approach. This new more trusting attitude generated a revised view of resistance and defense.

Readings week 4: class 1 and 2

Heinz Kohut (1984), *How Does Analysis Cure?*, University of Chicago Press, ALL.

Orange, D. M. (2011). The Hermeneutics of Trust [Chapter 2]. In *The suffering stranger: Hermeneutics for everyday clinical practice*. New York: Routledge/Taylor & Francis Group.

Week 5: 3/23-3/24

New directions in self-psychology

The final one-third of the course addresses the development of self psychology since Kohut's death in 1981. Kohut's work attracted the attention of many bright and creative psychoanalysts who were thereafter regarded as self psychologists, but during the 1980s and early 1990s, many of them began building on his work to move in directions of their own. In some instances, they continued to regard themselves as adherents to Kohut's ideas; in other instances, they came to

distinguish their work from Kohut's, even while acknowledging his impact on the formation and re-formulation of their identities.

In following the world of post-Kohut self psychology for the final two weekends, we will draw selectively from a pool of authors who include (from ICP) Bacal, Shane and Shane, and Stolorow, and (from beyond our own local ranks) Doctors, Lichtenberg, the Ornstein(s), and the Tolpins. While far from being all-inclusive, the work of these authors demonstrates the breadth of the living legacy of self psychology at the cutting edge of contemporary psychoanalytic thought. The goal is to analyze and explain how current Self Psychology concepts have been incorporated into other contemporary psychoanalytic perspectives.

The first class will focus on an overview of the many shifting ideas in self-psychology before homing in on the most important breakout theories.

The second class will consider Lichtenberg's expanded view of the empathic vantage point and Stolorow's new emphasis on affect, ideas which sowed the seeds of later theories.

Readings: week 5/class 1

Shane, Estelle and Morton Shane (1993), "Self-Psychology after Kohut: One Theory or Many?" *JAPA* 41:3, pp. 777-797.

Bacal, Howard A. (1995), "The Essence of Kohut's Work and the Progress of Self-Psychology," *Psychoanalytic Dialogues* 5:3, pp. 353-366.

Goldberg, Arnold (1998), "Self Psychology since Kohut," *Psychoanalytic Quarterly*, 67, pp. 240-255.

Readings: week 5/class 2

Lichtenberg, Joseph (1981), "The Empathic Mode of Perception and Alternative Vantage Points for Psychoanalytic Work" *Psychoanalytic Inquiry* 1, pp. 329-356

Socarides Stolorow, Daphne and Robert Stolorow (1987), "Affects and Selfobjects," in George E. Atwood, Bernard Brandchaft and Robert Stolorow, *Psychoanalytic Treatment: An Intersubjective Approach*, The Analytic Press, pp. 66-87.

Weekend 6/4-6/5 Contemporary outgrowths of self psychology

In the first class, we will look at some major contemporary ideas that are more than mere offshoots of self-psychology, ideas deeply influenced by Kohut's work but that diverge from his core concepts and begin to take on a life of their own.

In the final class, we will look at "relational self-psychology," a recent attempt to reconcile self-psychology with relational concepts that many had seen as opposed to Kohut's theories.

Readings: week 6/class 1

Doctors, Shelley R. (2017), "Brandchaft's Pathological Accommodation—What It Is and What It Isn't," *Psychoanalysis, Self and Context* XII.1, 45-58.

Stolorow, R.D. Atwood, G.E. Brandchaft, B. (1992). Three Realms of the Unconscious and Their therapeutic Transformation. *Psychoanal. Rev.*, 79(1):25-30.

Readings: week6/class 2

Magid, Barry and Estelle Shane (2017), "What Self Psychology and Relationality Can Learn from Each Other," *Psychoanalysis, Self and Context* XII.1, 3-18.

Psychoanalytic Research & Writing 2019-2020

Institute of Contemporary Psychoanalysis

Instructor: Celeste Birkhofer, PhD, PsyD, MFT

Date & Time: Six Sundays, Sept 23rd- May 5th 11:30-2pm

Total hours of instruction: 15 hours

Course Description:

The single case study, which allows for a contextualized and in-depth examination of experience across time, has long been the standard method of research in the field of psychoanalysis. Yet psychoanalysts have been encouraged to broaden their research efforts, to include empirical methods to study psychoanalytic process and outcome. Competing ideologies, values and philosophies lead to ongoing debates about whether psychoanalysis should be considered a science or a hermeneutic - an interpretive discipline, concerned with meaning. Regardless of where you situate yourself in that debate, you should be familiar with the various kinds of research in psychoanalysis. In addition, it is essential to develop and practice the skills needed for effectively communicating one's knowledge of psychoanalytic theory and practice when writing up research, case reports, or journal articles.

Course Objectives:

In this course, we will analyze the debates about psychoanalysis as a hermeneutic or science, discuss the value of research, review important research studies, and review how to write comprehensive case reports and conduct research using the single case study method - formulate research questions, design a method of investigation, and use the literature to generate and substantiate ideas. We will consider both the practical and creative aspects of writing, as we learn what to include in research papers and comprehensive case reports, and how to bring the clinical experience of the patient, analyst, and the process alive for the reader.

Specific Course Objectives:

Week 1:

1. Describe the discrepant views toward research in the field of psychoanalysis.
2. Explain the difficulty of operationalizing the variables of interest when conducting research on psychoanalytic treatment.

Week 2:

3. Articulate why research is important to the field of psychoanalysis.
4. Cite research that validates the effectiveness of psychoanalysis, and the influence of unconscious processes.

Week 3:

5. Practice formulating a research question and use existing literature to generate and substantiate ideas.
6. Describe how to conduct research using the single case study method.

Week 4:

7. Explain what should be included in a comprehensive case write up.

8. Articulate the difference between a comprehensive case write up and a single case study.

Week 5:

9. Describe the importance of using core psychoanalytic competencies as a guideline for what to include in a comprehensive case write.
10. Begin writing about one control case, including a psychodynamic formulation and description of the analytic process.

Week 6:

11. Describe the professional ethics involved in conducting research with humans and writing about patients - including informed consent, anonymity, privacy, confidentiality, and protection from harm. Know and apply the ethics of authorship and avoid plagiarism.
12. Discuss ways to balance the need for structure and APA format requirements with creativity in one's writing.

Class #1 September 23rd: The Debate: Research & Psychoanalysis

We will explore the controversy over research in the field of psychoanalysis. People ask, "How come we don't have more outcome studies on analysis" and "How can we possibly reduce something so complex and subjective into operationalized variables?" The practice of psychoanalysis does not easily lend itself to standard versions of the scientific method. So should we even try? This week's articles expose the different ideologies, values, and philosophies analysts bring to this debate. Should we maintain a holistic, un-objectifying mindset, and resist breaking our patients and the process down into measurable variables? Is the case study method sufficient to obviate the need for more rigorous application of the scientific method? Does it need to be an either-or choice? We will examine concerns and arguments on both sides of this debate. Prepare 2-3 comments or questions for discussion for all assigned weekly reading.

Readings:

Hoffman, I. (2009). Doublethinking Our Way to 'Scientific' Legitimacy: The Desiccation of Human Experience. *Journal American Psychoanalysis*, 57:1043-1069.

Safran, J. (2012). Doublethinking or Dialectical Thinking: A Critical Appreciation of Hoffman's 'Doublethinking' Critique," *Psychoanalytic Dialogues*, 22:710-720.

Hoffman, I. (2012). "Response to Safran: The Development of Critical Psychoanalytic Sensibility. *Psychoanalytic Dialogues*, 22:721-731.

Optional Reading:

Aron, L. (2012). "Rethinking Doublethinking": Psychoanalysis and Scientific Research---An Introduction to a Series, *Psychoanalytic Dialogues*, 22:704-709.

Class #2 November 4th: The Importance of Psychoanalytic Research

This week's class discussion will focus on the relevance and importance of empirical research in the field of psychoanalysis. An important meta-analysis will be reviewed that demonstrates the effectiveness of psychodynamic therapy, and we will review research findings that lend

empirical evidence to the power of unconscious processes. The challenges of using empirical methods to investigate analytic process will be discussed.

Readings:

McWilliams, N. (2013). Psychoanalysis & Research: Some Reflections and Opinions. *Psychoanalytic Review*, 100:919-945.

Shedler, J. (2010). The Efficacy of Psychodynamic Psychotherapy. *American Psychologist*, 65, 2: 98-109.

<https://www.n-c-p.org/Research.html>

(please familiarize yourself with this resource, a website on research in psychoanalysis)

Optional Reading:

Weston D. (1998). The Scientific Legacy of Freud: Toward a Psychodynamically Informed Psychological Science. *Psychological Bulletin*, vol 124, 3: 333-371.

Waldron, S., Gazzillo, F., Genova, F., & Lingiardi, V. (2013). Relational and Classical Elements in Psychoanalysis: An Empirical Study with Case Illustrations. *Psychoanalytic Psychology*, Vol 30, 4: 567-600.

Class #3 December 9th: Conducting a Single Case Study

The single case study, *a narrative account of treatment that aims to address a theoretical or clinical question*, has been the primary method for contributing to psychoanalytic knowledge. We will review how to conduct research using this method and discuss the strengths and limitations of the method. The PsyD dissertation at ICP should be the application of the single case study method, integrating theory and clinical practice, *or* a well-researched investigation or exposition of a subject relevant to the practice of psychoanalysis or relevant to the application of psychoanalytic knowledge in other contexts. A dissertation should include a review of relevant psychoanalytic literature in order to contextualize and substantiate your ideas and hypotheses, make a scholarly contribution to psychoanalytic knowledge, and be publishable by a peer reviewed journal. The articles and discussion will provide some guidelines for developing a research question, and conducting your own research. We will review other previous ICP research papers and projects to stimulate your thinking.

Writing Assignment: After this class, choose a psychoanalytic topics of interest and/or a control case patient, and develop a question(s) you could use as the focus of your dissertation. Begin reviewing the literature on that topic. Write a 1-2 page summary of your initial ideas (topic & question), and include a list of at least 3-5 relevant resources (articles & books). Be prepared to discuss what you have written during the next class (10- 15 min presentation).

Readings:

Willemssen, J., Della Rosa, E., Kegerreis, S. 2017. Clinical Case Studies in Psychoanalytic and Psychodynamic Treatment. *Frontiers of Psychology*, 8(108): 1-7.
<https://doi.org/10.3389/fpsyg.2017.00108>

Optional Reading:

Mackey, N., & Poser, S. (2004). The Case Study in Psychoanalytic Education. *Modern Psychoanalysis*, 29: 171-192.

Midgley, N. (2006). Re-reading "Little Hans": Freud's Case Study and the Question of Competing Paradigms in Psychoanalysis. *Journal of American Psychoanalytic Association*, 54(2): 537-559.

Tracy, S. J., (2010). Qualitative Quality: Eight "Big Tent" Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16: 837. <http://qix.sagepub.com/content/16/10/837>

Class #4 January 27th: Writing about Clinical Process: Comprehensive Case Reports

We will use the first half of class for brief (10 minute) presentations from each candidate on a research topic of interest. We will review how to write comprehensive case reports. ICP does not limit candidates to one way of organizing the comprehensive case report, but the final write up should reflect the acquisition of psychoanalytic core competencies - capacities to make a psychoanalytic formulation, listen and think analytically, facilitate an analytic process, work in the transference, address unconscious processes, be self-reflective, deal with countertransference, and discuss outcome. We will review what to include in a psychoanalytic formulation and offer guidelines for writing about clinical work in a way that brings the experience of the patient, the analyst, and the process alive for the reader.

Writing Assignment: After this class, write a brief (2-3 pages) psychoanalytic case formulation of one of your control case patients to present in Class #5. This write up should include a brief history, salient unconscious organizing principles and dynamics, and a few examples of important themes and T/CT issues that were/are a focus of treatment (2-6 pages). This is not meant to be thorough and all inclusive, but instead, provide an opportunity to practice thinking and writing about patients in this way. (refer to the Comprehensive Case Report Guidelines and Core Psychoanalytic Competencies in the candidate progression manual available on website)

Readings:

Bernstein, S. B., (2008). Writing about psychoanalytic process. *Psychoanalytic Inquiry*, 28: 433-449.

McWilliams, N. (2011). *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. The Guilford Press, London. (chps 1 & 2 pgs 7-42). Optional: chps 3-6 pgs 43-155, & 359-361. (Pdf's provided)

Additional Resources:

Naiburg, S. (2015). *Structure and spontaneity in Clinical Prose*. Taylor & Francis. New York, NY. (pgs 104-107, 145-146, 157, 160, 162, 174-176, 196, 226, 241-247).

McWilliams, N. (1999). *Psychoanalytic Case Formulation*. The Guilford Press. NY, NY.

Class # 5 March 24th: Candidate Presentations of Psychoanalytic Case Formulations

Candidates will present brief psychoanalytic case formulations of one of their control cases (2-3 pages). We will discuss the importance of incorporating descriptions of actual clinical moments, "showing" the reader what transpired in the treatment by providing examples of dialogue and

interactions. Instructions will be given for a final writing assignment that will present in the last class - a 2-3 page description of a clinical moment(s) with the control case patient you presented last week.

Optional Reading:

Scharff, J.S. (2000). On Writing from Clinical Experience. *Journal of American Psychoanalytic Association*, 48:421-447.

Class #6 May 5th: Practical & Creative Aspects of Writing

Candidates will present their clinical moment descriptions (approximately 10-15 minutes each) and we will discuss some of the common challenges of writing quality dissertations, comprehensive case reports, and journal articles – such as writers block, procrastination, and insecurity. Ideas will be explored to help balance the need for structure, coherence, and proper formatting in your writing, with freedom of creative expression.

Readings:

Aron, L. (2016). Ethical Considerations in Psychoanalytic Writing Revisited. *Psychoanalytic Perspectives*, 13: 267-290.

Gabbard, G.O. (2000). Disguise or Consent: Problems and Recommendations Concerning the Publication and Presentation of Clinical Material. *International Journal of Psychoanalysis*, 81(6): 1071-1086.

Optional Reading:

Aron, L. (2000). Ethical Considerations in the Writing of Psychoanalytic Case Histories. *Psychoanalytic Dialogues*, 10:231-245.

Resource:

Publication Manual of the American Psychological Association (1995). American Psychological Association. Washington, D.C.

Clinical and Theoretical Implications of Contemporary Research in Infant and Toddler Development

ICP Psychoanalytic Training Program 2019-2020

Instructors: Carol Mayhew, Ph.D., Psy.D., and Michelle Harwell, Psy.D.

Time: Saturdays, 11:30-2:00 and Sundays, 8:30-11:00

Dates: 9/21-22, 11/2-3, 12/7-8, 1/25-26, 3/28-29, 5/2-3

Total Hours: 2 ½ hours x 12 meetings = 30 hours

I. Course Description

Over the past four decades an impressive and growing body of research on infant and toddler development has emerged. Different strands of research findings have revealed astonishing information about the development of infant capabilities, the importance of interaction micro-processes for future development, and the significance of attachment throughout the life span. This course focuses on research findings within these three branches of exploration, together with different theorists' ideas about the implications of this research for psychoanalytic theory and practice, including conceptualizations of the self and self in relation to others, human motivation, development and pathology, and clinical practice and technique.

II. Course Objectives

The overall objective of this class is to give participants an understanding of the primary findings of infant research, including the development of infant capabilities, the significance of nonverbal learning, memory and experience, the importance of the infant-caregiver relationship in the development of the personality, and the exigencies of the attachment relationship and its repercussions throughout the lifespan. At the completion of this course candidates will be able to:

Class #1

- 1) Describe the metaphor of the baby associated with classical psychoanalysis compared to the portrait of the baby that emerges from infant research.**
- 2) Describe the differences between procedural knowledge and declarative knowledge and their implications for emotional development.**

Class #2

3) List three competencies and three preferences of the infant of 0-2 months of age and discuss implications of these findings for the imagined psychological experience of the baby.

4) Describe Stern's senses of emergent self and core self.

Class #3

5) Identify infant developments around age 7-9 months that demonstrate a sense of intersubjectivity.

6) Define vitality affects and describe the process of affect attunement between caretaker and infant.

Class #4

7) Name the three principles of salience observed in parent-infant dyads by Beebe and Lachmann.

8) Describe the application of the three principles of salience to adult treatment.

Class #5

9) Discuss the research findings regarding the importance of contingency for infant development and contrast the implications of contingency with principles of behaviorism.

10) Describe Tronick's findings pertaining to behavioral matching versus mismatching and discuss the implications of these findings for development.

Class #6

11) Contrast Lichtenberg's Motivational Systems Theory with classical psychoanalytic motivational theory.

12) Describe the motivational difference between assertion and aggression and discuss the reasons for Lichtenberg's development of separate motivational systems for each.

Class #7

13) Describe how intersubjectivity is manifested in interactions with the very young infant, with older children and with adults.

14) Discuss the reasons why Stern feels intersubjectivity should be regarded as a primary motivational system.

Class #8

15) Describe the development of attachment theory and its importance in understanding human motivation.

16) Identify the strange situation behavior of the four categories of attachment security-insecurity and the corresponding parent-child interaction patterns observed in the home.

Class #9

17) Name at least one developmental outcome correlated with each of the four categories of attachment security-insecurity.

18) Describe correspondences of clinical diagnoses with each of the insecure attachment categories.

Class #10

19) Describe the four categories of adult responses on the Adult Attachment Interview that correspond to the secure-insecure attachment categories in the strange situation.

20) Define mentalization and describe its relationship to attachment security.

Class #11

21) Describe at least one idea about the origins of disorganized attachment in infancy.

22) Give two examples of the repercussions of trauma in infancy for adult experience.

Class #12

23) Describe the implications of attachment classifications for adult treatment.

24) Describe implicit relational knowing and discuss its importance in adult treatment.

III. Goals and Objectives Week-by-Week

9-21-19: Introduction and Overview

This class introduces the topic of infant research by focusing on the metaphor of the baby embedded in each of many different psychoanalytic theories. An overview of the findings of infant research summarizes a number of ideas about the importance of context, the role of temperament, continuities and discontinuities in development, motivational systems, affect development and regulation, development of sense of self, and internal representations and relationship patterns in infancy and adulthood. The differences between declarative knowledge and procedural knowledge are articulated, along with the implications of these two different ways of knowing for emotional development and for clinical understanding of adults.

Zeanah, C., Anders, T.F., Seifer, R., Stern, D.N. (1989). "Implications of Research on Infant Development for Psychodynamic Theory and Practice," Journal of American Academy of Child and Adolescent Psychiatry, vol. 28, #5, pp. 657-688. (PDF)

Seligman, S. (2003). "The Developmental Perspective in Relational Psychoanalysis," Contemporary Psychoanalysis, vol. 39, #3, pp. 477-508. (PDF)

Beebe, B. and Lachman, F.M. (2002). "Burton, Then and Now," in Infant Research and Adult Treatment: Co-constructing Interactions, New Jersey: The Analytic Press, pp. 12-19. (PDF)

Clyman, R. (1992) "The Procedural Organization of Emotions: A Contribution from Cognitive Science to the Psychoanalytic Theory of Therapeutic Action," In Affect: Psychoanalytic Perspectives, Eds. T. Shapiro and R. Emde, Conn.: Int. Univ. Press. pp. 349-382. (PDF)

Banks, A., Jordan, J. (2007). "The Human Brain: Hardwired for Connections," Research and Action Report – Wellesley Centers for Women. Vol. 28, #2, pp8-11. (PDF)

9/22/19: Stern's Synthesis of Infant Research I

This class will focus on Daniel Stern's descriptions of infant research and his formulations about the implications of the research findings for the infant's sense of self. He hypothesizes an emergent sense of self occurring during 0-2 months, followed by the development of a sense of a core self, characterized by qualities of self-agency, self-coherence, self-affectivity and self-history.

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 3 on The Sense of The Emergent Self, pp. 37-68. [\(PDF\)](#)

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 13-22. [\(PDF\)](#)

Film during class, "The Amazing Newborn"

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 4 on Sense of a Core Self: Self vs. Other, pp. 69-99. [\(PDF\)](#)

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 5 on Sense of a Core Self: Self with Other, pp. 100- 123. [\(PDF\)](#)

Stern, D. (1990). Diary of a Baby, New York: Basic Books, pp.57-71. [\(PDF\)](#)

11/2/19: Stern's Synthesis of Infant Research II and Critiques

This class continues the study of Daniel Stern's descriptions of infant research and covers his formulations about the development of a sense of a subjective self, which begins around 7-9 months of age and includes ideas about the development of intersubjective awareness and affect attunement. This is followed by his development of the sense of a verbal self, addressing the changes that spoken language brings. We will also discuss Cushman, who critiques Stern's synthesis from a cross-cultural perspective, as well as Stern's response to his critique.

Stern, Daniel (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 6 on Sense of a Subjective Self: Overview, pp. 124-137.

Stern, D. (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 7 on Sense of a Subjective Self: Affect Attunement, pp. 138-161.

Stern, Daniel (1990). Diary of a Baby, New York: Basic Books, pp. 101-107. (PDF)

Film: "Life's First Feelings."

Stern, D. (1985). The Interpersonal World of the Infant, New York: Basic Books, Chapter 8 on The Sense of a Verbal Self, pp. 162-182.

Stern, Daniel (1990). Diary of a Baby, New York; Basic Books, pp. 111-127. (PDF)

Stern, D. (2000). Introduction to New Edition of The Interpersonal World of the Infant.

Cushman, P. (1991). "Ideology Obscured: Political Uses of the Self in Daniel Stern's Infant," American Psychologist, March, pp. 206-219. (PDF)

11/3/19: Beebe and Lachman: Theory of Interaction for Development and Treatment

This class will introduce Beatrice Beebe's research arising from the videotaping of dyadic face-to-face interactions between parents and their infants. We will discuss different interaction patterns and their effects on mutual and self regulation for both infant and parent. Three principles of salience in interaction patterns are identified and discussed and are then applied to clinical work with adults.

*Beebe, Beatrice and Lachmann, Frank (1998). "Representation and Internalization in Infancy: Three Principles of Salience," Psychoanalytic Psychology, vol. 11, #2, pp 127-165.

*Lachman, F.M. and Beebe, B.A. (1996). "Three Principles of Salience in the Organization of the Patient-Analyst Interaction," Psychoanalytic Psychology, vol. 13, pp. 1 - 22.

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. (PDF)

*Beebe, B (2000) "Co-Constructing Mother-Infant Distress: The Microsynchrony of Maternal Impingement and Infant Avoidance in the Face- to-Face Encounter," Psychoanalytic Inquiry, vol. 20, #3, pp. 421-440.

Film during class: Dougherty, K. and Beebe, B. (2016). Mother-Infant Communication: The Research of Dr. Beatrice Beebe. PEP Video Grants, 1(2):11.

12/7/19: Contingency

In this class we will discuss the work of Louis Sander and his theory of early development. There will be a particular focus on contingency, as research findings in this area run counter to the expectations generated by principles of behaviorism. The work of Tronick will also be discussed, including findings about contingency, emotional communication and the co-creative processes that contribute to the uniqueness of parent-infant and therapist-patient relationships.

*Nahum, J.P. (1994) "New Theoretical Vistas in Psychoanalysis: Louis Sander's Theory of Early Development," Psychoanalytic Psychology., vol.11, #1, pp. 1-19.

Tronick, Edward Z. (1989) "Emotions and Emotional Communication in Infants," American Psychologist, vol. 44, #. 2, pp.112-119. (PDF)

*Tronick, Edward Z., (2003). "Of Course All Relationships Are Unique: How Co-creative Processes Generate Unique Mother-Infant and Patient-Therapist Relationships and Change Other Relationships," Psychoanalytic Inquiry, vol. 23, # 3., pp. 473-491.

Worrall, Carrie (2012). " 'I Can Because You Can': The Inter-Subjective Nature of Self-Agency," Infant Observation, vol. 15, # 2, pp. 185 – 200. (PDF)

12/8/19: Overview of Lichtenberg's Motivational-Functional Systems, with a Focus on the Exploratory-Assertive Motivational System and the Aversive Motivational System

Using findings from infant research, Lichtenberg proposes five motivational systems, as opposed to the primary libidinal and aggressive drives proposed by Freud. He and colleagues, Lachman and Fosshage, articulate motivational systems that are grouped in connection with dominant affects rather than drives. Specific examples include assertion grouped with exploration as a motivational system with a predominant affect of interest, and aggression grouped with avoidance as a motivational system with aversion as predominant affect. We will discuss these ideas and their application to adult treatment.

* Lichtenberg, J.D. (1988). "A Theory of Motivational-Functional Systems as Psychic Structure," JAPA, vol. 36, pp. 57-72.

Lichtenberg, J., (1983). "The Exploratory-Assertive Motivational System," in Psychoanalysis and Motivation, Analytic Press, Hillsdale, NJ, Chapter 6, pp.125-165. [\(PDF\)](#)

* Fosshage, J. (1998). "On Aggression: Its Forms and Functions," Psychoanalytic Inquiry, vol. 18, #1, pp. 45-54.
Lachmann, F. M. (2000). Transforming Aggression, New York: Aronson, Chapter 2, pp. 25-45. [\(PDF\)](#)

1/25/20: Motivational Systems: Intersubjectivity

In this class we will read the work of different authors discussing intersubjectivity and how it is manifested even in early infancy. Stern proposes that it be regarded as a primary motivational system separate from attachment. We will also read and discuss a paper describing the intersubjective process in the treatment of a latency-age child.

*Trevarthan, Colwyn (2009). "The Intersubjective Psychobiology of Human Meaning," Psychoanalytic Dialogues, vol. 19, #5, pp. 507-518.

Stern, D. (2004). "Intersubjectivity as a Basic, Primary Motivational System," Chapter 6 in The Present Moment, New

York: W.W. Norton and Co., pp. 97-111. (PDF)

*Beebe, B. et.al. (2003). "An Expanded View of Intersubjectivity in Infancy and its Application to Psychoanalysis," Psychoanalytic Dialogues, vol. 13, # 6, pp. 805-841.

Lichtenberg, J.D., Lachman, F.M., and Fosshage, J.L. (2011). Psychoanalysis and Motivational Systems: A New Look, New York: Routledge, pp. 51, 52 and 54. (PDF)

Harwell, M. (2019). "Working through the Unconscious Assumption of Neglect," Psychoanalytic Inquiry, Vol. 39, #5.

1/26/20: Attachment: History and Overview

This class will describe the origination of attachment theory with Bowlby and its development into categories of secure and insecure attachment patterns through the work of Mary Ainsworth. We will discuss the strange situation assessment and the way different attachment patterns reveal themselves in the observed behavior of the infant. Correspondences of these attachment patterns with observations of parent-child interaction patterns in the home will also be discussed.

Ainsworth, M. and Bowlby, J. (1991). "An Ethological Approach to Personality Development," American Psychologist, April 1991, pp. 333-341. (PDF)

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

Bowlby, J. (1979). "On Knowing What You Are Not Supposed to Know and Feeling What You Are Not Supposed to Feel," in -----A Secure Base, New York: Basic Books, 1988, pp. 99-118. (PDF)

Routledge, Derek (). "James Robertson's Vision: Moving Pictures," Context, vol., #, pp., 20-23. (PDF)

Film: Robertson's Film, "John."

3/28/20: Attachment II: History, Overview and Developments

In this class we will discuss a major longitudinal study in which participants have been followed since before birth to adulthood. We will look at correlations of attachment categories with developmental outcomes at various ages, including pre-school, elementary school years, high school and adulthood. Correspondences of attachment security with different clinical diagnoses are discussed, along with discussions of findings concerning diagnoses that are not attachment-related. We will also discuss an article by Marris, in which he proposes that attachment is an important variable linking culture and individual psychology.

Weinfeld, Nancy S.; Sroufe, L. Alan; Egeland, Byron; and Carlson, Elizabeth (2008). "Individual Differences in Infant-Caregiver Attachment: Conceptual and Empirical Aspects of Security," in J. Cassidy and P. Shaver, Eds., Handbook of Attachment, New York: Guilford Press, Chapter 4, pp. 78-101. [\(PDF\)](#)

Sroufe, L. A., Egeland, B, Carlson, E., and Collins, W. (1999). Behavioral and Emotional Disturbance, *The Development of the Person*, Ch. 12, 239-263. [\(PDF\)](#)

Marris, P. (1991). "The Social Construction of Uncertainty," in C.M. Parkes, J. S.Hinde and P. Marris, Eds., Attachment Across the Life Cycle. London: Routledge, pp. 77-90. [\(PDF\)](#)

Film: Robertson's Film, "Jane."

3/29/20: Developments in Attachment Theory and Research

In this class we will describe the attachment categories in adults found on the Adult Attachment Interview and the correspondence of these categories with infant behavior in the strange situation. Implications for both parent-child work and adult treatment will be addressed. The concept of mentalization developed by Fonagy and its relationship to child rearing, to attachment security, and to adult treatment will be discussed.

Erik Hesse (1999). "The Adult Attachment Interview," Chapter 19 in Jude Cassidy and Phillip Shaver, Eds., Handbook of Attachment, N.Y: Guilford Press, pp. 395 – 433. [\(PDF\)](#)

Hofer, M.(2002). "Clinical Implications Drawn from the New Biology of Attachment," JICAP, vol. 2, #4, pp. 157-162. (PDF)

Fonagy, Peter (2006). "The Mentalization-Focused Approach to Social Development," Handbook of Mentalization-Based Treatment, West Sussex: John Wiley & Sons, pp. 53-100. (PDF)

Films: "Strange Situation: Secure, Ambivalent and Avoidant."

5/2/20: Trauma and Disorganized Attachment

In this class we will focus on the Disorganized Attachment category because it is correlated with dissociation in adulthood, as well as a number of other indices of psychological difficulty throughout development. Early correlates of this category in parent-child observation are discussed, as well as the ways this attachment classification manifests in the older (6-year-old) child. Implications for both parent-child and adult treatment are discussed. In addition, evidence of potentially lasting effects of infant physical trauma will be addressed.

Soloman, J. and George, C. (1999). "The Place of Disorganization in Attachment Theory: Linking Classic Observations with Contemporary Findings," in Attachment Disorganization, Judith Soloman and Carol George, Eds., New York: Guilford Press, pp. 3-32. (PDF)

*Lyons-Ruth, K. (2003). "Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research," JAPA, vol. 51, #3, pp. 884-910.

*Beebe, Beatrice; Lachman, Frank; Markese, Sara; Buck, Karen A.; Bahrack Lorraine E.; Chen, Henian; Cohen, Patricia; Andrews, Howard; Feldstein, Stanley; and Jaffe, Joseph (2012). "On the Origins of Disorganized Attachment and Internal Working Models: Paper II. An Empirical Microanalysis of 4-Month Mother Infant Interaction," in Psychoanalytic Dialogues, vol. 22, #3, pp. 352-374.

Gaensbauer, Theodore (2002). "Representations of Trauma in Infancy: Clinical and Theoretical Implications for the Understanding of Early Memory," Infant Mental Health

Journal, vol. 23, #3, pp. 259-277. (PDF)

Steele, H. (2002) "Multiple Dissociation in the Context of the Adult Attachment Interview," in Sinason, Ed., Attachment, Trauma and Multiplicity, Sussex: Brunner Routledge, pp. 107-121. (PDF)

Film: Strange Situation, Disorganized Attachment.

5/3/20: Clinical Applications

In this final class we will focus on the application of findings from attachment theory and other infant research to both parent-child and adult psychoanalysis. Implications for thinking about transference and countertransference, defenses and the significance of non-interpretive aspects of treatment will be explored.

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. (PDF)

*Slade, Arietta (1999). "Representation, Symbolization and Affect Regulation in the Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy," Psychoanalytic Inquiry, vol. 19, #5, pp. 797-830.

*Stern, D., Sander, L., Nahum, J., Harrison, A., Lyons-Ruth, K., Morgan, A., Bruschiweiler-Stern, N., and Tronic, E., The Processes of Change Study Group (1998). "Non-Interpretive Mechanisms in Psychoanalytic Therapy," Int. J. Psa., vol. 79, pp. 903-921.

Stern, D. (2004). "The Process of Moving Along," Chapter 10 in The Present Moment, New York: W. W. Norton and Co., pp.149-186.(PDF)

Stern, D. (2010). "What Implications do Forms of Vitality Have for Clinical Theory and Practice?" in Forms of Vitality: Exploring Dynamic Experience in Psychology, the Arts, Psychotherapy and

Development, New York: Oxford University Press, 119 – 149.
(PDF)

Object-Relations
Weekend Psychoanalytic Training Program, 2019-2020
Robin Cohen, Coordinator rscohenphd@gmail.com

Instructors: Robin S. Cohen, PhD (Coordinator/Lead Instructor)
Guest Instructor: Michael Pariser, Psy.D.
Guest Instructor: Lynda Chassler, PhD

Time: Fridays 8:30-11:00 am and Saturdays 11:30 am- 2:00 pm
Dates: 9/20-9/21, 11/1-11/02, 12/6-12/7, 1/24-1/25, 3/27-3/28, 5/1- 5/2
Total Hours: 2 ½ hours x 12 meetings = 30 hours

Course Description:

The Object-Relations core course is an overview of the development of theoretical and clinical perspectives of the British Middle School in post-war Europe. We will focus on the unique historical context of the development of this independent thinking and relationally oriented group of theorists, and how this work emerged out of their dialogue with both Freudians and Kleinians. Additionally, we will examine these theorists through case discussions, helping students to understand the current use and relevance of these concepts in their clinical practices. We will also read current relational theorists who rely heavily on Object-Relations ideas, in order to discuss the continued growth and evolution of these ideas, and to further demonstrate the ongoing clinical relevance of this work.

Course Objectives:

The overriding course objective is to describe and explain the historical context and clinical developments of independent, two-person analytic thought beginning in the post-war British Institute, through today. We will discuss, and critique object-relations concepts as applied to trauma, repression, dissociation, transference and countertransference, projective identification, abstinence and neutrality, emotional engagement and mutual influence. We will also explore the concepts of: dependence, projective identification, ego splitting, schizoid phenomena, holding, transitional phenomena, and the use of an object.

Class #1

- 1) Describe the geopolitical and historical context of post-war Europe and its influence on philosophical and psychoanalytic thinking, e.g. how working with soldiers and children in war-torn cities forced analytic theories to account for the role of environment and to make the experience of trauma central to psyche development and functioning.
- 2) Describe aspects of Freudian and Kleinian theory that contributed to the transition to contemporary theories that include environmental and relational influences on development and psychoanalysis.

Class #2

- 1) Differentiate the paranoid-schizoid position from the depressive and locate them within the Klein's overall developmental model
- 2) Describe and critique the process of projective identification as formulated by Bion and modified by Ogden.
- 3) Distinguish Classical Kleinian concepts from contemporary post-Classical variations of those concepts.

Class #3

- 1) Discuss Ferenczi and Balint's unique contributions to Object-Relations.
- 2) Discuss the controversies that occurred in the field of psychoanalysis, as a result of Ferenczi's work.

Class #4

- 1) Demonstrate Balint's concept of regression.
- 2) Illustrate Ferenczi's understanding of childhood trauma and how it conflicted with Freud's theory.

Class #5

- 1) Discuss the ways in which Fairbairn and Guntrip initiated an important shift in psychoanalysis by explicating our central need for human connection, rather than for pleasure.
- 2) Describe how our psyches are created through the experience of trauma and deprivation.

Class #6

- 1) Describe the operations of: the libidinal ego, the antilibidinal ego and the passive regressed ego.
- 2) Describe the "in and out" program enacted in schizoid relationships.

Class #7

- 1) Describe how Winnicott portrayed the important role of the mother (or the mothering function) in infant and child development.
- 2) Describe the developmental process that occurs over time, from living in the facilitating environment to using the object.

Class #8

- 1) Illustrate the tension between individuation and dependence in development.
- 2) Describe the ways in which transitional phenomena relate to creativity.

Class #9

- 1) 1 Demonstrate the contemporary utility of Object-Relations theory by applying Object-Relations theory to current, ongoing clinical cases, focusing on transference and countertransference, affect, schizoid processes and traumatic reenactments in the clinical setting.

2) Demonstrate Fairbairn and Guntrip's concepts of ego splitting and schizoid withdrawal through discussion of current clinical cases.

Class #10

- 1) Demonstrate Winnicott's perspective by presenting a contemporary clinical case.
- 2) Demonstrate transference and countertransference enactments through a Winnicottian lens.

Class #11

- 1) Students will describe how Object-Relations ideas evolved to current thinking on trauma, intersubjectivity, multiplicity and mutuality.
- 2) Describe how Object-Relations concepts have been developed and transformed in contemporary relational thinking, by theorists like Ogden, Mitchell, Benjamin, Bollas and Bromberg. Special attention will be paid to the concepts of the self, dissociation and multiplicity, projective identification, exploring how these concepts have expanded and transformed.
- 3) Students will also critically examine clinical application of Object-Relations, and what aspects of Object-Relations theory they feel comfortable including in their clinical work, as well as what aspects feel problematic for them.

Class #12

- 1) Compare Object-Relations perspectives/theories with other theoretical models, such as Freudian, Kleinian, Interpersonal, Self-Psychology, Intersubjectivity, Relational.
- 2) Have students describe how they find object-relations concepts and experiences emerging in their everyday lives: in relationships, cases, artistic contexts.

Class Descriptions and Readings:

Weekend 1

Friday September 20: Introduction to Object-Relations

Robin S Cohen, PhD

Out of the dialogue and contention between Freud and Klein, came a "middle group" of psychoanalytic thinkers who had little interest in being fixedly attached to either theory. These creative thinkers began to expand beyond ego and id and the purely internal world, understanding the deeply significant role that relationships play, in how we develop and who we are.

Rayner, E. (1991). *The Independent Mind in British Psychoanalysis*. London: Jason Aronson, Inc. Chapters:

Chap 1: From Beginnings to Controversy, pp. 5-26

Chap 2: Emotion, Object, Person, pp. 27-42

Chap 12: Conclusions, pp. 279-298

Ogden, T. (2002) A new reading of the origins of object-relations theory. *International Journal of Psychoanalysis*, 83:767-782

Saturday, September 21: Kleinian Psychoanalysis
Michael Pariser, Psy.D

This class is focused on the ideas of Melanie Klein as she first conceptualized them, and as they were elaborated and modified by later theorists. We begin with an illumination of Klein's developmental schema, focusing particularly on the shift from the paranoid-schizoid to the depressive position. We also examine ways in which those stages play out in the analytic setting.

Building on Klein's ideas, Bion differentiates pathological aspects of the personality from those that are not. The class looks at his key notion that for psychotic (parts of) personalities, projective identification, ubiquitous in psychoanalysis, is less an intrapsychic defense and more of an interpersonal process, one in which the analyst is a critical participant.

Influenced by both Klein and Bion, as well as Winnicott, Ogden theorizes more deeply on the concept of projective identification, breaking it down into a two-stage process. The course examines the different ways in which he believes this process manifests in the clinical setting, as well as the ways it can be used to help inform the patient's emotional growth.

Finally, the course looks at a particular case detailed by a contemporary Relational psychoanalyst, albeit one who incorporates a considerable Kleinian influence in her work. This case is illustrative of the ways in which today's theorists have internalized the precepts of those who have preceded them and, at the same time, brought them in line with advances in thought that have come about in the post-Classical era.

Readings for September 21 (Note: please read in this order, as the later articles build on concepts described in earlier ones.)

Klein, M. (1946). Notes on Some Schizoid Mechanisms. *International Journal of Psychoanalysis* 27:99-110.

Bion, W. (1957). Differentiation of the Psychotic from the Non-psychotic personalities. *International Journal of Psychoanalysis* 38:266-275.

Ogden, T. (1979). On Projective Identification. *International Journal of Psychoanalysis* 60:357-373.

Davies, J.M. (2004). Whose Bad Objects Are We Anyway?: Repetition and Our Elusive Love Affair with Evil. *Psychoanalytic Dialogues* 14:711-732.

Weekend 2

Friday, November 1 & Saturday November 2:

Introduction to the Life and Work of Sandor Ferenczi & Michael Balint

Robin S Cohen, Ph.D.

These two sessions will introduce you to the life and work of Sandor Ferenczi, colleague and friend of Freud's, sometimes referred to as "The Mother of Psychoanalysis." Sandor Ferenczi began to focus on the traumatized child in the adult and his work explicates his struggles with finding a new language to speak to this child with. We will also study Ferenczi's analyst and student, Michael Balint who sought to find a place for Ferenczi's work within the psychoanalytic establishment through his theoretical reinterpretation of his ideas.

Readings for November 1, 2018

Required Readings:

Balint, M. (1968). "The disagreement between Freud and Ferenczi and its repercussions." In The Basic Fault. New York: Brunner Mazel, pp. 149-156.

Ferenczi, S. (1913). Stages in the development of a sense of reality. In First Contributions to Psychoanalysis. London: Karnac Books, pp. 213-239.

Ferenczi, S. (1923). Dream of the "clever baby." In Further Contributions to Psychoanalysis. London: Karnac Books, pp.349-350.

Ferenczi, S. (1928). The Elasticity of psycho-analytic technique. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 87-101.

Optional Readings:

1. Aron, Lewis and A. Harris (1993). "Sandor Ferenczi: Discovery and Rediscovery." In The Legacy of Sandor Ferenczi, ed. Lewis Aron and Adrienne Harris, Hillsdale, N.J.: The Analytic Press.

2. Vida, J. (2005). Treating the "Wise Baby." In The American Journal of Psychoanalysis, Vol. 65, No. 1, pp. 3-12

Readings for November 2, 2018.

Required Readings:

Ferenczi, S. Child analysis in the analysis of adults. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 126-142.

Ferenczi, S. (1932). Confusion of tongues between adults and the child. In Final Contributions to the Problems and Methods of Psychoanalysis. London: Maresfield, pp. 156-167.

Balint, M. (1979). The Basic Fault: Therapeutic Aspects of Regression. London/New York: Tavistock Publications. Chap. 14: Regression and the child in the patient, pp. 79-91

Balint, M. (1979). The Basic Fault: Therapeutic Aspects of Regression. London/New York: Tavistock Publications. Chap. 18: The hazards inherent in managing the regression, pp. 110-118.

Optional Reading:

Balint, M. (1979). The Basic Fault: Therapeutic Aspects of Regression. London/New York: Tavistock Publications. Chap. 21 and 22, pp. 133-148.

Balint, M. (1979). The Basic Fault: Therapeutic Aspects of Regression. London/New York: Tavistock Publications. Chap. 25: The unobtrusive analyst, pp. 173-180.

Weekend 3

Friday December 6 & Saturday, December 7: Fairbairn and Guntrip

Robin S. Cohen, PhD

Ronald Dodds Fairbairn and **Harry Guntrip** were psychoanalysts who turned Freud's drive concept upside down. Rather than seeing relationships solely as a means toward pleasure, these theorists saw human connection as our primary and most meaningful need. Fairbairn, and then Guntrip, believed that we are born to love and to be loved, and that our psyches are shaped by traumatic experiences associated with early subjective experiences of feeling deprived of love and security. According to Fairbairn and Guntrip, who we develop into is a product of our attempts to shape ourselves into beings who will be loved and cared for by our caretakers. These theorists, in their study of schizoid experience, pioneered the idea of splits in the ego, or multiple self-states. They explore the painful oscillations between the desire for connection and the fear of retraumatization.

Required Reading: Friday December 6

Greenberg, M. & Mitchell S. (1983). W.R.D. Fairbairn in *Object relations theory in psychoanalytic theory* (pp. 151-187). Massachusetts & England: Harvard University Press. (PDF)

Ogden, T.H. (2000, 1983). The concept of internal object relations. In J.S. Grotstein & D.B. Rinsley, *Fairbairn and the Origins of Object Relations* (pp. 88-111). New York: Other Books. (PDF)

Fairbairn, W.R.D. (1952). Repression and the return of bad objects. In *Psychoanalytic Studies of the Personality* (pp. 59-81). London: Routledge. (PDF)

*Fairbairn, W. R. D. (1963). Synopsis of an object-relations theory of the personality. *International Journal of Psychoanalysis*, 44, 224-225.

Fairbairn, W.R.D. (1952). Endopsychic structure considered in terms of object relationships. In *Psychoanalytic Studies of the Personality* (pp. 82-136). London: Routledge. (PDF)

Required Reading: Saturday December 7

Guntrip, H. (1952/1969). The Schizoid Personality and the External World *Schizoid Phenomena, Object Relations and the Self* (pp. 17-48). New York: International University Press, Inc. (PDF)

Guntrip, H. (1960/1969). Ego Weakness, The Core of the Problem of Psychotherapy *Schizoid Phenomena, Object Relations and the Self* (pp. 167-185). New York: International University Press, Inc. (PDF)

Guntrip, H. (1960/1969). Resistance, the Self-induced Blockage of the Maturing Process *Schizoid Phenomena, Object Relations and the Self* (pp. 186-213). New York: International University Press, Inc. (PDF)

Guntrip, H. (1961/1969). The Schizoid Problem, Regression, and the Struggle to Preserve an Ego *Schizoid Phenomena, Object Relations and the Self* (pp. 49-86). New York: International University Press, Inc. (PDF)

Optional Reading

Guntrip, H. (1962/1969). The Schizoid Compromise and Psychotherapeutic Stalemate *Schizoid Phenomena, Object Relations and the Self* (pp. 288-309). New York: International University Press, Inc. (PDF)

Guntrip, H. (1986) My experience of analysis with Fairbairn and Winnicott (How complete a result does psycho-analytic therapy achieve?). In Peter Buckley (ed.), *Essential Papers on Object-Relations*. New York: NYU Press, pp. 447-467.) (PDF)

Weekend 4

Friday January 24 & Saturday January 25: Object-Relations and Winnicott

Robin S Cohen, Ph.D

Winnicott was one of the most influential psychoanalysts from the British Middle School. He studied how we begin life in a state of intense dependence on our mothers, and how the early relational environment contributes to our ability to ultimately achieve mature

interdependence. Winnicott used beautifully descriptive language to demonstrate the world of development, advancing the following important concepts: the mother-infant dyad, the facilitating environment, holding, transitional experience, surviving aggression, hate and destruction as part of development, the use of the object, the fear of breakdown, true & false selves, the capacity to be alone, the role of play & creativity, and the uses of regression. Winnicott highlighted the struggle of the self for individuated and authentic existence, within the context of needing relationships with others.

Readings for Friday January 24:

Winnicott, D.W. (1960). The Theory of the Parent-Infant Relationship. *International J. of Psychoanalysis*, 41: 585-595

Ogden, T. (1985). The mother, the infant, and the matrix: Interpretations of the work of Donald Winnicott, *Contemporary Psychoanalysis*, 21:346-371.

Winnicott, D. W. (1955). Metapsychological and clinical aspects of regression within the psychoanalytic setup. *International Journal of Psychoanalysis*, 36:16-26

Winnicott, D. W. (1953). Transitional objects and transitional phenomenon - A study of the first not-me possession. *International Journal Psychoanalysis*, 34:89-97.

Readings for Saturday January 25:

Winnicott, D. W. (1969). The use of an object, *International Journal Psychoanalysis*, 50:711-716.

Ogden, T. (2014). Fear of breakdown and the unlived life. *International Journal of Psychoanalysis*, 95:205-223.

Slochower, J. (2013). Psychoanalytic Mommies and psychoanalytic babies: A long view. *Contemporary Psychoanalysis*, 49:606-628.

Winnicott, D. W. (1949). Hate in the countertransference. *International Journal of Psychoanalysis*, 30:69-74.

Optional Readings:

Winnicott, D. W. (1975). "Aggression in relation to emotional development" in *Through Pediatrics to psychoanalysis. International Psychoanalytic Library*, 100:1-325 (pgs 204-218). London: Hogarth Press & Institute of Psychoanalysis.

Winnicott, D. W. (1958). Capacity to be alone. *International Journal of Psychoanalysis*, 39:416-420.

Winnicott, D. W. (1971). *Playing and Reality*. London: Tavistock Publication.

Eigen, M. (2012). On Winnicott's clinical innovations in the analysis of adults. *International Journal of Psychoanalysis*, 93:1449-1459.

Greenberg, J. R., & Mitchell, S. A. (1983). "D. W. Winnicott & Harry Guntrip" in *Object Relations in Psychoanalytic Theory*. Cambridge, MA: Harvard University Press, pgs. 188-209

Weekend 5

This weekend will focus on the clinical methods unique to Object-Relations theory, through discussion of teacher and student cases in a group consultation format. Clinical concepts at the heart of object-relations thinking that we will examine, are: trauma and the formation of the unconscious and the self, splitting, repression and dissociation, understanding resistance and defense as fear of retraumatization, and the analyst's use of countertransference.

Friday, March 27: Fairbairn-Guntrip Case Conference

Robin Cohen, PhD

Students will present case vignettes that will be discussed by the instructor and students through the lens of Fairbairn and Guntrip's theories in order to enable students to utilize these concepts in understanding their own patients.

Readings- Review the following:

Fairbairn, W.R.D. (1952). Repression and the return of bad objects. In *Psychoanalytic Studies of the Personality* (pp. 59-81). London: Routledge. (PDF)

Guntrip, H. (1960/1969). Resistance, the Self-induced Blockage of the Maturing Process *Schizoid Phenomena, Object Relations and the Self* (pp. 186-213). New York: International University Press, Inc. (PDF)

Saturday, March 28: Winnicott Case Conference

Lynda Chassler, PhD

THE SNEAKER LADY: THE REPARATIVE INTENT OF REGRESSION TO DEPENDENCE

The concept of regression has been defined as a return to earlier modes of function involving drives, ego, or superego as well as developmental considerations. Involved in regression is the return to more primitive modes of psychic organization

In the clinical setting, regressions may display two faces with marked differences between the regression of the neurotic from that of the borderline patient. In psychoanalysis, the regression of the neurotic patient is characterized as regression in the 'service of the ego'. The regression slowly evolves and the patient maintains his/and or her capacity for self-observation. Importantly, the patient is able to develop a transference neurosis and while reliving a previously unresolved area of conflict is able to utilize the clarifications and interpretations of the analyst in "integrating this expressive experience." The regression is controlled and outside of the analytic hour and the patient's life remains free of the regressed conflicts. In contrast, the severe regressive states of the borderline patient manifest disturbances in ego functioning, particular reality testing. Regressions are either transient or may last for long time periods and can be disruptive to the patients over all sense of safety. These patients are subject to severe disturbances in object relations, display difficulty separating inner from outer, resort to primitive idealization, and use primitive defenses such as projective identification. Often the patients undergo long periods of fusion with the therapist. Moreover, the dyadic psychotherapeutic relationship can be the stressful stimulus that triggers unresolved feelings of abandonment and neglect, and the emergence of early childhood needs followed by rage, since these needs cannot be met. Often these struggles cannot be controlled within the analytic hour and the patient is prone to suicide, self-mutilation, and other forms of acting out behaviors.

The question as to the analyzability of the severely regressed patient has been sharply debated in the psychoanalytic community. For a number of years the classical analysts followed Freud's thinking that psychoanalysis was appropriate for the resolution of this regressive transference neurosis solely through the technique of interpretation. Others have noted that severe regressions have little therapeutic value for the patient and are disruptive to the analytic process. However, across the sea, the British School held a diametrically opposite point of view. Several authors have seen the value of severely regressed states as a opportunity to resolve earlier conflict.

CASE PRESENTATION

The analysis of Jody describes the adaptive failure of regression to dependence which, during the course of a six year analysis, brought about structural changes in her personality. Through the analytic transference, Jody regressed to transference psychotic states as she revisited her feelings of the early traumatic failures in the mother-infant dyadic relationship. Re-experiencing her childhood terrors of abandonment, Jody would become flooded with an inner sense of emptiness, panic, and despair which resulted in regressive demands escalating to impossible heights and often placed the therapeutic work at risk. The analyst has understood this process as "The reparative intent," the patient's hope for a different quality of being and relating (Shor & Sanville, 1978) through the "unfreezing of the failure situation," which facilitates the inherited tendency in the individual to develop and to mature (Winnicott, 1959-1964)

READINGS:

PLEASE REVIEW THE FOLLOWING READINGS FROM YOUR WINNICOTT CLASS ON JANUARY, 28:

Winnicott, D. W. (1949). Hate in the countertransference. *International Journal of Psychoanalysis*, 30:69-74.

Winnicott, D. W. (1953). Transitional objects and transitional phenomenon - A study of the first not-me possession. *International Journal Psychoanalysis*, 34:89-97.

Winnicott, D. W. (1953). Transitional objects and transitional phenomenon - A study of the first not-me possession. *International Journal Psychoanalysis*, 34:89-97.

Winnicott, D. W. (1955). Metapsychological and clinical aspects of regression within the psychoanalytic setup. *International Journal of Psychoanalysis*, 36:16-26.

Winnicott, D. W. (1955). Metapsychological and clinical aspects of regression within the psychoanalytic setup. *International Journal of Psychoanalysis*, 36:16-26.

Winnicott, D. W. (1958). Capacity to be alone. *International Journal of Psychoanalysis*, 39:416-420.

Winnicott, D. W. (1960). The theory of parent-infant relationships. *International Journal of Psychoanalysis*, 41:585-595.

NEW READINGS:

Winnicott, D.W. (1954). Withdrawal and regression (pp. 255-261). In *Collected Papers: Through paediatrics to psychoanalysis*, 1975. New York: Basic Books.

Weekend 6

Friday May 1 and Saturday May 2: Contemporary Relational Perspectives on Object-Relational Concepts and Class Summary

Robin Cohen, PhD

This weekend will focus on how Object-Relations lives on in contemporary analytic theory and practice, in the work of Thomas Ogden, Christopher Bollas, Phillip Bromberg, Neville Symington, Jessica Benjamin and others. Each one of these theorists has developed the thinking of Object-Relations thinkers into contemporary, completely two-person perspectives.

May 1 Readings:

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

Bollas, C. (1989). *The Shadow of the Object*. Columbia University Press.

Chapter 1: The Transformational Object, pp. 13-29

Chapter 12: Expressive Uses of the Countertransference, pp. 200-235

Bromberg, P. (2006). "Introduction: When Reality Blinks," in *Awakening the Dreamer*, pp. 1-27.

Ogden, T.H. (1994). The Analytic Third: Working with Intersubjective Clinical Facts. *Int. J. Psycho-Anal*, 75:3-19

Symington, N. (1983). The Analyst's Act of Freedom as an Agent of Therapeutic Change. *International Review of Psycho-Analysis*, **10**: 283-291

May 2 Assignment: Describe (in any form you want) how learning about object-relations has or will have influenced you and/or your work. You can write an essay, write a poem, or play songs that remind you of these kinds of concepts. You can present a case, or just discuss what you have learned that might be helpful for you.

NON 4-Year Degree Programs

2019- 2020

**Extension Program - Foundations Group
2019-2020
Facilitator: Kathy Marks Psy.D, MFT
Office: (310) 382-4963
kathymtherapy@gmail.com**

***Article found on PEP (www.pep-web.org)**

**Session 1: September 21, 2019: Overview of Contemporary Psychoanalytic Theory
Instructor: Leonard Bearne Ph.D.**

Readings:

Mitchell: Introduction and Chapter 1 of Hope and Dread in Psychoanalysis ([Chapter 1](#)) ([Chapter2](#))

**Session 2: October 19, 2109: Freud and the History of Psychoanalysis
Instructor: Joye Weisel-Barth Ph.D.**

Readings:

1) Freud, Sigmund, (1977) *Five Lectures on Psychoanalysis*, W. W. Norton & Company

**Session 3: November 16, 2019: : Intersubjective Systems Theory
Instructor: Carol Mayhew PhD.**

Readings:

Stolorow, R. and Atwood, G. (1996) The intersubjective perspective. *Psychoanal. Review*, 83(2): 181-194.

Stolorow, R., Brandchaft, B., and Atwood, G. (1987) Affects and Selfobjects, (Ch. 5) in Stolorow, Brandchaft, and Atwood, *Psychoanalytic Treatment: An Intersubjective Approach*. NJ: Analytic Press

**Session 4: December 21, 2019: Self Psychology
Instructor: Estelle Shane Ph.D**

Readings:

Magid, Shane (2017) Relational Self Psychology *Psychoanalysis, Self and Context*, 12(1):3-19
Kohut, (1987), Introspection, Empathy and the Semi-Circle of Mental Health. *International Journal of Psycho-Analysis* , 63:395-407

Kohut,(1979) . The Two Analyses of Mr Z. *International Journal of Psycho-Analysis* , 60:3-27

Session 5: January 18, 2020: Relational Psychoanalysis

Instructor: Laurence Green PsyD

Readings:

Aron, L. (2006). Analytic Impasse and the Third. *Int. J. Psycho-Anal.*, 87(2):349-368

Aron, L. (1991). The Patient's Experience of the Analyst's Subjectivity. *Psychoanal. Dial.*, 1(1):29-51 ([PDF](#))

Session 6: February 15, 2020: Object Relations Theory

Instructor: Robin Cohen, Ph.D.

Readings:

Winnicott, D.W. (1960). The Theory of the Parent-Infant Relationship¹. *Int. J. Psycho-Anal.*, 41:585-595

([PDF](#))

Guntrip, H. (1968). *Schizoid Phenomena, Object-Relations and The Self*. London: Hogarth Press.

([PDF](#))

Session 7: March 21, 2020: Specificity Theory

Instructor: Howard Bacal MD.

Readings:

Chapter 1 - The Need for a New Theory of Therapy, pp. 1-9.

Chapter 2 - The Use of Theory in Psychoanalytic Practice, pp. 10-19

Chapter 3 - How Specificity Theory Changes Clinical Practice. pp. 20-39

Session 8: April 18, 2020: The Contribution of Infant Research on Psychoanalytic Thinking

Instructor: Helen Ziskind, Psy.D., MSW

Readings:

Morgan, A.C. (1997). The Application of Infant Research to Psychoanalytic Theory and Therapy. *Psychoanal. Psychol.*, 14(3):315-336([PDF](#))

Worrall: I Can Because You Can: The Intersubjective Nature of Self Agency ([PDF](#))

Session 9: May 16, 2020: Attachment Theory and Mentalization

Instructor: Sue Mendenhall Psy.D., L.C.S.W.

Readings:

[Fonagy, P. - Epistemic Trust and Boderline Personality Disorder](#)

Fonagy, P. (2014). Attachment Theory and Psychoanalysis: The Need for a New Integration?. *Anna Freud Centre*, 1(1):1<https://www.mentalhelp.net/articles/attachment-theory-expanded-mentalization/>

<https://youtu.be/ugyScp3IxDI>

Session 10: June 20, 2020: Comparing Relational Theory with Intersubjective Systems Theory

Instructor: Michael Pariser PsyD., PsyD.

Readings:

SD Saturday Series 2019 – 2020

2019

September 14: Sandy Shapiro, MD – Enactment

October 12: Tyia Grange Isaacson, PhD – The Culture Bound Syndromes of Hyper-independence

November 16: Laurence Green, PsyD - Introduction to Mentalization Based Treatment

2020

January 11: Joye Weisle-Barth, PhD, PsyD - The Creation and Uses of Stories in Psychoanalysis

February 8: Carol Mayhew, PhD, PsyD – Trauma and Dissociation

March 14: Darren Haber, MFT, PsyD – Absurdity in Contemporary Psychoanalysis

April 18: Michael Pariser, PsyD, PsyD – The Emotional Experience and Treatment of Depression

May 16: Daniel Goldin, MFT, PsyD - The Unconscious in the 21th Century

June 13: Helen Ziskind, PsyD, MSW – The Complexity of Trust in the Therapeutic Relationship

Pasadena Saturday Series

Teacher	Topic	Date
Nick Ryan	Introduction to Relational Psychoanalysis	September 14, 2019
Sandy Shapiro	Enactments	October 12, 2019
Nazare Magaz	Mentalization	November 9, 2019
George Bermudez	Psychoanalytic Dreamwork	December 14, 2019
Christina Emmanuel	Intersubjectivity and Attachment	January 11, 2020
Penelope Starr-Karlin	TBD	February 8, 2020
Daniel Goldin	The Unconscious in the 21 st Century	March 14, 2020
Maxa Ott	What We Know Now About Trauma: Theoretical and Practical Considerations for Working with Traumatized Patients	April 11, 2020
Michael Pariser	Sexual Addictions and Compulsions: A Contemporary Psychoanalytic Approach	May 9, 2020

2019-20

<http://www.psychologytoday.com/blog/feeling-relating-existing/201312/death-afterlife-and-doomsday-scenario>

Stolorow, R. D. (2014), "When Grief Finds a Home:"
<http://www.psychologytoday.com/blog/feeling-relating-existing/201311/when-grief-finds-home>

SESSION 4, MAINTAINING A WORLD OF EMOTIONAL EXPERIENCE.

This will lead us to a consideration of how experience is organized, maintained, and how change occurs. We will discuss a systems view of selfhood, character, defenses/protectations (including a self-ideal and subsequent self-loathing), and processes of unconsciousness.

READINGS:

Stolorow, R. D., Atwood, G. E. & Orange, D. M. (2002), *Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis*, Chapter 3: World Horizons: An Alternative to the Freudian Unconscious.

Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Chapter 2: Three Realms of the Unconscious, pp 29-35.

Stolorow, R. D. (2011), *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*, Chapter 5: Worlds Apart: Dissociation, Finitude, and Traumatic Temporality.
Additional Related Resources:

*Orange, D., Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 5: Thinking and Working Contextually, pp. 83 – 88: Dissociation and Multiplicity.

ATWOOD LECTURE 17, Parts 1 and 2: George distinguishes the appearance and function of dissociative states from states of personal annihilation.

R. D. Stolorow, PT Blog "Whatever you want!" <http://www.psychologytoday.com/blog/feeling-relating-existing/201407/whatever-you-want>.

Stolorow, R. D. (2012), PT Blog, "What is Character and how does it change?:"
<http://www.psychologytoday.com/blog/feeling-relating-existing/201203/what-is-character-and-how-does-it-change>.

Stolorow, R. D. (2011), PT Blog, "The Meaning and Rhetoric of Evil:"
<http://www.psychologytoday.com/blog/feeling-relating-existing/201110/the-meaning-and-the-rhetoric-of-evil-auschwitz-and-bin-laden>.

SESSION 5. CONCRETIZATIONS and DREAMS

We will consider the many forms of 'Concretizations' of subjective emotional situations take when symbolization in language is not available.

READINGS:

Atwood, G. E. & Stolorow, R. D. (1984), *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology*, Chapter 4 (pp. 85 – 105 only): Pathways of Concretization.

Starr-Karlin, P. S. (In Press). Postcards from the Couch: Dreams as communication during an impasse. *Psychoanalytic Inquiry*, est. summer 2015. [This paper refers to dissociation (sessions 3 and 9), dreams (session 5), autocatalyst (session 6), impasses (session 7).

Atwood, G. E. (2012). *The Abyss of Madness*, Chapter 4, Dreams and Delusions. Additional Related Resources:

*Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Chapter 3: The Mind and the Body. Pp 43-48. Orange, D.M. (2003). Why Language Matters to Psychoanalysis. *Psychoanal. Dial.*, 13:77-103.

Stolorow, R. D. (2012), PT Blog, “Blues, Trauma, and Existential Vulnerability:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201204/blues-trauma-existential-vulnerability>.

SESSION 6. THE WORK OF THE ANALYST.

We will look at the way an intersubjective-systems analyst works with the transference, illuminating and investigating the patient’s phenomena, making interpretations, practicing sustained empathic inquiry (in contrast to Kohut’s empathy), dwelling with, and the ways of being a ‘relational home.’ We will also attend to the philosophical underpinnings that inform the analyst’s attitude.

READINGS:

Coburn, W. J. (2014). *Psychoanalytic Complexity: Clinical Attitudes for Therapeutic Change*. Chapter 2: Attitudes.

Stolorow, R. D., Atwood, G. E. & Brandchaft, B. (eds.) (1994), *The Intersubjective Perspective*, Chapter 4: The Nature and Therapeutic Action of Psychoanalytic Interpretation.

Orange, D., Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Chapter 3: The Myth of Neutrality. Stolorow, R. D. (2013), PT Blog “Undergoing the Situation:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201308/undergoing-the-situation>.

Additional Related Resources:

Coburn, W. J. (2014). *Psychoanalytic Complexity: Clinical Attitudes for Therapeutic Change*. Chapter 5: Attitudes at Play, pp 71-81.

Stolorow, R. D. (2013), PT Blog “I’ll be with you when the deal goes down:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201303/i-ll-be-you-when-the-deal-goes-down>.

Stolorow, R. D. (2012), PT Blog, "Scientism in Psychotherapy:"
<http://www.psychologytoday.com/blog/feeling-relating-existing/201206/scientism-in-psychotherapy>.

SESSION 7. THE ANALYTIC SITUATION

We will look at the alliance, the context of the intersubjective field as expressed in the dyad's affectivity and how it differs during different transferences (repetitive, developmental, expansive, erotic etc.), stuck times or impasses, so called negative therapeutic reactions, conjunctions and disjunctions, antidote seeking, emergent experience and issues of the analytic "frame." The notion of difficult patients will be discussed.

READINGS:

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 3: Transference --The Organization of Experience.

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 8: Treatment of Borderline States. Hillsdale, NJ: The

Analytic Press.

Stolorow, R. D., Atwood, G. E. & Brandchaft, B. (eds.) (1994). *The Intersubjective Perspective*, Chapter 8: Aggression in the Psychoanalytic Situation, pp 115-119.

Additional Related Resources:

*Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Chapter 7: Varieties of Therapeutic Impasse.

Stolorow, R. D. PT Blog "Varieties of Limitude Experience:"
<http://www.psychologytoday.com/blog/feeling-relating-existing/201406/varieties-limitude-experience>.

Stolorow, R. D. (2014) PT Blog "Heidegger and Contemporary Psychoanalysis"
<http://www.psychologytoday.com/blog/feeling-relating-existing/201401/heidegger-and-contemporary-psychoanalysis>

SESSION 8.

The impact of trauma, angst and traumatic temporality, the work of Robert D. Stolorow.

READINGS:

Stolorow, R. D. (2013). *Love, Loss, and Finitude*. Janus Head.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*, Chapter 5: Trauma and the 'Ontological Unconscious.'

Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 6: Anxiety, Authenticity, and Trauma.

Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 3: The Phenomenology of Trauma and the Absolutisms of Everyday Life.

Additional Related Resources:

*Stolorow, R. D. (2007), Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 7: Siblings in the Same Darkness.

R. D. Stolorow (2014), PT Blog “Emily Running:” <http://www.psychologytoday.com/blog/feeling-relating-existing/201404/emily-running>

R. D. Stolorow Blog “Traumatic Loss – Collapse of a World”

<http://www.psychologytoday.com/blog/feeling-relating-existing/201405/traumatic-loss-collapse-world>

Russell Carr (2013), PT Blog, “Danger where there is none:”

<http://www.psychologytoday.com/blog/tour-duty/201309/danger-where-there-is-none>.

Russell Carr (2013), PT Blog, “Desperateness: This is what it feels like to survive combat:” <http://www.psychologytoday.com/blog/tour-duty/201304/desperateness>.

SESSION 9.

Working with extreme states, the compassionate genius of George Atwood.

Reading:

Stolorow, R. D., Atwood, G. E. & Orange, D. M. (2002), Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis, Chapter 8: Shattered Worlds/Psychotic States: The Experience of Personal Annihilation.

Choose one of the following topics and be prepared to discuss in class:

1) Suicide:

ATWOOD LECTURE 15, Parts 1 and 2: DEPRESSION AND SUICIDALITY. Another look at Freud’s “Mourning and Melancholia,” and the contextuality of suicides – unbearable despair over an untenable situation. Suicides are “seizing power in the cavern of despair.”

ATWOOD LECTURE 16, Parts 1 and 2: SUICIDE, AND THE EMOTIONAL PHENOMENOLOGY OF THOSE LEFT BEHIND.

Optional: Additional details of case material can be found in George Atwood's "The Abyss of Madness," Chapter 6: The Tragedy of Self-Destruction, and Chapter 7: The Dark Sun of Melancholia.

2) 'Psychosis:'

Dr. Atwood recounts his first case and treatment of Jean, showing the phenomenology of "multiple personality:"

ATWOOD LECTURE 18, Parts 1 and 2: Introducing Jean and the notion of 'alters.' ATWOOD LECTURE 19, Parts 1 and 2: Jean's life story and traumas, and her alters.

ATWOOD LECTURE 20, Parts 1 and 2: Journey of recovery.

ATWOOD LECTURE 21, Parts 1 and 2: Integration.

Optional: Atwood, G. E. (2012). "The Abyss of Madness," Chapters 1: Psychotherapy is a Human Science, and Chapter 2: Exploring the Abyss of Madness.

SESSION 10. OUTCOMES.

How does the patient (and analyst) change? Relief due to changes in the organization of experience, the tolerance of a greater range of affectivity, and an expansion of a sense-of-future possibilities, along with a change of attitude and understanding toward self and other, increased skills for relating, a sense-of-kinship, and less automaticity in the interpretation of experience lead to more of a sense of wholeness.

We will reflect on the ideas of intersubjective-systems theory, and take an autobiographical journey toward an understanding of how our traumas and 'thrownness' intersect with those of our patients.

You are asked to reflect on your emotional world, and any impasses or curtailments in relationships with others that occur inside and outside the consulting room, and be prepared to discuss.

READINGS:

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Chapter 7, Thoughts on Psychoanalytic Cure.

Atwood, G. E. (2012). *Abyss of Madness*. Chapter 5: The Unbearable and the Unsayable.

Atwood, G. E. & Stolorow, R. D. (1993). *Faces in a Cloud: Intersubjectivity in Personality Theory*. Chapter 3, Carl Jung, pp 61-100.

Additional Related Resources:

Stolorow, R. D. (2013), PT Blog "Death don't have no Mercy:"

<http://www.psychologytoday.com/blog/feeling-relating-existing/201309/death-don-t-have-no-mercy>

Stolorow, R. D. (2012), PT Blog “Climate Change, Narcissism, Denial, and Apocalypse: We must not turn away.

<http://www.psychologytoday.com/blog/feeling-relating-existing/201210/climate-change-narcissism-denial-apocalypse>

Stolorow, R. D. (2012), PT Blog “Earthquakes, Trauma, and Existential Anxiety: Earthquakes shake our confidence in the ground we stand on.

<http://www.psychologytoday.com/blog/feeling-relating-existing/201201/earthquakes-trauma-and-existential-anxiety>

Videos: abnormal psychology by George Atwood.

Click: videos (or copy and paste into the address line up above)

Lecture 1, Part 1 <http://www.youtube.com/watch?v=YA5kiKDOLeo>

Lecture 1, Part 2 http://www.youtube.com/watch?v=_QYMsdSepFA

Lecture 2, Part 1 <http://www.youtube.com/watch?v=O3JBsMQa-FQ>

Lecture 2, Part 2 <http://www.youtube.com/watch?v=Buoh6AOYocE>

Lecture 3, Part 1 <http://www.youtube.com/watch?v=xGOK95VWMgQ>

Lecture 3, Part 2 http://www.youtube.com/watch?v=CgqKMDc4_Jo

Lecture 4, Part 1 <http://www.youtube.com/watch?v=P75Oes12ov0>

Lecture 4, Part 2 http://www.youtube.com/watch?v=7Z0lo_O643o

Lecture 5, Part 1 <http://www.youtube.com/watch?v=om-Aj9O6iHo>

Lecture 5, Part 2 <http://www.youtube.com/watch?v=LHtzOX9z4ZU>

Lecture 6, Part 1 <http://www.youtube.com/watch?v=xkEgz9pBlag>

Lecture 6, Part 2 http://www.youtube.com/watch?v=8KfvTJrp8_0

Lecture 7, Part 1 http://www.youtube.com/watch?v=ZKx9LMO-_kk

Lecture 7, Part 2 <http://www.youtube.com/watch?v=g8jZy9xn3jU>

Lecture 8, Part 1 <http://www.youtube.com/watch?v=maHPuoBBEek>

Lecture 8, Part 2 <http://www.youtube.com/watch?v=LOKNPxaxDVc>

Lecture 9, Part 1 <http://www.youtube.com/watch?v=fpGZUru6QZs>

Lecture 9, Part 2 <http://www.youtube.com/watch?v=tcbmCS1YyDw>

Lecture 10, Part 1 <http://www.youtube.com/watch?v=2FIgr-Vs4tA>

Lecture 10, Part 2 <http://www.youtube.com/watch?v=PsNWMTFc8Zo>

Lecture 11, Part 1 <http://www.youtube.com/watch?v=QxvXwYqMAKY>

Lecture 11, Part 2 http://www.youtube.com/watch?v=S3C5q_VLqCc

Lecture 12, Part 1 http://www.youtube.com/watch?v=_SWZFFXgOTk

Lecture 12, Part 2 <http://www.youtube.com/watch?v=qqRbzeAvrNY>

Lecture 13, Part 1 <http://www.youtube.com/watch?v=sEUD5dacUTw>

Lecture 13, Part 2 <http://www.youtube.com/watch?v=ugsWaCxQMxo>

Lecture 14, Part 1 <http://www.youtube.com/watch?v=HpDGime1Po8>

Lecture 14, Part 2 <http://www.youtube.com/watch?v=vbqqmlkdO2g>

Lecture 15, Part 1 <http://www.youtube.com/watch?v=vUeQ9ZTbiEU>

Lecture 15, Part 2 <http://www.youtube.com/watch?v=r60xYdsi994>

Lecture 16, Part 1 <http://www.youtube.com/watch?v=niAONJ0EALI>

Lecture 16, Part 2 <http://youtu.be/N6UnUEyuoZM>

Lecture 17, Part 1 <http://www.youtube.com/watch?v=ZqtlpyWLGqw>

Lecture 17, Part 2 http://www.youtube.com/watch?v=6brJh_oN0p4

Lecture 18, Part 1 <http://www.youtube.com/watch?v=q0FsBDIqPM4>

Lecture 18, Part 2 http://www.youtube.com/watch?v=2MePCPvAU_M

Lecture 19, Part 1 <http://www.youtube.com/watch?v=RvACGtY60PA>

Lecture 19, Part 2 <http://youtu.be/ATZ8WGTS98k>

Lecture 20, Part 1 <http://youtu.be/sL52IESyo2w>

Lecture 20, Part 2 http://youtu.be/-mTiHeq_Ock

Lecture 21, Part 1 <http://youtu.be/xoGBFX-l2PY>

Lecture 21, Part 2 http://youtu.be/zLnahhh_pYA

Lecture 22, Part 1 http://youtu.be/LLfY_sEyfUg

Lecture 22, Part 2 <http://youtu.be/c-8sT0Kv6tl>

Recommended Books:

Ideally, in order to deeply understand and integrate Intersubjective-Systems Theory into your

clinical thinking you will extend the studies entailed in this course by reading, or at least having at hand for reference, the following books -- each of which constitutes a central contribution to the Intersubjective-Systems literature. Therefore, we recommend you purchase these books to compliment your psychoanalytic library. Nevertheless, all the required and recommended readings will be accessible in article or book-chapter form on the ICP website.

Atwood, G. E. & Stolorow, R. D. (2014), *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenological-Contextualism*. Hillsdale, NJ: The Analytic Press.

Coburn, W. J. (2014). *Psychoanalytic Complexity: Clinical Attitudes for Therapeutic Change*. NY: Routledge.

Atwood, G.E. (2012), *The Abyss of Madness*. NY: Routledge.

Stolorow, R. D. (2011), *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*, New York, NY: Routledge.

Orange, D. M. (2011). *The Suffering Stranger: Hermeneutics for Everyday Clinical Practice*, New York, NY: Routledge.

Frie, R., Coburn, W. J. (2011). *Persons in Context: The challenge of Individuality in Theory and Practice*. NY: Routledge.

Brandchaft, B., Doctors, S. & Sorter, D. (2010). *Toward an Emancipatory Psychoanalysis: Brandchaft's Intersubjective Vision*. NY: Routledge.

Orange, D. M. (2010). *Thinking for Clinicians: Philosophical Resources for Contemporary Psychoanalysis and the Humanistic Psychotherapies*. NY: Routledge.

Stolorow, R. D. (2007), *Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections*. New York: The Analytic Press.

Stolorow, R. D., Atwood, G. E. & Orange, D. M. (2002), *Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis*, NY: Basic Books.

Orange, D. M. Atwood, G. & Stolorow, R. D. (1997), *Working Intersubjectively: Contextualism in Psychoanalytic Practice*, Hillsdale, NJ: The Analytic Press.

Orange, D. M. (1995), *Emotional Understanding: Studies in Psychoanalytic Epistemology*, New York, NY: Guilford Press.

Stolorow, R. D., Atwood, G. E. & Brandchaft, B. (eds.) (1994), *The Intersubjective Perspective*, Northvale, NJ: The Analytic Press.

Stolorow, R. D. & Atwood, G. E. (1992), *Contexts of Being: The Intersubjective Foundations of Psychological Life*, Hillsdale, NJ: The Analytic Press.

Atwood, G. E. & Stolorow, R. D. (1979), *Faces in a Cloud: Intersubjectivity in Personality Theory*, 2nd ed., Northvale, NJ: Jason Aronson Inc.

Stolorow, R. D., Brandchaft, B. & Atwood, G. E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach*, Hillsdale, NJ: The Analytic Press.

Course Title: Contemporary Theories – Relational Theory Instructor: Sona DeLurgio, Psy.D., L.M.F.T.
Weeks 21-30

Course Purpose

Relational Psychoanalysis is a contemporary theory of the last 25 years. It is not a single, contained theory but a school of thought emerging from Interpersonal Psychoanalysis and Object Relations, and encompassing a wide range of contributions from psychoanalysis, feminism, infant research, attachment, philosophy, anthropology, etc.

The course will instill a strong understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. Early influential papers that form this unique tradition as it first came together in New York City will be reviewed. This course will also include current perspectives as they continue to evolve within the Relational tradition throughout the world, and here at ICP.

Course Goals

- 1) To understand the history and development of Relational Psychoanalysis
- 2) To have a strong grasp of the basic concepts and therapeutic action in Relational Psychoanalysis and its clinical sensibilities.
- 3) To be well versed in the original contributors to the Relational Tradition as a foundation to appreciate current writings in contemporary psychoanalysis as it evolves.

Session 1, March 12:

Aaron, L. 1996 The Relational Orientation, In *A Meeting of Minds: Mutuality in Psychoanalysis*, Hillsdale, NJ: The Analytic Press. Preface (ix-xv) and pg.1-30

Mitchell, S.A. (1988) Penelope's Loom - psychopathology and the analytic process, in *Relational Concepts in Psychoanalysis*, Harvard University Press, Cambridge, Mass., pp. 271 - 306

Mitchell, S.A. 2004 My Psychoanalytic Journey, *Psychoanalytic Inquiry*, Vol. 24 #4

Session 2, March 19:

Mitchell, S.A. (1993). True selves, false selves, and the ambiguity of authenticity, in *Hope and Dread in Psychoanalysis*. New York: Basic Books. Ch. 5, pp. 123-150.

Mitchell, S.A. (1997). Varieties of Interaction in *Influence and Autonomy in Psychoanalysis*, Routledge Ch.5, 143-168

Session 3, March 26:

Bromberg, P. (1993, 1999). Shadow and substance: A relational perspective on clinical process, in *Relational Psychoanalysis: The Emergence of a Tradition*, Hillsdale, N.J., Analytic Press, 1999. 379-406

Bromberg, P. (2003), One Need Not be a House to be Haunted: A Case Study, in *Awakening the Dreamer*, Ch 8 pp. 153-173, Analytic Press, Mahwah,NJ

Stern, D. (2010) The Eye Sees Itself: Dissociation, Enactment, and the Achievement of Conflict in *Partners in Thought*, Ch.4 pp. 71-105. Routledge, New York/London

Session 4, April 9 (Larry Green):

Aron, L. (1991). The patient's experience of the analyst's subjectivity. In *Relational Psychoanalysis: The Emergence of a Tradition*, Hillsdale, N.J., Analytic Press,1999

Aron, L. (2006) Analytic Impasse and the Third: Clinical Implications of Intersubjectivity Theory, *International Journal of Psychoanalysis*, 87: 349-368

Session 5, April 16 (Larry Green):

Hoffman, I. (1991) Toward a Social Constructivist View of the Psychoanalytic Situation, *Psychoanalytic Dialogues*, 1:74-105. Chapter 5 in *Ritual and Spontaneity in the Psychoanalytic Process* (1988), Hillsdale, NJ: Analytic Press.

Ghent, E. (1990) Masochism, Submission, Surrender: Masochism as a Perversion of Surrender, in *Relational Psychoanalysis. The Emergence of a Tradition*, 1999, Analytic Press, New Jersey/London

Session 6, April 23:

Davies, J. (2004) Whose Bad Objects Are We Anyway? Repetition and Our Elusive Love Affair with Evil, Paper presentation from 2004

Benjamin, J. (2004) Escape From the Hall of Mirrors: Commentary on paper by Jody Davies, *Psychoanalytic Dialogues* Nov/Dec 2004, vol. 14,#6

Session 7, April 30 (Phil Ringstrom):

Ringstrom, P. (2010) Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory, In *Psychoanalytic Dialogues*, 20:196-218.

Ringstrom, P. (2010b). Reply to commentaries. *Psychoanalytic Dialogues*, 20:236:250

Stolorow, R.D., Atwood, G.E. (2010). Comparing Fruit and Oranges: Response to Philip A. Ringstrom. *Psychoanal. Dial.*, 20:623-624.

Ringstrom, P.A. (2010c) Response to 'Comparing Fruit and Oranges: Response to Philip A. Ringstrom by Robert D. Stolorow and George E. Atwood. *Psychoanal. Dial.* 20:625-626

optional: Additional discussions by Bruce Ries, Carolyn Clement and Lynne Jabobs, all 2010 in same issue of Psychoanalytic dialogues.

Session 8, May 7 (Leslie Maxson):

Introduction to Jessica Benjamin

Benjamin, J. (1998). The First Bond, *Bonds of Love*, Ch 1: 11-50, Pantheon Books, New York

Rudnytsky, P. 2000, "Jessica Benjamin, Reparative Projects" (in Psychoanalytic Conversations).

Session 9, May 14 (Leslie Maxson): Mitchell, S. 2000, "Juggling Paradoxes", in *Studies in Gender and Sexuality*, 1(3):251-269.

Gerson, S. 2004, "The Relational Unconscious: A Core Element of Intersubjectivity, Thirdness, and Clinical Process", *The Psychoanalytic Quarterly*, 73:63-98.

Session 10, May 21 (Phil Ringstrom):

Ringstrom, P. (2012a). Principles of improvisation: A model of therapeutic play in relational psychoanalysis. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis: Evolution of process* (Vol. 5, pp. 447-478). New York: Routledge.

Ringstrom, P. (2012b) Afterword to Principles of Improvisation" A Model of Therapeutic Play in Contemporary Psychoanalysis. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis: Evolution of process* (Vol. 5, pp. 474-478). New York: Routledge.

Optional for your own interest:

The following series is an interesting and thorough dialogue about the concept of Recognition as coined by Jessica Benjamin

Orange, D. (2010) Recognition As: Intersubjective Vulnerability in the Psychoanalytic Dialogue, *International Journal of Psychoanalytic Self Psychology*, 5: 227-243

Benjamin, J. (2010) Can We Recognize Each Other? Response to Donna Orange, in *International Journal of Psychoanalytic Self Psychology* 244-255

Ringstrom, R. (2010) Commentary on Donna Orange's "Recognition as: Intersubjective Vulnerability in the Psychoanalytic Dialogue", *International Journal of Psychoanalytic Self Psychology*, 5: 257-273

Slavin, M. (2010) On Recognizing The Psychoanalytic Perspective of the Other: A discussion of Recognition As Intersubjective Vulnerability in the Psychoanalytic Dialogue, *International Journal of Psychoanalytic Self Psychology*, 274-290

Orange, D., (2010) Revisiting Mutual Recognition: Responding to Ringstrom, Benjamin and Slavin, *International Journal of Psychoanalytic Self Psychology* 293-306

The next 2 articles are classics by Jessica Benjamin and really outline her ideas well.

Benjamin, J., (2003). Beyond Doer and Done To: An Intersubjective View of Thirdness, *Psychoanalytic Quarterly*, 2003

Benjamin, J. (1990). Recognition and Destruction: An Outline of Intersubjectivity, in *Relational Psychoanalysis: The Emergence of a Tradition* (1999) Analytic Press, Hillsdale, NJ

Additional chapters by Bromberg in Awakening the Dreamer worthreading

Bromberg, P. (2006) The Gorilla Did It, in *Awakening the Dreamer*, Ch 4 pp. 65-82, Analytic Press, Mahwah, NJ

Bromberg, P. (2006) Potholes on the Royal Road, in *Awakening the Dreamer*, Ch 5 pp 85-107, Analytic Press, Mahwah, NJ

Also see Bromberg's most recent book *The Shadow of the Tsunami* (2011)

Course Title: Advanced Relational Theory

Instructor and Facilitators: Elaine Silberman, Ph.D., Psy.D., Larry Green, Psy.D., and Leslie Maxson, Ph.D., Psy.D.

Course Purpose:

The Main purpose of this class is to instill a stronger understanding of the spirit of the Relational Tradition as it was first conceived and generated in the United States. A few early influential papers from this unique Tradition as it first came together will be discussed. This course will also include more current relational articles and more current perspectives.

Course Goals:

1. To continue to understand Relational Theory's unique characteristics and the influences of Interpersonal Psychoanalysis, Object Relational Theory, Self Psychology, Relational Intersubjectivity Theory, and Psychoanalytic Feminism.
2. To understand the relational co-constructed clinical process as including a deep consideration of the subjectivity of the analyst and also of the intersubjective third as a distinct form of intersubjectivity.
3. Learn how Relational Psychoanalysis is evolving and changing.

Session 1: September 10, 2015.

Instructor: Larry Green, Ph.D., Elaine Silberman, Ph.D., discussant.

Topic: Interpersonal Psychoanalysis' influence on Relational Psychoanalysis

Readings:

Hirsch, I (2006). "*The Interpersonal Roots of Relational Thinking. Contemporary Psychoanalysis*", 42:551-556.

Hirsch, I (2011). "*On some contributions of the Interpersonal Psychoanalytic Tradition to 21st Century Psychoanalysis.*" *Contemporary Psychoanalysis*,47:561-570.

Ehrenberg, D.B. (2006) *the Interpersonal Relational Interface: History, Context, and Personal Reflections.*" *Contemporary Psychoanalysis* 42-4,535-550.

Session 2: September 17, 2015

Larry Green Ph.D., instructor, Elaine Silberman, Ph.D.
facilitator Interpersonal Analysis Continued

Topic: A Critique of Relational Psychoanalysis

Readings:

Mills, Jon (2005) "A Critique of Relational Psychoanalysis," *Psychoanalytic Psychology*, 22(2)155-158.

Session 3: September 24, 2015

Instructor: Elaine Silberman, Ph.D., Discussant, Larry Green, Ph.D.

Topic: Enactment Readings:

"Benjamin, Jessica and Atlas, Galit (2015), *International J. Psychoanalysis*, 10.1111/1745-8315.12285, "The 'too muchness' of excitement: Sexuality in light of excess, attachment and affect regulation."

Silberman, Elaine, unpublished, "Lisa and Me." 2015.

Session 4: September 24, 2015

Instructor: Elaine Silberman, Ph.D., Discussant, Larry Green, Ph.D. Topic: Continuation of Enactment Readings:

Aron, Lewis, Ph.D. and Atlas, Galit, Ph.D., (2015) "*Psychoanalytic Analytic Dialogues*," "Generative Enactment: Memories from the Future" 25:309-324, New York, NY.

Optional:

Gerson, S. Ph.D., (2009) *International Journal of Psychoanalysis*, "When the Third is Dead: Memory, Mourning, and Witnessing in the Aftermath of the Holocaust" (90):1341-1357.

Session 5: October 8, 2015.

Instructor: Leslie Maxson, Ph.D.

Topic: A Celebration of Bonds of Love at its 25th Anniversary

Readings:

Benjamin, J. (2013). The Bonds of Love: Looking Backward, *Studies in Gender and Sexuality*, 14: 1-15.

Benjamin, Jessica (1988) Master and Slave, Bonds of Love, Chapter 2, pg. 51-84.

Session 6: October 22, 2015.

Instructor: Leslie Maxson Topic:

Psychoanalytic Feminism

Readings:

Shalgi, Boaz (2013). The Cat Ate Our Tongue-But we got it back: Benjamin's Journey From Domination to Surrender, *Studies in Gender and Sexuality*, 13:277-294

Benjamin, Jessica (1998). Women's Desire, Bonds of Love, chapter 3, pg.85-132.

Session 7: October 29, 2005.

Instructor(s) Larry Green and Leslie Maxson

Topic: (Readings and topic to be announced)

Session 8: November 5, 2015.

All 3 Instructors will discuss any cases or questions the students have about articles read or about Relational Psychoanalysis.

Course Title: Clinical And Theoretical Implications Of Contemporary Research In Infant And Toddler

Instructors: Susan Mendenhall, Psy.D., M.S.W. & Helen Ziskind, Psy.D., M.S.W.

Session 1: Introduction and Overview:

Beebe, B. and Lachman, F.M. (2002). "Burton, Then and Now," in *Infant Research and Adult Treatment: Co-constructing Interactions*, New Jersey: The Analytic Press, pp. 12-19.

Zeanah, C., Anders, T.F., Seifer, R., Stern, D.N. (1989). "Implications of Research on Infant Development for Psychodynamic Theory and Practice," *Journal of American Academy of Child and Adolescent Psychiatry*, vol. 28, #5, pp. 657-688.

Seligman, S.(2003). *The Developmental Perspective in Relational Psychoanalysis*, Contemporary Psychoanalysis, vol. 49, #3, pp. 477-508.

Clyman, R. (1992) "The Procedural Organization of Emotions: A Contribution from Cognitive Science to the Psychoanalytic Theory of Therapeutic Action," *Affect: Psychoanalytic Perspectives*, eds. T. Shapiro and R. Emde, Conn.: Int. Univ. Press. pp. 349-382.

Banks, A., Jordan, J. (2007). "The Human Brain: Hardwired for Connections," *Research and Action Report – Wellesley Centers for Women*. Vol. 28, #2, pp. 8-11.

Session 2: Stern's Synthesis of Infant Research I

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 3 on The Sense of the Emergent Self, pp. 37-68.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp. 13-22.

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 4 on Sense of a Core Self: Self vs. Other, pp. 69-99.

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 5 on Sense of a Core Self: Self with Other, pp. 100- 123.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp.57-71.

Film: "The Amazing Newborn."

Session 3: Stern's Synthesis of Infant Research II

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 6 on Sense of a Subjective Self: Overview, pp. 124-137.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp. 57-71.

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 7 on Sense of a Subjective Self: Affect Attunement, pp. 138-161.

Stern, Daniel (1990). *Diary of a Baby*, New York: Basic Books, pp. 101-107.

Film: "First Feelings."

Session 4: Stern's Synthesis of Infant Research III: Modifications, Critiques

Stern, Daniel (1985). *The Interpersonal World of the Infant*, New York: Basic Books, Chapter 8 on The Sense of a Verbal Self, pp. 162-182.

Stern, Daniel (1990). *Diary of a Baby*, New York; Basic Books, pp. 111-127.

Stern, Daniel (2000). Introduction to New Edition of *The Interpersonal World of the Infant*.

Cushman, Philip (1991). "Ideology Obscured: Political Uses of the Self in Daniel Stern's *Infant*," *American Psychologist*, March, pp. 206-219.

Session 5: Beebe and Lachman: Theory of Interaction for Development and Treatment

Beebe, Beatrice and Lachmann, Frank (1998). "Representation and Internalization in Infancy: Three Principles of Salience," *Psychoanalytic Psychology*, vol.11, #2, pp.127-165.

Lachman, F.M. and Beebe, B.A. (1996). "Three Principles of Salience in the Organization of the Patient-Analyst Interaction," *Psychoanalytic Psychology*, vol. 13, pp. 1 - 22.

Beebe, Beatrice and Lachmann, Frank (2002). "An Interactive Model of the Mind for Adult Treatment," *Infant Research and Adult Treatment: Co-constructing Interactions*. New York: The Analytic Press, Chapter 9, pp. 209-232.

Session 6: Contingency

Nahum, J.P. (1994) "New Theoretical Vistas in Psychoanalysis: Louis Sander's Theory of Early Development," *Psychoanalytic Psychology*., vol.11, #1, pp. 1-19.

Tronick, Edward Z. (1989) "Emotions and Emotional Communication in Infants," *American Psychologist*, vol. 44, #. 2, pp.112-119.

Tronick, Edward Z., (2003). "Of Course All Relationships Are Unique: How Co-creative Processes Generate Unique Mother-Infant and Patient-Therapist Relationships and Change Other Relationships," *Psychoanalytic Inquiry*, vol. 23, # 3., pp. 473-491.

Worrall, Carrie (2012). " 'I Can Because You Can': The Inter-Subjective Nature of Self- Agency," *Infant Observation*, vol. 15, # 2, pp. 185 - 200.

Session 7: Overview of Lichtenberg's Motivational-Functional Systems, Chapter on Exploratory-Assertive Motivational System,

Lichtenberg, J.D. (1988). " A Theory of Motivational-Functional Systems as Psychic Structure," *JAPA*, vol. 36, pp. 57-72.

Lichtenberg, J., (1983). *The Exploratory-Assertive Motivation system in Psychoanalysis and Motivation*, Hillsdale, NJ: The Analytic Press, Chapter 6, pp. 125-165.

Session 8: Aversive Motivational system

Fossage J. (1998). "On Aggression: Its Forms and Functions," *Psychoanalytic Inquiry*, vol. 18, #1, pp. 45-54.

Lachmann, F. M. (2000). *Transforming Aggression*, New York: Aronson, Chapter 2, pp. 25-45.

Beebe, B (2000) "Co-Constructing Mother-Infant Distress: The Microsynchrony of

Maternal Impingement and Infant Avoidance in the Face- to-Face Encounter," *Psychoanalytic Inquiry*, vol. 20, #3, pp. 421-440.

Film; Beebe on Chase and dodge

Session 9:

Motivational Systems: Intersubjectivity

Trevarthan, Colwyn (2009). "The Intersubjective Psychobiology of Human Meaning," *Psychoanalytic Dialogues*, vol. 19, #5, pp. 507-518.

Stern, D. (2004). "Intersubjectivity as a Basic, Primary Motivational System," *The Present Moment*, New York: W.W. Norton and Co., Chapter 6, pp. 97-111.

Beebe. B. et.al. (2003). "An Expanded View of Intersubjectivity in Infancy and its Application to Psychoanalysis," *Psychoanalytic Dialogues*, vol. 13, # 6, pp. 805-841.

Film: "The Amazing Newborn," section on "resonance."

Lichtenberg, J.D., Lachman, F.M., and Fosshage, J.L. (2011). *Psychoanalysis and Motivational Systems: A New Look*, New York: Routledge, pp. 51, 52 and 54.

Video of Stern

Session 10: Attachment I: History and Overview

Ainsworth, M. and Bowlby, J. (1991). "An Ethological Approach to Personality Development," *American Psychologist*, April, 1991, pp. 333-341.

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

Bowlby, J. (1979). "On Knowing What You Are Not Supposed to Know and Feeling What You Are Not Supposed to Feel," *A Secure Base*, New York: Basic Books, 1988, pp. 99- .

Routledge, Derek (). "James Robertson's Vision: Moving Pictures," *Context*, vol., #, pp., 20- 23.

Film: Strange Situation: Secure, Ambivalent Avoidant

Session 11: Attachment II: History and Overview and Developments

Weinfield, N., Sroufe, L.A., Egeland, B., and Carlson, E.A.,(2008). "The Nature of Individual Differences in Infant-Caregiver Attachment," in J. Cassidy and P. Shaver, eds., *Handbook of Attachment*, New York: Guilford, Chapter 4, pp. 78-101.

Sroufe, L. A., Egeland, B, Carlson, E.A., (2005). *Behavioral and Emotional Disturbance," The Development of the Person*. New York: The Guilford Press, pp. 239-264.

Marris, P. (1991). "The Social Construction of Uncertainty," in C.M. Parkes, J. S.Hinde and P. Marris, eds., *Attachment Across the Life Cycle*. London: Routledge, pp. 77-90.

Film: Robertson's Film: "John." And "Jane"

Session 12: Developments in Attachment Theory and Research

Erik Hesse (1999). "The Adult Attachment Interview," Chapter 19 in Jude Cassidy and Phillip Shaver, Eds., *Handbook of Attachment*, N.Y: Guilford Press, pp. 395 - 433.

Fonagy, Peter (2006). "A Mentalization-Focused Approach to Social Development," *Handbook of Mentalization-Based Treatment*, ed. by Allen J., and Fonagy, P. West Sussex: John Wiley and Sons, Ltd., pp. 53-100.

Hofer, M. (2002). "Clinical Implications Drawn from the New Biology of Attachment," *JICAP*, vol. 2, #4, pp. 157-162.

Session 13: Trauma and Disorganization

Soloman, J. and George, C. (1999). "The Place of Disorganization in Attachment Theory: Linking Classic Observations with Contemporary Findings," in *Attachment Disorganization*, Judith Soloman and Carol George, eds., New York: Guilford Press, pp. 3-32.

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Lyons-Ruth, K. (2003). "Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research," *JAPA*, vol. 51, #3, pp. 884-910.

Gaensbauer, Theodore (2002). "Representations of Trauma in Infancy: Clinical and Theoretical Implications for the Understanding of Early Memory," *Infant Mental Health Journal*, vol.23, #3, pp. 259-277.

Steele, H. (2002) "Multiple Dissociation in the Context of the Adult Attachment Interview," in Sinason, V., ed., *Attachment, Trauma and Multiplicity*, Sussex: Brunner Routledge, pp. 107-121.

Beebe, Beatrice; Lachman, Frank; Markese, Sara; Buck, Karen A.; Bahrack Lorraine E.; Chen, Henian; Cohen, Patricia; Andrews, Howard; Feldstein, Stanley; and Jaffe, Joseph (2012). "On the Origins of Disorganized Attachment and Internal Working Models: Paper II. An Empirical Microanalysis of 4-Month Mother Infant Interaction," in *Psychoanalytic Dialogues*, vol. 22, #3, pp. 352-374.

Strange Situation Film: Disorganized

Session 14: Clinical Applications

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.

Slade, Arietta (1999). "Representation, Symbolization and Affect Regulation in the Concomitant Treatment of a Mother and Child: Attachment Theory and Child Psychotherapy," *Psychoanalytic Inquiry*, vol. 19, #5, pp. 797-830.

Session 15: Clinical Applications

Stern, D., Sander, L., Nahum, J., Harrison, A., Lyons-Ruth, K., Morgan, A., Bruschiweiler-Stern, N., and Tronic, E., The Processes of Change Study Group (1998). "Non-Interpretive Mechanisms in Psychoanalytic Therapy," *Int. J. Psa.*, vol. 79, pp. 903-921.

Stern, D. (2004). "The Process of Moving Along," Chapter 10 in *The Present Moment*, New York: W. W. Norton and Co., pp.149-186.

Stern, D. (2010). "What Implications do Forms of Vitality Have for Clinical Theory and Practice?" in *Forms of Vitality: Exploring Dynamic Experience in Psychology, the Arts, Psychotherapy and Development*, New York: Oxford University Press, 119-149.

Film: Stern Speaking

Course Title: Object Relations

Instructor: David James Fisher, Ph.D.

Course description: This fifteen week course introduces Object Relations Theory and Practice, focusing mainly on the British (Middle) Independent School. It will begin with an examination of the origins of object relations inside the classical Freudian conception. We will then read some seminal papers by Ferenczi, who will be seen as a bridge between classical psychoanalysis and the object relations school. The seminar will then turn to an intense study of Fairbairn because he was the most complete theory-builder in the development of object relations theory; we will also explore how Fairbairn's perspective opens up ways of working with schizoid and depressed patients. We will move to a brief introduction to the theory of Klein and Bion, reading a number of seminal papers by these two major thinkers. These early object relations practitioners formally depart from the Freudian pleasure-seeking drives to a privileging of the importance of actual persons seeking connection to others. The course then moves to later theorists, including Winnicott, Balint, and Guntrip. Contemporary adherents to object relations theory, in particular Ogden, Bollas, and Phillips, will be considered. The course is designed mainly as a reading seminar; however close attention will be paid to the application of the concepts to clinical work, including candidates' cases.

Course objectives: at the completion of the course, candidates will be able to:

1. articulate the connection and differences between classical Freudian drive theory and ego psychology and object relations theory.
2. Demonstrate competence in key concepts of object relations theory.
3. Identify key ideas from the British Independent School, including significant concepts by Fairbairn, Klein, Bion, Winnicott, Balint, and Guntrip.
4. Critically evaluate contemporary developments in object relations theory and practice.
5. Apply object relations theory to clinical work with patients.

Teaching method: Using the reading as a point of departure, I will facilitate active and engaging discussion of the material, including how ideas from object relations can be applied to the clinical process.

Evaluation: seminar attendance and class participation.

Session I Freudian origins of object relations theory

- 1) Freud, S., "Mourning and Melancholia," (1915) *SE*, XIV, pp. 243-258.
- 2) Freud, S. "On Transience," (1915) *SE*, XIV, pp. 305-307
- 3) Ogden, T., (2002), "A New Reading of Object Relations Theory," *International Journal of Psychoanalysis*, Vol. 83, pp. 767-782.

Session II Ferenczi as a bridging figure between Freud and the relational approach

- 1) Ferenczi, S., (1913) "Stages in the Development of Reality," in *First Contributions to Psychoanalysis*. London: Karnac Books, pp. 213-239.

- 2) Ferenczi, S., (1923) "Dream of the 'Clever Baby,'" in *Further Contributions to Psychoanalysis*. London: Karnac books, pp. 349-350.
- 3) Ferenczi, S., (1928) "The Elasticity of Psychoanalytic Technique," *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 87-101.
- 4) Ferenczi, S., (1929) "The Unwelcome Child and His Death Instinct." In *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 102-107.
- 5) Freud/Ferenczi exchange in Felzeder, E. & Brabant, E., *The Correspondence of Sigmund Freud and Sandor Ferenczi*, Harvard University Press: Cambridge, Mass. 2001, pp. 421-425.

Recommended:

Hoffer, A., "The Freud-Ferenczi Controversy—A Living Legacy" (1991) in *International Review of Psychoanalysis*, Vol. 18, 465-472.

Session III Ferenczi on the therapeutic aspects of the child/mother relationship

- 1) Ferenczi, S. "The Principles of Relaxation and Neocatharsis." In *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 108-125.
- 2) Ferenczi, S. "Child Analysis in the Analysis of Adults." In *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 126-142.
- 3) Ferenczi, S. (1932) "Confusion of Tongues Between Adults and the Child." In *Final Contributions to the Problems and Methods of Psychoanalysis*. London: Maresfield, pp. 156-167
- 4) Rachman, A. "The Confusion of Tongues Theory: Ferenczi's Legacy to Psychoanalysis" (1994). In *100 Years of Psychoanalysis*, London: Karnac Books, A. Haynal & E. Falzeder, eds.

Session IV Fairburn's theory of the schizoid personality

- 1) Fairburn, W.R.D. "Schizoid Factors in the Personality." (1940) in *Psychoanalytic Studies of the Personality*, London: Routledge, 1952, pp.3-27.
- 2) Fairburn, W.R.D. "A Revised Psychopathology of the Psychoses and Psychoneuroses" (1941) in *Psychoanalytic Studies of the Personality*, pp. 28-58.
- 3) Greenberg, J. & Mitchell, S. (1983) *Object Relations in Psychoanalysis*, Harvard University Press, Cambridge, Mass, chapter six.

Recommended:

Sutherland, J. *Fairburn's Journey to the Interior*, Free Association Books, London, 1989, pp.96-118

Session V Toward a Relational Theory of the Personality

- 1) Fairbairn, R.W.D. "The Repression and the Return of The Bad Object," (1943) in *Psychoanalytic Studies of the Personality*, pp. 59-81.
- 2) Fairbairn, "Endopsychic Structure Considered in Terms of Object-Relationships," (1944) in *Psychoanalytic Studies of the Personality*, pp. 82-136.
- 3) Sutherland, J. *Fairbairn's Journey to the Interior*, pp. 118-130. 4)

Session VI Structural and Clinical Implications of Fairbairn's Theory

- 1) Fairbairn, W.R.D. "Object-Relationships and Dynamic Structures," (1946) in *Psychoanalytic Studies of the Personality*, pp. 137-151.
- 2) Fairbairn, W.R.D. "Steps in the Direction of an Object-Relations Theory of the Personality," (1949), in *Psychoanalytic Studies of the Personality*, pp. 152-161.
- 3) Fairbairn, W.R.D. "A Synopsis of the Development of the Author's Views Regarding the Structure of the Personality." (1951). In *Psychoanalytic Studies of the Personality*, pp. 162-179.
- 4) Winnicott, D.W. & Kahn, M (1953) "Review of Psychoanalytic Studies of the Personality by W.R.D. Fairbairn," *International Journal of Psychoanalysis*, Vol. 34, pp. 329-333.
- 5) Ogden. T. (1983) "The Concept of Internal Object Relations in Grotstein, J. & Rinsley, D., eds., *Fairbairn and the Origins of Object Relations*, New York, Other Books, 2000, pp. 447-467.

Session VII An Overview of Klein's Theory

- 1) Klein, M. "Notes on Some Schizoid Mechanisms," in *Envy and Gratitude and Other Works*, Hogarth press, 1975, pp. 1-24.
- 2) Klein, M. "Mourning and Its Relation to Manic-Depressive States," in *Love, Guilt and Reparation*, Hogarth Press, 1975, pp. 344-369.
- 3) Klein, M. "The Origins of Transference," in *Envy and Gratitude and Other Works*, Hogarth Press, 1975, pp. 48-56.
- 4) Klein, M. "On Identification," in *Envy and Gratitude and Other Works*, Hogarth Press, 1975, pp. 141-175.

Recommended

- 5) Segal, H. *Introduction to the Work of Melanie Klein*, Hogarth Press, 1973, pp. 11-25, 82-91.

Session VIII Bion Theory and Practice

- 1) Bion, W. "Notes on Memory and Desire," (1967) in Robert Langs, ed. *Classics in Psychoanalytic Technique*, New York, Aronson, 1981, pp. 259-260.
- 2) Bion, W. "Attacks on Linking," in Bion, *Second Thoughts*, Aronson, 1967, pp. 93-109.
- 3) Bion, W. "A Theory of Thinking," in *Second Thoughts*, Aronson, 1967, pp. 110-119.
- 4) Bion, W. (1957), "On Arrogance," in *Second Thoughts*, Aronson, 1967, pp. 86-92.

Session IX Winnicott on transitional objects and countertransference

- 1) Winnicott, D.W (1971) "Transitional Objects and Transitional Phenomena," in *Playing and Reality*, Tavistock Publications, pp. 1-25.
- 2) "Hate in the Countertransference," (1947) in *Through Paediatrics to Psychoanalysis* (1958), pp. 194-203.
- 3) Letter, Winnicott to Melanie Klein, Nov. 17, 1952 in Robert Rodman, ed., *The Spontaneous Gesture*, Harvard University Press, Cambridge, Mass. 1987, pp. 33-38.

- 4) Letter, Winnicott to Anna Freud, March 18, 1954, in R. Rodman, *The Spontaneous Gesture*, Harvard University Press, 1987, p. 58.
- 5) Rudolf Ekstein "Concerning the Life Cycle of Transitional Objects," *Bulletin of the Los Angeles Psychoanalytic Institute*, 1987, pp. 36-41.
- 6) Bollas, C. (1987). "The Transformational Object," in *The Shadow of the Object*, New York, Columbia University Press, pp. 13-29.

Session X Winnicott on the mother/child couple

- 1) Winnicott, D.W. (1965) "The Capacity to be Alone." In *The Maturation Process and the Facilitating Environment*, New York, IUP, pp. 29-36.
- 2) Winnicott, D.W. (1965) "The Theory of the parent-infant Relationship," in *The Maturation Process and the Facilitating Environment*, New York, IUP. pp. 37-55.
- 3) Winnicott, D.W. (1971) "Mirror-role of Mother and Family in Child Development," in *Playing and Reality*, London, Tavistock Publications, pp.111-118.
- 4) Winnicott, D.W. (1975) "Primary Maternal Preoccupation." In *Through Paediatrics to Psychoanalysis*, New York, Basic Books, pp. 300-305.

Session XI Object Usage and True and False Self

- 1) Winnicott, D.W. (1965) "Ego Distortions in Terms of True and False Self," in *The Maturation Process and the Facilitating Environment*, New York, IUP, pp. 140-152.
- 2) Winnicott, D.W.(1971) "The Use of an Object and Relating Through Identifications." In *Playing and Reality*, London, Tavistock Publications, pp. 86-94.
- 3) Winnicott, D.W. (1971) "Creativity and Its Origins," in *Playing and Reality*, London, Tavistock Publications, pp. 65-85.
- 4) Winnicott, D.W. (1986). "Fear of Breakdown," in G. Kohon, ed., *The British School of Psychoanalysis*, London, Free Association Books, pp. 173-182.

Session XII Fairbairn and Winnicott in the Analytic Setting

- 1) Guntrip, H. (1986). "My Experience of Analysis with Fairbairn and Winnicott," in Peter Buckley, ed., *Essential Papers on Object Relations*, New York, NYU Press, pp. 447-467.
- 2) Little, M.L. (1990). "Psychotherapy with D.W.W., 1949-1955, 1957." In *Psychotic Anxieties and Containment*, Aronson, pp. 41-71.

Session XIII Guntrip on the Theory and Technical Problems of Schizoid Phenomena

- 1) Guntrip, H. (1969). "The Schizoid Personality and the External World," in *Schizoid Phenomena, Object Relations and the Self*, New York, IUP, pp. 17-48.
- 2) Guntrip, H, ((1969). Resistance, The Self-Induced Blockage of the Maturing Process," in *Schizoid Phenomena, Object-Relations and the Self*, New York, IUP, pp. 186-213.
- 3) Guntrip, H. (1969). "The Schizoid Compromise and the Psychotherapeutic Stalemate," in *Schizoid Phenomena, Object-Relations and the Self*, New York, IUP, pp. 288-309.

Session XIV Balint on Deficits

- 1) Balint, M. (1979) *The Basic Fault*, Evanston, Ill., Northwestern University Press, the entire text.

Session XV Phillips on Kindness and Aggression

- 1) Phillips A. & Taylor, B., *On Kindness*, New York, Ferrar, Straus & Giroux, 2009, pp. 47-114.

Course Title: Finding One's Way As A Psychoanalyst (FOOWAP) Instructor: Judith Vida, M.D.

SEMINAR SYLLABUS

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“Judy, you should start out by saying that this class is an experience in uncertainty.” Robert Lundquist, FOOWAP 2004.

Basic premise (“a paragraph of goals” in 7 paragraphs):

For six years, this was a required class positioned to come at or near the end of the four year program of required and elective seminars. The elective version is identical to the original with the exception of a limit on enrollment.

This class was removed as “required” when the Curriculum Committee and the Board determined that its autobiographical framework violated boundaries established by the Code of Ethics of the American Psychological Association regarding the presentation of autobiographical material in a psychoanalytic curriculum.

In its reformulation as an elective, the class exists (and persists) to question those boundaries, and much more than that. FOOWAP is offered in the spirit of “the autobiographical dialogue,” the premise that whatever we say, do and write, and whatever our theory or practice, exist(s) mainly in the context of our personal story. Very much as it is in the clinical situation, where we analyze transference and countertransference responses, **you cannot really understand what I say or write unless you know something of me, some of my autobiography (my biography as I tell it), and in the same way I cannot understand you. And, further than that, many times we do not really understand what we have said until we receive and understand one another’s response.**

But, “unlike the relative safety of clinical space, conference space [which includes seminar space] can be a disaster area where too often we are re-traumatized when we meet one another defensively straining to demonstrate knowledge in the impersonal disguise of most clinical and theoretical presentations. At the same time, each clinical and theoretical development in psychoanalysis and each case presentation is about *the survival of the analyst*, though the detail of it is usually secret, private, unacknowledged ... or unconscious. This makes it hard to know what we (readers and listeners) have heard or read, and who we are in relation to it.” (Vida, 2003, listed in recommended readings.)

Part of what determines whether conference space can become something of an *analytic* space is how we present our story; another part is contributed by how our story is received --- this refers to how seriously is exercised the ethical responsibility of those who listen and read. This is therefore an issue of *mutuality*, which has an effect on the quality and the depth of the dialogue and the possibility for (mutual) transformation within it.

For some years, Gershon J. Molad of Israel and I have been working collaboratively to

explore the nature of the dialogue between analysts, and how the fate of its autobiographical essence thwarts or facilitates the analyst's clinical, theoretical, and personal development. We

(2005, listed in recommended readings) distinguish two basic modes of learning: one is identification, with emphasis on “a cognitive and intellectual patterning after a received tradition, personal, theoretical, and technical”; the other is *introjection*, an altogether different mode of learning. If identification is about taking in what already exists, introjection has to do with “the absent, the absorbed, the disquieting new experience that we can’t know how or if it will come out and how we will be affected by it, until it happens.” With identification, the impetus for change is the aspiration to become or to emulate another; for introjection, “the agent of transformation is desire, especially thwarted, unmet desire.” As Nicholas Abraham and Maria Torok wrote, “Learning to fill the emptiness of the mouth with words is the initial model for introjection.”¹

In a way, this seminar can be seen as a prototypical laboratory, a laboratory for uncertainty. I would say that all our experiences and individual encounters exist in a personal “laboratory” in which we test (or do not test) empirical outcomes of our personal hypotheses (sometimes referred to as “organizing principles” but more than that). Hence we (and our dialogue) are all **always** “research subjects” in one another’s personal laboratories. What is done with the data is partially private but also, at the same time, points to the importance of developing an ethics of relatedness. I will address the issue of ethics shortly.

Objectives:

1. To distinguish “the autobiographical dialogue” from the standard notion of “self disclosure.”
2. To establish the legitimate (and essential) place of the “how” as well as the “what” in clinical discourse (both dialogue and writing).
3. To facilitate awareness of “the missing” when clinical discourse disregards or refuses recognition of the autobiographical.

Background and clinical relevance:

Jean-Jacques Rousseau in his *Confessions*, completed in 1770, offers one of the earliest explorations (after St. Augustine and some others) of the autobiographical in print. Rousseau’s great subject was the (troubled) relation of appearance to reality, the tension between the public and the private, the demonstration of *the connection between feelings and philosophic thought*. “Rousseau focuses on the personal and the intimate, but in doing so he claims to gain access to general truths of ultimate significance. Early in the book he uses his very idiosyncratic responses to spankings to raise questions about the origins of sexuality and feelings about justice and injustice. He uses the fact of his father’s failure to pursue him beyond Annecy when he ran away from Geneva to reflect on the fundamental maxim of natural goodness. Conversely he reveals apparently general discussions about the moral character of the theatre to be guided by personal desires to curry favor with the powerful and then shows that petty personal rivalries are connected with competing views about the proper place of an intellectual in society. In the *Confessions* every general issue is connected with a personal problem and every personal problem illustrates a general issue.”²

This is, of course, the premise of FOOWAP: to establish formally the legitimate participation of the link between “the personal problem” and “the general issue.” This

(1972). *Mourning or melancholia: introjection versus incorporation*. In *The Shell and the Kernel*, N.T. Rand, ed., trans., intro. Chicago & London: University of Chicago Press, p. 128.

2

Christopher Kelly, Introduction to *The Confessions and Correspondence, including the Letters to Malesherbes*. The Collected Writings of Rousseau, Volume 5. Eds. C. Kelly, R.D. Masters, & P.G. Stillman, Trans. C. Kelly. Hanover & London: University Press of New England, 1995, p. xxxi.

participation is what Gersh Molad and I call “the autobiographical dialogue,” the area in which transference and countertransference are indistinguishably mingled, which has been the *missing* piece of traditional psychoanalytic training and official discourse (although this may be changing now). In its focus on “the missing,” this seminar thus follows an introjective rather than identificatory model. It is Gersh Molad’s and my sense that the “autobiographical dialogue,” added to the personal analysis, the supervised analyses and the seminars, constitutes a “fourth part” of the tri-partite system of psychoanalytic training --- it is the developmental part, and it has its own story. It is in the autobiographical dialogue that is born “one’s own way” as a psychoanalyst, being able to hear one’s own voice as a clinician, as a reader, as a writer, and as a person in ongoing confluent development. Thus the stance of the American Psychological Association about autobiographical material, in the guise of “ethics,” negates what for the two of us is the basic premise of psychoanalysis. You may agree, and you may not.

In terms of understanding one’s own voice, we see that the way we present our work to others is a two-way process: from one side, we deal with the difficulties we have in expressing ourselves as we bring the clinical experience to seminars, conferences, and consultations; and from the other, we look at how our expectations of being listened to and understood (or misunderstood) influences our inner analytic voice in working with someone¹.

Any relation, any encounter, any *psychoanalytic seminar* has its own overlay and underpinning of the personal, and that’s where the seminar will begin, to look at and to explore with one another the development of “the voice of the analyst” --- your voice, my voice. As we go, **we will work** to create an atmosphere safe enough for such a dialogue to emerge. “Safe enough” does not mean only nice and comfortable, although it can be that. It also means finding a way to include “the difficult,” the inevitable difficulties that arise along the way, and making use of them to expand both our self-understanding and our appreciation of the individuality of one another. “Safe enough” also means that **how we listen to one another, how we listen and hold and work with one another**, is as important as what we present. The outcome of this seminar is thus **a shared responsibility; this is the active practice of ethics** in the autobiographical dialogue between analysts. This is “pluralism” in action, not merely a philosophical premise, or idea, or ideology. What may become obvious (if it is not already) is that this can be difficult; a certain amount of anxiety (yours, and also mine) may be generated by even starting to touch it. It is also (apparently) a different reading of “ethics” than that of the American Psychological Association.

Of course, within the notion of an “ethics” of relating, there must be some consideration for confidentiality, which is an issue of what use we will make of our contact with one another.

Seminar Plan

This is a seminar for **introspection**, for **writing**, and for **relating**, in the sense of both **telling** our story and **responding** to the stories of others. **Relating to one another** is our primary ethical responsibility, and constitutes our discussion. Your **presence** is essential.

¹ Molad (2003). “From interpretation to interpellation: Introductory remarks on the nature of transformational dialogue between analysts in conference space, and some notes on resistance,” presented to International Federation for Psychoanalytic Education 14th Annual Conference, Pasadena, CA, November 7; Molad & Vida (unpublished) “Notes on the clinical relevance of the autobiographical dialogue in

the dialogue between analysts in conferencespace.”

1. **Before the seminar begins**, please read three articles that will be distributed: “Mutual Tuning of Developmental Trajectories: The Shaping of Dialogue Between Analysts in Conference Space,” by Gershon J. Molad, *International Forum of Psychoanalysis*, 2001, **10**, 227-234; “The Autobiographical Dialogue in the Dialogue Between Analysts: Introductory Notes on the Use of Relational and Intersubjective Perspectives in Conference Space,” by Gershon J. Molad and Judith E. Vida (a chapter in *Relational and*

Intersubjective Perspectives in Psychoanalysis, J. Mills, ed., 2005, Jason Aronson, Inc.); and “A Dialogue of Unconscious,” by Judith E. Vida, *Journal of Analytical Psychology*, 2003, **48**, 491-497.

2. Also, before the seminar begins, I invite each class member to write a brief² autobiographical account of your involvement with psychoanalysis and particularly the personal development of your voice, **in two parts, the “what” and the “how.”** (Depending on your degree of comfort, these will be read by the whole class, and/or related by you to us.)

The **first part (the “what”) is “the story.”** One approach could be to look at the influence on you of your training model (as patient, therapist, supervisee and

student; when these experiences are positive, the mode of learning tends toward the identificatory; when disappointing, it is more introjective); another could be your situation in the cultural and social milieu, and how you observe that you talk to one another. (In previous years of this seminar, class members were asked to select a most-loved and most-hated article and to write something about the autobiographical origins of that love and hate, as a way-in to exploring the “dialogical autobiography.” It was useful for some and not for others, so it has been dropped as a requirement, but it can be a way to begin your thinking.)

The **second part (the “how”)** is an observation of yourself thinking about and writing the first part, thus creating an “in vivo” vignette.

But please note: **there is no “right way” or “wrong way” to respond to this assignment; there is only “your” way --- whatever that is --- and that’s what we aim to explore and recognize. It is the “how” of “your way” that matters.**

“No right way or wrong way” also means that **no individual evaluations will be given. “Satisfactory” completion means meeting the attendance requirements.** The objective of the class is not “knowledge” but “experience,” and no one but you *can* be the judge of your experience. You will be present in your own way, and you will use (or not use) your own voice entirely as you wish. Your observations (shared or not) of yourself during this process constitute the essence of the seminar. In previous iterations of this class, I have written a general comment on the class process that served as each class member’s evaluation; one year, during the last session I asked everyone to write a sentence describing their experience; these sentences were then collected and became the general evaluation. (Of course, this does not replace your personal evaluation of the class which you prepare separately and privately.)

3. At each session, one (or more) of you will be asked **to relate** what you have or have not written, from which our conversation will develop --- and what that means is **to relate** rather than **to read**. In other words, I’d like you to **tell** us what it was like to write what and as you did. Figure about 15 or so minutes for the initial presentation. All along we will have an open discussion of where we have been, using our shared experience as “content.” In addition, as a formal opportunity for feedback, after each of you has “presented,” I would like you, if possible, **to write just a few lines or a paragraph describing the experience**; during the following week, we will hear these responses **related** as well. **Everyone’s participation** is vital to this process, which builds as we go, so your regular attendance is crucial to the success of the class. If we have heard from everyone by the end of the next-to-last session, the last session

²“Brief” means one or two pages; some may wish to write less, others more, but please be as specific as possible in your writing; use details. Affect resides in the details. Affect is altogether too often missing in supposed psychoanalytic writing.

can be reserved for the remaining post-presentation responses, and a general discussion. **Please note: “participation” refers to being present in an active way; “silent” or “listening” need not be construed as “absent” or “withholding”.**

Seminar Schedule:

The actual enrollment will determine our flexibility in terms of scheduling. One of you might volunteer to present something at the first session, but it might be better to meet and talk, and see how you want to arrange yourselves, as an “order of march,” or, if you are comfortable enough, we can “wing it” and listen to whomever is moved to come forth each time.

Week One. Orientation: introducing “the autobiographical dialogue” and ourselves. Papers by Molad, Molad & Vida, and Vida may (or may not) be referred to. Questions about the seminar. Possibly one presentation.

Week Two. Response from last week’s presenter. One or more presentations.

Week Three. Responses from last week. One or more new ones.

Week Four. Responses from last week. One or more new ones. Week

Five. Responses from last week. One or more new ones.

Week Six. Responses from last week. One or more new ones.

Week Seven. Responses from last week. Any remaining presentation. Review of the seminar experience.

Course Title: Case Conference on Trauma and Dissociation Instructor: Carol Mayhew, Ph.D., Psy.D.

The goals of this course are to provide a richer understanding of the manifestations of trauma and dissociation as they unfold in the clinical hour. Participants will increase their understanding of the emotional meanings associated with traumatic experience and be able to identify the presence of these meanings in transference and countertransference configurations. A wide range of dissociative phenomena will be addressed, providing opportunities to recognize dissociative experiences and extend knowledge of treatment considerations in connection with dissociative states. Readings are drawn from a range of theoretical formulations, allowing comparison and contrast of perspectives on these very important topics.

SYLLABUS

Each class meeting will involve presentation of case material and a discussion of the assigned reading(s).

Session 1.

Van der Kolk, B. and McFarlane, A. (1996). The black hole of trauma. In B. Van der Kolk, A. McFarlane, and L. Weisaeth (Eds.) *Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body and Society* (pp. 3-23). New York: Guilford.

Stolorow, R.D. and Atwood G.E. (1992). Trauma and pathogenesis. In R. D. Stolorow and G.

E. Atwood, *Contexts of Being: The Intersubjective Foundations of Psychological Life* (pp. 51-60). New Jersey: Analytic Press.

Gump, J. (2010) Reality matters: The shadow of trauma on African American subjectivity. *Psychoanalytic Psychology*, 27(1), 42-54. Session 2.

Ferenczi, S. (1933). Confusion of tongues between adults and the child. *International Journal of psychoanalysis*, 156-167.

Rachman, A. W. (1997). The suppression and censorship of Ferenczi's confusion of tongues paper. *Psychoanalytic Inquiry*, 17, 459-485.

Session 3.

Howell, E. (2005). Introduction and (Ch. 1) Dissociation: A model of the psyche. In E. Howell, *The Dissociative Mind* (pp. 1-37). New Jersey: Analytic Press.

Tiemann, J. (2011) The survivor-analyst as analysand: An autobiographical account of an analytic treatment of complex trauma. Paper to be presented at the International Association of Psychoanalytic Self Psychology, October, 2011.

Session 4.

Davies, J. M. And Frawley, M. G. (1994). Dissociation. In J. M. Davies and M. G. Frawley *Treating the Adult Survivor of Childhood Sexual Abuse* (pp. 62-85). New York Basic Books.

Davies, J. M. (1996). Dissociation, repression and reality testing in the countertransference: The controversy over memory and false memory in the psychoanalytic treatment of adult survivors of childhood sexual abuse. *Psychoanalytic Dialogues*, 6, 189-218.

Session 5.

Bromberg, P. (2000). Potholes on the royal road: or is it an abyss? *Contemporary Psychoanalysis*, 36, 5-28.

Bromberg, P. M. (2003) One need not be a house to be haunted: on enactment, dissociation, and the dread of “not-me”—a case study. *Psychoanalytic Dialogues*, 13 (5): 689-709.

Session 6.

Boulanger, G. (2007). (Ch. 1). Toward a psychodynamic understanding of adult onset trauma. In G. Boulanger, *Wounded by Reality: Understanding and Treating Adult Onset Trauma* (pp. 1-17) New Jersey: Analytic Press.

Session 7.

Brothers, D. (2009). Trauma-centered psychoanalysis: transforming experiences of unbearable uncertainty. In N. VanDerHeide and W.J. Coburn (Eds.) *Self and Systems: Explorations in Contemporary Self Psychology* (pp. 51-62). Annals of the New York Academy of Sciences, Volume 1159. Boston: New York Academy of Sciences.

ITEM 1

Objectives:

1. Participants will be able to list and describe at least three ways a patient’s traumatic experiences affect his or her experiences of self and relationships with others.
2. Participants will be able to identify at least three basic elements of trauma treatment.
3. Participants will be able to identify different manifestations of dissociation and describe ways to treat dissociation.

ITEM 2

The content of this course includes contributions from an extensive range of authors, all of whom are distinguished in the fields of trauma and dissociation. Their writings draw upon a wide range of empirical research on the effects of trauma, links between trauma and dissociation, trauma and memory, and neurobiological findings connected to trauma and dissociation. The different authors represent a range of theoretical perspectives as well, allowing students the opportunity to compare and contrast an array of ideas about treatment. **ITEM 3**

While some of the information in the course is based on empirical research, other information is drawn from clinical case experience and is illustrated with single case reports. Thus, the applicability of many of the treatment ideas studied in this class must be decided on a case by case basis using clinical judgment. While this course is designed to improve and refine clinical judgment in dealing with cases involving trauma and dissociation, the applicability of any given treatment ideas to any given case must be assessed by the treating clinician.

ITEM 4

A history of trauma is extremely prevalent in clinical populations. In addition, dissociation in one form or another frequently manifests in clients who have been traumatized. Untreated trauma and untreated dissociation have been linked to an extensive range of social problems, including criminal behavior, addictions, eating disorders, work difficulties, relationship problems, and physical symptoms. Hence, improved treatment of trauma-related disorders and dissociative symptoms is of great benefit to society.

Course Title: A Critical Historical Overview

Instructor: Carola Kaplan, Ph.D., Psy.D.

All the Freud readings can be downloaded from the PEP Web under “Books.” These readings are from James Strachey’s translation of the The Standard Edition of the Complete Psychological works of Sigmund Freud (referred to as S.E. in the syllabus). The remainder of the readings are also available either on PEP Web, including The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904, edited by Jeffrey Masson (1986), or posted on the ICP Website. The only exception is the Breger biography of Freud, which can be found at Amazon.com. You are expected to have read the assigned readings before class, so that you can participate meaningfully in class discussion.

Book:

Breger, Louis. (2000), *Darkness in the Midst of Vision*. New York: John Wiley and Sons.

Articles:

All articles with an * are found on PEP (www.pep-web.org). All other articles are posted on the web site.

WEEK 1

Breger, Louis. 1-4, 7-98.

Freud, S. & Breuer, J. (1895), *Studies on Hysteria* “Preliminary Communication”, S.E. 2: 3-17. (PDF)

“Fraulein Anna O.”, S.E. 2: 21-47. (PDF)

“Katharina —”, S.E. 2: 125-134. (PDF)

Freud, S. “The Aetiology of Hysteria”, S. E. 3: 191-221. (PDF)

Appignanesi, Lisa, & Forrester, John. (1992). “The First Patients”, in *Freud’s Women*, 66-116. (PDF)

WEEK 2

Breger, Louis. 99-140.

Masson, J. ed. (1885). *The Complete Letters of Sigmund Freud to Wilhelm Fliess 1887-1904*.

General letters to Fliess: December 28, 1887, July 21, 1890, August 11, 1890, May 2, 1891, September 29, 1893, October 6, 1893, September 21, 1897, October 3, 4, 15, 27, 1897, January 16, 1899, February 16, 1899, January 26, 1900, February 1, 1900, August 7, 1901, September 19, 20, 1901, April 27, 1904, July 15, 23, 26, 27, 1904. (PDF)

* Freud, S. (1900). *The Interpretation of Dreams*. The Standard Edition of the Complete

Psychological Works of Sigmund Freud, Volume IV (1900): The Interpretation of Dreams (First Part), ix-627, S.E. 4:96-121. (In PEP search under book title The Interpretation of Dreams and read pages 96-121.)

Letters to Fliess, concerning Emma Eckstein's Operation: January 24, 1895, February 25, 1895, March 4, 8, 13, 23, 28, 1895, April 11, 20, 26, 27, 1895, May 25, 1895, June 12, 1895, April 26, 1896, May 4, 17, 30, 1896, June 4, 1896, June 9, 1898. (PDF)

Schur, M. (1966). "Some Additional 'Day residues' of 'The Specimen Dream of Psychoanalysis'." In *Psychoanalysis – A General Psychology: Essays in Honor of Heinz Hartmann*. Ed. R. M. Loewenstein. New York: International University Press, 45-85. (PDF)

WEEK 3

Breger, Louis. 141-169.

* Freud, S. (1900). The Interpretation of Dreams. Chapters III, V (excerpt), and VI (excerpt), S.E. 4: 122-133, 163-164, 277-338; S.E. 5: 339-404.

Schorske, C. (1961). Chapter IV, "Politics and Patricide in Freud's Interpretation of Dreams," in *Fin-de-Siècle Vienna: Politics and Culture*, 181-207.

WEEK 4

Breger, Louis. 173-193.

* Freud, S. (1905). *Fragment of an Analysis of a Case of Hysteria (Dora)*. S.E. 7:7-122.
Appignanesi, Lisa, & Forrester, John. (1992). *Freud's Women*. "Dora: An Exemplary Failure," 146-167.

WEEK 5

* Freud, S. (1905). "The Sexual Aberrations" and "Infantile Sexuality" in *Three Essays on the Theory of Sexuality*. S.E. 7: 135-206.

Davidson, A. (1987). "How to do the History of Psychoanalysis: A Reading of Freud's Three Essays on the Theory of Sexuality," *Critical Inquiry*, pp. 252-277

WEEK 6

* Freud, S. (1905). "The Transformations of Puberty" in *Three Essays on the Theory of Sexuality*. S.E. 7:207-245.

Freud, S. (1899). "Screen Memories" S.E. III: 301-322. (In PEP, please search under article name, "Screen Memories")

WEEK 7 *Papers on Technique (1911-1915)* Breger, Louis.194-232.

* Freud, S. (1912). "The Dynamics of the Transference", S.E. 12: 99-108.

* Freud, S. (1912). "Recommendations to Physicians Practicing Psycho-Analysis", S.E. 12: 111-120.

* Freud, S. (1913). "On Beginning the Treatment", S.E. 12: 123-144.

* Freud, S. (1914). "Remembering, Repeating and Working Through", S.E. 12: 147-156.

* Freud, S. (1915). "Observations on Transference-Love", S.E. 12: 159-171. WEEK 8

Breger, Louis. 233-268.

* Freud, S. (1912). "On the Universal Tendency to Debasement in the Sphere of Love," (*Contributions to the Psychology of Love II*), S.E. 11: 179-190.

* Freud, S. (1914). "On Narcissism: An Introduction", S.E. 14: 73-102.

* Freud, S. (1917). "Mourning and Melancholia", S.E. 14: 243-258.

WEEK 9

Breger, Louis. 269-288.

*Freud, S. (1918) "From the History of an Infantile Neurosis," S.E. 17: 3-122. Kardiner, A. (1977). My Analysis with Freud. NY: WW. Norton, pp. 11-123.

WEEK 10

Breger, Louis. 289-309.

*Freud, S. (1920). Beyond the Pleasure Principle. S.E. 18: 3-64.

* Editor's Appendix: Extract from Schopenhauer's The World as Will and Idea, S.E. 19: 223-224.

WEEK 11

Breger, Louis. 310-327.

* Freud, S. (1923). The Ego and the Id. S.E. 19: 13-66. WEEK 12

* Freud, S. (1924). "The Economic Problem of Masochism", S.E. 19: 159-170.

* Freud, S. (1924). "The Dissolution of the Oedipus Complex", S.E. 19: 173-179.

* Freud, S. (1925). "Negation." S.E. 19:235-239.

WEEK 13

* Freud, S. (1926). Inhibitions, Symptoms and Anxiety. S.E. 20: 87-172.

WEEK 14

Breger, Louis. 328-353.

* Freud, S. (1930). Civilization and its Discontents. S.E. 21: 64-145. * Freud, S. (1932). "Why War?" (Einstein and Freud), S.E. 22: 197-215.

WEEK 15

Breger, Louis. 354-373.

* Freud, S. (1933). "Femininity", in New Introductory Lectures on Psycho-Analysis, S.E. 22:112-135.

* Freud, S. (1937). "Analysis Terminable and Interminable", S.E. 23: 216-253.

Course Title: Final Integrative Class – Theory of Everything Instructor: Katherine Schwarzenbach, Ph.D.

Excellent supervisors in the course of my training have been of immeasurable help to me, clinically, theoretically, and above all, personally. In this class, I will bring in several articles or chapters from books written by these supervisors. I am also including several pieces that have been inviting of the self-reflection needed to extricate myself from a quandary. What I am suggesting is - - to whom do we turn in a time of clinical crisis? Who is most helpful, when we don't quite know what to do in working with a difficult patient or reaching an impasse or participating in an enactment, and no analyst, supervisor, consultant, or colleague is there to assist? We have a shelf full of books and articles, but whose words offer comfort, expertise, or whatever help we can rely on?

A member of the class will be assigned to each session, and I would like each of you to bring in whatever it is that has brought you through clinical struggles, your work at the Institute, or any personal situation. Breaking out of the box a bit, I suggest we can resort to anything - - a poem,

a piece of music, book(s), whatever buoys us up when we need unusual support. I am arbitrarily putting candidates' names by class dates, but these can be moved around.

SESSION 1

Freud, S. (1915) "Mourning and Melancholia." In *The Complete Psychological Works of Sigmund Freud*, ed. James Strachey, London, The Hogarth Press, Vol. XIV, pp. 243-258.

Candidate: TBA

SESSION 2

Suttie, I.D. (1935, reprinted 1995) Chapter VII, "Repression and the Jealousies," in *The Origins of Love and Hate*. London, U.K., Free Association Press, pp. 97-106. Candidate:

SESSION 3

Stolorow, D. S. and Stolorow, R.D. (1987) "Affects and Selfobjects." In *Psychoanalytic Treatment: An Intersubjective Approach*. Hillsdale, N.J.: The Analytic Press, pp. 66-87.
Stolorow, R.D. (2007) "Trauma and the 'Ontological Unconscious.'" In *Trauma and Human Existence*. Hillsdale, N.J., The Analytic Press, pp. 23-31.

Candidate:

SESSION 4

Brandchaft, B. (2010) "To Free the Spirit from Its Cell." In *Toward an Emancipatory Psychoanalysis: Branchaft's Intersubjective Vision*. New York: Routledge, pp.125-145.

Candidate:

SESSION 5

Barish, S. and Vida, J. (1998) "'As Far As Possible': Discovering Our Limits and Finding Ourselves." In *The American Journal of Psychoanalysis*, Vol. 58, No. 1, pp.83-97. Vida, J. and Barish, S. (2003) "The Center of Gravity." In *The American Journal of Psychoanalysis*, Vol. 63, No. 2, pp.123-136. Candidate:

SESSION 6

Fosshage, J.L. and Munschauer, C. (2004) "Facilitative Analytic Interaction in a Case of Extreme Nihilism and Avesiveness." In *Progress in Self Psychology*, 20: 21-47.

Trop, J.L. and Burke, M. (2004) "A Dynamic Systems Viewpoint: A Discussion of Fosshage and Munschauer's Clinical Case." In *Progress in Self Psychology*, 20: 55-62. Candidates:

SESSION 7

Ferenczi, S. (1929, 1955) "The Unwelcome Child and His Death Instinct." In *Final Contributions to Psycho-Analysis*. New York: Bruner/Mazel, pp. 102-107.

Ferenczi, S. (1932) "The Three Main Principles." In *Ibid*, pp.252-253. Candidate:

The pairing of candidates with *their* readings with *my* selections is not meant to constrain the class in any way; rather, I hope that, as we look back together over the four years of candidacy, we can *reflect* on the various ways we have been affected by our experiences and share these reflections with each other. I am asking each member of the class to select something to bring to

the class to which he/she is assigned. I very much look forward to meeting with all of you and having this time together. Truly, I feel privileged to be able to participate in this last class of your ICP training.

Course Title: Diversity & Privilege Instructor:
Lynne Jacobs, Ph.D.

Week 1

Jacobs, Circumstance of birth. PDF

Jacobs, Learning to love white shame. PDF

Macintosh, White privilege. PDF

You may well be familiar with the McIntosh article, but even if you have read it, now you have a clean copy to share with others.

After reading the articles, please write your own essay (length can be a page, up to 4 pages) in which you explore situations or contexts in which you are/have been centrally located, and those in which you are more on the margin. We will discuss your explorations in class.

Also, Not knowing what other articles you have read (or will be reading for other classes), the readings I offer can be switched out for other articles if need be.

Week 2

Altman, N. (2000). Black and White Thinking. *Psychoanal. Dial.*, 10:589-605

Altman, N. (2006). Whiteness. *Psychoanal. Q.*, 75:45-72

Altman, N. (2006). How Psychoanalysis Became White in the United States, and How that Might Change. *Psychoanal. Persp.*, 3:65-72

Suchet, M. (2007). Unraveling Whiteness. *Psychoanal. Dial.*, 17:867-886

Week 3

Comas-Diaz, Becoming a multicultural psychotherapist: The confluence of Culture, Ethnicity, and Gender. PDF

Yi, K.Y. (1998). Transference and Race. *Psychoanal. Psychol.*, 15:245-261

Frie, R. (2011). Irreducible Cultural Contexts: German–Jewish Experience, Identity, and Trauma in a Bilingual Analysis. *Int. J. Psychoanal. Self Psychol.*, 6:136-158

Layton, L. (2006). Racial Identities, Racial Enactments, and Normative Unconscious Processes. *Psychoanal. Q.*, 75:237-269

Week 4

Corpt, Peasant in the Analyst's Chair. PDF

Blechner, the role of prejudice. PDF

Leary, K. (1995). "Interpreting in the Dark". *Psychoanal. Psychol.*, 12:127-140

Leary, K. (2000). Racial Enactments in Dynamic Treatment. *Psychoanal. Dial.*, 10:639-653

Week 5

Sue et al, racial microaggressions, clinical implications. PDF

Please watch the following video:

Winograd, B. (2014). Black Psychoanalysts Speak. PEP Video Grants, 1:1.

Week 6

We may allow this session mostly for discussion, unless we find another reading we would like to add.

Course Title: Bion

Instructor: Michael Lebow, Ph.D.

Text: Bleanonu, Gerard (1994); Wilfred Bion His Life and Works 1897-1979

September 25

Core Concepts: Particularization; Basic Assumption Groups and Work Groups (W); Fight-Flight -Pairing-Dependency- Constant Conjunction -Catastrophic Change. Read: Forward- p.48

October 23- Concepts: Projective Identification: Normal & Pathological; Freud's View of the Mother; Bizarre Objects- Envy & Greed-Splitting; "Super" ego-

Read: p.49-101

December 4, 2015 -

Illness and the capacity to tolerate frustration; Disturbances of Thought- "Attacks on Linking"- Pride as self-respect (Life instincts) vs Arrogance (Death instincts)

Read: p.102-148

Jan 29 Concepts: -Thought and Thinking; "alpha function" (see Hume); Beta-elements- (Kant- Things-in-Themselves); Beta Screen - Contact Barrier - Needed Objects - real experience

Read: p. 149-168

March 24- Concepts: Transformations; "O" – "T"- "T-alpha" -"T Beta"- Invariance - Rigid Motion Transformations - Groups of Transformations

May 13- Concepts: Knowledge; L & H & K; PS77D (Also minus-K); Myths: The Oedipus Complex- Garden of Eden Vertex Read: p. 193-271

Course Title: Eating Disorders

Instructors: Kathryn Zerbe, M.D. & Lynda Chassler, Ph.D.

Reading List for Eating Disorders Elective

Instructors: Kathryn Zerbe, MD and Lynda Chassler, Ph.D.

Session 1: Classical and Contemporary Considerations in Treatment

Young-Burehl, E. & Cummins, S. (1993). What happened to “anorexie hysterique”? *Annual of Psychoanalysis*. 21: 179-198.

Zerbe, K.J. (2008). Integrated treatment of eating disorders: Beyond the body betrayed. New York: W. W. Norton. Chapter 8. Managing Transference and Countertransference Pp. 252 – 286.

Zerbe, K.J. (2007). Psychodynamic Management of Eating Disorders. In Yager, J., Powers, P., (Eds). *Clinical Manual of Eating Disorders* (307-334). American Psychiatric Press: Washington, D.C.

Optional

Crastopol, M. (2001). The male experience of food as symbol and sustenance. In J., Petrucelli & C. Stuart (Eds), *Hungers and compulsions: The psychodynamic treatment of eating disorders and addictions* (pp. 147-160). Northvale, NJ: Aronson.

Session 2: Focus on the Body and Self Destructive Behaviors

Boris, H.N. (1984a). The problem of anorexia nervosa. *International Journal of Psychoanalysis* 65, (315-322).

Chassler, L. (1994). “In hunger I am king” Understanding anorexia nervosa from a psychoanalytic perspective: Theoretical and clinical implications. *Clinical Journal of Social Work*. 22:4 397 – 415.

Optional:

Farber, S. K., Jackson, C. C., Tabin, J. K., & Bachar, E. (2007). Death and annihilation anxieties in anorexia nervosa, bulimia, and self-mutilation. *Psychoanalytic Psychology*, 24, 289-305.

Session 3: Contemporary Perspectives on Defenses and How to Work with Them

Sands, S. (2003). The subjugation of the body in eating disorders: A particularly female solution. *Psychoanalytic Psychology*. 20, 103–116. Williams, G. (1997). Reflections on some dynamics of eating disorders: ‘No entry defences and foreign bodies. *International Journal of Psychoanalysis*. 78:927:

Optional:

Brody, S. (2002). *The development of anorexia nervosa: The hunger artists*. Madison, CT: International University Press. Chapter 10 A triumph of rage, and a surrender. Pp.189 – 203.

Course Title: Substance Use and Misuse: Contemporary Perspectives

Instructor: D. Bradley Jones, Psy.D., LCSW

Traditional psychoanalytic theorizing and discourse has had a long history of bifurcated thinking around substance use and misuse. Just as the narcissistic was deemed un-analyzable for many years, the substance user was also excluded from traditional psychoanalytic treatment until they were able to manage sobriety. Traditional addiction treatment and the tenants of *Alcoholics Anonymous* are equally burdened with problematic assumptions about the character of the substance user, and traditional addiction treatments propound inarguable ideas about what will help people shift from addictive action. When these programs work, they offer great benefit to our patients. When they do not work, what can the psychoanalyst keep in mind to help motivate their patients to stay engaged in psychoanalytically informed treatment rather than succumbing to a therapeutic stance that implicitly blames the patient because he will not stop using? How do we help the patient to start thinking about his substance use without requiring him stop?

Class Purpose: The aim of the class is to stimulate a cross disciplinary discussion on the subject of the psychoanalytic treatment of substance use and misuse. We will first explore contemporary psychoanalytic contributions that elucidate the multiple meanings and functions substance use serves for individual patients. We will then briefly look at the pros and cons of AA, and discuss the impact of the “disease” concept and 12-Step groups on psychoanalytic treatment. In our final segment, we will be introduces to principles found in harm reduction psychotherapy-- a philosophy that exemplifies an important clinical sensibility and skill that can assist the clinician to reach a broader spectrum of patients who remain of a continuum of substance use.

Class goals:

- 1) To identify and understand 3 different elements often found in the etiology of substance misuse.
- 2) To identify some of the many different functions substance use serves patients.
- 3) To develop a grasp of the philosophy of AA, and to understand how it can enhance psychoanalytic treatment.
- 4) To be able to identify and understand why some patients have aversive reactions to AA.
- 5) To identify basic principles of Harm Reduction Psychotherapy, and to understand its efficacy in psychoanalytic treatment.

1st Class

Our 1st class will explore the contemporary psychoanalytic contributions to expand our understanding the multiple meanings of substance misuse.

How do these contemporary perspectives help in deepening your understanding of substance use and misuse?

Kohut, H. (1977), Preface to the National Institute on Drug Abuse's Research Monograph,

Series 12, *Psychodynamics of Drug Dependence*

Wurmser, L. (1974), Psychoanalytic Contribution of the Etiology of Compulsive Drug Use. *Journal of the American Psychoanalytic Association*. 22:820-843

Director, L. (2002), The Value of Relational Psychoanalysis in the Treatment of Chronic Drug and Alcohol Use. *Psychoanalytic Dialogues*. 12:551-579

Burton, N. (2005). Finding the lost Girl's: Multiplicity and Dissociation in the Treatment of Addictions. *Psychoanalytic Dialogues*. 15:587-612

Khantzian, E. J. & Mack, J. E. (1999), Trauma and addictive suffering: a self medication perspective. In: *Treating addiction as a human process*. Northvale, NJ: Jason Aronson.

2nd Class

The second class will tie up loose ends around our conversation of psychoanalytic perspectives of substance use. We will then discuss the pros and cons of both the disease model and 12-Step and how they impact psychoanalytic treatment with substance users.

How does AA enhance and/or conflict with your clinical work?

Khantzian, E. J. & Mack, J. E. (1999), How AA works and why it is important for clinicians to understand. In: *Treating addiction as a human process*. Northvale, NJ: Jason Aronson.

Jones D. (2009), Addiction and pathological accommodation: an intersubjective look at impediments to the utilization of alcoholics anonymous. *International journal of psychoanalytic self psychology*, 4:212-234.

Haaken, J. (1992), Beyond addiction: recovery groups and 'women who love too much.' *Free associations*, 3:85-109

3rd Class

The 3rd class will introduce principles of Harm Reduction Psychotherapy. Harm Reduction, a substance use treatment that does not require abstinence as a requirement for treatment, possesses a unique sensibility that allows a clinician to provide therapy to a wider field of patients.

How do these papers coincide or collide with the way you currently work with addictions?

Tartarsky, A. (2002). Harm reduction. In: *Harm reduction psychotherapy: a new treatment for drug and alcohol use*. Lanham Maryland: Rowman & Littlefield.

_____ (2002). The psychoanalytic contribution. In: *Harm reduction psychotherapy: a new treatment for drug and alcohol use*. Lanham Maryland: Rowman & Littlefield.

Rothschild, D (2010). Partners in treatment: relational psychoanalysis and harm reduction therapy. *Journal of clinical psychology: in session*. 66(2), 136-149.

Course Title: How Culture And Social Location Affect Clinical Attitude: A Study In Black And White

Instructors: Veronica Abney, Ph.D. & Lynne Jacobs, Ph.D.

We are pleased to have the chance to explore this theme together with you. We shall all be explorers together. None of us are experts in this area, and yet you will find that all of us have something to contribute to our explorations.

As psychoanalysts, we are familiar with looking at families as a context that shapes the subjectivity of our patients and ourselves. There are broader contexts as well, such as cultural practices, social history, and one's "place," or situatedness in relation to the society in which one lives.

There is a paucity of psychoanalytic literature that addresses these issues and how they affect the consulting room. Most of the literature is offered by analysts who identify as "marginalized" in relation to the dominant culture. Some literature written by cultural insiders tend to aim at helping us to understand "others."

While we will use some of this literature in class, our main aim is to broaden our self-awareness. That is, we hope to increase our awareness of the limits to our understanding that arise from our horizontal limits. This requires, first, becoming more aware of those horizons.

We also hope to increase our awareness of the multiplicity of our own context-dependent identification process. In some contexts, for instance, our gender renders us as "other." In another context our color may render us as "dominant." By and large, when we are placed in a dominant position, we suffer the most severe limits on awareness of the clinical (and social) implications of our place. We have blind spots. We will explore the "blindspot" syndrome that accompanies such situatedness, and explore ways together to try to reduce the tendency towards blindspots.

Our primary paradigm for exploring how socio-cultural horizons shape our clinical attitude will be a study of the meaning of "whiteness" in a racialized society. We are pleased to have the chance to explore this theme together with you. We shall all be explorers together. None of us are experts in this area, and yet you will find that all of us have something to contribute to our explorations.

While we include readings in our syllabus, we will also be conducting experiential exercises that allow an exploration that facilitates learning through phenomenological exploration.

Readings

Here are some of the readings we will use:

Cushman, P. (1991). Ideology obscured: Political uses of the self in Daniel Stern's infant. *American Psychologist*, 46(3), 206-219.

Perez Foster, R. (1996). The bilingual self: Duet in two voices. *Psychoanalytic Dialogues*, 6(1), 99-121.

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, 4, 165-169.

McGill, D., & Pearce, J. (1982). British families. *Ethnicity and family therapy*, 457-479.

Yi, K. (1998). Transference and race: An intersubjective conceptualization. *Psychoanalytic Psychology*, 15(2), 245-261.

Leary, K. (2000). Racial enactments in dynamic treatment. *Psychoanalytic Dialogues*, 10(4), 639-653.

Altman, N. (2000) I Black and White Thinking: A Psychoanalyst Reconsiders Race. *Psychoanalytic Dialogues*, 10:589-605.

Gump, J. (2000). A White Therapist, an African American Patient shame in the Therapeutic Dyad: Commentary on Paper by Neil Altman. *Psychoanalytic Dialogues*, 10(4), 619-632.

Cushman, P. (2000). White guilt, political activity, and the analyst: Commentary on paper by Neil Altman. *Psychoanalytic Dialogues*, 10(4), 607-618.

Course Title: Couples Therapy

Instructors: Joan Dasteel, Ph.D. & Philip Ringstrom, Ph.D., Psy.D.

COURSE OVERVIEW: This course will focus on a relational psychoanalytic model of conjoint psychotherapy along with the influence of improvisational theory in both individual and couple's treatment. Of the six sessions, the first four will be dedicated to the study of the manuscript of my forthcoming book on a ***Relational Model of Conjoint Psychotherapy***. The last two sessions will focus on the adoption of an improvisatory stance in all modes of psychoanalytic treatment. Since ideas from improvisation are also included in the conjoint treatment manuscript, the dual foci will blend seamlessly into one another. Meanwhile, all theoretical material will be fleshed out through case material presented by the candidates.

COURSE DESCRIPTION:

The first four sessions of this course will study the instructor's six-step model for practicing a relational approach to conjoint therapy, which is organized around three themes: *self-actualization in an intimate relationship, mutual recognition and the "relationship having a mind of its own."* A brief historical context for the model's creation will be shared along with the salient concepts underpinning it. Each step will be illustrated with case material including case consultations with class participants.

The final two sessions will be devoted to the study of an improvisatory mode of engagement in psychoanalytic treatment embodied in a) an improvisatory "stance" (attitude), b) an improvisatory "process" in contrast to constrained versions of play such as "mutual inductive identification" and c) "turning point" moments in the treatment understood as "I"mprovisational moments in the treatment. The first class on improvisation will be linked to an ICP conference on that day March 24th, 2012 titled "A Serious Look at Play" featuring Darlene Ehrenberg and Phil Ringstrom and yet to be specified discussants.

LEARNING OBJECTIVES: Re:

Conjoint Psychotherapy

- 1) To learn about how the three organizing themes: *self-actualization in an intimate relationship, mutual recognition, and the “relationship having a mind of its own”* bridge important elements of contemporary psychoanalysis, namely self-experiencing in a complex nonlinear system leading to the principle of “thirdness” in long-term intimate relationships – marital and otherwise.
- 2) To learn how these three themes are practiced in terms of the model’s six steps.
- 3) To investigate modifications in psychoanalytic technique in conjoint therapy in light of this perspective shift.
- 4) To discern both the advantages and limitations that may arise from this perspective.

Re: An Improvisational Mode of Treatment

- 1) To learn what is meant by assuming an Improvisational stance, that is assuming and practicing a treatment attitude infused with playfulness and possibility.
- 2) To learn how to engage in an improvisational mode of treatment.
- 3) To learn what is involved in enactments and episodes of “mutual inductive identification.”
- 4) To learn how “I”mprovisational moments arise from working through the elements listed in #3.

SESSIONS SYLLABUS

September 26, 2015

This session will focus an overall theoretical view of the conjoint therapy model. The bibliography for this session will include an “in press” article in an upcoming edition of *IJPSP*, which provides an updated overview of the model since its original publication in 1994. This session will also cover the first three chapters of the manuscript, including the Prologue, the Introductory chapter and the Theoretical Overview. (All of this course material will be distributed by the instructor directly to the candidates).

October 24, 2015

This session will focus on the first three steps of the conjoint treatment model with Step One focusing primarily on attunement to the couple’s partner’s bi-dimensional transferences as well as vicious circles of engagement between these transference dimensions. Step Two emphasizes the development of “perspectival realism” a lynchpin concept to this model of treatment. And Step Three involves how to gather and how to utilize background data germane to the couple’s relational styles, i.e., what each brings to their relationship including multi- generational transmission processes, the influence of such elements as cultural attitudes (collectivist versus individualism), racial, gender, and finally immigration issues. These first three steps are embodied respectively in Chapters 4, 5 and 6. (All of this manuscript material will be distributed by the instructor directly to the candidates).

December 5, 2015:

This session will focus on the last three steps of the conjoint treatment model. Step Four involves enactments and their resolution. Step Five focuses on the enrichment of each partner’s *self-actualization* through an increased capacity to self-reflect. Step Six involves each partner’s increased capacity to attune to and support each other’s self-actualization. Steps Five and Six converge under the axiom that *It is impossible to negotiate between two people, that which has*

not been negotiated within each one. These three steps are embodied respectively in Chapters 7, 8 and 9. (All of this manuscript material will be distributed by the instructor directly to the candidates).

January 29, 2016:

This session will focus on the last two chapters of the book. One chapter is devoted to taking a single case illustration through all six steps of the model. The last chapter is titled “FAQ’s” or “frequently asked questions” that have arisen from years of presenting this model in class, workshops, and conferences. These last two chapters are chapters 10 and 11. (All of this manuscript material will be distributed by the instructor directly to the candidates).

March 26, 2016:

The final session of this class will summarize all of the elements of this weekend course as well as cover the most recent updates in thinking regarding an improvisatory mode of treatment in psychoanalytic practice. The bibliography will include the instructor’s chapters from Aron and Harris’ *Relational Psychoanalysis, Volume Five, 2011* entitled “Principles of Improvisation in Relational Psychoanalysis” and “Afterword” as well as more recent articles “in press.” (All of this manuscript material will be distributed by the instructor directly to the candidates).

May 7, 2016:

To be announced on basis of more up to date papers and publications.

Bibliography:

Required:

Ringstrom, P. (2011) “A Relational Intersubjective Approach to Conjoint Therapy. In: *International Journal of Psychoanalytic Self Psychology, in press.* Ed. W. Coburn, A Taylor and Francis Group.

Ringstrom, P. *A Relational Psychoanalytic Approach to Couples Psychotherapy* (under contract for publication, Routledge Press).

Ringstrom, P. (2011) “Principles of Improvisation in Relational Psychoanalysis.” In *Relational Psychoanalysis, Vol. 5.*, ed. By L. Aron and A. Harris. *Relational Perspective Series.* New York: *The Analytic Press, Taylor and Francis, a Routedge Group.*

Ringstrom, P. (2011) “Afterword for: Principles of Improvisation in Relational Psychoanalysis.” In *Relational Psychoanalysis, Vol. 5.*, ed. By L. Aron and A. Harris. *Relational Perspective Series.* New York: *The Analytic Press, Taylor and Francis, a Routedge Group.* Optional:

Ringstrom, P. (1994) An intersubjective approach to conjoint therapy. In: *Progress in Self Psychology, Vol. 10.* Ed. A. Goldberg, Hillsdale, NY: The Analytic Press.

----- (1998) Therapeutic impasses in contemporary psychoanalytic treatment: revisiting the double bind hypothesis. *Psychoanalytic Dialogues.*

----- (2001a) “Cultivating the Improvisational in Psychoanalytic Treatment” *Psychoanal. Dial.*, Vol. 11, No. 5, 727-754.

----- (2001b) “‘Yes, and...’ – How Improvisation is the Essence of Good Psychoanalytic Dialogue: Reply to Commentaries.” *Psychoanal. Dial.* Vol. 11, No. 5, 797-806.

----- (2007a) “Scenes that Write Themselves: Improvisational Moments in Relational Psychoanalysis.” *Psychoanal. Dial.* Vol. 17, No. 1.

----- (2007b) “Reply to Stern’s Comments on ‘Scenes that Write Themselves:

Course Title: Final Integrative Class: Becoming Our Psychoanalytic Selves Instructor: Gil Spielberg, Ph.D., ABPP

This course was designed as an opportunity for students, nearing the end of their formal training, to integrate the various models and theories they have come across during their time at ICP.

I was asked to facilitate this course not because I possess a deep expertise in all of the theories that we will be exploring, but rather, because it was imagined that my background in group leadership would be helpful in facilitating an environment where students could engage emotionally as well as intellectually in stimulating dialogue. Therefore, a central focus of the course experience will be the conversations among the class members. We will attempt to use these conversations as a reflection of the theory under study, and, most importantly, to assist each student in understanding their current thinking about themselves in relation to theory.

In preparation for each session, students are asked to read an article(s) that has been suggested by experts on our faculty to represent the central and most recent ideas of a particular point of view. Please have 2 questions in mind from your readings that can be discussed in class.

Frequently students, find individual patients coming to mind during the course of their readings. These associations often provide a wonderful departure point for discussion. In the past, students have also mentioned that keeping a few notes or a personal “reaction journal” to each article has been useful. Our attempt will be to study just one point of view each session, although this will not always be possible.

There are three written tasks that students are expected to accomplish in this course. First, each student is expected to keep a continuously updated personal definition of psychoanalysis. Second, students are to write (no longer than 3 pages) their own psychoanalytic journey as represented by the Mitchell article. Lastly, I ask each student to keep write a personal note (perhaps a paragraph or two) on what was important to them in the class discussion. All three assignments will be discussed during the first class session.

The design of this course has some flexibility. As ideas are stimulated we can try to incorporate whatever comes along.

Class #1 Saturday September 26, 2014, A Perspective on the Course. Rather than focus on a particular analytic point of view, this initial session will provide an orientation to how we might approach theory and our personal reactions to the forthcoming material.

Readings: Mitchell, S.A. My Psychoanalytic Journey, *Psychoanalytic Inquiry* 24:531-541.

On Choosing A Guiding Theory For Treatment in a Pluralistic Psychoanalytic World: My Personal Journey, Ornstein, P.

International Journal of Psychoanalytic Self Psychology, Vol. 10, No. 2, pgs. 107-117.

Unger, R *Psychoanalysis and Buddhism: Paths of Disappointment*, Chap. 18, Brilliant Sanity, Kaklauskas, F. Ed. University of the Rockies Press, 2008.

Class # 2 Saturday, Nov. 1, 2014, Self-Psychology as suggested by Dr. Carol Mayhew and Relational Theory as suggested by Dr. Phil Ringstrom

Fosshage, J. Self and Self-Systems, *Annals of the New York Academy of Sciences*, 1159, pp.1-18

Orfanos, Spyros, Relational Psychoanalysis, *Encyclopedia of Psychotherapy*, Vol. 2, 2002, USA.

Ringstrom, P. "Everything You Always Wanted To Know About Relational Practice But Were Too Confused To Ask", unpublished manuscript. 2014.

Class #3 Saturday, Dec.5, 2014, Human Development from a Dynamic Systems Perspective, as suggested by Dr. Estelle Shane.

Lyons-Ruth, Karlen, (1999) The Two Person Unconscious: Intersubjective Dialogue, Enactive Relational Representation, and the Emergence of New Forms of Relational Organization *Psychoanalytic Inquiry* (19:576-617).

Shane, E. (2006) Developmental Systems Self-Psychology. *Int. J of Self Psychol.* (1:23-45).

Class # 4 Saturday, Jan. 24, 2015 Intersubjectivity, as suggested by Dr. Robert Stolorow.

Stolorow, R. From Mind to World, From Drive to Affectivity: A Phenomenological-Contextualist Psychoanalytic Perspective, *New Directions in Psychotherapy and Relational Psychoanalysis*, Vol 5, March 2011, pp.1-14.

Class #5 Saturday, March 28, 2015, Complexity Theory as suggested by Dr. Bill Coburn

Coburn, W. Attitudes in Psychoanalytic Complexity, *Beyond Postmodernism: New Dimensions in Clinical Theory and Practice*, Frie, R, and Orange, D. ed. (2009) Routledge Press..

Coburn W. Psychoanalytic Complexity: Pouring New Wine Directly into One's Mouth, *New Developments in Self-Psychology Practice*, Buirski, P and Kottler, A. ed. pp.3-22. (2007) Jason Aronson.

Class#6 Saturday, May 2, 2015, Specificity Theory as suggested by Dr. Howard Bacal.

Bacal, H., Herzog, B., Specificity Theory and Optimal Responsiveness, *Psychoanalytic Psychology*, 20:635-648, (2003).

Bacal, H., Specificity Theory: The Evolution of a Process Theory of Psychoanalytic Treatment, *American Imago*, Vol.68, No.2, pp.267-286.

**Course Title: Fairbairn and Guntrip Instructor:
Lynne Jacobs, Ph.D.**

To the students: some of the articles will be repetitious, so you will be able to skim certain paragraphs. Please come to class prepared with questions, arguments and your own clinical and theoretical associations.

All of the Fairbairn's articles except one will be found in the manuscript, *Psychoanalytic Studies of the Personality*, which is in PEP. (Fairbairn, W.D. (1952). *Psychoanalytic Studies of the Personality*. London: Tavistock Publications Limited.)

Some of Guntrip's articles are included as PDF's as they are not available in PEP. In that case, they are taken from his opus, *Schizoid Phenomena, Object Relations and the Self* (1969). IUP, NY.

Unless otherwise indicated, the articles for the course can be found on PEP.

Week 1 Fairbairn's theory development)

Chapter II: A Revised Psychopathology of the Psychoses and Psychoneuroses (1941)

Chapter IV: Endopsychic Structure Considered in Terms of Object-Relationships (1944)

Chapter V: Object-Relationships and Dynamic Structure¹ (1946)

Week 2 more Fairbairn

Chapter VI: Steps in the Development of an Object-Relations Theory of the Personality (1949)

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

Week 3

Chapter III: The Repression and the Return of Bad Objects (with special reference to the 'War Neuroses) (1943)

Beattie, H.J. (2003). 'The repression and the return of bad objects'. *Int. J. Psycho-Anal.*, 84:1171-1187

Guntrip, chapter 12, Object-relations theory and psychotherapy (Fairbairn's unfinished work) Week

4 Guntrip's theory and therapy

Guntrip, chapter 2, The Schizoid Problem, Regression, and the Struggle to Preserve and Ego. Guntrip, chapter 3, The regressed ego, the lost heart of the self, and the inability to love.

Week 4 more Guntrip

Guntrip, chapter 6, Ego-weakness, the core of the problem of psychotherapy. Guntrip, chapter 11, the schizoid compromise and psychotherapeutic stalemate

Guntrip, chapter 13, Object-relations theory and psychotherapy: the therapeutic relationship

Week 5 Tales of treatment

Guntrip, H. (1975). My Experience of Analysis with Fairbairn and Winnicott—(How Complete a Result Does Psycho-Analytic Therapy Achieve?). *Int. Rev. Psycho-Anal.*, 2:145-156

Hazell, J. (1991). Reflections on my Experience of Psychoanalysis with Guntrip. *Contemp. Psychoanal.*, 27:148-166

Crastopol, M. (1999). The Analyst's Personality. *Contemp. Psychoanal.*, 35:271- 300

Crastopol, M. (2001). Convergence and Divergence in the Characters of Analyst and Patient. *Psychoanal. Psychol.*, 18:120-136

Week 6 Wrapping it up

A discussion of implications for your work as analysts.

Course Title: Sexuality

Instructors: Celeste Birkhofer, Ph.D. & Ginna Clark, M.A.

We'd like to suggest that you spend some time with two important primary sources before the academic year begins. These texts will be foundational and should help you orient to the material written by more contemporary authors. Summer Reading:

Freud, S. (1953/1905). Three essays on the theory of sexuality, Standard Edition VII:

125- 245. Freud, S. (1913). Totem and taboo. Standard Edition XIII: 1-17, 125-155.

Freud, S. (1957/1908). Civilized sexual morality and modern nervous illness. Standard Edition IX: 177-204.

Please prepare a few comments or questions to contribute to class discussion for each of the following assigned weekly articles.

Weekend 1: Overview & History

Green, A (1996). Has sexuality anything to do with psychoanalysis? *International Journal of Psychoanalysis*, 76, 871-883.

Stoller, R. (1979) *Sexual Excitement*. In *Sexual Excitement: Dynamics of Erotic Life* (pg. 3-36). New York: Pantheon.

Flax, J. (2004) The scandal of desire. *Contemporary Psychoanalysis*, 40: 47-68.

Bader, M. (2003). *How Sex Works*. In M. Bader *Arousal: The Secret Logic of Sexual Fantasies* (pg.17-49) New York: Thomas Dunne Books

Optional:

Fonagy, P. (2008) A genuinely developmental theory of sexual enjoyment & its implications for Psychoanalytic technique. *Journal of American Psychoanalytic Association*, 56: 11-36.

Weekend 2: Constructing Sexuality & Sexual States

Dimen, M. (1999). *Between Lust and Libido: Sex, Psychoanalysis, and the Moment Before*. *Psychoanalytic Dialogues* 9:415-440.

Davies, J.M. (2006). The times we sizzle, and the times we sigh: The multiple erotics of arousal, anticipation, and release. *Psychoanalytic Dialogues*, 16: 665-686.

Goldner, V. (2006). Let's do it again: Further reflections on eros and attachment. *Psychoanalytic Dialogues*, 16: 619-637.

Stein, R. (2008). The otherness of sexuality: Excess. *JAPA*, 56: 663-682.

Optional:

Dimen, M (2004). Sexuality and suffering, Or the Eew! Factor. *Studies in Gender and Sexuality*, 6: 1-18.

Stein, R. (1998). The Poignant, the excessive and the enigmatic in sexuality. *International Journal of Psychoanalysis*, 79: 253-268.

Weekend 3: Constructing Sexuality & Interpreting Oedipus

Davies, J.M (2014). From Oedipus complex to oedipal complexity: Reconfiguring (pardon the expression) the negative Oedipus complex and the disowned erotics of disowned sexualities. *Psychoanalytic Dialogues*, 25: 265-283.

Cooper, S.H. (2003). You Say Oedipal, I Say Postoedipal: A Consideration of Desire and Hostility in the Analytic Relationship. *Psychoanalytic Dialogues*, 13: 41-63.

Elise, D. (2000). Woman and Desire: Why Women May Not Want to Want. *Studies in Gender and Sexuality*, 1:125-145.

Butler, J. (1995). Melancholy Gender—Refused Identification. *Psychoanalytic Dialogues*, 5:165- 180.

Optional:

Davies, J.M. (2003). Falling in love with love. *Psychoanalytic Dialogues*, 13: 1-27. Chodorow, N (1992). Heterosexuality as compromise formation. *Journal of American Psychoanalytic Association*, 27: 751-775.

Corbett, K (2009). Little Hans: Masculinity Foretold. *Psychoanalytic Quarterly*, Volume LXXVIII, Number 3, 101-132, (or in *Boyhood*).

Elise, D. (2008). Sex and Shame: The Inhibition of Female Desires. *J. American Psychoanalytic Association*, 56:73-98.

Weekend 4: Rethinking Perversion

Benjamin, J. (1988). The Fantasy of Erotic Domination. In *The Bonds of Love* (pg. 55-62). New York: Pantheon.

Saketopolou, A. (2014). To suffer pleasure: The shattering of the ego as the psychic labor of perverse sexuality.

Stoller, R. (1975) Definitions. In *Perversion: An erotic form of hatred*. Pdf.

Ghent, E. (1990), Masochism, submission, surrender: Masochism as a perversion of surrender. *Contemporary Psychoanalysis*, 26: 108-135.

Dimen, M. (2001). Perversion Is Us?: Eight Notes. *Psychoanalytic Dialogues*, 11:825-860.

Optional:

Stoller, R (1975). Variants: Aberrations That Are Not Perversions & Perversions: Aberrations That Are Not Variants. In *Perversion: The Erotic Form of Hatred*.

Dimen, M. (2003), *Sexuality, Intimacy, Power*. Hillsdale, NJ: The Analytic Press.

Foucault, M. (1976). *The history of sexuality*, Volume I. trans R. Hurley, New York: Vintage 1980.

Weekend 5: Sexual Transference & Countertransference

Davies, J.M (1998). Between the disclosure and the foreclosure of erotic transference- countertransference: Can psychoanalysis find a place for adult sexuality? *Psychoanalytic Dialogues*, 8: 744-766.

Elise, D. (2007). The Black Man and the Mermaid: Desire and Disruption in the Analytic Relationship. *Psychoanalytic Dialogues*, 17:791-809.

Celenza, A. (2010). The guilty pleasure of erotic countertransference: Searching for radial truth. *Studies in Gender & Sexuality*, 11, 175-183.

Gabbard, G (1994). On love and lust in erotic transference. *JAPA*, 42, 385-403.

Optional:

Davies, J.M. (1994). Love in the afternoon: A relational reconsideration of desire and dread in the countertransference. *Psychoanalytic Dialogues*, 4: 153-170.

Dimen, M. (2011). Lapsus Linguae, or a Slip of the Tongue?: A Sexual Violation in an Analytic Treatment and Its Personal and Theoretical Aftermath. *Contemporary Psychoanalysis*, 47:35- 79.

Wrye, H.K. and J.K. Welles (1989). The maternal erotic transference. *International Journal of Psychoanalysis*, 70: 673-684.

Celenza, A., & Gabbard, G. O. (2003), Analysts who commit sexual boundary violations: A lost cause? *Journal of the American Psychoanalytic Association*, 51:617-636

Weekend 6: Contemporary Sexual Issues in Psychoanalysis

Transgender

Saketopoulo, A. (2014). Mourning the body as bedrock: Developmental considerations in treating transsexual patients analytically. *Journal of American Psychoanalytic Association*. 62: 773-806.

Pornography

Cole, G. (2011). A strange invitation: On the ordinary problem of pornography. *Studies in Gender and Sexuality*, 12: 254-267.

Escoffier, J. (2011). Imagining the She/Male: Pornography and transexualization of the heterosexual male. *Studies in Gender and Sexuality*, 12: 268-281.

Desire

Mitchell, S. A. (1997), Psychoanalysis and the degradation of romance. *Psychoanalytic Dial.*, 7: 23-41

Stein, R. (1998). Passion's Friends, Passion's Enemies: Commentary on Paper by Stephen Mitchell. *Psychoanalytic Dialogues*, 8:547-560.

Sexual Consent

Butler, J. (2012). Sexual consent: Some thoughts on psychoanalysis and law. *Columbia Journal of Gender and Law*, 21: 405-420.

Course Title: Dissertation Writing

Instructors: Estelle Shane, Ph.D. & Joye Weisel-Barth, Ph.D., Psy.D.

We welcome you to the Dissertation. Writing Course. We plan to conduct this course in workshop format. This means that after our first meeting, where all of you will be presenting your work, in each subsequent class only a few of you will be presenting your assignment, which will include some writing samples. The remaining class members, as well as the instructors, will serve as editors and will come prepared to consult on each presentation. We envision each dissertation project generated in the class as potentially a joint creation of the first author and his/her editing consultants.

For our first meeting in September, you are all asked to complete three tasks:

- 1) Carefully read the Requirements for the Dissertation. An important aspect of the class is the achievement of a thorough understanding of the elements of this document. Individual classes will be focused on particular dissertation elements, so that by the end of the class, what is required to complete the dissertation will not only have been reviewed in class, but approached in writing by each class member.
- 2) Read *Structure and Spontaneity in Clinical Prose* by Suzi Naiburg over the next two months. Concentrate particularly on Chapter 11 (Introductions), Chapter 12 (The Narrative Axis), Chapter 13 (The Conceptual Axis), Chapter 14 (The Shapes of Arguments), and Chapter 15 (Using Sources). You may order the book online through Amazon or Routledge Press.
- 3) Prepare an ABSTRACT for the first class to present and discuss with us and the other candidates. The abstract is a condensation of what your paper is about and what it accomplishes. It is an opportunity to prepare your readers for the arguments, methods, and conclusions in your paper. Of course, over time your abstract will change - probably dramatically - but this exercise will focus your ideas in a preliminary way, offering each candidate a chance for early feedback, and guide the subsequent reading on your topic.

Course Title: Philosophy of

Science Instructor: Michael

Lebow, Ph.D.

Main text: Kuhn, Thomas. *The Structure of Scientific Revolutions*. Chicago: University of Chicago, 3rd Ed. 1996.

Selected Readings from the following:

Hume, David. *An Inquiry on Human Understanding*. Cambridge: Hackett Publishing Co, 2nd paperback ed, 1993.

Godamer, Hans. *Truth and Method*, 2nd rev. edn. (1st English edn, 1975), trans, by J. Weinsheimer and D.G. Marshall, New York: Crossroad, 1989.

Godamer, Hans. *The Beginning of Philosophy*, trans. by Rod Coltman, New York: Continuum, 1998a.

Ayer, Alfred. *Language, Truth & Logic*. New York: Dover Publication, 1952 (an exact replication of the (1946) 2nd ed.

Kuhn's book is widely considered one of the most important books of the 20th century, along with Godamer's *Truth and Method*. It is widely known that Kuhn's book is filled with errors, which he acknowledged. Even the latter fact did diminish the power and the implications of his insights. An old adage in art applies here: there are always errors and mistakes in any great work.

September 28, 2014 The Classical Period: Plato, Aristotle; Dialogue, Causation, Explanation, Observation, Methodology. Read: Kuhn, 1-76. (Discussion of additional reading in class). Godamer's work on early developments in philosophy will help you with "Truth and Method."

November 2, 2014 The Medieval Period/Renaissance/Descartes. Read Kuhn, 76-159. Ayer, 46-47; 142-143 Selections from Descartes presented in class.

December 3, 2014 The Empiricists, Bacon, Locke, Hobbes and Hume. Kuhn, 160-210. Hume, 126-137. Ayer, 120-132. (Kant Handout in Class)

January 25, 2015 Kant: Lecture followed by discussion. (Handout for Godamer for following meeting, readings for Godamer given in class). Introduction to Logical Empiricism/Logical Positivism. Ayer, 71-86.

March 29, 2015 Godamer, Hans. *Truth and Method* Lecture/Discussion (Handout for final class meeting/lecture and discussion).

May 3, 2015 Psychoanalysis and Principle of Verification; Truth in Psychoanalysis; Limitation of Science/Achievements in Science. Achievements in Psychoanalysis; Qualitative vs. Quantitative research/outcomes studies.

APPENDIX XX

Item # 126

CURRICULUM VITAE

Name of Member	Faculty	Degree (the one before ICP)	Where degree acquired
Veronica D. Abney		MSW	Smith College School for Social Work
Howard Bacal		M.D.C.M.	McGill University
Gordon Berger		Ph.D.	Yale University
Kati Breckenridge		Ph.D.	Univ. of Texas at Austin
Edith G. Boxer		MSW	University of Southern California
Sally Cassidy		MSW	California State University, Long Beach
Karen Y. Cobb		Ph.D.	University of Southern California
William J. Coburn		Ph.D.	CGI - The Chicago School of Professional Psychology
Cheryl Chenot		MFT	Fuller Theological Seminary
Robin S. Cohen		Ph.D.	UCLA
Joan C. Dasteel		Ph.D.	Sanville Institute
Sona DeLurgio		MA	Phillips Graduate Institute
Christina Emanuel		MA	Loyola Marymount University
Helen Grebow		Ph.D.	University of Southern California
Lynne Jacobs		Ph.D.	California School of Professional Psychology
Jeri S. Johnston		MS	California State University, Northridge
Daniel Bradley Jones		MSW	Hunter College School of Social Work
Sylvia Jones		Ph.D.	Graduate Center for Child Development
Carola Kaplan		Ph.D.	Cornell University
Susen S. Kay		MS	Pacific Graduate Institute
Peter Maduro		Psy.D	CGI - The Chicago School of Professional Psychology

Carol A. Mayhew	Ph.D.	Wright Institute
Susan L. Mendenhall	MSW	University of Southern California
Lynne Oliva	MA	Pepperdine University, Los Angeles
Philip A. Ringstrom	Ph.D.	University of Southern California
Nick Ryan	MA	Loyola Marymount University
Gary Richard Sattler	Dr. theol.	University of Marburg(Germany)
Peter Schou	Ph.D.	Southern California Psychoanalytic Institute
Sanford Shapiro	M.D.	Wayne State University
Estelle Shane	Ph.D.	UCLA
Sherry Shirk Hoffman	MSW	Adelphi University
Karen Shore	Ph.D.	Derner Institute, Adelphi University
Gil Spielberg	Ph.D.	California School of Professional Psychology
Margy Sperry	MFT	Fuller Theological Seminary
Penelope Starr-Karlin	MA	Antioch University, Los Angeles
Keith E. Valone	Ph.D.	University of Illinois at Urbana-Champaign
Judith Ellen Vida	M.D.	Stanford University School of Medicine
Mary E. Walters	MSW	University of Chicago
Joye Weisel-Barth	Ph.D.	California School of Professional Psychology
Kathryn J. Zerbe	M.D.	Temple University School of Medicine
Helen Ziskind	MSW	UCLA

Veronica D. Abney, Ph.D.

CURRENT POSITIONS

1978 – Present Private practice with child, adolescent & adult trauma victims. Santa Monica, CA.
1986 – Present Adjunct Lecturer in Social Work University of California, Los Angeles, Department of Psychiatry, School of Medicine. Los Angeles, CA.

EDUCATION

1969 - 1973 BA Pitzer College
Claremont, CA 91711
1973 - 1975 MSW Smith College School for Social Work Northampton,
MA 01063

POSTGRADUATE TRAINING

1985 – 1986 Family Therapy Institute of Southern California Santa
Monica, CA 90403
1992 – 2006 Ph.D. Institute of Contemporary Psychoanalysis
12121 Wilshire Blvd., Ste. 550
Los Angeles, CA 90025-1173
Dissertation: African-American Psychoanalysts in the United States: Their
Stories & Presence in the Field

SOCIAL WORK FIELD PLACEMENTS

Sept 1973 - June 1974 Massachusetts General Hospital
Boston, MA
Sept 1974 - June 1975 Massachusetts Mental Health Center
Boston, MA

PROFESSIONAL TRAINING & EXPERIENCE

Nov 1975 - Feb 1976 Psychiatric Social Work
Boston Drug Treatment Program Boston,
MA
Jan 1976 - Jan 1977 Consultant
Human Resource Institute Brookline,
MA
May 1976 - Sept 1977 Psychiatric Social Worker
Lindemann Mental Health Center Boston,
MA
Jan 1978 - June 1980 Clinical Social Worker
Central City Community Mental Health Center

Los Angeles, CA

July 1980 - Oct 1981 Casework Supervisor
Hathaway Home for Children
Los Angeles, CA

Dec 1981 - July 1984 Child Outpatient Services
Senior Therapist
Kedren Community Mental Health Center
Los Angeles, CA

Jan 1979 - Present Private Practice Santa
Monica, CA

July 1984 - Dec 1996 SCAN Team Coordinator & Adjunct Lecturer in Social Work
Child and Adolescent Services
Neuropsychiatric Hospital & Institute
University of California-Los Angeles
Los Angeles, CA

Nov 1984 - Mar 1991 Consultant
Little People's World
Compton, CA

Sept 1987 - June 1992 Field Work Instructor
School of Social Welfare
University of California-Los Angeles
Los Angeles, CA

Sept 1988 - June 1992 Field Work Instructor
School of Social Work
University of Southern California
Los Angeles, CA

Sept 1992 - June 1995 Field Work Instructor
Smith College School for Social Work
Northampton, MA

Nov 1997 – Present Consultant
Stuart House
Santa Monica/UCLA Rape Treatment Center Santa
Monica, CA

LICENSE & CERTIFICATION STATUS

Nov 1978 Licensed Clinical Social Worker (California)

Dec 1994 Diplomat in Clinical Social Work Dec 1995
Qualified Clinical Social Worker

COMMITTEE APPOINTMENTS

July 1986 - June 1994 Member, Child Abuse Policy Committee,
Medical Staff Committee, UCLA Medical Center

Feb 1993 - March 1994 Children's Screening Committee Kidstep
Program
Mac Laren Children's Center EI
Monte, CA

Feb 1995 – 1998 Ethics Committee, Medical Staff
Committee, UCLA Neuropsychiatric Institute and Hospital.
University of California, Los Angeles, CA

PROFESSIONAL ACTIVITIES AND SOCIETIES

Child Maltreatment Journal
Associate Editor
Trauma, Violence, Abuse: A Review Journal Editorial
Board

American Professional Society on the Abuse of Children (APSAC)
President (1999-00)
President Elect (1998-99)
Secretary (1995-98)
Board of Directors (1993-01)
Executive Committee (1994-01)
Advisor Associate Editor, Cultural Issues (1994-99)
Co-chair, Committee for Cultural Diversity (1993-00) Chair,
Nominating Committee (1995-99)
Chair, Personnel Committee (1995-96, 2000-2001))
Program Committee (1992-00)
Task Force for Adult Survivors
California Professional Society on the Abuse of Children (CAPSAC) 2nd
Vice-president (1996-2002)
Board of Directors (1994-2004)
Los Angeles Regional Board of Directors (1993-1999)
National Association of Social Workers

PUBLICATIONS

V. Abney and L. Jackson (1991). How Group Therapy Can Help Survivors of Sexual Abuse. Behavioral Science Media Lab, Neuropsychiatric Institute, University of California, Los Angeles.

V. Abney, J. Yang, and M. Paulson (1992). Transference and Countertransference Issues Unique to Long Term Group Psychotherapy with Adult Women Molested as Children: The Trials and Rewards. *Journal of Interpersonal Violence*, 7:4.

V. Abney & K. Gunn (1993). Cultural Competency: Rationale and Reality. *APSAC Advisor*, 6:3.

V. Abney (1995). Review of *Crossing the Boundary: Black Women Survive Incest*, by Melba Wilson. *Affilia*, 10(1), Spring 1995: 92-93.

- V. Abney and R. Priest (1995). African-Americans and Sexual Child Abuse. In L. Fontes (Ed.) Sexual Abuse in Nine North American Cultures: Treatment and Prevention. Thousand Oaks, CA: Sage Publications.
- V. Abney (1996), Cultural Competency in the Field of Child Maltreatment. In L. Berliner, J. Briere, J. Bulkley & C. Jenny (Eds.), APSAC Handbook on Child Maltreatment. Thousand Oaks, CA: Sage Publications.
- V. Abney (2000). What Principles and Approaches Can I Use to Engage Clients Across Cultures?. In H. Dubowitz & D. DePanfilis (Eds.) Handbook for Child Protection. Thousand Oaks, CA: Sage Publications.
- V. Abney (2002), Cultural Competency in the Field of Child Maltreatment. In J.E.B. Myers, L. Berliner, J. Briere, C.T. Hendrix, C. Jenny & T.A. Reid (Eds.), APSAC Handbook on Child Maltreatment (Second Edition). Thousand Oaks, CA: Sage Publications.

ABSTRACTS

- V. Abney, (1975). Psychological Effects of School Desegregation on Black Children. Abstracted in Smith College School for Social Work Journal, 46-1, (16).

INVITED PRESENTATIONS

- Aug 1985 Mothers of Incest Victims, Southern California Training Center for Child Sexual Abuse Treatment, Children's Institute International, Los Angeles, CA..
- July 1986 Group Work in Child Abuse Treatment, Child Abuse: Issues in Prevention, Reporting, and Treatments, UCLA Extension Program, Los Angeles, CA.
- April 1989 Child Abuse Reporting, Immaculate Heart High School, Los Angeles, CA..
- April 1989 Press Conference, Stop Abuse Very Early (SAVE) Day, Los Angeles, CA..
- June 1989 Child Abuse Reporting, School of Social Welfare, UCLA, Los Angeles, CA .
- Aug 1989 Finding the Missing Piece: Treatment of Abused Children, 5th Annual National Convention, National Association for Children of Alcoholics, San Diego, CA..
- Feb 1990 Adults Molested as Children, Los Angeles County Department of Mental Health, Los Angeles, CA.
- April 1990 Child Sexual Abuse, Grand Rounds, Psychiatry Training Program, Charles Drew Medical School, Los Angeles, CA.
- May 1990 Case Conference Discussant, Topic: Child Sexual Abuse, San Fernando Valley Child Guidance Clinic, Northridge, CA.
- Sept 1991 Assessing and Reporting Child Abuse, Employee Mental Health: A Course for the '90 's. Management's Challenges and Clinical Solutions, UCLA Extension Program, Los Angeles, CA.
- Oct 1991 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.
- Jan 1992 Assessing and Reporting Child Abuse, Windward School, Los Angeles, CA.
- Feb 1992 Cultural Competency in Child Abuse Intervention, Investigation and Treatment of Child Sexual Abuse, Tarrant County Junior College, Fort Worth, TX.
- May 1992 Cultural Considerations in the Treatment of Sexually Abused African- American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program,

Santa Monica, CA.

July 1992 Cultural Considerations in the Treatment of African-American Survivors, The 10th Annual Conference, Voices In Action, Inc., Chicago, IL.

Oct 1992 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Oct 1992 Cultural Considerations in the Treatment of African-American Survivors of Sexual Abuse, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.

Oct 1992 Barriers to Cultural Competency, Midwest Conference on Child Sexual Abuse

Feb 1993 Child Abuse Reporting, Graduate Center for Child Development, Los Angeles, CA.

April 1993 Cultural Competency, California Professional Society on the Abuse of Children, Los Angeles, CA.

June 1993 Culturally Competent Child Abuse Intervention, 1st National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

June 1993 Therapy with Adult Survivors of Severe Child Abuse, 1st National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL. June 1993

Cultural Competence and Chronic Neglect, Conference of the National Center for Child Abuse and Neglect (NCCAN), Chicago, IL.

Sept 1993 Theory and Treatment of Adult Survivors, Los Angeles Chapter California Association of Marriage and Family Therapists, Los Angeles, CA.

Dec 1993 African-American Families, Child Psychiatry Training Program, Harbor- UCLA

Jan 1994 African-American Survivor Treatment, San Diego Conference on Responding to Child Maltreatment, San Diego, CA.

Jan 1994 Theory and Treatment of Adults Sexually Abused Children, Psychiatric Disorders Across the Lifespan, UCLA Neuropsychiatric Institute and Hospital, Los Angeles, CA

May 1994 Exploring Cross-Cultural Issues in Assessment, Intervention & Treatment Planning 2nd National Colloquium of the American Professional Society on the Abuse of Children, Cambridge, MA.

May 1994 Therapy with Adult Survivors of Severe Child Abuse: Trauma-Specific Interventions, 2nd National Colloquium of the American Professional Society on the Abuse of Children, Cambridge, MA.

May 1994 Round Table Discussant at People of Color Leadership Institute and The U.S. Advisory Board on Child Abuse and Neglect, The Dynamics of Cultural Resistance: Strategies for Change, Cambridge, MA.

May 1994 Cultural Considerations in the Treatment of Sexually Abused African- American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program, Santa Monica, CA.

Sept 1994 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Sept 1994 African-American Families, Child Psychiatry Training Program, Harbor-UCLA, Los Angeles, CA.

Oct 1994 Exploring Cross-Cultural Issues in Assessment & Treatment, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.

Oct 1994 Transference and Countertransference in Long-Term Group Treatment of Adult Women Sexually Abused as Children, Midwest Conference on Child Sexual Abuse and Incest, Madison, WI.

Jan 1995 Multicultural Issues in Child Sexual Abuse, Comprehensive Child Sexual Abuse Intervention: Advanced Training in The Multidisciplinary Approach, Huntsville, AL.

Feb 1995 Cultural Considerations in the Treatment of Sexually Abused African- American Children, Stuart House, Santa Monica Hospital Rape Crisis Treatment Program, Santa Monica, CA.

April 1995 Dynamics of Power, Cross-Cultural Issues in Child Abuse Treatment: Working Toward a Sensitive Value Base, Long Beach, CA . May 1995 Treatment of African-American Survivors, 14th Annual Conference on Child Abuse, and Neglect, Sacramento, CA..

June 1995 Transference and Countertransference Issues in the Therapy of Adult Survivors, 3rd National Colloquium of the American Professional Society on the Abuse of Children, Tucson, AZ.

Oct 1995 Discussant, The 18th Annual Conference on the Psychology of the Self: Crosscurrents in Self Psychology, San Francisco, CA.

Nov 1995 Cultural Issues in Child Abuse and Neglect, 1995-96 Interdisciplinary Child Abuse and Neglect Lecture Series, University of California, Los Angeles, CA.

June 1996 Abuse Violence and Young Black Men, Georgia Council on Child Abuse 12th Annual Training Symposium; Atlanta, GA.

June 1996 Abuse Violence and Young Black Men, 4th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

June 1996 Treating Adult Survivors: Special Aspects of the Therapeutic Relationship, 4th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

Sept 1996 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Nov 1996 Case Presentation, Contemporary Issues in the Psychoanalytic Treatment of Adult Survivors of childhood Sexual Abuse: Dissociation, Regression and Historical Reconstruction, A.P.A. Division 39, Southern California Chapter of Women and Psychoanalysis, Los Angeles County Psychological Association, Los Angeles, CA.

Feb 1997 Understanding and Treating African-American Survivors of Child Abuse, Every Child Loved, No Child Lost, Northern California Training Center: Giaretto Institute; Oakland, CA.

Mar 1997 Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.

Mar 1997 Understanding and Treating African-American Survivors of Child Abuse, Thirteenth National Symposium on Child Sexual Abuse, Huntsville, AL.

Mar 1997 Invited participant to the OVC Symposium on Adolescent Sexual Victimization, Chatanooga, TN.

April 1997 Adult Survivors of Child Sexual Abuse, Didi Hirsch Community Mental Health Center; Culver City, CA.

April 1997 Child Sexual Abuse and the African-American Family, Stuart House Law Enforcement Training Series, Santa Monica-UCLA Medical Center; Santa Monica, CA.

June 1997 Cultural Issues in Sexual Abuse, 5th National Colloquium of the American Professional Society on the Abuse of Children, Miami, FL.

June 1997 African-American Children & Sexual Abuse, 5th National Colloquium of the American Professional Society on the Abuse of Children, Miami, FL.

June 1997 Physical Abuse, Discipline & Culture, 5th National Colloquium of the American Professional Society on the Abuse of Children, Miami, FL.

Nov 1997 African-American Children & Sexual Abuse, Didi Hirsch Community Mental Health Center; Culver City, CA.

Nov 1997 Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA

Feb 1998 Child Sexual Abuse and the African-American Family, Stuart House Law Enforcement Training Series, Santa Monica-UCLA Medical Center; Santa Monica, CA.

Feb 1998 Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.

April 1998 Child Abuse Reporting, National Council of Jewish Women's Women Helping Women Hotline, Los Angeles, CA.

April 1998 African-Americans and Child Maltreatment, Celebrating 100 Years of Professional Social Work: American's Real Heroes, NASW California Chapter, Manhattan Beach, CA.

July 1998 African-American Children & Sexual Abuse, 6th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

July 1998 Physical Abuse, Discipline & Culture, 6th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

Oct 1998 Discussant, The 21st Annual Conference on the Psychology of the Self: Self Psychology Integrating & Evolving, San Diego, CA.

Dec 1998 Cultural Issues in Child Abuse and Neglect, UCLA School of Law, Los Angeles, CA.

Jan 1999 Discussion moderator, Multicultural Challenges to Psychoanalysis, ICP Winter Meeting 1999, Los Angeles, CA.

Jan 1999 Managing Resistance & Engaging Families in the Treatment Process, San Diego Conference on Responding to Child Maltreatment, San Diego, CA

March 1999 African-Americans and Child Maltreatment, 15th National Symposium on Child Sexual Abuse, Huntsville, AL.

June 1999 African-American Children, 7th National Colloquium of the American Professional Society on the Abuse of Children, Chicago, IL.

June 1999 Managing the Therapy Relationship, 7th National Colloquium of the American Professional Society on the Abuse of Children, San Antonio, TX.

June 1999 Risk and Recovery from Child Sexual Abuse: Current Research and Implications for Practice, 7th National Colloquium of the American Professional Society on the Abuse of Children, San Antonio, TX.

June 1999 African-American Children and Child Sexual Abuse, Celebration Diversity: Providing Services to Latino and African-American Families, Children's Center of the Antelope Valley, Lancaster, CA.

Sept 1999 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Oct 1999 Cultural Considerations in Child Maltreatment, San Fernando Valley Child Guidance Clinic, Northridge, CA.

Nov 1999 Culture in the Clinical Relationship: Three Experts Speak, Southern California Counselling Center, Los Angeles, CA.

Jan 2000 Multiculturalism in the 21st Century: A Multidisciplinary Perspective, San Diego Conference on Responding to Child Maltreatment, Y2K, San Diego, CA

Mar 2000 African-Americans and Child Maltreatment: Cultural Considerations, The Fifteenth National Symposium on Child Sexual Abuse, Huntsville, AL.

May 2000 Adults Molested as Children, Venice Family Clinic, Los Angeles, CA.

June 2000 Child Abuse: Reporting & Clinical Issues; Edelman Westside Mental Health Center; Los Angeles, CA

July 2000 African-American Children; 8th Annual APSAC Colloquium, Chicago, IL. July 2000 Managing Vicarious Traumatization; 8th Annual APSAC Colloquium, Chicago, IL.

Aug 2000 Cultural Considerations for Professionals in Child Maltreatment Practice; APSAC Advanced Training Institutes, Atlanta, GA.

Aug 2000 Managing the Therapy Relationship with Adult Survivors; Georgia Child Council on Child Abuse, Inc.: 16th Annual Training Symposium, Atlanta, GA.

Oct 2000 Child Sexual Abuse, Violence in Intimate Relationships, Pitzer College, Claremont, CA.

Oct 2000 Child Abuse Reporting for Professionals, UCLA Annual Review of Psychiatry, Los Angeles, CA.

Oct 2000 What is Happening to Our Children?. Panel for the California Assembly Select Committee on Domestic Violence: Impact of Domestic Violence on Children.

Feb 2001 The African-American Child, SCPSAC Seventh Annual Colloquium on Child Abuse, Charleston, SC.

March 2001 African-American Families: Cultural Considerations, APSAC-NJ Annual Conference, Summit, NJ

March 2001 Multiculturalism in the 21st Century, APSAC-NJ Annual Conference, Summit, NJ

June 2001 Countertransference: A Post-Modern View, Stuart House, Santa Monica/UCLA Hospital, Santa Monica, CA.

June 2001 African-American Families: Cultural Considerations; 9th Annual APSAC Colloquium, Washington, D.C.

June 2001 Managing Vicarious Traumatization; 9th Annual APSAC Colloquium, Washington, D.C.

Feb 2002 Countertransference: Taking Care of the Caretaker; Aviva Family and Children's Services 18th Annual Conference on Critical Issue of Adolescence, Studio City, CA

March 2002 Countertransference: A Postmodern View; From Neurons to Neighborhoods: The Effects of Emotional Trauma on the Way We Learn, Feel and Act, Los Angeles, CA

March 2002 African-Americans and Child Maltreatment: Cultural Considerations; 15th National Symposium on Child Sexual Abuse, Huntsville, AL.

May 2002 Countertransference in the Treatment of Adult Trauma; Dept. of Psychiatry, Kaiser-Permanente Hospital, Los Angeles, CA

May 2002 African-American Families: Cultural Considerations; 10th Annual APSAC Colloquium, New Orleans, LA

May 2002 Working Towards Guidelines in Cultural Competency; 10th Annual APSAC Colloquium, New Orleans, LA

June 2002 Countertransference: A Post-Modern View; Family Stress Center of San Fernando Valley Child Guidance Clinic, Northridge, CA.

Aug 2002 African-American Families: Cultural Considerations; Dallas Crimes Against Children Conference; Dallas, TX

Aug 2002 Cultural Issues in Child & Spousal Abuse; Family Advocacy Staff Training (FAST), U.S. Army. Honolulu, HI

Mar 2003 African-Americans Families: Cultural Considerations; 16th National Symposium on Child Sexual Abuse, Huntsville, AL.

Aug 2003 African-American Families & Survivors. 11th Annual APSAC Colloquium. Orlando, FL.

Aug 2003 Professionals of Color: Issues in the Workplace. 11th Annual APSAC Colloquium. Orlando, FL.

Oct 2003 African-American Families: Cultural Considerations. 19th Annual Midwest Conference on Child Sexual Abuse. Madison, WI

Oct 2003 Cultural Factors in the Treatment of Survivors of Child Sexual Abuse. 10th Annual Conference on Behavior Clinical Neuroscience, Substance Abuse & Culture. Los Angeles, CA.

Dec 2003 Race, Class, & Culture in Child Maltreatment. APSAC's 1st Annual Trauma Treatment Clinic. Lahaina, HI

Feb 2004 Mutual Survival in the Therapy Relationship: Working with Trauma Survivors; 3rd Annual Eastern Conference on Child Sexual Abuse Treatment. Washington, DC.

Feb 2004 African-American Families: Cultural Considerations; 3rd Annual Eastern Conference on Child Sexual Abuse Treatment. Washington, DC.

Mar 2004 African-Americans Families: Cultural Considerations; 17th National Symposium on Child Sexual Abuse, Huntsville, AL.

Aug 2004 African-American Families & Survivors; 12th Annual APSAC Colloquium. Los Angeles, CA.

Oct 2004 African-American Families: Cultural Considerations. 20th Annual Midwest Conference on Child Sexual Abuse. Madison, WI

Oct 2004 Cultural Considerations: African-Americans and Child Maltreatment. United States Coast Guard training for Family Advocacy Specialists; Salt Lake City, UT.

Nov 2004 Traumatic Transferences with Adult Survivors; Working with Severe Abuse Survivors. Institute of Contemporary Psychoanalysis; Los Angeles, CA

Mar 2005 African-Americans Families: Cultural Considerations; 18th National Symposium on Child Sexual Abuse; Huntsville, AL.

Aug 2005 Child Sexual Abuse, Jewish Family Services. Los Angeles, CA.

May 2006 African-Americans & Child Maltreatment. Children's Justice Conference, Seattle, Washington.

May 2006 Race, Class & Culture in Child Maltreatment. Children's Justice Conference, Seattle, Washington.

May 2006 Encountering the Mysterious Other: Hidden Obstacles to the Mutual Influence of Difference, Moderator

Aug 2006 Safe Havens: Supervised Visitation and Safe Exchange Roundtable on Child

Maltreatment and Domestic Violence Meeting. U. S. Department of Justice, Office on Violence Against Women in partnership with Institute for Family Violence Studies, Clearinghouse on Supervised Visitation, Florida State University.

Apr 2007 The Mysterious Other: Heightening Awareness to Blind Spots that Influence Our Experience, Institute of Contemporary Psychoanalysis, Los Angeles, CA.

Mar 2007 African-American Psychoanalysts: Their Stories & Presence in the Field. National Membership Committee on Psychoanalysis in Clinical Social Work Conference. Chicago, IL.

July 2007 Child Sexual Abuse, Aleinu Program at Jewish Family Services. Los Angeles, CA.

April 2008 Can True Cultural Competence be Achieved? Cultural Competence and Child Maltreatment: Theories and Application. Third Annual National Conference. Montclair State University. Montclair, N.J.

March 2010 Multicultural Practice. Special Service for Groups, Los Angeles, CA,. Family Connections. Ruth Young Center at the University of Maryland School for Social Work.

June 2010 Multicultural Practice. Special Service for Groups, Los Angeles, CA,. Family Connections. Ruth Young Center at the University of Maryland School for Social Work.

Jan 2011 Multicultural Practice. Special Service for Groups, Los Angeles, CA,. Family Connections. Ruth Young Center at the University of Maryland School for Social Work.

UCLA, DEPARTMENT OF CHILD PSYCHIATRY, SCHOOL OF MEDICINE SEMINARS

Jan 1985 - Present Various seminars, case conferences and child psychiatry grand rounds taught annually on child, adolescent & adult victims of child sexual abuse, child abuse reporting in a psychiatric setting, & dissociative disorders.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS; LOS ANGELES, CA.

1999 – 2003 8 week case conference course; Trauma & Dissociation July 2002
Dissociation. Extension Division.

May 2003 Dissociation. Psychotherapy Program.

Oct 2003 Transference & Countertransference. Psychotherapy Program November 2010 A Psychoanalytic Exploration of the Socio-cultural Horizons of the Experience of Analysts & Their Patients

HOWARD A. BACAL, MD

DEGREES, MAJOR QUALIFICATIONS AND APPOINTMENTS

1. B.A., McGill University, 1954
2. M.D.C.M., McGill University, 1958
3. Licentiate of the Medical College of Canada (L.M.C.C.), 1959
4. Licentiate of the National Board of Medical Examiners, U.S.A., 1959
5. Qualification in Psychoanalysis, The Institute of Psychoanalysis, London, England, 1965
6. Member, International Psychoanalytic Association, 1965
7. Qualification, Child Psychoanalysis, The Institute of Psychoanalysis, London, England, 1967
8. Associate Professor, Department of Psychiatry, University of Western Ontario,

London, Ontario, Canada, 1972-79

9. Fellow, Royal College of Physicians and Surgeons of Canada (FRCP), 1974
10. Training and Supervising Analyst, Toronto Institute of Psychoanalysis, 1976
11. Member, The American Psychoanalytic Association, by certification, 1978
12. Associate Professor, Department of Psychiatry, University of Toronto, 1981
13. Director, Toronto Institute of Psychoanalysis, 1983-1985
14. Fellow, American Psychiatric Association, 1977/Life Fellow 1995
15. Member, International Council for Psychoanalytic Self Psychology, 1991
16. Faculty and Supervising Analyst, Institute for the Psychoanalytic Study of Subjectivity (NY), 1991
17. Advisory Board, Toronto Institute for Contemporary Psychoanalysis, 1992
18. Training and Supervising Analyst, Institute for Contemporary Psychoanalysis (LA), 1995
19. Training and Supervising Analyst, Southern California Psychoanalytic Institute (LA), 1996, now The New Center for Psychoanalysis
20. Faculty Member and Supervising Analyst, National Training Program in Contemporary Psychoanalysis (NIP), New York, 1999
21. Advisory Board, International Association of Relational Psychoanalysis and Psychotherapy (IARPP), 2008
22. Editorial Board, Contemporary Psychoanalytic Studies
23. Editorial Board, International Journal of Psychoanalytic Self Psychology

PROFESSIONAL TRAINING AND EMPLOYMENT HISTORY

1. Cleveland Metropolitan General Hospital, Cleveland, Ohio, Rotating Internship, 1958-59
2. University of Cincinnati Post-Graduate Training Program in Psychiatry:
Junior Resident 1959-60
Senior Resident 1960-61
3. British Institute of Psychoanalysis: qualified in Adult and Child Psychoanalysis,

- 1965/1967: Supervisors: Michael Balint, Marian Milner, Wilfred Bion (Adult Cases); Donald Winnicott, Martin James, Betty Joseph (Child Cases)
4. Napsbury Mental Hospital, Hertfordshire, England, Senior House Officer, 1961-62
 5. The Tavistock Clinic, London, England: Registrar, Senior Registrar, Post-Graduate Fellow, Hon. Research Psychiatrist: 1962-1970
 6. The Tavistock Institute of Human Relations, School of Family Psychiatry and Community Mental Health, London, England: Seminar Leader, General Practitioner Training Program (Balint Groups), and leader of Tavistock-based Leicester Study Groups, 1966-70.
 7. Research Associate, Seminar for General Practitioners, with Michael and Enid Balint, University College Hospital, London, England, 1970-71
 8. Research Associate and Member of Treatment Panel, Centre for the Study of Adolescence, London Borough of Brent, with Moe. and Egle Laufer, 1970-71
 9. Assistant Chief in Psychiatry, Mount Zion Hospital and Medical Center, San Francisco, Ca.: Joint appointment in the Departments of Medical Education and Psychiatry (Robert Wallerstein, Chairman): Training of Residents in Family Medicine and Psychiatry, 1971-72
 10. Associate Professor, Department of Psychiatry, University of Western Ontario, London, Ontario, Canada, 1972-79
 11. Associate Professor, Department of Family Medicine, University of Western Ontario, London, Ontario, Canada: Training of Family Physicians and Residents in Family Medicine, 1972-79
 12. Consultant Psychiatrist:
 - (a) Victoria Hospital, London, Ontario, Canada, 1972-79
 - (b) University Hospital, London, Ontario, Canada, 1976-79
 - (c) St. Joseph's Hospital, London, Ontario, Canada, 1976-79
 - (d) London Psychiatric Hospital, 1976-79
 13. Director of Out-Patients, Department of Psychiatry, Victoria Hospital, London, Ontario, Canada, 1972-76
 14. Director of Continuing Education; Co-ordinator of Group Psychotherapy Training, Department of Psychiatry, University of Western Ontario, 1976-79
 15. Staff Psychiatrist, Student Health Service, University of Toronto, 1979-80
 16. Associate Professor, Department of Psychiatry, University of Toronto, 1981
 17. Visiting Staff, Department of Psychiatry, Sunnybrook Health Sciences Centre, University of Toronto, 1981-1995
 18. Faculty, Training and Supervising Analyst, Institute of Contemporary Psychoanalysis and New Center for Psychoanalysis, Los Angeles,
 19. Faculty, Training and Supervising Analyst, New Center for Psychoanalysis, Los Angeles, CA
 20. Supervising Analyst at the Institute for the Psychoanalytic Study of Subjectivity, New York.
 21. Supervising Analyst at the National Training Program in Contemporary Psychoanalysis, New York.
 22. Private Practice, Psychoanalysis and Psychotherapy, Los Angeles, CA. 1995

SELECTED PUBLICATIONS (within the past 25 years)

1. (1985a). Optimal Responsiveness and the Therapeutic Process. In A. Goldberg, ed. *Progress in Self Psychology*. New York: Guilford Press. 1:202-26.
2. (1985b). Object Relations in the Group from the Perspective of Self Psychology. *Int. J. Group Psychother.* 35:483-501.
3. (1987). British Object-Relations Theorists and Self Psychology: Some Critical Reflections. *Int. J. Psychoanal.* 68:81-98.
4. (1989). Winnicott and Self Psychology: Remarkable Reflections. In *Self Psychology*, Ed. D. Detrick & S. Detrick. Hillsdale, NJ: The Analytic Press, 259-271.
5. (1990a). Does an Object Relations Theory Exist in Self Psychology? *Psychoanal. Inq.*2:197-220.
6. (1990b). The Elements of a Corrective Selfobject Experience. *Psychoanal. Inq.*3:347-372.
7. (1990). H. A. Bacal & K. M. Newman. ***Theories of Object Relations: Bridges to Self Psychology***. New York: Columbia University Press. (transl. into German, Italian & Portuguese).
8. (1991). Notes on the Relationship Between Object Relations Theory and Self Psychology. In *The Evolution of Self Psychology: Progress in Self Psychology, Vol. 7*. Ed. A. Goldberg. Hillsdale, NJ: The Analytic Press, 36-44.
9. (1991). Reactiveness and Responsiveness in the Group Therapeutic Process. In *Psychoanalytic Group Theory and Therapy*. Ed. Saul Tuttmann. International Universities Press, 309-318.
10. (1992). Contributions from Self Psychology. In *Handbook of Contemporary Group Psychotherapy*, ed.H. Klein, H. Bernard, D. Singer. New York: Internat. Univ. Press, 55-85.
11. (1993). Sharing Femininity - An Optimal Response in the Analysis of A Woman by a Woman: Commentary on the Shanes Case Study of Kathy K. In *The Widening Scope of Self Psychology: Progress in Self Psychology, Vol 9*. Ed. A. Goldberg. Hillsdale, NJ: The Analytic Press, 81-86.
12. (1994). The Selfobject Relationship in Psychoanalytic Treatment. In *A Decade of Progress: Progress in Self Psychology, Vol.10*. Ed. A. Goldberg. Hillsdale, NJ:The Analytic Press, 21-30.
13. (1995). The Essence of Kohut's Work and the Progress of Self Psychology. *Psychoanalytic Dialogues*, 5(3):353-366.
14. (1995). The Centrality of Selfobject Experience in Psychological Relatedness. *Psychoanalytic Dialogues*, 5(3):403-409.
15. (1996). (co-authored with P. Thomson). The Psychoanalyst's Selfobject Needs and the Effect of their Frustration on the Treatment - A New View of Countertransference. In *Basic Ideas Reconsidered: Progress in Self Psychology, Vol.12*. Ed. A. Goldberg. Hillsdale, NJ:The Analytic Press, 17-35.
16. (1997). Shame: The Affect of Discrepancy, in *The Widening Scope of Shame*, ed. M. Lansky & A. Morrison, Hillsdale, NJ: Analytic Press, 97-104.
17. (1997). The Analyst's Subjectivity: How It Can Illuminate the Analysand's Experience. *Psychoanalytic Dialogues*, 669-681.
18. (1998).

Optimal Responsiveness: How Therapists Heal their Patients.

Ed. H. A. Bacal. Contributors: H. Bacal, W. Ricci & F. Broucek, D. Terman, K. Newman, M. & E. Shane, J. Fosshage, C. Estrella, B. Herzog, E. Wolf, L. Jacobs, P. Thomson, M. Sucharov, F. Lachmann & B. Beebe, S. Lazar, A. Kindler, Northvale, NJ: Jason Aronson.

19. (1998). Optimal Responsiveness and the Specificity of Selfobject Experience. In *Optimal Responsiveness: How Therapists Heal their Patients*. Ed. H. A. Bacal. Northvale, NJ: Jason Aronson, 141-172.
20. (1998). (co-authored with P. Thomson). Optimal Responsiveness and the Therapist's Reaction to the Patient's Unresponsiveness. In *Optimal Responsiveness: How Therapists Heal their Patients*. Ed. H. A. Bacal. Northvale, NJ: Jason Aronson, 249-270.
21. (1998). Is Empathic Attunement the Only Optimal Response? In *Optimal Responsiveness: How Therapists Heal their Patients*. Ed. H. A. Bacal. Northvale, NJ: Jason Aronson, 289-302.
22. (2003). Specificity Theory and Optimal Responsiveness: An Outline. (with B. Herzog). *Psychoanalytic Psychology*, 635-648.
23. (2006). Specificity Theory: Conceptualizing a Personal and Professional Quest for Therapeutic Possibility. (Kohut Memorial Lecture). *International Journal of Psychoanalytic Self Psychology*, 133-155.
24. Bacal, H.
_____ (2010). (co-authored with L. Carlton). Who can do what, therapeutically, with whom, in what way? *J. Psychother. Integration*. Vol. 20, No. 1, 46-50.
25. 2010). (co-authored with L. Carlton). Kohut's last words on analytic cure and how we hear them now – A view from specificity theory. *Int. J. Psychoanal. Self Psychology*, 5: 132-143.
26. Bacal, H. (2011).

The Power of Specificity in Psychotherapy: When Therapy Works

– And When It Doesn't. Lanham. MD: Jason Aronson.

27. Bacal, H. (2011b). Specificity theory: The evolution of a process theory of psychoanalytic treatment. *American Imago* 68, 267-283.
- _____ (in press), *Psychoanalytic Inquiry*: The Budapest School's concept of supervision: Michael Balint's legacy to the development of psychoanalytic specificity theory.

Brief Resume – Gordon M. Berger

DATE OF BIRTH: May 10, 1942

CITIZENSHIP: USA

DEGREES:

**B.A. Wesleyan University, Connecticut (History), 1964
(Phi Beta Kappa)**

M.A. Yale University (East Asian Studies), 1966

Ph.D. Yale University (History), 1972

Ph.D. Southern California Psychoanalytic Institute, 1990

PROFESSIONAL CAREER:

2008-Present Professor Emeritus (Japanese History)

**Department of History, Univ. of Southern California
Los Angeles, CA 90089-0034**

**1991-Present Registered Research Psychoanalyst, certified
under RP40 to practice psychoanalytic psychotherapy by the
California State Medical Board**

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Los Angeles, CA 90025**

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Office FAX: 310-475-6296

Office e-mail: kbreck@roadrunner.com
Psychology License: Psy4059

2015: Private practice in psychology since 1974

2015: Private practice in psychoanalysis since 1995

2012: Board Member of ICP

2012: Faculty for ICP's First International Webinar

2011: Co-chair of the ICP Weekend Program in Psychoanalytic Training Committee

2011: International Council Member of IAPSP since 2008

2011: Paper chair for the 31st Annual Internat'l Conference on the Psychology of the Self

2011: Discussant for paper presented at the 31st Annual Internat'l Conference on the Psychology of the Self

2007-2009: Editor-in-Chief of the International Association of Psychoanalytic Self Psychology's Online Newsletter/eForum

2007: Discussant for paper presented at the 30th Annual Internat'l Conference on the Psychology of the Self

2007: Instructor for core case conference at Institute of Contemporary Psychoanalysis (ICP) for the Weekend Training Program for Psychoanalysis

2003: Discussant for Plenary Panel at 26th Annual Internat'l Conference on the Psychology of the Self

2002: Co-instructor for core case conference at ICP

2000-2003: President of the Board of Directors of ICP

2000: Published article: Breckenridge, K. (2000), "Physical Touch in Psychoanalysis: A Closet Phenomenon?" *Psychoanal. Inq.*, 20:2-20.

1998: Discussant in Master Class in the Pre-Conference Program of the 21st Annual Internat'l Conference on the Psychology of the Self, Post Panel Discussion Co-leader, and Chair and Discussant of paper/workshop session

1997: Original paper "When the Analyst Gets Divorced..." presented at the 20th Annual International Conference on the Psychology of the Self

1997: Treasurer, Board of Directors of ICP

1997: Chair of the Psychoanalytic Psychotherapy Training Program at ICP

1997: Received Supervising and Training Analyst status at ICP

1997: Assistant Professor, Ryokan College, Los Angeles

1996: Co-chair of the Psychoanalytic Psychotherapy Training Program at ICP

1996-1998: Instructor for core course in self psychology at ICP

1995: Psy.D. in psychoanalysis completed at ICP

1995: Faculty for Master Class in the Pre-Conference Program of the 18th Annual Internat'l Conference on the Psychology of the Self

1994-1995: ICP Board of Directors as candidate member

1986-1988: Assistant Professor, Ryokan College, Los Angeles

1983: Part-time lecturer, California School of Professional Psychology, Los Angeles

1983: Staff psychologist at Institute for Integrative Body Psychotherapy

1982-1983: Post-doctoral supervisor at Wright Institute, Los Angeles

1979-1983: Training in Integrative Body Psychotherapy

1977-1979: Member of the Board of Alcohol Council of Los Angeles

1977-1979: Training in Gestalt Therapy at Gestalt Institute, Los Angeles

1975: Part-time lecturer, California State Univ., Los Angeles

1975: Clinical Consultant in Psychology at Long Beach Naval Shipyard

1974: Clinical Consultant in Psychology, Counseling Section, Occupational Health Service, Dept. of Personnel, Los Angeles County

1974: Head Clinical Psychologist, Dept. of Personnel, Los Angeles County

1973: Chief Psychologist, Dept. of Personnel, Los Angeles County

1970-1972: Clinical Psychologist, Dept. of Personnel, Los Angeles County

1972-1973: Post-doctoral fellow in clinical psychology, Cedar-Sinai Medical Center

1973: Passed exams and licensed as a California Psychologist

1970: Ph.D. awarded from the Univ. of Texas at Austin

Publications:

Breckenridge, K. (2000), Physical Touch in Psychoanalysis: A Closet Phenomenon?.
Psychoanalytic Inquiry, 20/1: 2-20

DelliQuadri, L. & Breckenridge, K. (1978), Mother Care: Helping Yourself Through the Emotional
and Physical Transitions of New Motherhood. Los Angeles: J.P. Tarcher, Inc.

Breckenridge, K. (1972), Innovative Counseling. Health Services Report, vol. 87/5: 423-425.

Breckenridge, K., Hakes, D, & Young, R. (1965), Serial Learning in a Continuous Serial List.
Psychon. Sci., 3: 139-140.

References upon request

Edith (Edie) G. Boxer, M.S.W., BCD., PSY.D.

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EDUCATION

2004–Present- Training and Supervising Analyst, Faculty: Institute for Contemporary Psychoana
Los Angeles

1997–2002– Candidate/PSY.D./Member: Institute For Contemporary Psychoanalysis Los
Angeles

1994-1995-Student, Psychoanalytic Psychotherapy Training Program

1991-1994 - Ph.D. Student, California Institute for Clinical Social Work

July 1989 - Board Certified Diplomate in Clinical Social Work

December 1986 - Licensed Clinical Social Worker – California State License

May 1982 - Master of Social Work, University of Southern California

June 1978 - Certificate Special Counseling for Adults, University of California Los Angeles

June 1963 - B.S. Education, Ohio State University

June 1959 - High School Diploma, Canton McKinley High School, Canton, Ohio

PROFESSIONAL MEMBERSHIP

2006 – Present, International Forum for Psychoanalytic Education (IFPE)

2002 – Present, Member Institute For Contemporary Psychoanalysis Los Angeles

1982 - Present, National Association of Social Workers

1982 - Present, American Association for Psychoanalysis in Clinical Social Work (AAPCSW)

POST GRADUATE (ANALYTIC TRAINING) ACTIVITIES

2008-2011 – Student, New Directions: Writing and critical thinking from a psychoanalytic perspective: A program of the Washington Center for Psychoanalysis, Inc., Washington, D.C.

2008-2010 Co-President of ICP, Member of the Board, Institute of Contemporary Psychoanalysis Los Angeles

2005-Present-Past Co-Chair, Co-Chair Admissions Committee/Chair Candidate Progression Committee Institute of Contemporary Psychoanalysis, Los Angeles; Teaching Faculty ICPLA: Literature and Psychoanalysis, Relational School: Bromberg/Aron, Boundary Dilemmas, Mitchell/Relational Theory

2009-Present: Presenter at IFPE: Seattle, Philadelphia, San Francisco and Presenter at ICP Symposium 2015: Titles available upon request

2008: Presenter International Forum for Psychoanalytic Education, Boston, Massachusetts: "LIVING WITHIN THE SURROUND OF DEATH: Regulating Trauma/Dissociation/Self and Other In The Analytic Encounter"

2006 – Presenter International Association of Psychoanalytic Education, Pasadena, CA: "The Convergence of Influences and How I Learn"

2005 - 2012 Member of Psychoanalytic Writing Seminar, Gwyn Erwin, PH.D. , Facilitator

WORK EXPERIENCE

1986 – 1998, Home SAFE Child Care Inc.: Clinical Supervisor and Social Worker Family Project (12 years); Group Co-Leader early intervention and prevention of abuse in Orthodox Jewish families with preschool age children (one year); Social Worker Family Project, Paula Kaplan, M.A., L.C.S.W., Agency Director

1984 – 1987, Staff- Early Childhood Center, Thaliens Community Mental Health Center, (Warm Line Staff, Individual and Family Therapist, Co-Leader Toddler/Mother Group, and Leader "Babies and Briefcases" Group for Professional Working Mothers) Helen Reid, L.C.S.W., Director

1983 – Present - Private practice with Individuals, Couples, and Parent/Child Interaction

Post Graduate Social Work Fellowship:

1982 – 1983, Social Work Fellow: Family, Child, Adolescent, Cheerful Helpers (Toddlers) and Adult Outpatient Cedars-Sinai Medical Center, Thaliens Community Mental Health Center. Marge Tasem, L.C.S.W., Coordinator of Social Work Fellows

Field Work Experience - Graduate

1981 - 1982, Northridge Hospital Mental Health Adult Outpatient Clinic. Supervisor Nita Luxemberg, L.C.S.W.

1980 – 1981, VA Sepulveda, Psychiatric Ward. Supervisor, Mildred Bright, L.C.S.W.

Undergraduate

1977 – 1980, Counselor/Intern: Homebound Program, Van Nuys Community Mental Health Center. Supervisors Eleanor Wilson, M.A. and Roscoe (Russ) Miller, D.S.W.

1966 – 1977, Actively involved in the following academic and community endeavors: Classroom Aide; Leader, Junior Great Books; Library Aide; Chairman of the Committee to hire administration and teachers at a private school; paraprofessional counseling of adolescents at the private school; membership in a City of Hope chapter; attended graduate level classes in history, psychology and social work at UCLA and California State University, Northridge.

1965 – 1966, Junior High School Teacher: Social Studies/English, Olive Vista Junior High School, Sylmar, California. Richard Miles, Principal.

Other Work Experience

1964 – 1965, Service Representative: Pacific Bell Telephone, San Francisco

1963 – 1964, Junior High School Teacher: Social Studies/English. Olive Vista Junior High School, Sylmar, California, Otis Reid, Principal

REFERENCES

Elaine Bridge, L.C.S.W., Psy.D., (818) 783-7223
Jessica Lehman, L.C.S.W., Psy.D.. (310) 449-6996

PERSONAL

Demographic information available upon request.

Sally Cassidy, LCSW, Psy.D.
2001 S. Barrington Avenue, #202
Los Angeles, CA 90025
(310) 266-1795
www.sallycassidy.com

EDUCATION

Psy.D., Institute of Contemporary Psychoanalysis, Los Angeles, 2005. M.S.W., Social Work, California State University, Long Beach, 1992.
M.S., Religious Education, Fordham University, Bronx, NY, 1976.
B.A., English/Education, Mercy College, Dobbs Ferry, NY, 1969.

PROFESSIONAL EXPERIENCE

Employment

Private Practice, 1996 to the present.
Didi Hirsch Community Mental Health Center, Culver City, 1999-2001.
Rio Hondo Mental Health, Cerritos, 1998-1999.
King/Drew Medical Center, Augustus F. Hawkins, Inpatient Psychiatric, Los Angeles, 1993-1998.

Psychoanalytic Presentations

Conferences on the topic of Dissociation: Bali, Indonesia, and Baltimore, MD.
Courses at the Institute of Contemporary Psychoanalysis and/or Newport Psychoanalytic Institute in Tustin: Influence of the Analyst's Dissociation on Treatment, Psychoanalysis and Spirituality, Self Psychology and Intersubjectivity.
Presentations at various clinics as part of the training programs: Treating Trauma, Psychotic States, Psychoanalysis and Spirituality, Concretization, Dissociation.

Volunteer Work

Institute of Contemporary Psychoanalysis: Member of the Board, various terms, Faculty and facilitator for Psychoanalytic Programs.
Newport Psychoanalytic Institute: Faculty: Self Psychology and Intersubjectivity
Pacific Center: Provide psychotherapy to individuals with HIV/AIDS AIDS
Project Los Angeles, co-facilitated an HIV support group

Education for twenty-four years: Prior to a career as a mental health professional, taught math and religious education in junior high and high school levels. Worked in a variety of cultures both in the United States and Africa.

Associations

National Association of Social Work
California Society for Clinical Social Work
International Association for Relational Psychoanalysis and Psychotherapy
International Association for Psychoanalytic Self Psychology
American Association of Psychoanalytic Social Work

NAMI, The Nation's Voice on Mental Illness

Karen Y. Cobb, Ph.D., Psy.D.
1800 Fairburn Avenue, Suite 103
Los Angeles, California 90025
(310) 275-8264

Current Status

Institute of Contemporary Psychoanalysis, Training and Supervising Analyst	1997-present
Private Practice, Psychoanalyst	1995-present
Private Practice, Licensed Clinical Psychologist, (PSY 9055)	1985-present
Private Practice, Licensed Marriage and Family Therapist, (MFC II666)	1977-present

Leadership and Teaching Positions

Institute of Contemporary Psychoanalysis, Member of Board of Directors	2000-2002
Institute of Contemporary Psychoanalysis Chair or Co-Chair of Admissions, Candidate Progression, and Curriculum Committees	1997-2000
Institute of Contemporary Psychoanalysis, Faculty	1995-2000
UCLA Extension - Instructor in Dept. of Health Sciences and Psych.: Cont. Education for Mental Health Professionals	1995-1996
Pepperdine U. - Adjunct Instructor of Psych., Graduate Division	1989-1996
UCLA Extension - Instructor in Dept. of Psychology, Psychiatry, and Bio-behavioral Sciences	1985-1987
Drew Medical School, Facilitator of Medical Student Retreats	1987-1988
Antioch College, Field Advisor	1985-1986
USC Clinical Associate in Counseling Psychology - Graduate Level	1980-1982
Calif. Human Development Ctr, Beverly Hills Supervisor of Marriage and Family Counseling Interns	1977-1980

Calif. Human Development Ctr., Beverly Hills
Member of Board of Directors 1977-1980

Clinical Experience and Training

Calif. Family Study Center-Azusa Pacific College
Growth Group Leader, Graduate Level 1978-1980

Calif. Human Development Ctr., Beverly Hills Staff Therapist 1977-1980

Calif. Human Development Ctr., Beverly Hills Counseling Intern 1975-1977

Los Angeles Unified School District Counseling Intern 1976-1977

NPC Affiliated Clinics, Los Angeles Counseling Intern 1975-1976

Awards, Memberships, and Certifications

American Psychological Association, Member 1985-present

Awarded University of Southern California Ed Alum Scholarship
for meritorious doctoral work 1981

Education

Institute of Contemporary Psychoanalysis Psy.D. in Psychoanalysis 1995

USC Ph.D. in Counseling Psychology 1983

Azusa Pacific College M.A. in Counseling 1977

UCLA B.A. in Psychology 1972

Post-Doctoral Training

EMDR Eye Movement Desensitization and Reprocessing.
Level II training 2002

EMDR Eye Movement Desensitization and Reprocessing.
Level I training 2001

So. California Psychoanalytic Institute: Advanced Training
Program in Psychodynamic Psychotherapy---one academic year 1990-1991

UCLA Department of Psychiatry and Biobehavioral Sciences:
Hypnosis Seminar---one academic year 1989-1990

Publications & Presentations

Cobb, K.(1998), Development of a More Than Binary Self. The World of Self Psychology: Progress in Self Psychology, Vol. 14, ed. A. Goldberg.

Hillsdale, NJ: The Analytic Press, pp.210-232.

Presenter at the Int'l Self Psychology Conference, Wash., D.C. October 1996

William J. Coburn, Ph.D., Psy.D.

PROFESSIONAL EXPERIENCE

1983 to present: PRIVATE PRACTICE (Brentwood, California) Licensed Clinical Psychologist (Lic. No. PSY 12591) and Licensed MFCC (Lic. No. 17749); Faculty, Senior Training and Supervising Analyst, Institute of Contemporary Psychoanalysis, Los Angeles

2014 to present: INTERNATIONAL JOURNAL OF PSYCHOANALYTIC SELF PSYCHOLOGY (Routledge: Taylor and Francis)

Founding Editor Emeritus and Consulting Editor

2004 to 2014: INTERNATIONAL JOURNAL OF PSYCHOANALYTIC SELF PSYCHOLOGY (Routledge: Taylor and Francis)

Editor-in-Chief

<http://www.psychologyoftheself.org/ijpsp/>

2011 to present: PSYCHOANALYTIC DIALOGUES (Routledge: Taylor and Francis) Associate Editor

2004 to present: PUBLICATION COMMITTEE, International Association for Psychoanalytic Self Psychology

Chair

2003 to 2004: PROGRESS IN SELF PSYCHOLOGY (The Analytic Press)

Editor-in-Chief

2003 to present: PSYCHOANALYTIC INQUIRY (The Analytic Press)

Editorial Board

2002: PSYCHOANALYTIC INQUIRY (Routledge: Taylor and Francis), "Nonlinear Dynamic Systems Theories: Innovative Contributions In Psychoanalysis" (Vol. 22, No. 5)

Issue Co-Editor (with Estelle Shane)

2001 to present: REVISTA ITALIANA TELEMATICA DI PSICOLOGIA PSICOANALITICA DEL

SE INTERSOGGETTIVITA PSICOANALISI RELAZIONALE, INTERNATIONAL EDITORIAL BOARD

Board Member

2002: PROGRESS IN SELF PSYCHOLOGY (The Analytic Press)

Associate Editor

2002 to 2003: SELF PSYCHOLOGY NEWSLETTER

Western Regional Editor

2002 to present: INTERNATIONAL ASSOCIATION OF RELATIONAL PSYCHOANALYTIC PSYCHOTHERAPY

Member, Advisory Board

2004 to present: NORTHWESTERN CENTER FOR PSYCHOANALYSIS, Portland, OR

Faculty, Training and Supervising Analyst

1998 to 2000; 2004 to 2006: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Member, Board of Directors

2004 to 2006: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Treasurer

1999 to 2001: CEDARS SINAI MEDICAL CENTER, DEPARTMENT OF PSYCHIATRY

Clinical Instructor

1996 to 2000: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Founder and Chair, Public Education Committee

2000 to present: INTERNATIONAL COUNCIL OF PSYCHOANALYTIC SELFPSYCHOLOGY

Member

2000 to 2005: ASSOCIATION OF AUTONOMOUS PSYCHOANALYTIC INSTITUTES

Board Member and Past-Secretary

1997 to present: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES

Faculty, Psychoanalysis and Psychoanalytic Psychotherapy Programs

2001 to present: SOUTHERN CALIFORNIA PSYCHOANALYTIC INSTITUTE

Faculty, Psychoanalytic Psychotherapy Program

2001 to present: NEWPORT PSYCHOANALYTIC INSTITUTE, NEWPORT, CALIFORNIA

Faculty, Psychoanalysis

1997 to 1999: DIVISION 39 (PSYCHOANALYSIS), AMERICAN PSYCHOLOGICAL ASSOCIATION, SO. CALIF. CHAPTER

Program Chair

1996 to 1997: CALIFORNIA PSYCHOLOGICAL ASSOCIATION

Member, Publications Committee

1995 to present: CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES

Faculty

1995 to 1998: BOARD OF PSYCHOLOGY

Commissioner—Oral Examiner

1989 to 1995: BOARD OF BEHAVIORAL SCIENCE EXAMINERS

Commissioner—Oral Examiner

1993, 1994: CALIFORNIA FAMILY STUDIES CENTER, LOS ANGELES

Faculty

1982 to 1986: CENTER FOR HUMAN ENRICHMENT, INC.

Co-Director; Staff Psychotherapist

1985: UCLA EXTENSION PROGRAM, PSYCHOLOGY

Visiting Faculty

1978, 1979: MOUNTAINVIEW ACADEMY

Faculty

1978, 1979: JAY NOLEN CENTER FOR AUTISTIC CHILDREN

Behavior Therapist

EDUCATION

1995 to 1999: INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, LOS ANGELES
Psy.D. degree in Psychoanalysis

1990 to 1992: SOUTHERN CALIFORNIA PSYCHOANALYTIC INSTITUTE
Certificate in Psychoanalytic Psychotherapy

1981 to 1985: CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES (now the CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES)

Ph.D. degree in Clinical Psychology

1979 to 1981: CALIFORNIA GRADUATE INSTITUTE (now the CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY, LOS ANGELES)

M.A. degree in Psychology

1977, 1978: CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Postgraduate study in experimental design and research methodology

1973 to 1977: UNIVERSITY OF CALIFORNIA, LOS ANGELES

B.A. degree in English

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Div. 39 (Psychoanalysis)

Association of Autonomous Psychoanalytic Institutes

Committee on Publication Ethics (London, UK)

Council of Editors of Psychoanalytic Journals

Institute of Contemporary Psychoanalysis, Los Angeles

International Association of Relational Psychoanalytic Psychotherapy

International Council for Psychoanalytic Self Psychology

International Association for Psychoanalytic Self Psychology

International Council of Editors of Psychoanalytic Journals

Newport Psychoanalytic Institute

Northwestern Center for Psychoanalysis

Revista Italiana Telematica Di Psicologia Psicoanalitica del se Intersoggettivita Psicoanalisa
Relazionale, International Editorial Board

AWARDS

1999 Daphne S. Stolorow Memorial Essay Award

2000 Karl A. Menninger Memorial Essay Award

Cheryl Chenot, Psy. D., M.F.T.
9131 Hargis Street, Los Angeles, CA 90034
310-836-2111

CURRENT EMPLOYMENT:

Marriage and Family Therapist, Psychoanalyst in private practice.

EDUCATION:

Psy. D., Psychoanalysis
May 1999

Institute of Contemporary Psychoanalysis,
Los Angeles, CA

Master of Divinity
June 1987

Fuller Theological Seminary, Pasadena, CA
Marriage and Family Counseling

Bachelor of Arts
December 1978

Fresno Pacific College, Fresno, CA
Divisional Major - Natural Sciences
Secondary Education

PROFESSIONAL EXPERIENCE:

2003- present

Faculty, Institute of Contemporary Psychoanalysis
Defensiveness in the Analyst
Psychoanalytic Perspectives on Eating Disorders
Case Conference (Analyst presenting)
Case Conference (Candidate presenting)
The Archaically Organized Patient
Attachment Theory

Jan 90 - present **Marriage and Family Therapist, Psychoanalyst**

Private practice - West Los Angeles, CA
Individuals, Couples, Adolescents

Apr 90 - Dec 90 **Independent Consultant**

Glendale Adventist Medical Center: Eating Disorders Unit
Multiple Family Group (all patients and their family members)
Group psychotherapy for patients
Didactic groups for patients and families
(E.g., Assertiveness Training, Effective Communication, Etiology and
Treatment of Eating Disorders, Life Transitions, Family Life Cycle,

Understanding and Managing Depression, "On Being Yourself,"
Intimacy and Relationship Issues)
Family and couple psychotherapy
Individual psychotherapy

Nov 87 - Apr 90

Unit Psychotherapist

Glendale Adventist Medical Center: Eating Disorders Unit
Multiple Family Group (all patients and their family members)
Group psychotherapy for patients
Didactic groups for patients and families
(E.g., Assertiveness Training, Effective Communication, Etiology and
Treatment of Eating Disorders, Life Transitions, Family Life Cycle,
Understanding and Managing Depression, "On Being Yourself,"
Intimacy and Relationship Issues)
Family and couple psychotherapy
Individual psychotherapy

1979-1983

Math and Science Teacher (Grades 5 - 12)

The American School of Kinshasa, Zaire, Africa
Bakersfield Christian Life Center, Bakersfield, CA
McLane High School, Fresno, CA

PROFESSIONAL MEMBERSHIPS :

Institute of Contemporary Psychoanalysis, Training Analyst and Supervisor.
California Association of Marriage and Family Therapy, Clinical Member.
American Association of Marriage and Family Therapy, Clinical Member.

REFERENCES:

Furnished upon request.

Curriculum Vita

Robin S. Cohen, Ph.D., Psy.D.
921 Westwood Boulevard, Suite 232
Los Angeles, CA 90024
310-571-
5315
rscohenPh.D.@gmail.co
m

Education

B.A.: UCLA (1977)
Ph.D. (Clinical Psychology): UCLA (1984)
Psy.D. Institute of Contemporary Psychoanalysis, 1998

Internships & License

Internship completed at: UCLA Neuropsychiatric Institute, 1980-1981 Licensed by
the State of California in 1985: PSY8761

Current Professional Activities

Licensed Clinical Psychologist, Private Practice in West Los Angeles (since 1985):
treatment of adolescents and adults
practice in working with anxiety, depression, couples & family therapy pa
renting practice: helping parents respond to child behavioral issues work with
cancer patients and their families
psychotherapy, psychoanalysis and hypnosis

Training & Supervising Analyst, Institute of Contemporary Psychoanalysis, LA Clinical
Faculty, Institute of Contemporary Psychoanalysis, LA
President, Institute of Contemporary Psychoanalysis: January 2013 through December, 2014
Co-President, Institute of Psychoanalysis: January 2015 through present (will end December,
2016)

Memberships

Division 39, American Psychological Association
LA County Psychological Association
International Forum of Psychoanalytic Education
International Association for Relational Psychoanalysis and Psychotherapy

Past Employment Experience

1981-1984: UCLA Cancer Pain Clinic: psychologist
1985-1988: Glendale-Adventist Rehabilitation: Pain Management Unit Co-Director
1988-1991: Affective Disorders Clinic, West. LA: psychologist
1989-1990: Cedars-Sinai Rehabilitation Department: psychologist 2014-
present: Group therapist, Bridges to Recovery

Papers & Presentations

Cohen, R.S. Beyond Words: Transformation through Photography. Presented at the IFPE (international Forum for Psychoanalytic Education) conference, Portland, Oregon, 2012

Cohen, R.S. Beyond Words: Art, Photography and Psychological Transformation. American Psychological Division 39 Conference, Santa Fe, New Mexico. April 2012.

Cohen, R. S. Discussions. *Countertransference*. Institute of Contemporary Psychoanalysis conference, October, 2003

Cohen, R. S. Dyadic process states: the analyst's use of emotion and body in the psychoanalytic process. ICP Graduation Paper, 1998.

Cohen, R. S. Discussion of "Clinical applications of Daniel Stern's work in the development of subjective experiencing", by S. Berger. National Council of Self-Psychology, 21st Annual Conference. San Francisco, October, 1998.

Cohen, R. S. To tell or not to tell... Presented at the Institute of Contemporary Psychoanalysis, Boundary Dilemmas Conference, Fall, 1994.

Cohen, R. S. Case presentation. Presented at the National Council of Self-Psychology, 18th Annual Conference. San Francisco, October, 1995

Cohen, R. S. Using Hypnosis and Guided Imagery with Cancer Patients. Presented at the Los Angeles County Psychological Association. October 24, 1992.

- Cohen, R. S. Walking a Thin Line: Controversies in Using Hypnosis and Guided Imagery with Cancer Patients. Presented at the Southern California Society for Clinical Hypnosis, March, 1989.
- Cohen, R. S. A Guide to Self-Healing Guides. In The Breast Center Foundation Newsletter, Fall, 1988, 4, 2.
- Cohen, R. S. & Miller, L. S. Identifying and managing the potentially unresponsive pain patient. Presented at the American Pain Society, Washington D.C., 1986.
- Cohen, R. S., & Ferrer-Brechner, T. Psychosocial predictors of response to treatment at a cancer pain clinic. Presented at the American Pain Society (APS), Dallas, Texas, October, 1985.
- Cohen, R. S., Giuliano, A. E., Wellisch, D. K., & Christensen, A. Comparison of lumpectomy and mastectomy patients: psychological, attitudinal and social impact. Proceedings of the American Society of Clinical Oncology, May, 1984.
- Cohen, R. S., Reading, A. E., & Ferrer-Brechner, T. Survey of cancer pain experience: Examination of cancer pain language, attributions and behaviors. Presented at the American Pain Society (APS). Miami, October, 1982.
- Cohen, R. S. Special issues in cognitive-behavioral therapy with depressed older adults. Presented at the American Psychological Association conference (APA). Montreal, September, 1980.
- Miller, L.S. & Cohen, R.S. Untreatable chronic pain. Archives of Physical Medicine & Rehabilitation. 67:638, September, 1980
- Wellisch, D. K., & Cohen, R. S. Psychosocial aspects of cancer. In C. M. Haskell (ed.), Cancer Treatment (2nd edition). Philadelphia: W.B. Saunders Co., 1985, 948-962.

JOAN C. DASTEEL, Ph.D., MSW, BCD, Psy D

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Los Angeles, California 90049

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Emergency # (310) 503-4697

Fax: (310) 472-5826

E-mail: joancdasteel@me.com

EDUCATION

Psy.D. Institute of Contemporary Psychoanalysis, Los Angeles (1997)

Paper: Psychoanalysis and Concurrent 'Other' Therapies: Clinical Perspectives

Ph.D. Sanville Institute (California Institute for Clinical Social Work), Berkeley (1978)

Doctoral Thesis: The Impact of Marital Dissolution (on adults attending Adult Education Classes at UCLA)

MSW University of California, Los Angeles (June, 1967)

Field Work Assignments: Permanente Department of Psychiatry;

Brentwood Hospital, Veterans Administration Center, Los Angeles

Master's Thesis: Differential Perceptions of Change in Families Who Have Undergone

Brief Family Therapy

BA University of California, Los Angeles, January 1964 (Psychology)

PROFESSIONAL LICENSES AND CERTIFICATES

Psychoanalyst and Training Analyst: Institute of Contemporary Psychoanalysis, 2002

Diplomate, American Board of Health Care Providers in Clinical Social Work, 1991

Academy of Certified Social Workers, 1970

Licensed Clinical Social Worker (L2126), State of California, 09/12/1969

Fellow- California Society for Clinical Social Work

PROFESSIONAL AFFILIATIONS

Sanville Institute Board President 1978-88; Consulting Clinical Faculty

Committee on Psychoanalysis for Clinical Social Workers, Member

Institute of Contemporary Psychoanalysis, Senior Member, Faculty, Training Analyst, past Co-chair Boundary Dilemmas Committee and Case Study Seminars

Social Work Treatment Service, Clinical Staff 1970-2002

California Society for Clinical Social Work, Fellow; Board Member 1973-1980; member Peer Consultation Groups with clinical social workers, psychologists, psychiatrists 1975-current

PUBLICATIONS

"Full of feelings, disabled and treatable: working psychodynamically with special needs adults", in Falling Between the Cracks: Psychodynamic Treatment of Diverse Populations, J. Berzoff, editor. (2012) Smith College School of Social Welfare.

"Treatment of Special Needs Adults", UCLA Doctoring 2 Guide. With Arthur Gomez, MD; and accompanying film made in conjunction with L.A. GOAL staff and parents. (2008).

"Stress Reactions to Marital Dissolution", Journal of Divorce, Vol. 5, No., 3, Spring 1982.

"Psychiatric Screening and Brief Intervention in a Pediatric Program Utilizing Allied Health Personnel (Walter M. Tasem, Joan C. Dasteel, Erwin D. Goldenberg) American Journal of Orthopsychiatry, Vol. 44, No. 4, July 1974.

PROFESSIONAL EXPERIENCE

Private Practice, West Los Angeles, 1970-present Short and long term psychoanalytically oriented psychotherapy of adults and adolescents using individual and conjoint treatment. Psychoanalysis. Consultation and supervision.

UCLA School of Medicine Doctoring 2 Tutor 2001-current. Teaching 2nd year medical students interviewing techniques, increased sensitivity to patient's concerns, refining differential diagnosis, writing reports, giving verbal reports and analyzing data. Helped create curriculum segment about adults with developmental disabilities

Institute of Contemporary Psychoanalysis Faculty (1997-current) courses on Couples

Therapy, Clinical cases, Sexualized Transferences, Intersubjectivity.

LA GOAL (services for developmentally disabled adults) Culver City. Past Board President,; Clinical Consultant (volunteer); Founder and Director of 24 hour Helpline and Family Support Group 1980 – present.

UCLA Extension, Department of Human Services and Development, L.A., California.

1973-1996 Senior Teacher, Lecturer, Course Coordinator, Moderator;

Adult education classes: Marriage & Other Committed Relationships, Coping with Divorce, Adolescence, Stepfamilies, Mothers & Daughters.

Professional courses: Psychotherapy with Divorcing Adults, Stepfamilies, Adolescents and Couples; Theoretical and Treatment Issues: Self Psychology, Intersubjectivity

University of California, Los Angeles--School of Psychology Clinic: Administrative Staff, Los Angeles, California: 1972-75 (Part-time).

Supervision and training of psychology Ph.D. interns in short and long term individual, family and group therapy; structuring and management of intake and referrals.

Permanente Medical Group, Department of Pediatrics Child Development Health Service (Research and Education), Walter Tasem, MD (director), 1970-71.

Assisted medical director in establishing and supervising social work section of a pilot program which evaluated emotional health of 1000 children ages 4-14; crisis intervention parent counseling, psychiatric and medical referrals, training and supervision of pediatric aides.

Mental Health Development Center, Children's section[Retail Clerks Local 770), 1961-1970

1515 N. Vermont Avenue, Los Angeles, California; supervisor: Jannette Alexander, Ph.D.

Long and short term treatment of children, adolescents and adults; individual, family, conjoint and group psychoanalytically oriented outpatient and inpatient psychotherapy. Intake, case evaluation and referral; crisis intervention and emergency responsibilities; supervision and orientation of new staff members.

RELATED PROFESSIONAL ACTIVITIES

Various Consultation groups with Robert Stolorow, Alan Schore, Bernard Brandschaft

Weekly Peer Consultation Group: (Co-founder and member) 1981 – 2012

Analytic case study group; monthly 1997—current-- with Susan Thau, Bernie Brickman, Elinor Grayer, Masayo Isono, Stuart Perlman, Gail Yardley

RECENT PRESENTATIONS

Coordinator: Seminar with Valerie Sinason, Brentwood, CA, Oct. 2012

Invited lecturer: "Full of Feelings,, Disaabed and Treatable", Douglas Graduate Institute, Westwood, CA, 2011.

Invited lecturer: "Understanding and Living with Developmental Disabilities--for parents, family members, friends, and the adults themselves who have developmental disabilities for the South Bay Speaker Series, Torrance Public Library, 2009.

"Intersubjectivity", Smith College of Social Welfare Extension program, MA, July 2008.

"Incongruities in Early Relationships Leading to a Confused Sense of Self", Committee on

Psychoanalysis, Chicago, 2007.'

- “Developmental Disabilities”, presentation to Psychotherapy Services of the Sanville Institute,, Los Angeles 2007.
- “Divorce Revisited”, presentation for Psychotherapy Services of the Sanville Institute, Los Angeles, 2006
- “Incongruities in Early Relationship Leading to a Confused Sense of Self” –presentation for 27th Annual International Conference on The Psychology of the Self, San Diego 2004.
- Invited lecturer -- “Couples Therapy”, “Introductory Intersubjectivity”, Case Conferences for Psychoanalytic and Psychotherapy Programs, ICP, Los Angeles, 1999 – 2005.
- “Attachment Theory and Impact of Early Incongruities” with Pat Sable for Insitute of Contemporary Psychoanalysis, 2003
- “Dual Therapies – Impact on Transference”: CICSW, Palm Springs, November 2001.
- “Marital Therapy”: Jewish Family Service, Los Angeles, October 2001.
- “Dual therapies: Impact on Psychoanalytic Process”. Presented for faculty of Italian Institute for the Psychoanalytic Study of Subjectivity, Rome, Italy; May, 1999.
- “Impact on Psychoanalysis of Concurrent ‘Other Therapies’ An Intersubjective Perspective”. 21st Annual International Conference on the Psychology of the Self, San Diego, CA;.1998.
- “Applying Psychoanalytic Constructs to Marital Therapy: an Intersubjective Approach”. Invitational Address at CICSW Annual Convocation, Berkeley, CA, June, 1998.
- “Treatment of Couples in the 21st Century”: Presentation to California Society for Clinical Social Work, Palm Springs, CA; November, 1998

SONA DELURGIO, PSY.D., L.M.F.T.
2239 Townsgate Road, Ste. 107
Westlake Village, California 91361
(626) 836-2023
sonadelurgio@mac.com
www.DrSonaDeLurgio.com

Professional Certifications and Affiliations

- Licensed Marriage and Family Therapist, #MFC 34781
- Certified Psychoanalyst, Doctor of Psychoanalysis (Psy.D.)
- Training and Supervising Analyst and Senior Member – Institute of Contemporary Psychoanalysis
- Faculty – Institute of Contemporary Psychoanalysis
- Member – Newport Psychoanalytic Institute (Pasadena/Tustin)
- Member, International Association for Relational Psychoanalysis and Psychotherapy
- Member, International Association for Psychoanalytic Self Psychology
- Member, International Association of Eating Disorder Professionals
- Clinical Member of California Association of Marriage & Family Therapists (CAMFT)

Professional Activities

- Past Member and Officer, Board of Directors – Institute of Contemporary Psychoanalysis (2010 to 2013)
- Office of the Ombudsman, Institute of Contemporary Psychoanalysis (2009 to present)
- Member, Candidate Progression Committee, Institute of Contemporary Psychoanalysis (2015)
- Chair of Ventura County Saturday Series. - Institute of Contemporary Psychoanalysis (2014 to present)
- Officer of Valley Federation of Eating Disorder Professionals (2014 to present)
- Past Chair of Extension Program L.A. - Institute of Contemporary Psychoanalysis (2007 – 2010)
- Pasadena Psychoanalytic Psychotherapy Training Program Committee - Institute of Contemporary Psychoanalysis (2002 - 2010)
- Consultant/clinical supervisor - Pasadena Psychoanalytic Psychotherapy Program - Institute of Contemporary Psychoanalysis; and in private practice with MFT interns
- Past member of Candidate Organization Committee - Institute of Contemporary Psychoanalysis (2001 – 2003)
- Past Membership Chairperson, San Gabriel Valley Chapter of CAMFT (1998-1999)

Clinical Experience/ History

- | | |
|-----------------------|---|
| 6/98 - present | <u>Private Practice, Westlake Village & Sierra Madre, CA</u>
Independent practice providing psychotherapy and psychoanalysis for individuals, couples, families and children. Assessment, diagnosis and treatment. Specialize in the treatment of eating disorders, adoption related issues, infertility, and relationships. |
| 1/14 - present | <u>Sync Counseling, Sierra Madre, CA</u>
Supervision and training of MFT interns |
| 12/99 – 7/02 | <u>Pasadena Psychiatric Medical Group</u>
Therapist providing treatment for patients dealing with chronic pain, depression, anxiety, PTSD, and stress. |

- 8/97 - 6/98** Private Practice Internship - LIFE Counseling Group, Monrovia, CA
Psychotherapy for individuals, couples, families and children.
- 5/96 – 8/00** Homes of Hope Foster Family Agency, West Covina, CA
Social Worker managing a caseload of 10 foster children. Responsibilities include weekly contact with the children and foster parents, assessing their progress, providing parenting suggestions, behavior modification ideas, referrals for needed services, and maintaining contact with County Social Workers.
- 2/96 - 6/96** Options House, Hollywood, CA
Program Director: Oversaw transitional living program for abused and neglected teens. Provided case management as well as individual, group and family therapy for teens. Supervised counseling staff. Helped shape new program through developing Procedures Manual and Independent Living Program.
- 1/95 - 1/96** **Outreach Coordinator/Counselor:** Directed volunteer program for teen runaway shelter including recruiting, training and supervising volunteers. Also provided individual and group counseling for teen residents.
- 7/94 - 7/97** Angeles Community Counseling Center, Monrovia, CA
MFCC Internship providing counseling services for general population clients. Additionally, participated in various committees including intake, marketing and retreat planning.
- 8/93 - 7/94** Family Service Agency of Burbank
MFCC Traineeship providing counseling for general population.
- 1/92 - 8/92** Aviva Center/Sterling Associates, Hollywood, CA
Volunteer work doing outings and activities with abused and neglected teenage girls.

Education/Training

Doctoral Program in Psychoanalysis

Institute of Contemporary Psychoanalysis (2008)
Psychoanalytic Psychotherapy Certificate Program
Institute of Contemporary Psychoanalysis (2000)

Bereavement Facilitator Certificate Program
Glendale Adventist Medical Center (1998)

Object Relations Therapy/Self Psychology Certificate
One-year certificate program through local CAMFT (1997)

M.A. in Marriage, Family and Child Therapy
Phillips Graduate Institute (formerly California Family Study Center) (1994)

B.A. in Journalism / Public Relations and minor in Sociology California
State University, Northridge (1991)

Classes / Seminars Given

This isn't your grandfather's psychoanalysis! How Contemporary Psychoanalysis can help us in treating eating disorders

VFED Table Talk presentation and discussion

Encino, CA

June 2015

Relational Psychoanalysis

Institute of Contemporary Psychoanalysis doctoral program, core course

Los Angeles, CA

Spring 2015

ICP Complexity Symposium

Paper panel presentation, "Please don't go, we love you so: Recognizing Unrecognized Early Loss in Adoptees"

Los Angeles, CA

February 2015

The Role of the Body in Psychoanalysis

Institute of Contemporary Psychoanalysis doctoral program, elective course

Los Angeles

Spring 2014

Dreams in Psychoanalysis I

Newport Psychoanalytic Institute doctoral program, core course

10 week core course to begin November 2012

Intro to Relational Theory and Theorists

Institute of Contemporary Psychoanalysis doctoral program and certificate program.

Los Angeles and Pasadena, CA

2004-present

Coming into Existence: A Case Review Looking through the Lens of Jessica Benjamin's Intersubjectivity

Institute of Contemporary Psychoanalysis Open House presentation 2009

Facilitator, second year class

Institute of Contemporary Psychoanalysis - Pasadena Psychoanalytic Psychotherapy Program
Pasadena, CA
2002-2003

Healing the Hunger Within - A workshop for emotional eaters

Sierra Madre, CA
2001-2002

Adoption Education

Workshops and seminars given at various adoption agencies, foster agencies, churches, and schools for adoptive parents, birth parents and adult adoptees. Throughout Southern California 1999-2002

Articles written

Please don't go, we love you so: Recognizing Unrecognized Early Loss in Adoptees (accepted for publication in Psychoanalytic Inquiry)

Coming into Existence: A Case Review Looking through the Lens of Jessica Benjamin's Intersubjectivity – Graduation paper, Institute of Contemporary Psychoanalysis, 2007

Healing the Hunger Within: Breaking the Cycle of Emotional Eating and Eating Disorders

The Care and Feeding of You: Re-energizing mind, body & soul

When Dieting Goes Too Far – Stop Your Teen's Eating Disorder Before It Starts

I Can't Believe I'm Right Back Where I Started: How to get unstuck when you're stuck once again

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Pasadena, CA 91101
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EDUCATION

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, Los Angeles, CA.
Psy.D. in Psychoanalysis. June, 2012.
Elected to Board of Directors as a Candidate.

LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, CA. M.A.
in Counseling Psychology, May 1994.

GEORGETOWN UNIVERSITY, Washington, DC. B.S.
in Psychology, May 1987.

TRAINING

Triple P Training (Level 4 Standard Teen, and Level 5 Teen Pathways), March, 2014, Los Angeles, CA.

Fetal Alcohol Spectrum Disorders Training of Trainers Clinical Certificate Program, Great Lakes FASD Regional Training Center, February, 2014, Oakland, CA.

EXPERIENCE

ASSOCIATE EDITOR: International Journal of Psychoanalytic Self Psychology 2014
– present.

PRIVATE PSYCHOTHERAPY PRACTICE, Pasadena, CA.
2003 – present.

Provide individual, group, and family psychotherapy and psychoanalysis to adolescents, young adults, and adults, with an additional specialization in treatment of individuals on the autism spectrum, patients with severe psychiatric disorders and fetal alcohol spectrum disorders, and individuals with disabilities.

FOCUS ON ALL-CHILD THERAPIES (FACT), Los Angeles, CA.

SITE DIRECTOR 2002

– 2004.

Programmed a weekly social skills group for children with autism spectrum and other developmental disorders and their siblings. Facilitated concurrent support group for parents. Supervised clinical staff working with the children.

THE HELP GROUP, Sherman Oaks, CA.

COMMUNITY THERAPIST

1998 – 2005.

Provided individual and family psychotherapy as part of a multidisciplinary team in a nonpublic school setting serving individuals with autism spectrum and other developmental disorders, learning disabilities, and severe psychiatric disorders.

THE MAPLE COUNSELING CENTER, Beverly Hills, CA.

COUNSELING INTERN

1995 – 1997.

Provided individual and group psychotherapy and conducted intakes.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, CA.

RESEARCH ASSISTANT, Alzheimer's Disease Research Center.

1992 – 1998.

Conducted neuropsychological evaluations of older adults with and without dementia.

LICENSURE

Marriage and Family Therapist, License #MFC38774

Licensed 2002 by State of California Board of Behavioral Sciences

PRESENTATIONS

June 2015—Normal is a Dirty Word: Disability Studies and Psychoanalysis, International Association for Relational Psychoanalysis and Psychotherapy (IARPP), Toronto, Canada.

April 2015—Disability, Deviance, and Our Vulnerability, Division 39, American Psychological Association, San Francisco, CA.

March 2015—Stress, Leadership, and Self-Care: Presentation to senior staff at Homeboy Industries, Los Angeles, CA.

December 2014—What You Need to Know about Sexual Abuse: Presentation to trainees at Homeboy Industries, Los Angeles, CA.

December 2014—Hidden in Plain Sight: The Fetal Alcohol Spectrum Disorders, San Gabriel Valley Psychological Association, Pasadena, CA.

October 2014—Autism From the Inside Out. Pasadena Unified School District, Pasadena, CA.

September 2014 & February 2015—How Ryan and Some Legos Got Me To Think Differently About Autism. Moments of Meaning clinical storytelling event. Pasadena, CA.

September 2014—Moderator and Instructor, Where Do We Feel At Home?: Self Psychological Perspectives on Belonging and Not Belonging. International Association of Psychoanalytic Self Psychology (IAPSP) web seminar, co-led with Steven Stern and Joye Weisel-Barth.

August 2014—Contemporary Psychoanalysis on the Autism Spectrum. Airport Marina Counseling Center, Los Angeles, CA.

May 2014—Hidden in Plain Sight: The Fetal Alcohol Spectrum Disorders. The Arroyos, Pasadena, CA.

April 2014—The FASDs. Homeboy Industries, Los Angeles, CA.

March 2014—Hidden in Plain Sight: Your Students and FASD. Pasadena Unified School District, Pasadena, CA.

February 2014 – Nothing About Us Without Us: Disability Studies, Culture, and Psychoanalysis. San Gabriel Valley Psychological Association, Pasadena, CA.

November 2013 – How Psychoanalysis is Like a Roach Motel: Better Termination Through Better Metaphors. International Association of Relational Psychoanalysis and Psychotherapy (IARPP) conference, Santiago, Chile.

October 2013 – The Disabled: The Most Othered Others, Psychology and the Other Conference, Cambridge, MA.

December, 2012—How Psychoanalysis is Like a Roach Motel: Better Termination Through Better Metaphors. San Gabriel Valley Psychological Association, Pasadena, CA.

July 2012 – Living with Developmental Disabilities. LA GOAL, Los Angeles, CA.

July 2012 – Moderator, The Awakening of Desire: On the Analyst's Emotional Vulnerability and Therapeutic Action, International Association for Relational Psychoanalysis and Psychotherapy (IARPP) Web Seminar, discussion with Darlene Bregman Ehrenberg of her work.

June 2012 – Moderator, The Juvenile Delinquent: Psychopathology or Self-Preservation?, Institute of Contemporary Psychoanalysis, Summer Online Colloquium, discussion of a paper by Christine Powell.

March 2012 – Rarefied, Luminous Spaghetti: The Swoosh as You Enter the Future and the Future Enters You, International Association for Relational Psychoanalysis and Psychotherapy (IARPP) Conference, New York, NY.

October 2011 -- An Accidental Pokemon Expert: Contemporary Psychoanalysis on the Autism Spectrum, International Association for Psychoanalytic Self Psychology (IAPSP) Conference, Los Angeles, CA.

September 2011 – An Accidental Pokemon Expert: Contemporary Psychoanalysis on the Autism Spectrum, Self and Relational Colloquium, San Francisco, CA.

July 2011 – Moderator, Katherine: A Long, Hard, Case, Institute of Contemporary Psychoanalysis, Summer Online Colloquium, discussion of a paper by Joye Weisel-Barth.

January 2011 – An Accidental Pokemon Expert: My Contemporary Psychoanalytic Work on the Autism Spectrum, Institute of Contemporary Psychoanalysis, Los Angeles, CA.

June 2010 – A Contemporary Psychoanalytic Approach to Conceptualizing and Treating Autism Spectrum Disorders, San Gabriel Valley Psychological Association, Pasadena, CA.

PUBLICATIONS

Emanuel, C. (in-press). An Uncanny Connection. *Psychotherapy Networker*. Emanuel, C. (in-press). Let the Yoga Do You: Clinical Decision Making, Certainty, and Ambiguity. *Psychoanalytic Inquiry*.

Emanuel, C. (in-press). The Disabled: The Most Othered Others. In *The Ethical Turn: Otherness and Subjectivity in Contemporary Psychoanalysis*. Routledge (Relational Book Series).

Emanuel, C. (2015). An Accidental Pokemon Expert: Contemporary Psychoanalysis on the Autism Spectrum. *The International Journal of Psychoanalytic Self Psychology*, 10(1): 53-68.

Emanuel, C. (2014). How Psychoanalysis is Like a Roach Motel: Better Termination Through Better Metaphors. *Psychoanalytic Inquiry*, 34(1): 39-51.

TEACHING

Institute of Contemporary Psychoanalysis, Los Angeles: Teach classes in the psychoanalytic, extension, and psychoanalytic psychotherapy programs in the areas of Relational Psychoanalysis and Contemporary Self Psychology.

VOLUNTEER AND PRO BONO SERVICES

Homeboy Industries, Homeboy Heals Program, Los Angeles, CA. Provide individual and group psychotherapy services to formerly incarcerated and gang-involved adults, December 2012 – present.

International Association for Relational Psychoanalysis and Psychotherapy (IARPP). --co-editor, Bookshelf and eNews online publications, July 2014 – present. --member, Web Seminar Committee, March 2012 – present.

Institute of Contemporary Psychoanalysis, Los Angeles, CA.

--Chair, Nancy Goldman Award for Leadership and Service to ICP committee, Feb 2014 – present.

--Board of Directors, candidate member, January 2011 – December 2012.

HELEN GREBOW, Ph.D., Psy.D.

Clinical Psychology

Psychoanalysis

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Tarzana, California 91356

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Email : hgrebow@aol.com

EDUCATION

Queens College

Bayside, New York

Major: Psychology

Degree: B.A., cum laude, with honors in psychology Year:

1965

Cornell University

Ithaca, New York

Major: Child Development and Family Relationships Degree: M.S. Year: 1967

University of Southern California - Los Angeles, California Degree:

Ph.D. Year: 1971

Institute of Contemporary Psychoanalysis - Los Angeles, California Degree:

Certificate in Psychoanalysis Year: 1997 – 1998

Institute of Contemporary Psychoanalysis - Los Angeles, California Degree:

Psy.D. Year: 2002

LICENSE

1973 – Present: Licensed by the California Board of Psychology License

No. PSY 4066

EMPLOYMENT HISTORY

1973 – Present: Private Practice: psychoanalytic psychotherapy with adults, adolescents, children, and couples; adult psychoanalysis

1970 – 1978: San Fernando Valley Child Guidance Clinic: long-term treatment and crisis intervention with children, adolescents, and families; supervision of pre-doctoral psychology interns

1969 – 1971: Internship at USC-County General Hospital: psychotherapy and psychological evaluations of adults, children, and adolescents on the inpatient ward, outpatient ward, and the psychosomatic ward in addition to participation in the community outreach program

1970 – 1971: V.A. Hospital, Sepulveda, California: assessment, evaluation, and treatment with adults on inpatient and outpatient wards

1968 – 1970: Teaching Assistantship, USC graduate program in psychology 1966

– 1967: Research Assistantship, Cornell University

PROFESSIONAL AFFILIATIONS

Institute of Contemporary Psychoanalysis, Los Angeles: Senior Member, Faculty, Training and Supervising Psychoanalyst

1998 – 2002: Candidate Member of Candidate Progression Committee

1998 – 2002: Candidate Member of the Program Committee

1998 – 2002: Member of the Candidate Organization Committee

2005 – 2007: Chair, Program Committee

2007 – 2013: Co-Chair, Program Committee

2009 – Present: Member, Ombudsman Committee

American Psychological Association, Member

Member, Division 39, Division of Psychoanalysis

Member, Division 42, Psychologists in Independent Practice

California Psychological Association

1992 – 1993: Member, Committee to establish CEU re-licensure criteria for program providers as mandated by 1992 Senate Bill 774

1993 – 1995: Co-Chair, MCE Review Committee: MCEP Accrediting Agency for CPA

Los Angeles County Psychological Association, Member

1988 – President

1987 – 1989: Executive Committee

1987 – 1997: Program Chair

1986 – 1997: Board of Directors

AWARDS

1965: Phi Beta Kappa

1995: Special Recognition Award, Los Angeles County Psychological Association, for contributions to quality education for psychologists

1997: Distinguished Psychologist Award, Los Angeles County Psychological Association

PUBLICATIONS

A tale of two minds: Mentalization and adult analysis, *International Journal of Psychoanalytic Self Psychology*, 3:16-33, 2008.

To talk of many things: A review, an overview, and a preview – Reply to Roger Hastings, *International Journal of Psychoanalytic Self Psychology*, 3: 233-236, 2008.

Seamstress of the psyche: Mending implicit patterns – The craft and artistry of psychoanalysis, *International Journal of Psychoanalytic Self Psychology*, 4: 265-267, 2009.

Seeing with our senses: An exploration of the origin of analytic knowing, *International Journal of Psychoanalytic Self Psychology*, 5: 307-333, 2010.

Enigma variations: Discussion of Joye Weisel-Barth's "Katherine: A long hard case", *International Journal of Psychoanalytic Self Psychology*, 6: 469-480, 2011.

In my right mind: Truth in the guise of illusion, *International Journal of Psychoanalytic Self Psychology*, 9:339-360, 2014.

Revisiting "truths" in the guise of illusion: Response to Roger Hastings and Estelle Shane, *International Journal of Psychoanalytic Self Psychology*, 9:383-391, 20

PRESENTATIONS

2004: Psychology of the Self Conference, San Diego, California. Seeing with our Senses.

2007: Mentalization Colloquium – a three week online interactive colloquium taught for the Institute of Contemporary Psychoanalysis, Los Angeles, with a registration of one hundred and fifteen participants. The format used a paper I had written as a springboard for formal responses, by two discussants, to which I responded. This was followed by a moderated informal discussion with any registrant participating in this section of the colloquium.

2008: Psychology of the Self Conference, Los Angeles, California. A Tale of Two Minds: Mentalization and Adult Analysis.

2015: ICP Conference, Los Angeles, California. In my right mind: Truth in the guise of illusion. Lead panel presentation for a weekend conference at which I presented an abbreviated version of my published paper and Roger Hastings and Estelle Shane each discussed the paper. This was followed by a moderated discussion with the audience.

COURSES - Institute of Contemporary Psychoanalysis, Los Angeles

2005: Analytic Knowing: A contemporary exploration of countertransference – an elective taught in the ICP doctoral program

2007: Enactment: A memory map of affective experience – an elective taught in the ICP doctoral program

2008: Mentalization and Adult Analysis – taught in the ICP psychoanalytic psychotherapy certificate program

2009: Mentalization – taught in the ICP Extension Program

2011: Enactment – taught in the ICP Extension Program

2011: Analytic Knowing: A contemporary exploration of countertransference – an elective taught in the ICP doctoral program

2012: Making Up Our Minds: Mentalization and the Psychoanalytic Dialogue – an elective taught in the ICP doctoral program

2014: Making Up Our Minds: Mentalization and the Psychoanalytic Dialogue – an elective taught in the ICP doctoral program

LYNNE JACOBS, Ph.D.
1626 Westwood Blvd. #104
Los Angeles, CA 90024
310-446-9720
lmjacobs@mac.com

Born: May 27, 1950
Fort George Meade, Maryland
Citizenship: USA

EDUCATION

Psy. D, Psychoanalysis, January 1995.
Institute of Contemporary Psychoanalysis, Los Angeles, CA.
Ph.D., Clinical Psychology, July 1978.
California School of Professional Psychology at Los Angeles, Los Angeles, CA. M.A.,
Clinical Psychology, July 1975.
California School of Professional Psychology at Los Angeles. B.A.,
American Studies, June 1972.
University of Maryland, College Park, MD.

SPECIALIZED TRAINING

Certified as a graduate psychoanalyst. Training occurred at Institute of Contemporary Psychoanalysis from 1991-1994.

Certified as a Gestalt Therapist by the Gestalt Therapy Institute of Los Angeles. Training occurred from 1974-1978.

PROFESSIONAL ACTIVITIES

CURRENT

1999-present: co-founder, Pacific Gestalt Institute
1997-present: Training and Supervising Analyst, Institute of Contemporary Psychoanalysis. 1995-present: teaching, Institute of Contemporary Psychoanalysis.

PUBLICATIONS

GESTALT THERAPY PUBLICATIONS
(Psychoanalytic publications follow below)

Jacobs, L. (1989). Dialogue in Gestalt theory and therapy. *Gestalt Journal*, 12(1), 25-67.

Alexander, R., Brickman, B., Jacobs, L., Trop, J., & Yontef, G. (1992). Transference Meets Dialogue. *The Gestalt Journal*, 15(2), 61-108.

Jacobs, L. (1992). Insights from psychoanalytic self psychology and intersubjectivity theory for Gestalt therapists. *Gestalt Journal*, 15(2), 25-60.

Hycner, R., & Jacobs, L. (1995). *The Healing Relationship in Gestalt Therapy: A Dialogic/Self-psychological Approach*. Highland, NY: Gestalt Journal Press.

Jacobs, L. (1996). Shame in the therapeutic dialogue. In *The Voice of Shame: Silence and Connection in Psychotherapy*, eds G.Wheeler and R. Lee. GestaltPress, (pp. 297-314).

Jacobs, L. (1998). It's Not Easy to Be a Field Theorist: Commentary on Cartesian and Post-Cartesian Trends in Relational Psychoanalysis. *eGESTALT!*, 3.

Jacobs, L. (2000). Respectful Dialogues. interview in *British Gestalt Journal*, 9(2), 105-116.

Jacobs, L. (2001). Pathways to a relational worldview. In M. Goldfried (Ed.), *How therapists change: Personal and professional reflections* (pp. 271-288). Washington, DC: APA.

Jacobs, L. (2003). Comment 4: Being a Repeat, Repeating Being. *INTERNATIONAL GESTALT JOURNAL*, 26(1), 38-45.

Jacobs, L. (2003). Differing Views on Implications of a Relational Self: Book Review of P. Philippson, 2001. *INTERNATIONAL GESTALT JOURNAL*, 26(1), 137-148.

Jacobs, L. (2004). Ethics of Context and Field: The Practices of Care, Inclusion and Openness to Dialogue. In R. Lee (Ed.), *Values of connection: A relational approach to ethics* (pp. 35-56). Hillsdale, NJ: Gestalt Press/Analytic Press.

Jacobs, L. (2005). For whites only. In T. Levine Bar-Yoseph (Ed.), *The bridge: Dialogues across cultures* (pp. 225-244). New Orleans: Gestalt Institute Press.

Jacobs, L. (2005). The inevitable intersubjectivity of selfhood. *INTERNATIONAL GESTALT JOURNAL*, 28(1), 43-70.

Jacobs, L. (2006). Musings of a Master: Erv Polster in interview with Lynne Jacobs Recorded at the GANZ Conference, Melbourne, September 8th, . Gestalt Journal of Australia and New Zealand, 3(2), 8.

Jacobs, L. (2006). That Which Enables-Support as Complex and Contextually Emergent. BRITISH GESTALT JOURNAL, 15(2), 10.

Jacobs, L. (2006). Phenomenological Psychology Redux: Book Review of E. Spinelli, 2005. INTERNATIONAL GESTALT JOURNAL, 29(1), 145.

Stolorow, R., & Jacobs, L. (2006). Critical Reflections on Husserl's Phenomenological Quest for Purity-Implications for Gestalt Therapy. INTERNATIONAL GESTALT JOURNAL, 29(2), 43.

Jacobs, L. (2009). Relationality: Foundational assumptions. In D. a. W. Ullman, G. (Ed.), *Cocreating the field: Intention and practice in the age of complexity*. New York: Gestalt Press/Routledge.

Jacobs, L., & Hycner, R. (Eds.). (2009). *Relational Approaches in Gestalt Therapy*. New York: GestaltPress and Routledge, Taylor & Francis.

Jacobs, L. (2010). Speaking Evocatively: Prose and wisdom of Erv and Miriam Polster. Gestalt Review, 14(2).

Jacobs, L. (2011) Critiquing Projection: Supporting dialogue in a post-Cartesian world. in T. Levine Bar-Yospeh (ed.) *Advances in Gestalt therapy*. Routledge.

Jacobs, L. (2011). Ethical Inspiration and Complex Experiencing. In D. a. B. Bloom, P. (Ed.), *Continuity and Change: Gestalt Therapy Now* (pp. 93-99): Cambridge Scholars.

PSYCHOANALYTIC PUBLICATIONS

Jacobs, L. (2007). From the Couch: Trauma and Recovery after Analytic Impingement. *International Journal of Psychoanalytic Self Psychology*, 2(4), 405-422.

Jacobs, L. (2008). Dialogue, Confirmation, and the Good. *International Journal of Psychoanalytic Self Psychology*, 3(4), 409-431.

Jacobs, L. (2009). From selfjects to dialogue: A Journey through the Intersubjective Field. *Annals of the New York Academy of Sciences*, 1159(1 Self and Systems Explorations in Contemporary Self Psychology), 106-121.

Jacobs, L. (2010). Truth or what matters: Commentary on paper by Philip A. Ringstrom. *Psychoanalytic Dialogues*, 20(2), 224-230.

Jacobs, L. (2011). Embodied, Whole Conversation: Thoughts Stimulated by Reading Speaking the Unspeakable: 'The Implicit,' Traumatic Living Memory, and the Dialogue of Metaphors, by Donna M. Orange. *International Journal of Psychoanalytic Self Psychology*, 6(2), 207-213.

Jacobs, L. (2014). Circumstance of Birth: Life on the Color Line. *Psychoanalytic Inquiry*, 34(7), 746-758.

Jacobs, L. M. (2014). Learning to Love White Shame and Guilt: Skills for Working as a White Therapist in a Racially Divided Country. *International Journal of Psychoanalytic Self Psychology*, 9(4), 297-312.

JERI S. JOHNSTON, PSY.D., M.F. T.
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WESTLAKE VILLAGE, CA 91361
(805) 497-3632 FAX (805) 497-6432

EDUCATION: PSY.D. IN PSYCHOANALYSIS, INSTITUTE OF CONTEMPORARY
PSYCHOANALYSIS, 2007
PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM,
INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS 2002
MASTERS OF SCIENCE IN EDUCATIONAL PSYCHOLOGY, CALIFORNIA STATE
UNIVERSITY, NORTHRIDGE, 1994
BACHELOR OF ARTS, QUANTITATIVE PSYCHOLOGY, UNIVERSITY OF LOS ANGELES, 1975

WORK EXPERIENCE:

1997 – Present: Private Practice, Westlake Village, CA. Specializing in Chemical Dependency, Post-traumatic Stress and Trauma, Dissociative Disorders, Major Depression, Anxiety Disorders, Obsessive Compulsive Disorders, and Schizo-Affective Disorder in individuals, adolescents and Children. Fulltime practice 20-25 patients (25% are children and adolescents), using a psychoanalytic orientation. Facilitator and teacher at the Institute of Psychoanalysis, Los Angeles, specializing in 1) attachment and child development issues, specifically how it pertains to trauma and sexual abuse in children; and 2) the interweaving of trauma and addictive disorders in adolescents and adults. I am a teacher and supervisor of two interns at California Lutheran University, Thousand Oaks, CA 91360.

2000 -2005 Divorce Recovery Support Groups: Developed protocols for a therapeutic program that consisted of a series of three, six week sessions covering the stages of divorce recovery for members to overcome the difficulties of transitioning from being married to being single. Topics included: grief and loss; anger management; children and parenting; stress management, personal development and redefining the family composition after divorce.

1999 Scientifically Based Marital Therapy-Clinician Status by John Gottman, Gottman Institute Training

1994 – 1997 Marriage and Family Therapist Intern, Trauma Recovery Center, 2239 Townsgate Road, Suite 204, Westlake Village, CA 91361. Part-time practice of 10 clients. Specialized training in the assessment and treatment of Trauma and Sexual abuse of children, adolescents and adults; Rape crisis intervention, Domestic violence syndrome and treatment, Post-traumatic Stress Disorder, and Dissociative Disorders using a psychoanalytic orientation. Individual and group supervision, workshops and conferences. Presenter on “Trauma and Sexual Abuse of Children” at Trauma Recovery Center and Charter Hospital. Group Facilitator for AMAC groups (Adults Molested as Children) at Trauma Recovery Center. Individual and group supervision,

workshops and conferences on the assessment and treatment of sexual abuse for children, adolescents and adults. Supervised by Dr. Barbara Farber and Dr. Linda Loomis.

1992 -1996 Marriage and Family Therapist Intern, Charter Hospital, 150 Via Merida, Thousand Oaks, CA 91360. Group facilitator for adult, adolescent and senior units. Responsibilities included: working with hospital staff physicians and the clinical director in assessing and carrying out treatment goals for the patients on the unit; facilitated cognitive behavioral therapy groups, process groups and multifamily therapy group; providing process/progress notes for group members, writing and administering psychosocial assessments, attending treatment planning sessions. Specialized training in treatment for severe mental disorders especially Chemical dependency, Trauma and sexual abuse of children and adolescents, Major depression, Anxiety disorders, Schizo-affective disorder, Dissociative disorders, Obsessive Compulsive disorders, Borderline Personality disorder, Addictive Behaviors, and Alcohol and Drug addictions. 18-25 hours per week. Supervised by Kathleen Price, M.F.T.

1992 -1997 Marriage and Family Therapist Intern, Parenting Plus Counseling Center, 516 Pennsfield Ave, Thousand Oaks, CA 91360. Part-time practice of 10 clients per week. California Lutheran University "Celebrate the Family" Group Facilitator. Presented Parenting specialization courses such as "Your Child's Self Esteem", "How to Help your Child Through Divorce" "Parenting Skills", "Single Parent Support." Supervision and Training in Family Systems therapy. Supervised by Corbett Phibbs, M.F.T.

Organizations: Clinical Member, Institute of Contemporary Psychoanalysis
Clinical Member, California American Marriage and Family Therapist Association
Clinical Member, International Society for Psychoanalytic Studies

D. BRADLEY JONES, Psy.D, LCSW

146 West 10th Street, Apt. 4B, New York, NY 10014

(212) 255-4742

EDUCATION

Institute for Contemporary Psychoanalysis (Los Angeles, CA). Doctor of Psychoanalysis (Psy.D) 2008. Supervision: Jeffery Trop, MD.

Institute for the Psychoanalytic Study of Subjectivity (New York). Completed a four- year post-graduate program in psychoanalysis. (September 2003 – 2007) Supervision: Howard Bacal, MD, Donna Orange, Ph.D., Psy D, George Atwood, Ph.D.. Graduation paper: "Addiction and Structures of Accommodation: Impediments to the Utilization of Alcoholics Anonymous" published in The International Journal of Psychoanalytic Self Psychology, 4:212-234, 2009. Coordinating committee and faculty 2012-Present.

The American Institute for Psychoanalysis (New York). Completed a two-year post graduate certificate program in psychodynamic psychotherapy. (1995 – 1997).

Hunter College School of Social Work (New York). Masters of Social Work. (Honors) May, 1995.

Fordham University at Lincoln Center (New York). May, 1993. Bachelor of Arts (Summa cum Laude). May, 1993. Major: Psychology.

LICENSURE

New York State, Licensed Certified Social Worker (LCSW) # R-051407-1. NPI: 1154487049.

WORK EXPERIENCE

Private Psychotherapy Practice. June, 1995 - Present.

Long term individual psychotherapy, GLBTQ, HIV/AIDS, addictive disorders, sexually driven behavior, anxiety and depression. Practice is informed by self psychology, intersubjective systems theory, relational, and psychodynamic therapies.

Instructor. February, 2012 – Present. Institute for the Psychoanalytic Study of Subjectivity (IPSS). “The Leading Edge of Eating Disorders and Addiction.” 1-year and 4-year Psychoanalytic Programs.

Instructor, NYC, 2007, 2008. The National Institute for the Psychotherapies (NIP), Basic principles of Self Psychology, Intersubjective Systems Theory, and the ideas of Bernhard Brandchaft, MD

Staff Therapist, London Terrace Psychotherapy Services, CSW, P.C., NYC. June 1995 - January, 1998. Short-term goal oriented individual psychotherapy, long- term individual psychotherapy; couples counseling; assessment, DSM-IV diagnosis; psychiatric and community referrals. Practice informed by cognitive, behavioral, and dynamic therapies.

Staff Therapist, Karen Honey Clinic Inc. NYC. September, 1995 - July, 1997.
Long term individual psychodynamic psychotherapy, assessment, DSM-IV diagnosis.

Substance Abuse and Alcoholism Counselor, Project Connect, The Lesbian and Gay Community Services Center, NYC. September, 1994 - May, 1995. (Field Practicum).
Short term alcoholism and drug counseling and education; individual psychotherapy; intakes; in and out patient referrals; Psychoeducational Early Recovery Support Group; monthly educational seminars and/or clinical conferences. Treatment emphasis: abstinence and “12-Step” facilitation.

Harm Reduction Counselor, Substance Use Counseling and Education, Gay Men’s Health Crisis, NYC. January, 1995 – May, 1995.

Recovery Readiness drug and alcohol use counseling, drug and alcohol education and assessment group for HIV positive men. Practice informed by Harm Reduction and Motivational Enhancement therapies. Treatment emphasis: mobilization of client’s resources for internally motivated change in substance and alcohol use.

Case and Group Worker, Jewish Home and Hospital, Residence and Day Center, Bronx, New York. September, 1993 - May, 1994. (Field Practicum).

Individual counseling for residents and participants in Day Center. Client advocate; discharge planning; socialization groups; monthly family support group; and participation in interdisciplinary case presentations.

Research Assistant, Columbia Presbyterian Hospital, Children's cardiology, NYC. September, 1989 – June, 1993.

Data collector for research study measuring the effects of stress on parents with children who are undergoing cardiac surgery.

Guest Lecturer, Elderhostel, Fordham University, Hunter College, Mt. St. Mary's College. 1994 – 2000.

Created and presented a comprehensive and interactive lecture series entitled "The Creation of the Broadway Musical."

COMMUNITY SERVICE, ACADEMIC HONORS, AND REFERENCES AVAILABLE UPON REQUEST.

Performer, Broadway: Jesus Christ Superstar (1978), A Chorus Line, (1981 – 1989). National Tours: A Chorus Line (1980-1981, 1990-91), My Fair Lady (1978), Jesus Christ Superstar (1977). List of stock and regional credits available upon request.

**Sylvia Jones, Ph.D., Psy.D.
LCS 1059**

Psychiatric Social Worker , UCLA Neuropsychiatric Institute, 1966-1969.

School Social Worker, Tacoma Washington, 1969 to 1970. Private Practice, 1971 to present.

Clinician, Rape Treatment Center, Santa Monica, 1987 to 1989

Teaching experience:

Introductory Freud at Graduate Center from 1988 to 2000

Clinical Case conferences at Graduate Center, based on Self Psychology, 1999 to 2005

Boundary Dilemmas, weekend program, ICP , 2004, 2006, 2008 Literature and Psychoanalysis, ICP, 2008, 2009

Therapy with Adults Molested as Children ICP Psychoanalytic Psychotherapy: Guest lecturer, 2004, 2006.

Area(s) of Specialty:

Adults molested as children: Group and Individual Psychotherapy; Adolescent and Family Therapy; Treatment of Trauma Survivors

Education/Licenses: MSW, UCLA, 1966 LCSW, 1970. Ph.D., Graduate Center for Child Development, 1987, Psy.D., ICP, 1998.

CAROLA M. KAPLAN

OFFICE

15720 Ventura Blvd., Ste. 206
Encino, California 91436
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CURRENT POSITIONS:

Private Practice, Encino, California
Faculty Member, Member, Institute of Contemporary Psychoanalysis, Los Angeles.

EDUCATION:

Psy.D. Institute of Contemporary Psychoanalysis, Los Angeles, California.
Ph. D., M. A. Cornell University English and American Literature B. A.
Brooklyn College, CUNY *Magna cum laude*, with honors in English

PROFESSIONAL:

Professor of English Emerita, California State University, Pomona
Research Psychoanalyst (License Number RP 234) in private practice, Encino, California

PUBLICATIONS:

Books:

Conrad in the Twenty-First Century: New Approaches and Perspectives (with Peter Mallios and Andrea White). New York and London: Routledge, 2005.

Seeing Double: Revisioning Edwardian and Modernist Literature (with Anne B. Simpson). New York: Palgrave Macmillan, 1996.

Articles (Selected): (All psychoanalytic articles and articles published in psychoanalytic journals are in bold face)

1. "The Go-Between: The Psychoanalyst as Love Mediator." *Psychoanalytic Inquiry*. Forthcoming.
2. "Maternal Return: *Lord Jim's* Spectral Narrative." *New Essays on Joseph Conrad*. Ed. Agata Szczeszak-Brewer. Charleston: U of South Carolina P, 2015.
3. "Working Through Grief in the Drafts of Christopher Isherwood's *A Single Man*." *Our Kind: Christopher Isherwood in the Twenty-First Century*. Ed. James J. Berg and Chris Freeman. U of Minnesota P, 2015.

4. "Sudden Holes in Space and Time": Dissociation, Enactment, and the Precariousness of Everyday Life." *Psychoanalytic Inquiry*. Ed. Frank Faranda. September 2013.
5. "The Psychoanalyst's Apprentice." *International Journal of Psychoanalytic Self Psychology*. (6:4) 2011.
6. "Conrad---Polak: Z Pewnoscia Nie "Jeden Z Nas." *Conrad A Polska*. Ed. Wieslaw Krajka. Lublin: U Marii Curie-Sklodowskie, 2011.
7. "Navigating Trauma in Joseph Conrad's *Victory*: A Voyage from Sigmund Freud to Philip M. Bromberg." *Psychoanalytic Dialogues*. 20:4 (July-August 2010). Pp. 441-448.
8. "Navigating Trauma: Reply to Commentary." *Psychoanalytic Dialogues*. 20:4 (July-August 2010). Pp. 456-458.
9. "Conrad's Fatherless Sons: Betrayal by Paternity and Failure of Fraternity in *Under Western Eyes*. *Under Western Eyes: Centennial Essays*. Ed. Allan H. Simmons, J. H. Stape, and Jeremy Hawthorn. Rodopi: Amsterdam and New York, 2011.
10. "A Very Genuine Conrad': The Singular Vision of *The Secret Agent*." *One of Us*. Ed. Fausto Ciompi: Pisa, Italy: ETS, 2009.
11. "Introduction." "Conrad in the Twenty-First Century." *Conradiana* 39:1 Ed. Carola M. Kaplan and Andrea White, Guest Editors. (Spring 2007): 1-2.
12. "Totem, Taboo, and Blutbruderschaft in *Women in Love*." *D. H. Lawrence's Women in Love: A Casebook*. Ed David Ellis. Oxford and New York: Oxford UP, 2006, 185-203.
13. "Beyond Gender: Deconstructions of Masculinity and Femininity from Conrad's "Karain" to *Under Western Eyes*." *Conrad in the Twenty-First Century*. Ed. Kaplan and others. New York and London: Routledge, 2005.
14. "Introduction." *Conrad in the Twenty-First Century*. Ed. Kaplan and others. New York and London: Routledge, 2005.
15. "Italy as Alibi and Intimate Other in Conrad's Criticism of England." *The Ugo Mursia Memorial Lectures*. Second Series. Papers from the International Conrad Conference University of Pisa 2004. Ed. Mario Curreli. Pisa, Italy: Edizioni ETS, 2005.
16. "Women's Caring and Men's Secret Sharing: Constructions of Gender and Sexuality in *Heart of Darkness* and 'The Secret Sharer.'" *Conrad's Heart of Darkness and "The Secret Sharer"*. Ed. Hunt Hawkins and Brian Shaffer. *Approaches to Teaching World Literature* Series. New York: Modern Language Association, 2002.
17. "'The Wandering Stopped": An Interview with Christopher Isherwood." *Conversations with Christopher Isherwood*. Ed. James J. Berg and Chris Freeman. Jackson: Mississippi UP, 2001.
18. "'The Wandering Stopped": An Interview with Christopher Isherwood." *The Isherwood Century*. Ed. James J. Berg and Chris Freeman. Madison: Wisconsin UP, 2000.
19. "Colonizers, Cannibals, and the Horror of Good Intentions in Joseph Conrad's *Heart of Darkness*." *Studies in Short Fiction*. 35 (1998):
20. "No Refuge: The Duplicity of Domestic Safety in Conrad's Fiction." *The Conradian*, 22 (Spring/Winter 1997): 138-146.
21. "No Refuge: The Duplicity of Domestic Safety in Conrad's Fiction." *Conradian*. (22:1-2). 1997.
22. "Conrad the Pole: Definitively Not 'One of Us.'" *Conrad and Poland*. Ed. Alex Kurczaba. *Joseph Conrad: Eastern and Western Perspectives*. 5. Ed. Wieslaw Krajka. New York: Columbia U P, 1996
23. "Totem, Taboo, and Blutbruderschaft in D. H. Lawrence's *Women in Love*." *Seeing Double: Revisioning Edwardian and Modernist Literature*. Ed. Carola M. Kaplan and Anne B. Simpson. New York: St. Martin's Press, 1996.

24. "Conquest as Literature, Literature as Conquest: The Artistic Campaign of T. E. Lawrence in *Seven Pillars of Wisdom*." *Texas Studies in Literature and Language*. 37.1 (Spring 1995): 72-97.
25. "Joseph Conrad's Narrative Occupation of/by Russia in *Under Western Eyes*." *Conradiana* 27.2 (1995): 97-114.
26. "Absent Father, Passive Son: The Dilemma of Rickie Elliott in E. M. Forster's *The Longest Journey*." *E. M. Forster*. Ed. Jeremy Tambling. New York: Macmillan New Casebooks Series, 1995. 51-66.

PROFESSIONAL AFFILIATIONS AND HONORS (Selected):

1. International Journal of Psychoanalytic Self Psychology (IJPSP) Candidate Essay Award October 2012.
2. Research Psychoanalyst License No. RP 234 California.
3. President, Joseph Conrad Society of America 1998-2000; Woodrow Wilson Fellow; Phi Beta Kappa.

Susen S. Kay, Psy.D.

Private Practice: 2000 – present

Specializing in the treatment of adults with a variety of mental health issues, including anxiety disorders such as panic attacks, OCD, phobias, PTSD and TBI as well as relationship and age of life issues.

In addition, volunteering with The Soldiers Project for over 10 years, treating veterans and their families.

Previously, a manager in corporate America for 25 years in the computer industry.

Treatment Specialties: Anxiety Disorders
OCD
Panic Disorder
PTSD
TBI
Phobias, such as driving and airplane

Treatment Modalities: Cognitive/Behavioral
Psychodynamic/psychoanalytic
Gestalt
A variety of desensitization and awareness processes
Mindfulness

Presentations: Treatment of PTSD/TBI given to
Chapman University (Law School and MFT Program)
Loyola Marymount University
Irvine Valley College

Education: Psy.D., Institute of Contemporary Psychoanalysis, 2005
Doctorate of Psychoanalysis
M.S., Pacific Graduate Institute, 1999
Counseling in Depth Psychology
B.A., Bradley University, 1966
Theoretical Mathematics

PETER N. MADURO, J.D., Psy.D., Psy.D.

CLINICAL AND FORENSIC PSYCHOLOGY & PSYCHOANALYSIS
3201 Wilshire Boulevard, Suite 310 ▪ Santa Monica, CA 90403
MaduroPsy.D.@Gmail.Com *www.DrPeterMaduro.com*
310.453-2064

PROFESSIONAL EXPERIENCE

PRIVATE PRACTICE

CLINICAL PSYCHOLOGIST, PSYCHOTHERAPIST, AND PSYCHOANALYST; FORENSIC PSYCHOLOGIST *Santa Monica & South Pasadena, CA ▪ February 2004 – Present*

Provide adolescent and adult individual psychoanalytic psychotherapy and psychoanalysis, as well as conjoint therapy, in a private practice setting. Areas of specialization include: psychological trauma; mood disturbances; anxiety, obsessions & phobias; adjustment challenges; grief; dissociative phenomena; compulsive behaviors. Civil and criminal forensic evaluation, report-writing & testimony.

ATRIUM PSYCHOLOGICAL GROUP FORENSIC PSYCHOLOGY

Los Angeles, CA - January 2008 - 2010

Workers' compensation and general civil forensic evaluations and report-writing.

BRIDGES TO RECOVERY

STAFF PSYCHOLOGIST/PSYCHOTHERAPIST

Pacific Palisades, CA ▪ February 2004 – January 2006

Conducted diagnostic and treatment evaluations, and intensive individual psychoanalytic psychotherapeutic treatment of trauma at this six bed residential psychiatric facility.

FACULTY APPOINTMENTS & TEACHING EXPERIENCE

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

WEST LOS ANGELES, CA – 2008 - PRESENT

-CORE FACULTY IN TRAINING PROGRAM FOR DOCTOR OF PHILOSOPHY (PH.D. / PSY.D.)
IN

PSYCHOANALYSIS

-SUBJECT AREAS OF EXPERTISE: INTERSUBJECTIVE-SYSTEMS THEORY & PSYCHOANALYTIC SELF-PSYCHOLOGY PERSPECTIVES ON TRAUMA

LECTURER AT VARIOUS REGIONAL COUNSELING CENTERS / CLINICS / AGENCIES GREATER LOS ANGELES AREA - 2006 – PRESENT

PROFESSIONAL LICENSES AND MEMBERSHIPS

Licenses. California Psychology License (License # PSY 19531). Member of the State Bars of California, Massachusetts and New York. All professional licenses inactive and in good standing.

Membership. International Association for Psychoanalytic Self Psychology; International Association of Relational Psychoanalysis and Psychotherapy; Division of Psychoanalysis of the American Psychological Association (APA, Division 39); Institute of Contemporary Psychoanalysis.

Qualified Medical Examiner. Appointed QME by California Department of Workers Compensation, July 2008. Currently inactive.

EDUCATIONAL HISTORY AND HONORS

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS, WEST LOS ANGELES, CA Doctor of Philosophy in Psychoanalysis (Psy.D.), May 2011.

Honors. 2008 DR. DAPHNE S. STOLOROW MEMORIAL ESSAY PRIZE FOR ESSAY ENTITLED *"THOU SHALT NOT KNOW THY RELATIONAL CONTEXTS: BLINDNESS TO THE CONTEXTUALITY OF EMOTIONAL LIFE."*

2011 DR. DAPHNE S. STOLOROW MEMORIAL ESSAY PRIZE FOR ESSAY ENTITLED *"THE MINENESS OF MY THROWNNESS-INTO-RELATIONSHIP: EXTENDING INTERSUBJECTIVE-SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY."*

CALIFORNIA GRADUATE INSTITUTE, LOS ANGELES, CA
Doctor of Philosophy in Clinical Psychology (Psy.D.), May 2002

Honors. Josephine Bernstein Research Award, awarded for highest ranked dissertation in academic years 2000-2002.

BOSTON UNIVERSITY SCHOOL OF LAW, BOSTON, MA *Juris*
Doctor (J.D.), May 1988

Honors. Paul J. Liacos Scholar, 1987

PUBLICATIONS AND CONFERENCE PRESENTATIONS:

2004 / SELF-PSYCHOLOGY ON-LINE. BOOK REVIEW OF IRWIN HOFFMAN, PH.D.'S BOOK, *Ritual and Spontaneity in the Psychoanalytic Process, A Dialectical Constructivist View* (The Analytic Press, 1998)

2008 / American Psychological Association, Division of Psychoanalysis (Div. 39), Spring Conference, New York, NY. DELIVERED PAPER ENTITLED: *"THOU SHALT NOT KNOW THY RELATIONAL CONTEXTS: BLINDNESS TO THE CONTEXTUALITY OF EMOTIONAL LIFE."*

2010 / INTERNATIONAL ASSOCIATION OF PSYCHOANALYTIC SELF-PSYCHOLOGY, ANNUAL CONFERENCE, ANTALYA, TURKEY. DELIVERED PAPER ENTITLED, *"THE MINENESS OF MY THROWNNESS-INTO- RELATIONSHIP: EXTENDING INTERSUBJECTIVE-SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY."* PAPER DISCUSSED BY LEONARD BEARNE, PSY.D.

2011 / PSYCHOLOGY AND THE OTHER, FIRST ANNUAL CONFERENCE, CAMBRIDGE, MA. DELIVERED PAPER ENTITLED, *"THE MINENESS OF MY THROWNNESS-INTO-RELATIONSHIP: EXTENDING INTERSUBJECTIVE-SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY."* PAPER DISCUSSED BY MALCOLM SLAVIN, PH.D.

2011 / INTERNATIONAL ASSOCIATION OF PSYCHOANALYTIC SELF-PSYCHOLOGY, ANNUAL CONFERENCE, LOS ANGELES, CA. DELIVERED PAPER ENTITLED, *"EXISTENTIAL ATTITUDES IN INTERSUBJECTIVE- SYSTEMS THEORY."* PAPER DISCUSSED BY LYNNE JACOBS, PH.D.

2012 / INTERNATIONAL ASSOCIATION OF RELATIONAL PSYCHOANALYSIS AND PSYCHOTHERAPY, ANNUAL CONFERENCE, NEW YORK, NY. DELIVERED DISCUSSIONS OF P. AND J. KAUFMANN'S PAPERS ON "REPARATIVE QUESTS."

2012/INTERNATIONAL FEDERATION OF PSYCHOANALYTIC EDUCATION, ANNUAL CONFERENCE, PORTLAND, OR. DELIVERED PAPER ENTITLED "THOU SHALT NOT KNOW THY RELATIONAL CONTEXTS: BLINDNESS TO THE CONTEXTUALITY OF EMOTIONAL LIFE."

2013 / PSYCHOLOGY AND THE OTHER CONFERENCE, CAMBRIDGE, MA. DELIVERED PAPER ENTITLED, "EXISTENTIAL ATTITUDES IN INTERSUBJECTIVE-SYSTEMS THEORY" PAPER

DISCUSSED BY JACK FOEHL, PH.D.

IN PRESS / INTERNATIONAL JOURNAL OF PSYCHOANALYTIC SELF-PSYCHOLOGY. PUBLICATION OF PAPER ENTITLED, "THE MINENESS OF MY THROWNNESS-INTO-RELATIONSHIP: EXTENDING INTERSUBJECTIVE- SYSTEMS THEORY PERSPECTIVES ON EXPERIENCES OF PERSONAL OWNERSHIP AND INDIVIDUALITY," PAPER TO BE DISCUSSED BY MALCOLM SLAVIN, PH.D.

REFERENCES UPON REQUEST

CAROL MAYHEW, Ph.D., Psy.D.
Licensed Psychologist - License No. PSY8950
Licensed Marriage Family Child Counselor - License No. M7341

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Los Angeles, California 90049
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EDUCATION

B.A., Psychology, Valparaiso University, Valparaiso, Indiana.

., Clinical Psychology, Bowling Green State University, Bowling Green, Ohio.

Ph.D., Social-Clinical Psychology, Wright Institute Los Angeles, Los Angeles, California.

Psy.D., Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, California..

PROFESSIONAL EXPERIENCE

Clinical

1979 - present. Private practice, Los Angeles, California. Individual, conjoint and family psychotherapy and psychoanalysis with adults, adolescents and children. Consultation to other therapists, hospital staff, and community agencies.

Teaching

1999 to present. Faculty Member, Institute of Contemporary Psychoanalysis, Los Angeles, California. Course titles: Self Psychology, Clinical Case Conference on Treatment of Cases Involving Trauma and Dissociation, Boundary Dilemmas, Clinical and Theoretical Implications of Contemporary Research in Infant and Toddler Development.

2005 to present. Faculty Member, Wright Institute Los Angeles. Course title: Post-modern Psychoanalysis Case Conference.

2007. Instructor, New Center for Psychoanalysis. Self Psychology and Intersubjective Systems Theory.

2011. Instructor, Psychoanalytic Center of California. Self Psychology and Intersubjective Systems Theory.

1999-present. Guest Lecturer, UCLA Department of Family Medicine, University of Southern California School of Medicine, University of Santa Monica, Antioch University, Wright Institute Los Angeles, Verdugo Hills Mental Health Center, Campion Mental Health Center, Santa Monica Family Service, Center for Healthy Aging and other mental health organizations and graduate schools.

PUBLICATIONS AND PRESENTATIONS

2007, October. Clinical Dilemmas: Enactments, Disruptions, and Impasses. Paper presentation at the 19th Annual Convention of the Los Angeles County Psychological Association, Los Angeles, California.

2007, June. Culture Shifts: Mutual Influences of Psychoanalysis and Feminism. Paper presentation for Panel on Art, Feminism and Psychoanalysis, MOCA Geffen Contemporary Museum, Los Angeles, California.

2006, November. DID and Co-occurring Disorders: A Contemporary Psychoanalytic Approach to Treatment. Paper presentation, 23rd International Conference of the International Society for the Study of Dissociation, Los Angeles, California.

2006, November. The "Difficult" Client: Complex interrelationships among Dissociative Identity Disorder, Complex Post-traumatic Stress Disorder, Borderline Personality Disorder and Disorganized Attachment. Paper presentation, 23rd International Conference of the International Society for the Study of Dissociation, Los Angeles, California.

2006, October. Disorganized Attachment Issues in the Treatment of Dissociative Identity Disorder. Paper presentation at the 29th Annual International Conference on the Psychology of the Self, Chicago, Illinois.

2006, October. Trauma and Dissociation: A Contemporary Psychoanalytic Perspective. Paper presentation at the 18th Annual Convention of the Los Angeles County Psychological Association, Los Angeles, California.

2006, January. "Disorganized Attachment Issues in the Treatment of Dissociative Identity Disorder." Presentation at conference entitled Varieties of Dissociation, Ubud, Bali.

1996, October. "Understanding and Treatment of Dissociative Disorders." Presentation for the Los Angeles County Psychological Association Eighth Annual Convention, Los Angeles, California.

1993, November. "Dissociative Symptoms and Revictimization by the System or Family." Presentation for One-Day Workshop entitled Assessment and Treatment of Victims of Violent Crime, sponsored by Los Angeles County Psychological Association's Victim Treatment Committee and Disaster Response Team, Santa Monica, California.

1993, October. "Issues in Assessment and Treatment of Dissociative Disorders." Presentation for the Los Angeles County Psychological Association Fifth Annual Convention. Los Angeles, California.

1993, October. "Issues in Assessment and Treatment of Dissociative Disorders." Paper presentation with Steckel, J. California Society for Clinical Social Work 24th Annual Convention, Newport Beach, California.

1992, April. "Treating Child Survivors of Chronic Trauma." Paper presentation, Fifth Annual Western Regional Conference on Multiple Personality and Dissociation, Costa Mesa, California.
1992, October. "Play Therapy with Children with Dissociative Disorders." Workshop, Eighth Annual Meeting of the International Society for Traumatic Stress Studies, Los Angeles, California.

1991, November. "Assessment and Treatment of Dissociative Disorders in Children." Workshop, Eighth International Conference on Multiple Personality/Dissociative States, Chicago, Illinois.

1980 to 1993. Numerous other paper presentations on topics involving trauma and dissociation, ethics, school phobia, and parent-child issues.

PROFESSIONAL AFFILIATIONS

Past President, Supervising and Training Analyst, Faculty Member, Institute of Contemporary Psychoanalysis, Los Angeles, California.

Council Member and West Coast Editor for the On-line Newsletter of the International Association for Psychoanalytic Self Psychology.

Board Member, Women and Psychoanalysis, Division 39, Section III, of the American Psychological Association, local chapter, Los Angeles.

Board Member, Division 39 of the American Psychological Association, local chapter.

Member, American Psychological Association, California Psychological Association, Los Angeles County Psychological Association, International Society for the Study of Trauma and Dissociation, and International Association for Relational Psychoanalysis and Psychotherapy.

Susan L. Mendenhall, M.S.W., Psy.D.
Licensed Clinical Social Worker, California License
L.C.S.328

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Los Angeles, CA 90064

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EDUCATION AND TRAINING

Institute of Contemporary Psychoanalysis, Los Angeles, California
Psy.D. awarded, 1997

Los Angeles Institute for Psychoanalytic
Studies One year of course work, 1981 - 1984

University of Southern California Graduate
School of Social Work
Field work training at Pasadena YWCA and Department of
Child Psychiatry, Cedars Sinai Medical Center
M.S.W. Awarded 1968

Occidental College, Los Angeles,
California B.A. Awarded, 1966

University of Illinois, Urbana, Illinois, Summer, 1965
National Science Foundation Research Fellowship
in Psychology

National University of Mexico, Mexico, D.F.
Spanish and related studies, January - April, 1964

EMPLOYMENT

Current:

Private practice since 1969

Individual therapy with adults, adolescents and children; conjoint
marital therapy; family therapy; supervision of and consultation
with other clinicians; psychoanalysis

Thalians Mental Health Center, Cedars Sinai Medical

Past:

Center 1987 – 1991

Psychotherapy with adults, families and children.

Pasadena Child Guidance Clinic, 1987
- 1989.

Responsibilities included supervision of treatment staff in family,
individual, and group psychotherapy and participation in adminis-
trative planning and decision making

Reiss-Davis Child Study Center, 1987 - 1988

Consultant in Divorce and Step-family projects. Responsibilities
included case conferencing and treatment offamilies and individu-
als from families where there was a divorce or step-parent

South Bay Child Guidance Clinic, Torrance, California
March 1982 - May **1987**

Responsibilities included **individual and family psychotherapy**
and supervision of second year graduate students in Social Work
from UCLA and USC; also, coordination and teaching of weekly
clinical seminar for psychology and social work students placed at
the agency.

LAC-USC Medical Center, Department of Child Psychiatry,
1970 - 1974

Psychotherapy in English and Spanish with individuals, groups and families with a broad range of difficulties. Work with families of adolescents in long term psychiatric hospitalization. Supervision of graduate students in social work

Mental Health Development Center, 1969 - 1970 Individual,
group and family **psychotherapy**

San Pedro Mental Health, 1968 - 1969

Individual, group, and family psychotherapy in English and Spanish with a highly varied population. Supervision of student nurses and undergraduate social work students

PROFESSIONAL ORGANIZATIONS

Member, Institute of Contemporary Psychoanalysis, 1997 - present

Division of Psychoanalysis, Division 39, American Psychological Association, 1996 - 2010.

Committee on Psychoanalysis, National Federation of Societies for Clinical Social Work, since 1989...now Association for the Advancement of Psychoanalysis in Clinical Social Work.
International Association of Psychoanalytic Self Psychology since 2000.

Board Certified Diplomate since 1988

Southern Friends of the Institute for Clinical Social Work; President from 1981 - 1985; member, 1980 - present

Academy of Certified Social Workers since 1971

Society for Clinical Social Work, since 1969

National Association of Social Workers, since 1968

OTHER APPOINTMENTS AND POSITIONS

Co-President, Institute of Contemporary Psychoanalysis, 2003-2004

Faculty, Institute of Contemporary Psychoanalysis, 1997 - present teaching infant research, attachment theory in the Psychoanalytic, Psychoanalytic Psychotherapy and Extension programs.

Supervisor, Institute of Contemporary Psychoanalysis.

Supervisor, Thaliens Mental Health Center, Cedars Sinai Medical Center, Post Graduate Advanced Clinical Training Program, 1986 - 2007.

Supervisor, Wright Institute Post Graduate Clinical Training, 1986 – 1993, 2006 – present

Supervisor, Maple Center, 2010 - present

Supervisor, Airport Marina Counseling center, 2012 - present

Supervisor, Psychosocial Project, California Institute for Clinical Social Work, 1986 - 1993

Associate Clinical Instructor, USC School of Social Work, 1986 - 1987

Field work instructor, UCLA School of Social Work, 1984 - 1986

ORGANIZATIONAL ACTIVITIES

Institute of Contemporary Psychoanalysis, work on various committees, 1997 - present

Planning Committee, Fourth National Conference Committee on Psychoanalysis, 1991

Planning Committee, "Dialogues with Prominent Clinicians" series, 1986 - 1988

PAPERS AND PRESENTATIONS AND PUBLICATIONS

Mendenhall, Susan (2009). "From Termination to the Evolution of a Relationship: A New Understanding." Psychoanalytic Inquiry, 117 - 135.

Presentation to Thaliens Mental Health Center Grand Rounds on Attachment Theory and Adult Treatment, 2010.

Presentations to Institute of Contemporary Psychoanalysis North and South on attachment theory, infant research, adolescence and termination. 1997 - present.

Presentations to Maple Center students on attachment theory, infant research and termination, 2006 - present.

Continuing Education Instructor for Jewish Family Service of Los Angeles, one year course entitled, "Toward a Contemporary Understanding of Theory in Practice", 1997 - 1998.

Panel Presentation, "Working with Families of Divorce", presented at Aviva Center Conference, "Critical Issues of Adolescence", February, 1997.

"Treatment of Parents and Families, A Systemic Psychoanalytically Based Approach", Reiss-Davis Study Center, Continuing Education Seminar Series, March, 1988; April, 1987; April, 1991; and May, 1992.

"Treatment of Adult Survivors of Childhood Sexual Abuse", Clinical Discussant, Grand Rounds, Thaliens Mental Health, March, 1992

"Hope in Family Therapy", Workshop presentation for "Hope and Hopelessness Conference", sponsored by Committee on Psycho-analysis and Society for Clinical Social Work, April, 1992

"Learning from the Patient, the Work of Patrick Casement", presentation to the Pasadena Region, Society for Clinical Social Work, July, 1992

"Countertransference in Family Therapy", U. S. C. School of Social Work, entitled The Therapist's Contribution: Countertransference and Related Issues, April 7, 1990.

"Assessing Outcome in Family Therapy", Biennial Conference, Society for Clinical Social Work, 1976

"Family Therapy, Contemporary Psychoanalytic Perspectives", presentation to Department of Psychiatry staff, Kaiser Perma

June 9 and June 16, 1994 and June 8, 1995. Case Discussion, Thaliens Mental Health Center Grand Rounds, June, 1995.

- Los Angeles Child **Guidance** Clinic
- Rancho Los Amigos Hospital
- Ross Loos Medical Group
- Airport Marina Counseling Center

An Approach to **Family Therapy**", **Biennial Conference, Society** for Clinical Social Work, 1974.

LYNNE OLIVA, PSY.D.
11633 SAN VICENTE BOULEVARD, #318B • LOS ANGELES, CA 90049
PHONE 310-552-5400 • E-MAIL LYNNEOLIVA@SBCGLOBAL.NET

WORK EXPERIENCE

July 2014-present: Training and Supervising Analyst, Institute of Contemporary Psychoanalysis, Los Angeles, CA

September 2012-present: Faculty member, Institute of Contemporary Psychoanalysis, Los Angeles, CA

March 2012-present: Psychoanalyst and LMFT in private practice in Los Angeles, CA specializing in psychoanalysis and psychoanalytic psychotherapy for individual adults, couples and families.

April 2010-present: Primary Psychotherapist, Bridges To Recovery, primary psychiatric residential treatment in Los Angeles, CA

July 2000-March 2012: Licensed Marriage and Family Therapist in private practice, Los Angeles, CA; specializing in psychoanalytic psychotherapy for individual adults, couples and families.

September 1997-July 2000: Registered Marriage and Family Intern in private practice, Los Angeles, CA; Office of Diane Kovacs, M.F.C.C.

September 1998-June 1999: Counselor at San Fernando High School, San Fernando, CA; Counseled individual students and ran groups.

July 1996-July 1998: Intern, The Maple Counseling Center, Beverly Hills, CA; Individual adults, couples' and family therapy, including intakes, diagnosis and assessment. Crisis intervention. Counseled individual students and ran groups at Beverly Hills High School.

September 1995-September 1997: Trainee, Valley Counseling Center, Encino, CA; Individual adult and couples' therapy; broad range of client issues, problems and diagnoses; telephone intakes, referrals.

March 1994-March 1995: Trainee, Verdugo Mental Health Center, Glendale, CA; Adult Outpatient Program: Individual psychotherapy with adults. Worked closely with two staff psychiatrists; co-led groups; intakes, assessment and diagnosis.

EDUCATION

2012 Institute of Contemporary Psychoanalysis

Psy.D./Psychoanalysis

1996 Pepperdine University, Los Angeles, CA

M.A./Clinical Psychology

GPA 4.0

1984 Case Western Reserve University, Cleveland, OH

M.A./Art History

Graduated with honors; admitted to Ph.D. program

Master's thesis: *Confronting the Wall: New Decorative Tendencies in Three Modern Paintings at the Cleveland Museum of Art*

1978 Princeton University, Princeton, NJ

B.A. English Literature

Graduated with honors

Undergraduate thesis: *Toward a Single Art: The Stylistic and Thematic Influence of the Visual Arts on Henry James and Ernest Hemingway*

PROFESSIONAL MEMBERSHIPS

California Association of Marriage and Family Therapists

PUBLICATIONS

October 11, 2012, "Music at an Exhibition: Gustav Klimt's Drawings at the GettyMuseum", *International Psychoanalysis.net*

Fall 2007, "Art Lust: Desire and the Work of Picasso and Klimt", *Psychoanalytic Perspectives*

REFERENCES

Upon request.

VOLUNTEER EXPERIENCE

June 2004-June 2006: Volunteer Supervisor, Airport Marina Counseling Center, Westchester, CA

November 2002-June 2007: Volunteer Supervisor, The Maple Counseling Center, Beverly Hills, CA

AWARDS RECEIVED

May 1995: The National Honor Society of Psychology, Psi Chi; Pepperdine University Chapter; Inaugural Distinguished Student Award

**Philip A.
Ringstrom**
5004 Haskell
Ave.
Encino, California 91436
Work: (818) 906-8408
FAX: (818) 906-3269

Date of Birth: 1/13/52

Status: Married

Health: Excellent

EDUCATIONAL BACKGROUND

Institute of Contemporary Psychoanalysis Psy.D. June
Psychoanalysis Psychoanalysis 1996

University of Southern California Ph.D. June
Social Work 1981

Los Angeles, California

University of Kansas M.S.W. May
Lawrence, Kansas Social Work 1975

University of Kansas B.S.W. May
Lawrence, Kansas Social Work 1974

PROFESSIONAL ROLES:

Founding Member of the Board of Directors of the *International Association for Relational Psychoanalysis and Psychotherapy* **IARPP**
Member of the *International Council of Self Psychologists* **IJPSP**
Training and Supervising Analyst at the Institute of Contemporary Psychoanalysis in Los Angeles, California

Full-time private practice in Encino, California

JOURNAL AFFILIATIONS:

Associate Editor of *Psychoanalytic Dialogues*

Associate Editor of *Psychoanalytic Perspectives*

Editorial Board Member for *International Journal of Psychoanalytic Self
Psychology*

Advisory Board Member of *Psychoanalytic Perspectives*

Publications Reviewer for *Psychoanalytic Psychology*

PROFESSIONAL ASSOCIATIONS

National Association of Social Workers
Society of Clinical Social Work
Division 39 of the American Psychological
Association CV LITE III

Philip Ringstrom, Ph.D., Psy.D. is a Senior Training and Supervising Analyst, Faculty Member at the Institute of Contemporary Psychoanalysis, in Los Angeles, California. He is a Member of the Editorial Boards of the *International Journal on Psychoanalytic Self Psychology*, *Psychoanalytic Perspectives*, and *Psychoanalytic Dialogues*. He is also member of the *International Council of Self-Psychologists*, and a founding member of the Board of Directors of the *International Association of Relational Psychoanalysis and Psychotherapy*.

He has been a very active participant on a myriad of Internet forums including in the late 1990s being one of five invited panelists on the *Psybc.com*, one of the first international internet sites on

psychoanalysis. He has also been an international presenter and panelist on colloquia and webinars for the IARPP, the International Council of Self Psychologists and the ICP. Finally, he was one of four analysts, titled "The Four Shrinks" who were paid by Slate.com to write post-episode commentary on the HBO hit series *The Sopranos*.

Phil has published close to sixty articles, chapters and reviews in a host of psychoanalytic books and journals. He is a regularly invited presenter at International conferences sponsored by the

International Association of Relational Psychoanalysis and Psychotherapy, the International Association of Self Psychology, Division 39 of the American Psychological Association, and the American Psychoanalytic Association.

His recently published book by Routledge (2014) entitled *A Relational Psychoanalytic Approach to Conjoint*

Treatment was awarded the Goethe Award for the best book in psychoanalysis in 2014 by the Canadian

Psychological Association. He is currently outlining a second book on

Cultivating the Improvisational in Psychoanalytic Treatment a topic on which he has presented internationally for twelve years and has 12 publications.

PUBLICATIONS AND UNPUBLISHED PAPERS AND PRESENTATIONS

Of Philip A. Ringstrom, Ph.D.
(Available upon request at Ringsite@aol.com)

PUBLICATIONS:

Articles & Chapters:

- Ringstrom, P. (2015) "Discussion of Arthur Gray's 'Living Truthfully Under Imaginary Circumstances: Improvisation in Psychoanalysis". *Psychoanal. Dial.* Vol. 20, No. 6.
- Ringstrom, P. (in press) **"Should I, Shouldn't I: The Quandary and Challenge of Working with Partners. Both Individually and in Couples Therapy."** In *Special Issues in Couples Psychotherapy*. Ed. By Cristina Bonucci and Rosetta Castellano. (An Italian Publication.)
- Ringstrom, P. (in press) "Authenticity in Improvisation from a Relational Perspective." In *Psichiatria & Psicoterapia*, ed. Giovanni Fioriti Editore(Publisher), Rome.
- Ringstrom, P. (2014) "Becoming an analyst: At Play in Three Acts" in *Clinical Implications of the Psychoanalyst's Life Experience: When the Personal Becomes Professional*. Ed by Steven Kuchuck. New York, New York; London: Routledge Publishing.
- Ringstrom, P. (2012) "Discussion of Lauren Levine's 'Into Thin Air: The Co-Creation of Shame, Recognition and Creativity in and Analytic Process'". *Psychoanal. Dial.*
- Ringstrom, P. (2012) "Discussion of Jean Wixom's 'Just Do It.'" *Psychoanal. Inq.*
- Ringstrom, P. (2012) "A Relational Intersubjective Approach to Conjoint Treatment", *Intl. Jnl. of Psychoanal. Self. Psychol.* 6:1-27.
- Ringstrom, P. (2012) "Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis." *Relational Psychoanalysis*, Vol. V. Ed. By L. Aron and A. Harris. The Analytic

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- Ringstrom, P. (2012) "A Relational Intersubjective Approach to Conjoint Treatment." *International Journal of Psychoanalytic Self Psychology*. Vol. 7. No. 1, 85-111.
- Ringstrom, P. (2010) "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory". *Psychoanal. Dial.* Vol. 20, No. 2, 196-218.
- Ringstrom, P. (2010) "Reply to Commentaries". *Psychoanal. Dial.* Vol. 20, No. 2, 236 – 250.
- Ringstrom, P. (2010) "Response to 'Comparing Fruit and Oranges: Response to Philip A. Ringstrom by Robert D. Stolorow and George E. Atwood.'" *Psychoanal. Dial.* Vol. 20, No. 5, 625-626.
- Ringstrom, P. (2010) "Yes Alan! and a Few More Thoughts About Improvisation: A Discussion of Alan Kindler's Chapter 'Spontaneity and Improvisation in Psychoanalysis.'" *Psychoanal. Inq.* Vol. 30, No. 3: 235-242.
- Ringstrom, P. (2010) "Commentary on Donna Orange's, 'Recognition as' Intersubjective Vulnerability in the Psychoanalytic Dialogue." *International Journal of Psychoanalytic Self Psychology*. Vol. 5. No. 3, 257-273.
- Ringstrom, P. (2009) "Selfobject as Dramatis Personae: Cultivating the Improvisational in Self Psychological Psychoanalysis." In *Self and Systems" Explorations in Contemporary Self Psychology*. Ed by N. Van der Heide and W. Coburn. New York: The Annals of New York Academy of Sciences. Vol. 1159. Pp. 174-203.
- Ringstrom, P. (2008) "Improvisational Moments in Self Psychological Relational Psychoanalysis." *in New Developments in Self Psychology Practice*. ed. Peter Buirski and Amanda Kottler. Lanham MS: Jason Aronson, Pp. 223-237.

Ringstrom, P. (2008) "Improvisation and Mutual Inductive Identification in Couples Therapy: A Discussion of Susan Shimmerlick's Article Moments in Relational Psychoanalysis." *Psychoanal. Dial.* Vol. 18, No. 3, 390-402.

- Ringstrom, P. (2008) "L'approccio relazionale intersoggettivo al trattamento congiunto." *Interazioni: Clinica e ricerapsicoanalitica su individuo-coppia-famiglia*. 2/30, pp. 30-54.
- Ringstrom, P. (2007) "Scenes That Write Themselves: Improvisational Moments Relational Psychoanalysis." *Psychoanal. Dial. Vol. 17, No. 1*, pp. 69-100.
- Ringstrom, P. (2007) "Reply to Commentary by Daniel N. Stern." *Psychoanal. Dial. Vol. 17, No. 1*, pp. 105-113.
- Ringstrom, P. (in press) "'Inductive Identification' and Improvisation In Psychoanalytic Practice: Some Comments on Joye Weisel-Barth's Article on Complexity Theory." *International Journal of Psychoanalytic Self Psychology*.
- Ringstrom, P. (2006) "Moments of an Analysis: My View from John Lindon's Couch". *Internatl. Jnl. Of Psychoanal. Self Psych.* Vol. 1, Number 1, 79-102.
- Ringstrom, P. (2005) "Essential Enactments: Commentary on Paper by Taras Babiak". *Studies in Gender and Sexuality*. Vol. 6, Number 2, 155-163.
- Ringstrom, P. (2003) "'Crunches, '(K)nots, and Double Binds: When What Isn't Happening is the Most Important Thing: Commentary on Paper by Barbara Pizer." Hillsdale, NJ: *Psychoanalytic Dialogues*, Vol. 11, No. 5. 193-205.
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- Ringstrom, P. (2000) "Zwischen zwei Revolutionen schwanken," Selbstpsychologie: European Zeitschrift fur Psychoanalytische Therapie und
Forschung.
- Ringstrom, P. (1999) "Exploring the Patient's 'Interiority': A Discussion of Joyce Slochower's Paper," *Psychoanalytic Dialogues* Vol. 9, #6, 825-837.
- Ringstrom, P. (1999) "News from the Western Division" Self Psychology Newsletter (June).
- Ringstrom, P. (1999) "Self-Psychology Integrating and Evolving Therapeutic Action or, How Does Analysis Cure" Self Psychology Newsletter (June).
- Ringstrom, P. (1998) "Impasses in Contemporary Psychoanalysis: Revisiting the Double Bind Hypothesis," *Psychoanalytic Dialogues* Vol. 8, #2. Pp. 207-215.
- Ringstrom, P. (1998). "The Pursuit of Authenticity and the Plight of Self-Deception – Precursors to Paradoxes, Double Binds, and Therapeutic Impasses: Commentary on Malcolm Slavin and Daniel Kriegman's Article" *Psychoanalytic Dialogues* Vol.8, #2. Pp. 285-292.
- Ringstrom, P. (1998). "Metacommunication versus Negotiation – Distinguishing Responses to Paradox versus Conflict: Response to Slavin and Kriegman's Commentary," *Psychoanalytic Dialogues*, Vol. 8, #2. Pp. 329-335.

Ringstrom, P. (1998) "Competing Selfobject Functions: The Bane of the Conjoint Therapist," *The Bulletin of the Menninger's Clinic*. Vol. 62. No. 3. Pp. 314-325.

Ringstrom, P. (1998) "An Interview with Bernard Brandchaft" Self Psychology Newsletter (June).

Ringstrom, P. (1995) "Exploring the Model Scene: An Intersubjective Approach to Brief Psychotherapy." *Psychoanalytic Inquiry*, Vol. 15, No. 4, 493-513.

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Book Publications:

Ringstrom, P. (2014) *A Relational Psychoanalytic Approach to Couples Therapy*. The Relational Book Series of the Analytic Press: Taylor and Francis Group, Inc. LLC. (Winner of the best book in Psychoanalysis and Psychoanalytic Studies for 2014)

Ringstrom, P. *Cultivating Improvisation in Psychoanalytic Treatment*. The Relational Book Series of the Analytic Press: Taylor and Francis Group, Inc. LLC (under contract negotiation with Routledge Publishing Co.)

Published Book and Film Reviews:

Ringstrom, P. and Steinberg, M. (in press) "Film Review of 'Inside Out'," *Intl. Jnl. of Psychoanal. Self. Psychol.*

Ringstrom, P. (in press) Book Review of Irwin Hirsch's *The Relational Tradition*. in *Contemporary Psychoanalysis*.

Ringstrom, P. (in press) Book Review of 'Christine C. Kieffer's *Mutuality, Recognition, and the Self: Psychoanalytic Reflections*. in *Intl. Jnl. of Psychoanal. Self. Psychol.*

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- Ringstrom, P. (2001) A Film Review Essay of the Movie "The Sixth Sense." *International Journal of Psychoanalysis*, Vol. 82.
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- Ringstrom, P. (1996) Book Review of A Meeting of Minds: Mutuality in Psychoanalysis by Lewis Aron, Hillsdale, NJ: The Analytic Press, 1996. In the *Psychologist Psychoanalyst, Official Publication of Division 39 of the American Psychological Association*, Volume XVI, No.3. Fall, 1996.
- Ringstrom, P. (1993) Book Review *Marital Therapy: The Studies of the Philadelphia Marital Counseling Center.* Ed. By Gerald Weeks, 1992. In *The Journal of Clinical Social Work.*

INTERNET PUBLICATIONS:

- Ringstrom, P. (2010) "Principles of Improvisation: A Model of Therapeutic

Play in Relational
Psychoanalysis." *IARPP Colloquium.* (Spring, 2010)

- Ringstrom, P. (2009) "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory". **IARPP Webinar**. (Winter, 2009).
- _____ Ringstrom, P. (2008) "Where Does Meaning Come From?: Discussions of the Boston Change Process Study Group". **Psybc.com Webinar**. (April, 2008).
- Ringstrom, P. (2001-2002) "The Four Shrinks: on the Soprano's". **Slate.com** (one of four panelists hired to do post-episode commentary on the hit HBO TV series "The Sopranos."___
- Ringstrom, P. (1998-2003) **Psybc.com**. One of 15 international panelists hired to discuss papers on this first of a kind international dedicated psychoanalytic web forum.

UNPUBLISHED PAPERS AND CONFERENCE PRESENTATIONS:

- Ringstrom, P. (2015) "Creating Space for Being Improvisational Psychoanalytic Treatment." Plenary Presentation: 38th Annual Self Psychology Conference, Los Angeles, CA, October, 2015.
- Ringstrom, P. (2015) Preconference Panel on my new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. 14th Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy. Annual Conference, Toronto Canada June, 2015.
- Ringstrom, P. (2015) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Minnesota Institute of Contemporary Psychoanalysis. Minneapolis MN, May 2015

Ringstrom, P. (2015) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Christian Psychoanalytic Associations Annual Conference, Denver CO. April, 2015.

- Ringstrom, P. (2015) Keynote Speech for the ICP on “Complexity and the Relational Unconscious” Institute of Contemporary Psychoanalysis, Los Angeles, CA. February, 2015.
- Ringstrom, P. (2014) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Dr. Larry Lifton Conference on Innovations in Psychoanalysis, Boston, MA. March, 2014. [Asked back by popular demand from the previous year’s 2013 conference.]
- Ringstrom, P. (2014) Preconference Panel on my new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. 14th Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy. Annual Conference, Toronto Canada June, 2015.
- Ringstrom, P. (2013) Presentation of new book *A Relational Psychoanalytic Approach to Couples Psychotherapy*. At the Dr. Larry Lifton Conference on Innovations in Psychoanalysis, Boston, March, 2013.
- Ringstrom, P. (2013) Discussion of Film “Amour”, New Center of Psychoanalysis, Los Angeles, CA. (May, 2013).
- Ringstrom, P. (2013) Keynote Speech for the Marian Tolpin Memorial Seminar on the Forward Edge of Self Psychology: “A Serious Look at Play: An Improvisational Model for Psychoanalytic Therapeutic Action.” Chicago Institute of Psychoanalysis, Chicago, IL.
- Ringstrom, P. (2013) Session Panel entitled “A Brief Essay on An Improvisational Model of Psychoanalytic Therapeutic Action.” 13th Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy. Annual Conference, Santiago, Chile, November 2013.

Ringstrom, P. (2012) Presentation on History of Relational Psychoanalysis
and Case Consultation in Osaka, Japan. (December 2012).

Ringstrom, P. (2011) "Improvitational Play with Adolescents and Adults in
Contemporary

Psychoanalysis.” Presented at the 34th Annual International Conference on the Psychology of the Self: “The Influence of Attitude in Psychoanalysis.” October 15, 2011, Los Angeles, CA.

Ringstrom, P. (2011) “The Necessity of Improvisation in the 21st Century: A Panel on Improvisation with Donnell Stern, Anthony Bass, Darlene Ehrenberg, Steven Stern, Hazel Ipp and Stephen Knoblauch”, Division 39, New York, NY (April 15, 2011).

Ringstrom, P. (2011) “Improvisational Play with Adolescents and Adults in Contemporary Psychoanalysis.” Presented at the American Psychoanalytic Association Conference June 11, 2011, San Francisco, CA.

Ringstrom, P. (2011) “The Necessity of Improvisation in the 21st Century: A Panel on Improvisation with Anthony Bass, Darlene Ehrenberg, Steven Stern, Hazel Ipp and Stephen Knoblauch”, IARPP Conference, Madrid Spain (July 2, 2011).

Ringstrom, P. (2010) “Who Said Anything About Metaphysics: Reply to Stolorow’s ‘Phenomenology is Not Metaphysics: *Reply to Philip Ringstrom*”.

Ringstrom, P. (2010) “Plenary Panel on Reproductive Technologies” 8th Annual Conference of the International Association of Relational Psychoanalysis and Psychotherapy *Expanding the Relational Context: Desire, Sexuality, Politics, Economics, Aesthetics, Technologies*, San Francisco, CA (February 27, 2010).

Ringstrom, P. (2010) “A Relational Psychoanalytic Approach to Couples Treatment.” Presented at the FORS, The Florida Organization of Relational Studies, March, 2010, Orlando, FL.

Ringstrom, P. (2010) "Principles of Improvisation"; "Meeting Mitchell's Challenge:
A Comparison of
Intersubjective Systems Theory and Relational Psychoanalysis"; "A Review of
Robert Stolorow's Book: *Trauma and Human Existence: Autobiographical,
Psychological, and Philosophical Reflections.*"
Presented at March, 2010, Tampa, FL.

- Ringstrom, P. (2009) NYU Post Doc Colloquium. "Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory." NYU Post Doc, March 13th, 2009.
- Ringstrom, P. (2009) "Great Mistakes by Advanced Clinicians". A Conference at Huntington Hospital, Pasadena California, July 11. 2009.
- Ringstrom, P. (2009) "Relational Approach to Conjoint Therapy." Rome, Italy (October, 2009).
- Ringstrom, P. (2009) "A Review of Robert Stolorow's Book: *Trauma and Human Existence: Autobiographical, Psychological, and Philosophical Reflections.*" Presented at the 36th Annual International Conference on the Psychology of the Self: "Self and Systems." October, 2009, Chicago, IL.
- Ringstrom, P. (2008) "Agency and Attachment: Mutually Informing Constructs in Relational Psychoanalysis with Jill Gentile and Bruce Reis." IARPP Conference Baltimore MD (May, 2008).
- Ringstrom, P. (2008) "Greenson Memorial Lecture on Conjoint Therapy" at the Loyola Marymount University, Chicago, IL.
- Ringstrom, P. (2008) "Knowing what is Real: Authenticity, Spontaneity, and Improvisation in a PostModern World." Division 39, Chicago, IL (April, 2008).
- Ringstrom, P. (2008) "Principles of Improvisation: A Model of Therapeutic Play in Relational Psychoanalysis." Presented at the Spring Conference of *The New Directions Program "A Serious Look at Play."* Arlington, VA, October, 2008.

Ringstrom, P. (2007) "The Mobius Strip of Marriage: When
Good Objects
are Bad and Bad Objects are Good."
Division 39 Spring Meeting, Toronto, Canada.

- Ringstrom, P. (2007b) "Discussion of Birgitta Elmquist and Leif Havneskold Paper on 'Supervision in Progress'". IARPP Conference in Athens, Greece, June, 2007.
- Ringstrom, P. (2007) "A Relational Approach to Conjoint Therapy". IARPP Conference in Athens, Greece, June, 2007.
- Ringstrom, P. (2007) "Between the 'Doer and the Done-to' and the Context Made Me Do It: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory." Presented at the 34th Annual International Conference on the Psychology of the Self: "Self and Systems." October, 2007, Los Angeles, CA.
- Ringstrom, P. (2007) "Discussion of Lynn Preston's paper: 'Improvisation Provides A Window Into Implicit Processes: Thoughts on Philip Ringstrom's Work in Dialogue with Eugene Gendlin'." Presented at the 30th Annual International Conference on the Psychology of the Self: "Self and Systems." October, 2007, Los Angeles, CA.
- Ringstrom, P. (2006) "Scenes That Write Themselves: Improvisational Moments Relational Psychoanalysis." Plenary Panel IV at the IARPP Conference. Chaos, Creativity and Transformation at the *Psychological Edge* *Close Encounters: Relational Moments* in Boston, MA, January, 2006.
- Ringstrom, P. (2005) "Three Visions of Relational Perspective with Donna Orange, and Darlene Ehrenberg", IARPP Conference *Unconscious Experience: Relational Perspectives*, Rome Italy, July, 2005.
- Ringstrom, P. (2005) "Yes Alan! and a Few More Thoughts About Improvisation: A Discussion of Alan Kindler's Chapter 'Spontaneity and Improvisation in Psychoanalysis.'" For the 28th

Annual
International Conference on the Psychology of the Self. Baltimore
Maryland, October, 2005.

Ringstrom, P. (2004) "Body Rhythms and Improvisation: Playing with the
Music Behind the Lyrics in
Psychoanalysis". For the 27th Annual International Conference on the
Psychology of the Self.
San Diego, CA, October, 2004.

- Ringstrom, P. (2004) Newport Psychoanalytic Institutes Spring Conference on Couples Therapy. Newport Beach California. February 21, 2004.
- Ringstrom, P. (2004) "Introductory, Plenary Six and Conclusionary Presentations. Second Biennial Conference of the International Association of Relational Psychoanalysts and Psychotherapists." Conference Chair: P. Ringstrom. Santa Monica. CA April-May, 2004.
- Ringstrom, P. (2004) "Discussion of Paper on Medea by Susan Sonntag" Siracusa, Italy, June, 2004.
- Ringstrom, P. (2003) "Essential Enactments: Commentary on Paper by Taras Babiak". IARPP Winter Conference, January, 2003, Toronto Canada.
- Ringstrom, P. (2003) "Cultivating the Improvisational in Contemporary Psychoanalysis". *Dallas Group Analytic Practice*. May, 2003, Dallas, TX.
- Ringstrom, P. (2003) "A Relational Intersubjective Approach". Local Dallas Chapter of Division 39 of the American Psychological Association. May, 2003, Dallas, TX.
- Ringstrom, P. (2002) "ICP Fall Conference on Conjoint Therapy" Los Angeles, California.
- Ringstrom, P. (2002) "The 'Messy' Yet Essential Nature of Theory: The Wisdom of Stephen Mitchell's Relational Perspective." Pasadena, California.
- Ringstrom, P. (2001) "The Noxious Third: The Crimes and Misdemeanors in the Treatment of Tony Soprano and Dr. Jennifer

Melfi." 21st Annual Spring Meeting of Division of
Psychoanalysis [39]. Santa Fe, NM.

Ringstrom, P. (2001) "Cultivating the Improvisational Attitude in
Contemporary Psychoanalysis, Institute of Self Psychology and
Relational Psychoanalysis. Rome Italy (June 2001).

Ringstrom, P. (2000) "From a Theory of Drives to Information Theory: The ICP Freudian Archives Presentation." The Skirball Center Freudian Archives Exhibit. Los Angeles, CA, April, 2000.

Ringstrom, P. (2000) Paper Discussion of: The Graduate Students Papers Panel. 20th Annual Spring Meeting of Division of Psychoanalysis [39]. San Francisco, CA.____

Ringstrom, P. (1999) "A Discussion of Trop, Burke, Trop's 'Contextualism and Dynamic Systems in Psychoanalysis: Rethinking the Language of Intersubjectivity Theory,'" From the Twenty-Third Conference On the Psychology of the Self, November, 2000."

Ringstrom, P. (1999) Paper Discussion of Linda Stell's "Integrating Case Material to Illustrate the Use of Organizing Principles within the Clinical Setting." Presented at the Institute of Contemporary Psychoanalysis, (January 1999).

Ringstrom, P. (1999) Paper Discussion of: Donna Orange's "Seeing-As': An Intersubjective Account of Emotional Attunement." 19th Annual Spring Meeting of Division of Psychoanalysis [39] New York City.____

Ringstrom, P. (1999) Paper Discussion of: Bill Coburn's "The Paradox of Subjective Emotional Resonance: The Experience of the Analyst's Subjectivity and Its Therapeutic Impact." 19th Annual Spring Meeting of Division of Psychoanalysis [39] New York City.____

Ringstrom, P. (1999) Paper Discussion of: Robert Stolorow's "The Phenomenology of Trauma and the Absolutisms of Everyday Life: A Personal Journey." 22nd Conference On the Psychology of the Self October, 1999, Toronto,

Ontario.

Ringstrom, P. (1998) Paper Discussion of: Crayton Rowe's "The Undifferentiated Selfobject Transference and Its Contribution to Understanding Suicidal Pathology." 20th Annual Psychology of the Self Conference, San Diego, CA.

Ringstrom, P. (1998) Paper Discussion of: Ruth Stein's "Affect Articulation and Affect Sparing in Psychoanalytic Work." 18th Annual Spring Meeting of Division of Psychoanalysis [39].___

Ringstrom, P. (1998) Paper Discussion of: Joyce Slochower's "The Patient's Interiority and Intersubjective Dialogue." 18th Annual Spring Meeting of Division of Psychoanalysis [39].___

Ringstrom, P. (1998) "Naming the Elephant in the Room" Paper Discussion of: Randall Sorenson's "Psychoanalytic Institutes as Religious Denominations: Fundamentalism, Progeny, and Ongoing Reformation." Presented at the Institute of Contemporary Psychoanalysis, (November, 1998).

Ringstrom, P. (1997) "A Pound Hound in Search of a Loving Home: An Intersubjective Perspective on Patty Antin's Case. Paper Discussion at the Winter Convocation of the California Institute for Clinical Social Work, Los Angeles, CA.

Ringstrom, P. (1997) Paper Discussion of: Nancy Hick's "Unconscious Fantasy: The Influence of Gender and Selfobject Experience on a Couple's Relationship." 20th Annual Conference on the Psychology of the Self, Chicago, IL.

Ringstrom, P.A. (1997) "Psychoanalytic Listening: The Construction, Deconstruction and Reconstruction of the Analyst's and Patient's Subjectivities." 17th Annual Spring Meeting of Division of Psychoanalysis [39], Denver, CO

Ringstrom, P.A. (1995) "Impasses and Potentialities in Psychoanalytic Treatment: From Double Bind Theory to a Theory of Possibilities". 15th Annual Spring Meeting of Division of Psychoanalysis [39], Los Angeles, CA.

Ringstrom, P.A. (1994) "Exploring the Model Scene: An Intersubjective Approach to Brief Psychotherapy." 17th Annual conference on the Psychology of the Self, Chicago, IL.

Ringstrom, P. (1992) "An Intersubjective Approach to Conjoint Treatment", Conference of the Society of Clinical Social Work. Fall, 1992, Palm Springs, CA.

Ringstrom, P. (1992) "An Intersubjective Approach to Conjoint Treatment", 14th Annual Conference on the Psychology of the Self. Fall, 1992, Beverly Hills, CA.

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CLINICAL AND ADMINISTRATIVE EXPERIENCE

Clinician and administrator with a history of effectively leading, planning, managing, implementing, evaluating and collaborating with County, State and private agencies and departments in a demanding mental health environment. I have extensive clinical experience working with and leading multidisciplinary teams and providing efficient documentation with positive outcomes.

AREAS OF EXPERTISE

Computer proficient/Project Leader/ Crisis Management/ DMH documentation/Trainer/Clinical Supervisor/Consultant/Budget Management/Skilled Problem Solver/Partners with State and County Stakeholders

PROFESSIONAL HISTORY

Private Practice

Pasadena, CA

2003-present

Provide psychotherapy and psychoanalysis to children, adolescents, couples and adults. Special treatment issues include mood and anxiety disorders, co-occurring conditions and trauma recovery related to physical and sexual abuse and neglect. Utilizes art therapy, sand tray and play therapy.

The Arroyos Psychological Associates

Pasadena, CA

2014-present

Group and Family Therapist: Provide art therapy group and family therapy to patients in outpatient co-occurring disorder program.

Hathaway-Sycamores Child & Family Services

Pasadena, CA

1997- present

Assistant Vice President: (7/13-present) Programs provide services to emotionally disturbed children, adolescents and their families. Primary responsibility is to ensure the effectiveness of department operations; program and goal alignment with the organization's values and mission and contract agreements. *Program oversight include residential services, mental health services, FFA, ITFC, Adoptions, Non-Public School, IFCCS, MAT, and In-Home Family Services*. Other positions with the company include: Therapist, Residential Supervisor, Admissions Coordinator, Senior Clinician of Programs, Assistant Director (2003-2006), Director, Mental Health Services (2006-2013).

EDUCATION

Doctor of Psychoanalysis, May 2012; Institute of Contemporary Psychoanalysis, Los Angeles, CA

Master of Arts in Marital & Family Therapy: Emphasis in Clinical Art Therapy, May 1997.
Loyola Marymount University, Los Angeles, CA

PROJECTS

- Participated in development and implementation of State wide demonstration project- Residentially-Based Services (RBS)
- Member of the Implementation Team for Federal Grant (Permanency Planning Initiative). Involved in planning for Los Angeles County grantee project in partnership with the Los Angeles Gay & Lesbian Center; Co-Chair of the Coaching Network
- Participated in leadership activities to drive organization toward *The Joint Commission* accreditation and *Accreditation of All Children/All Families Human Rights Campaign Seal*
- Member of the Fighting Racism and Homophobia Task Force: Institute of Contemporary Psychoanalysis
- Chair of the Pasadena Psychoanalytic Training Program: Institute of Contemporary Psychoanalysis
- Board of Directors: Secretary; Executive Officer Institute of Contemporary Psychoanalysis 2014-2016

PUBLICATIONS AND PRESENTATIONS

- Published article in *The International Journal of Psychoanalytic Self Psychology*. Art, Play and Imagination in Treatment. 2011
- Guest lecturer: MFT Graduate Program at Loyola Marymount University *Working with the LGBQ Population in Psychotherapy; Gender In Psychotherapy*. Institute of Contemporary Psychoanalysis: Sexual Minorities and Psychoanalysis; Spring Semester 2015.
- Presented paper on Art, Play and Imagination in the Treatment of a Child at Loyola Marymount University's *30 Years of Art Therapy at LMU Symposium*; May 2011. *Complexity and Relational Unconscious: A Symposium for the ICP Community*; February 2015.
- Faculty and Program Chair, Institute of Contemporary Psychoanalysis
- Interviewed on *In the Life* PBS documentary series on LGBTQ Youth in Foster Care. Aired November 2012.
- *From Invisible to Visible: Empowering LGBTQ Youth in Residential Care* presented at the 52nd Annual American Association of Children's Residential Centers in New York, NY April 2013.
- *Creator of From Invisible to Visible: LGBTQ Youth in Out of Home Care. 6 hour CEU training webinar for Group Home Administration Certification. 2015.*

SPECIAL CERTIFICATIONS, LICENSES AND PROFESSIONAL ORGANIZATIONS

- California State Licensed Marriage & Family Therapist (MFC 37693)—Licensed 2001
- Board Certified Art Therapist—2005

- Certified Psychoanalyst—2012
- California Association of Marriage and Family Therapist—Clinical Member 2001
- American Art Therapy Association—Professional Member 1998
- Cardiopulmonary Resuscitation Certificate—since 1988
- Physical Response Training Certification (Pro-Act)—since 1989
- Certified Group Home Administrator (GHA)—2013

Gary Richard Sattler
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Los Angeles, California 90066
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Most Recent Positions

Pastoral Counselor, Research Psychoanalyst (#RP64), Los Angeles, California
Professor of Church History, New Seminary Theological of the West, Pasadena, California
Affiliate Professor of Pastoral Care and Counseling, Northern Theological Seminary, Lombard, Illinois
Adjunct Professor of the History of Christian Spirituality, Doctor of Ministry Program, Fuller Theological Seminary Pasadena, California

Education

B.A.	1969	Midland Lutheran College
M.Div.	1975	Northern Baptist Theological Seminary
Th.M.	1979	McCormick Theological Seminary
Dr. theol.	1984	University of Marburg (Germany)
Psy.D.	1998	Institute of Contemporary Psychoanalysis (Los Angeles)

Prior Professional Employment

Faculty, Center for Religion and Psychotherapy of Chicago, Chicago, Illinois 2003-2007
Interim Minister, Knox Presbyterian Church, Pasadena, California, 1992-1993
Interim Minister, First Presbyterian Church, Covina, California, 1989-1992
Adjunct Faculty in the schools of Theology and Psychology, Fuller Theological Seminary, Pasadena, California, 1990-2000
Assistant Professor of Christian Formation and Discipleship; Director, Office of Christian Community, Fuller Theological Seminary, Pasadena, California, 1983-1989
Adjunct Faculty, Northern Baptist Theological Seminary, Lombard, Illinois, Winter Semesters, 1976-1979
Associate Minister, First Presbyterian Church, Glen Ellyn, Illinois, 1977-1979
Assistant Minister, First Presbyterian Church, Glen Ellyn, Illinois, 1975-1976
Director, Co-operative Outreach Program to Youth, Glen Ellyn, Illinois, 1971-1975

Honors, Lectures and Awards

Baker Book House Award for excellence in theological studies, Northern Theological Seminary, 1975

Lectures on *der deutsche Pietismus*, with Dr. Erich Geldbach, University of Marburg, Winter Semester, 1982

Keynote Speaker, Roger Williams Memorial Lectureship, Washington State University, 1989

Invited Speaker on *Spiritual Dimensions in Cancer Pain Management*, City of Hope, Duarte, California, National Institutes of Health Symposium on Cancer Pain Management, 1993

Invited Speaker on Spirituality and Psychoanalysis at the Institute of Contemporary Psychoanalysis Annual Winter Conference, Los Angeles, California, 1998

Invited Speaker on Religion and Psychoanalysis at the International Conference on Religion and

Psychotherapy of the Dutch Association of Christian Psychiatrists, Psychologists and Psychotherapists, Dalfsen, the Netherlands, 1998

PROFESSIONAL ACTIVITIES

Presbyterian Church (USA), General Assembly Task Force on the Life of Faith, 1987-1989

Presbytery of San Gabriel, Congregational Development Committee, 1986-1988

Presbytery of San Gabriel, Committee on Ministry, 1989-1991

Presbytery of San Gabriel, Church and Society Committee, 1992

Presbytery of San Gabriel, Committee on Ministry, 1993-1994

Presbytery of Los Angeles, Committee on Ministry, 2009-2011

Professional Memberships

Institute of Contemporary Psychoanalysis, Los Angeles: Member, Board of Directors (2010 & 2011); Training and Supervising analyst

American Academy of Religion

Presbytery of the Pacific

Publications

Books

God's Glory, Neighbor's Good: A Brief Introduction to the Life and Writings of August Hermann

Francke. Chicago, Covenant Press, 1982.

Nobler than the Angels, Lower than a Worm: The Pietist View of the Individual in the Writings of

Heinrich Müller and August Hermann Francke. Lanham Maryland: University Press of America, 1989.

ARTICLES

- “August Hermann Francke and Mysticism”, *The Covenant Quarterly*, November, 1980.
- “Putting Conversion into Focus”, *Ministry Magazine*, November, 1980.
- “Getting a Heart of Wisdom: The Christian Life in Ahasverus Fritsch’s *Gottlobs Hundert Sonderbare Zufällige Andachten*”, *The Covenant Quarterly*, May, 1983.
- “Spiritual Formation and the Pastor as Shepherd”, *Theology, News and Notes*, June, 1984.
- “Moving on Many Fronts”, *Christian History Magazine*, Vol. V, Number 2, 1986 (preaching, social concern, missions and ecumenicity in Pietism).
- “Maximus the Confessor: *The Four Hundred Chapters on Love*”, “Meister Eckhart: *Sermons and Treatises*”, “Heinrich Suso: *The Little Book of Eternal Wisdom*”, “Philipp Jakob Spener: *Pia Desideria*”, “Nicholaus Ludwig von Zinzendorf: *Nine Public Lectures*” in *Christian Spirituality*. San Francisco: Harper & Row, 1988.
- “Renewal Movements and Programs” in *Dictionary of Pastoral Care and Counseling*. Nashville: Abingdon Press, 1989.
- “The All-Sufficient Christ in Heinrich Müller’s *Geistliche Erquickstunden*” in *Perspectives on Christology: Essays in Honor of Paul K. Jewett*. Grand Rapids: Zondervan, 1991.
- “Carl Gustav Jung”, “Meister Eckhart” in *Great Thinkers of the Western World*. San Francisco: HarperCollins, 1992.
- Ferrell, Betty, Elizabeth J. Taylor, Gary R. Sattler, B. Lynn Cheyney. “Searching for the Meaning of Pain: Cancer Patients’, Caregivers’, and Nurses’ Perspectives”, *Cancer Practice: A Journal of the American Cancer Society*, 1992.
- “Searching the Soul: Resistance in Psychoanalytic Psychotherapy and Spiritual Direction”, *Psyche en Geloof: Tijdschrift van de Christelijke Vereniging voor Psychiaters, Psychologen en Psychotherapeuten*, April, 1998.
- “Letter to a Spiritual Director”, *Theology, News and Notes*, October, 1998.
- “Spiritual Direction and Postmodernism: A conversation about language” in *Gemeinschaft der Kirchen und gesellschaftliche Verantwortung: Die Würde des Anderen und das Recht anders zu denken. Festschrift für Prof. Dr. Erich Geldbach*. Ökumenische Studien, Münster: LIT Verlag, 2004.
- “A Spiritual Director Dares to Give Advice to Therapists”, *Theology, News and Notes*, Winter 2006.
- “Johann Arndt,” “Meister Eckhart,” “Nicholas of Cusa,” “Philipp Jacob Spener,” “Nicholas Ludwig von Zinzendorf,” “Ulrich Zwingli,” in *Encyclopedia of Christian Literature*, edited by George T. Kurian and James D. Smith, III. Blue Ridge Summit, PA: The Scarecrow Press, 2010.

BOOK REVIEWS

- To Empower as Jesus Did: Acquiring Spiritual Power Through Apprenticeship* by Aaron Milavec, *TSF Bulletin*, September – October, 1984.
- Primary Speech: A Psychology of Prayer* by Ann and Barry Ulanov, *TSF Bulletin*, May – June, 1985.
- The Politics of Spirituality* by William Stringfellow, *Worship and Spirituality* by Don E. Saliers, *Sensing the Spirit* by Richard H. Bell, *The Reformed Journal*, January, 1986.
- The Reformed Imperative: What the Church Has to Say that No One Else Can Say* by John H. Leith, *The Reformed Journal*, November, 1989.
- Diversity in Faith – Unity in Christ* by Shirley Guthrie, *The Reformed Journal*, March, 1990.

Translations (from German)

“Church and Politics in the Reformed Tradition” by Eberhard Busch in *Church, Word, and Spirit*:

Historical and Theological Essays in Honor of Geoffrey W. Bromiley. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1987.

“The Mark of Cain” by Theodor Reik, “Is the Mark of Cain Circumcision?” by Ludwig Levy, “Two Contributions to the Research of Symbols” by Karl Abraham, “The Fifth Commandment” by Sandor Rado, “Two Traditions from Pascal’s Childhood” by Imre Hermann, “Three Fundamental Elements of Religious Feeling” by Wilhelm Reich, “If Moses was an Egyptian...” by Sigmund Freud, for a project on religion and psychoanalysis by Drs. Goldstein, Maloney and Schafranske.

Courses Taught

Early Church History, Medieval and Reformation Church History, Modern Church History, German Pietism, Disciplines of the Spiritual Life, The History and Practice of Christian Spirituality in the West, The History of Christian Spirituality, Spiritual Direction in the Small Group Setting, Theological and Psychological Themes in Film, Spiritual Direction Practicum, The Art of Spiritual Direction, Pastoral Care, Contemporary Psychoanalytic Theory, Pastoral Counseling, Victim Care: A faith-based response to caring for trauma victims, The history and practice of the Christian ministry

Team Taught - Psychotherapy and Spiritual Direction, Theological and Psychological Themes in Modern Literature, Men in Difficult Times (theology/sociology of men); The Psychoanalyst’s Defensiveness; Case conferences-Candidates presenting

Miscellany

Chaired or sat on three Presbyterian Special Disciplinary Committees

I have lectured and led retreats for churches, colleges, presbyteries, etc., on topics ranging from church history to boundary-setting to spirituality.

Consultant to churches of various sizes (for all sorts of issues)

I have also responded to a paper on Narrative and Psychoanalysis by Dr. Donald Spence in 1994, and given a paper titled “Potential and Possibility in the Clinical Attitude: Contributions of Spiritual Writers to Psychoanalytic Psychotherapy” and responded to two papers on the topic “The Soul on the Couch” at the APA Div. 39 conference in 1995

Consultant to the National Institutes of Health grants: “Ethical Issues and Clinical Decision Making in Cancer Pain” and “Issues in Pediatric Pain Management” (1992)

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Los Angeles, CA 90048
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Curriculum Vitae

Educational Background:

Sept. 1969- January 1977	<u>University of Copenhagen, Denmark.</u> Graduated with a Cand. Psych degree which is the terminal degree required for employment as a psychologist in Denmark.
Sept. 1977- August 1982	<u>Wright Institute, Los Angeles.</u> Graduated with a PhD. in Clinical psychology.
Jan. 1984	Licensed as a psychologist in California.
Sept. 1991- Sept. 1995	Southern California Psychoanalytic Institute. Graduated with a PhD. in psychoanalysis.
Oct. 1993-	Certified as a Qualified Medical Examiner in California

Professional Experience:

Aug. 1974- Febr. 1975	Full time clinical internship at Noedebogaard, Denmark
Febr. 1975- January 1977	Clinical Internship at Psychological Laboratory, University of Copenhagen, Denmark.
Sept. 1981- Sept. 1982	Clinical Fellowship at Neuropsychiatric Institute, UCLA
Jan. 1984-	Private practice with adults, couples and teenagers, Los Angeles.

MEDICAL EXPERIENCE:

Mt. Zion Hospital and Medical Center

Rotating Internship July, 1958 - June, 1959 Detroit

Receiving Hospital

Resident in Psychiatry July, 1959 - June, 1962 Rotations

include:

Ypsilanti State Hospital, Ypsilanti, MI

Hawthorne Child and Adolescent Treatment Center, Northville, MI

MILITARY EXPERIENCE: U.S. Navy

Lt. Commander, 1962 - 1964

Staff Psychiatrist, Marine Corps Recruit Depot

Staff Psychiatrist U.S. Naval Hospital, San Diego

BOARD CERTIFICATION:

American Board of Psychiatry & Neurology

Certified in Psychiatry, February, 1966

TEACHING EXPERIENCE:

(Current Status)

Associate Clinical Professor, Department of Psychiatry, University of California, San Diego School of Medicine

Training and Supervising Psychoanalyst: San Diego Psychoanalytic Society and Institute, San Diego, CA

Training and Supervising Psychoanalyst: Institute of Contemporary Psychoanalysis, Los Angeles, CA

Training and Supervising Psychoanalyst: Newport Psychoanalytic Institute, Orange, CA
Adjunct Faculty, California School of Professional Psychology, San Diego Campus

SPECIALTY ORGANIZATIONS:

American Psychiatric Association – Distinguished Life Fellow

American Psychoanalytic Association

International Psychoanalytic Association

San Diego Psychoanalytic Society/Institute Past President

San Diego Psychiatric Society

Institute of Contemporary Psychoanalysis, Los Angeles-Past Co-President

American Psychological Association, Division of Psychoanalysis Associate

Member

Council Member, International Association for Psychoanalytic Self Psychology

Editorial Board, International Journal of Psychoanalytic Self Psychology

OFFICES HELD

President, San Diego Psychoanalytic Society, 1977-1979

Co-President, Institute of Contemporary Psychoanalysis, Los Angeles, 2003-2004.

PUBLICATIONS:

"Fear of Appearing Foolish: A Look at Stage Fright", *Noteworthy*, 1982, Winter Edition, pp. 3-5.

"Archaic Selfobject Transferences in a Case of Male Homosexuality", in Goldberg, A. Ed., *Progress in Self Psychology*, The Guilford Press, New York, 1985

"The Provocative Masochistic Patient: An Intersubjective Approach to Treatment," *Bulletin of the Menninger Clinic*, 53:4, July, 1989, pp. 319-330.

"Affect Integration In Psychoanalysis: A Clinical Approach to Self Destructive Behavior," *Bulletin of the Menninger Clinic*, 55:3, Summer, 1991, pp. 363- 374.

"Judging Empathic Attunement: A Look at Control-Mastery Theory," in Goldberg, A. Ed., *Progress in Self Psychology*, Vol. 11, 1995, pp. 277-290.

Talking with Patients: A Self Psychological View of Creative Intuition and Analytic Discipline. Hillsdale, NJ: Jason Aronson (1995).

Revised Edition (2008)

"The Right Time in Psychoanalysis," *Psychoanalysis and Psychotherapy*, Vol. 17, No, 1; Winter, 2000; Pp. 121-131.

ESTELLE LADER SHANE
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Los Angeles, California 90025

EDUCATION

A.B., University of California, Los Angeles, 1964

M.A., English, University of California, Los Angeles, 1967

Ph.D., (A.B.T.) English, University of California, L.A., 1970

Ph.D., Education, University of California, Los Angeles, 1971

Graduate, Adult and Child Psychoanalysis, Los Angeles Psychoanalytic Society and Institute, 1983

HONORS

Woodrow Wilson Fellow (refused)

CERTIFICATION

Adult and Child Psychoanalysis, The American Psychoanalytic Association

PROFESSIONAL BACKGROUND AND CURRENT ACTIVITIES

Co-President and Founding Member, Institute of Contemporary Psychoanalysis, 1990-1996
Founding President, Center for Early Education, May 1971 - 1990
Founding President, College for Developmental Studies, May 1973 - Present
Training and Supervising Analyst, Los Angeles Psychoanalytic Society and Institute, December 1989
Training and Supervising Analyst, Psychoanalytic Center of California, December 1988
Training and Supervising Analyst, Institute of Contemporary Psychoanalysis
Private Practice, Adult and Child Psychoanalysis, 1972 to Present
Senior Faculty, Los Angeles Psychoanalytic Society and Institute
Visiting Lecturer, Department of Psychiatry and Biobehavioral Sciences, UCLA School of Medicine, 1986 to 1990
Assistant Clinical Professor, Department of Psychiatry and Biobehavioral Sciences, UCLA School of Medicine, 1990 to Present
Supervisor, Child Psychotherapy, Los Angeles Child Development Center, 1978 to Present
Faculty, Graduate Center for Child Development and Psychotherapy, 1983 to Present
Faculty, Child Analysis San Diego Psychoanalytic Society and Institute, 1983 to Present
Adjunct Faculty, Wright Institute, 1980 to Present
Senior Research Associate, Center for Study of Evaluation, Graduate School of Education, University of California, Los Angeles, January 1968 to May 1971

TEACHING EXPERIENCE

University of California, Los Angeles
University of Southern California
Los Angeles Psychoanalytic Society and Institute
San Diego Psychoanalytic Institute
Center for Early Education
Graduate Center for Child Psychotherapy
Los Angeles Community College

PUBLICATIONS

Psychoeducational approaches to the disturbed child in the normal classroom, with Morton Shane, M.D., California Journal of Teacher Education, 1974.

An integration of developmental theories of the self, with Morton Shane, M.D., In Advances in Self Psychology, A. Goldberg, ed. International Universities Press, 1980.

The strands of aggression: confluence of data., Psychoanalytic Inquiry, 2:263-282. Co- authored with Morton Shane, M.D.. 1982.

The strands of aggression, with Morton Shane, M.D., Psychoanalytic Inquiry, 1983.

Self psychology: a new conceptualization for the understanding of learning disabled children. In Kohut's Legacy: Contributions to Self Psychology, P.E. Stepansky, A. Goldberg, eds. The Analytic Press, Inc., 1983.

The analysis of two college aged adolescents: an integration of theories, with Morton Shane, M.D., In Psychoanalysis of the College Aged Adolescent, D. D. Brockman, ed. New York: International Universities Press, 1984.

The end phase of analysis: Indicators, Functions and Tasks of Termination, with Morton Shane, M.D. Journal of the American Psychoanalytic Association, 1984.

Psychoanalytic development: change and integration in psychoanalytic theory, with Morton Shane, M.D. International Journal of Psychoanalytic Psychotherapy, 1984.

Change and integration in psychoanalytic developmental theory. In New Ideas in Psychoanalysis, with Morton Shane, M.D. C. F. Settlage and R. Brockbank, eds. Hillsdale, New Jersey and London. The Analytic Press, 1985.

The bipolar-tripartite self: an integration. With Morton Shane, M.D. In Progress in Self Psychology, Vol. 2, ed. A. Goldberg. New York: Guilford Press, 1986.

Varieties of psychoanalytic experience, 1., Psychoanal. Inquiry, 7:199-206. 1987.

Varieties of psychoanalytic experience, 2., Psychoanal. Inquiry, 7:241-248. 1987.

Pathways to integration: Adding to the Self psychology model. With Morton Shane, M.D. In Progress to Self Psychology, Vol. 4, ed. A. Goldberg. Hillsdale, N.J.: The Analytic Press, 1988.

Varieties of psychoanalytic experience. Psychoanalytic Inquiry, 1988.

Developmental approach. Psychoanalytic Inquiry, 19(3). Issue Editor with Morton Shane, M.D.. 1989.

Mahler; Kohut, & infant research: some comparisons. With Morton Shane, M.D. Self Psychology, Comparisons and Contrasts, Ed. Douglas Dietrich. Hillsdale, N.J.: The Analytic Press, 1989.

Unconscious fantasy: developmental and self-psychological considerations. With Morton Shane, M.D. Journal American Psychoanalytic Association. Vol. 38, No. 1, 1990.

The struggle for otherhood. With Morton Shane, M.D. In Advances in Development, eds. C. Colarusso and R. Nemiroff. New York and London: Plenum Press. 1990.

Object loss and selfobject loss. With Morton Shane, M.D. In Annual of Psychoanalysis. ed. A.

Goldberg. New York: International Universities Press. 1990.

The opening phase: a developmental perspective. With Morton Shane, M.D. In The Opening Phase of Analysis. ed. A. Rothstein. New York: International Universities Press. 1990.

Transference, Countertransference, and the Real Relationship: A Study and Reassessment of Greenson's Views on the Patient-Analyst Dyad. With Morton Shane, M.D. In Ralph Greenson Commemorative Volume. Ed. D. Greenson, R. Nemiroff, and Sugarman. 1992.

Kohut, Mahler and classical analysis: theoretical dissonance and a developmental solution. With Morton Shane, M.D. In: Beyond Symbiosis: Essays in Honor of Selma Kramer. eds. H. Parens and S. Akhtar. 1992.

One Self Psychology or Many? With Shane, M. Journal of the American Psychoanalytic Association, 41:777-797. 1992.

Fantasy in shaping female gender choice, sexual experience..., with Morton Shane, M.D. Canadian J. Psychoanal., 1:127-143. 1993.

The developmental approach of John Gedo., with Morton Shane, M.D. In Psychoanalytic Inquiry 14:276-294. 1994.

"Un-American activities," and other dilemmas in supervision..., Psychoanal. Inquiry, 15:226-239. Co-authored with Morton Shane, M.D.. 1995.

Clinical perspectives on gender role identity order., Psychoanal. Inquiry, 15:39-59. Co- authored with Morton Shane, M.D.. 1995.

On Gedo's "Working through..." J. American Psychoanal. Assn., 43:372-377. Co-authored with Morton Shane, M.D.. 1995.

Epilogue: Essays on Lichtenberg "Psychoanalysis and Motivation"..., with Morton Shane, M.D. In Psychoanalytic Inquiry 15:514-420. 1995.

Psychotherapy vs. psychoanalysis: a theory-dependent relation. Psychoanalytic Inquiry, 2:263-282. Co-authored with Morton Shane, M.D.. 1996.

Intimate Attachments: Toward a New Self Psychology. Guilford Press. Co-authored with Morton Shane, M.D. and Mary Gales, M.D. 1997.

Intimacy, boundaries, countertransference in the analytic relation., Psychoanal. Inquiry, 17:69-89. Co-authored with Morton Shane, M.D.. 1997.

Optimal responsiveness and the search for guidelines. With Morton Shane, M.D. In Optimal

~~Responsiveness~~ ed. H. Bacal, M.D. Northvale, NJ: Jason Aronson. 1998.

Psychoanalysis Unbound: A contextual consideration of boundaries from a developmental systems self psychology approach. *Psychoanalytic Inquiry*, 20(1): 144. Lichtenberg, J. Ed., Gales, M., Shane, E., and Shane, M. 2000.

Mirror neurons, procedural learning, and the positive new experience: a developmental systems self psychology approach. With Gales, M. *Journal of the American Academy of Psychoanalysis*, 28(3):409-430. 2000.

The developmental trajectory from amodal perception to empathy and communication: the role of mirror neurons in this process. With Wolf, N., Morton Shane, M.D. and Mary Gales, M.D. In *Psychoanalytic Inquiry*, 21(1):94-112. 2001.

On Touch. *Psychoanalytic Inquiry*. Gales, M., Shane, E., and Shane, M.

Analysts' live experiences. *Psychoanalytic Inquiry*, 22(4). Co-editor with Ellen Ruberman, Ph.D. 2002.

The transformative effects of separation and divorce on analytic treatment. *Psychoanalytic Inquiry*, 22(4). 2002.

Negative capability: some applications of nonlinear dynamic systems (complexity) theory to psychoanalytic thought. Co-editor with William Coburn, Ph.D. *Psychoanalytic Inquiry*, 22(5). 2002

The role of the relationship in the therapeutic process. Editor. *Progress In Self Psychology*. (In press).

Love (and hate) with the proper stranger: affective honesty and enactment Editor. *Psychoanalytic Inquiry*. (In press).

Transforming aggression through the analysis of shame. *Canadian J. Psychoanal.* (In press).

Varieties of psychoanalytic experience, 1. *Psychoanalytic Inquiry* 7:199-205, 1987.

Varieties of psychoanalytic experience, 2. *Psychoanalytic Inquiry* 7, 241-248. 1987.

A view from developmental systems self psychology: Discussion of Joseph Newirth's paper, "A Case Study of Power and the Eroticized Transference-Countertransference." *Psychoanalytic Inquiry* 25:359-371, 2005.

Epilogue. With R. Coburn, Psychoanalytic Inquiry 22:359-371, 2002

Intimate Attachments: Towards a New Self Psychology. Co-written with Shane, M., and M. Gales, New York, New York: The Guildford Press, 1997.

Psychoanalysis unbound: A contextual consideration of boundaries from a developmental systems self psychology perspective". Co written with Shane, M. and M. Gales, Psychoanalytic Inquiry, 20:144-159, 2000

BOOK REVIEWS

The Interpersonal World of the Infant by Daniel N. Stern. With Morton Shane, M.D. Psychoanalytic Quarterly, 1988

The Mind in Conflict by Charles Brenner. With Morton Shane, M.D. International Journal Psychoanalysis, 1987.

How Does Analysis Cure? by Heinz Kohut. With Morton Shane, M.D. International Journal Psychoanalysis, 1988.

Psychoanalysis and Motivation. By Joseph Lichtenberg. With Morton Shane, M.D. Psychoanalytic Q., 62:136-142. 1993.

A Fresh Look at Psychoanalysis: A View from Self Psychology. With Morton Shane, M.D. J. American Psychanal. Assn., 41:777-796. 1993.

Conceptual Issues in Psychoanalysis. The Mind in Disorder. With Morton Shane, M.D. J. American Psychanal. Assoc., 41:777-797. 1993.

Psychoanalytic Treatment: An Intersubjective Approach. By Stolorow, R., Atwood, G. With Morton Shane, M.D. J. American Psychanal. Assn., 41:777-797. 1993.

Theories of Object Relations: Bridges to Self Psychology. By Howard Bacal, M.D.. With Morton Shane, M.D.. J. Amer. Psychanal. Assn., 41:777-797. 1993

Understanding Psychotherapy: The Science Behind the Art. With Morton Shane, M.D., J. Amer. Psychoanal. Assn. 41:711-797. 1993.

PRESENTATIONS

April 1995

Division 39 American Psychological Association

The Second Century of Psychoanalysis: Outline of a Contemporary Psychoanalytic Theory. - Denver, CO
Presented with Morton Shane, M.D. and Mary Gales, M.D.

May 1996

American Psychoanalytic Association

The Vulnerable Child: Adolescence from a Developmental Systems Perspective. - San Diego, CA
Presented with Morton Shane, M.D. and Mary Gales, M.D.

October 1996

19th Annual Self Psychology Conference

A Developmental Nonlinear Systems View of Depression: A Self Psychological Approach. - Washington, D.C.
Presented with Morton Shane, M.D. and Mary Gales, M.D.

February 1997

Division 39 American Psychological Association

Optimal Responsiveness: A Systems Self Psychological Approach to the Patient-Analyst Relationship. - Denver, CO.
Presented with Morton Shane, M.D. and Mary Gales, M.D.

June 1997

American Professional Society on the Abuse of Children A Systems Self Psychology: A Nonlinear Developmental Approach to the Treatment of Survivors of Severe Abuse and Neglect.- Miami, FL
Presented with Morton Shane, M.D. and Mary Gales, M.D.

- August 1997 **American Psychological Association**
 American Psychoanalysis and Its Institutes. -
 Chicago, IL
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- September 1997 **Sixth Annual Clinical Conference; Committee on Psychoanalysis in
 Clinical Social Work - Keynote Address**
 Intimate Attachments: Toward a New Self
 Psychology. - Seattle, WA
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- September 1997 **Institute of Contemporary Psychoanalysis**, UCSF Laurel Heights
 Intimate Attachments: Love in the Therapeutic Relationship. -
 San Francisco, CA
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- November 1997 **20th Annual Conference on the Psychology of the Self**
 Challenges in Self Psychology: Self Psychologists
 Consider Boundaries. - Chicago, IL
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- December 1997 **American Psychoanalytic Association**
 A Developmental Systems Approach to Psychoanalysis. - New
 York, N.Y.
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- April 1998 **American Psychological Association**
 Intimate Attachments - Boston, MA
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- April 1998 **Conference on Addiction and the Injured Self**, Lifespan Learning
 Institute
 From Addiction to Connection: A Developmental Systems Self Psychology
 to the Problem of Addiction. - Los Angeles, CA
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- June 1998 **Institute of Contemporary Psychoanalysis**
 Is Sexual Abuse Sexual?: A Developmental Systems Self Psychology
 Perspective on Abusive Experiences in Two Children. - Los Angeles, CA
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- October 1998 **21st Annual International Conference on The Psychology of the
 Self**
 Self Psychology Integrating and Evolving: Attachment Theory and Self
 Psychology -Presented with Morton Shane, M.D., and Mary Gales, M.D.

- May 1999 **The American Psychoanalytic Association – Washington, D.C.**
 “Mirror Neurons, Procedural Learning and the Positive New Experience: A Developmental Systems Self Psychology Approach”
 Presented with Nancy Wolf, M.D., Morton Shane, M.D., and Mary Gales, M.D.
- July 1999 **International Society for Adolescent Psychiatry**
 “Revisiting the Theory of Developmental” – Aix en Provence, France
 Presented with Morton Shane, M.D. and Mary Gales, M.D.
- November 1999 **The San Francisco Research Therapy Group, San Francisco, CA** Paper entitled, “A Dialogue Between Developmental Systems Self Psychology and Control Mastery” Presented with Morton Shane, M.D. and Mary Gales, M.D.
- November 2000 **23th International “Conference on the Psychology of the Self – Chicago, IL**
 “The developmental Trajectory from Amodel Perception to Empathy and Communication: The Role of Mirror Neurons in this Process” Paper Co-authored with Nancy Wolf, M.D., Morton Shane, M.D. and Mary Gales, M.D.
- December 2001 **25th Annual International Conference on the Psychology of the Self – New York, NY**
 Panel Discussant, A Case Presentation with Multiple Points of View
- February 2002 **Newport Psychoanalytic Association, Newport Beach, CA** Case Presentation with Multiple Points of View.
- April 2002 **Toronto Psychoanalytic Association.**
 Plenary Speaker, On the Transformation of Aggression Thought the Analysis of Shame.
- May 2002 **Florida Organization for Relational Studies. Orlando, FL.**
 Plenary Speaker, On Love, Boundaries, and Boundary Dilemmas in the Psychoanalytic Situation.
- May 2002 **American Psychoanalytic Association, Philadelphia, PA.**
 Panel Participant on the Ever-Available Analyst
- June 2002 **Institute of Contemporary Psychoanalysis, Los Angeles, CA**
 Panel on Neuroscience vs. Perspectival Realism.
- August 2002 **American Psychological Association, Chicago, IL**
 Discussant, Panel on Nonlinear Dynamic Systems

- September 2002 **Association of Autonomous Psychoanalytic Institutes, New York, NY**
Discussant, Panel Discussant, Panel on Neo-Kleinian – Relational Clinical
Presentation
- September 2002 **Institute of Contemporary Psychoanalysis, Los Angeles, CA**
Chair, Paper by Robert Stolorow on An Intersubjective Autobiography
- April 2004 **Relational Conference, Santa Monica, CA**
"A Developmental Systems Self Psychology"
- November 2004 **27th Annual International Conference on the Psychology of the Self,
San Diego, CA**
"How Does Analysis Cure?: Understanding the Complexities of the
Therapeutic Process Through Pluralistic Dialogue."

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Education:

Bachelor of Arts, Sociology Long
Island University 1972

Master of Education/ Counseling Long
Island University 1974

Master of Social Work Adelphi
University 1976

Doctorate Psychoanalysis
Institute for Contemporary Psychoanalysis 2000

License: LCS9246

License: ACSW Board Certified Diplomate 1980

Employment History

1973-1975

Freeport Schools

Freeport, New York

Drug Counselor

Health Educator and Curriculum Development 1976-1981

1976-1981

Flushing Hospital Medical Center

Outpatient Psychiatry

Flushing, New York

1981-1984

Cedar Sinai Medical Center Adult
Outpatient Psychiatry
Los Angeles, California
1982- Present
Private Practice
West Los Angeles, California
Encino, California

Appointments:
2012-Present
Faculty Institute for Contemporary Psychoanalysis
Instructor Boundary Dilemmas

Karen Shore, Ph.D., C.G.P., ABPP
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Monica, CA 90402
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Licensure:

California: PSY 18745
New York: 10095

Education, Training, Credentials:

2011 Certified Supervisor, Emotionally Focused Couples Therapy

2011 American Board of Professional Psychology (ABPP)
Diplomate in Group Psychology

2009 Certified Therapist, Emotionally Focused Couples Therapy

2007-2009 Supervision in Emotionally Focused Couples Therapy

2008-2009 Core Skills Training (Four Weekends) in Emotionally Focused Couples Therapy
Dr. Jim Furrow, Pasadena, CA

2008 Two-Day Advanced Externship in Emotionally Focused Couples Therapy
Dr. Sue Johnson, San Diego, CA

2007 Four-Day Intensive Training in Emotionally Focused Couples Therapy
Dr. Sue Johnson & Dr. Scott Woolley
San Diego, CA

2002 Postdoctoral Certificate in Marriage and Couples Therapy
Derner Institute, Adelphi University, Garden City, NY

2001 Postdoctoral Certificate in Group Psychotherapy
Derner Institute, Adelphi University, Garden City, NY

1997 Postdoctoral Certificate in Psychoanalysis and Psychotherapy
Derner Institute, Adelphi University, Garden City, NY

1988 Ph.D. in Clinical Psychology
Derner Institute, Adelphi University, Garden City, NY

1969 B.S. in Education
Boston University, Boston, MA

Clinical and Teaching Experience:

- April – June, 2010 Wright Institute
Los Angeles, CA
9-week course on Group Psychotherapy
- April 19, 2009 Institute of Contemporary Psychoanalysis – North
San Francisco, CA
Using Dreams in Psychoanalysis
4.0 hours
- March 25 & 29, 2009 Institute of Contemporary Psychoanalysis
Los Angeles, CA
Two Classes – Introduction to Emotionally Focused Couples Therapy
- Fall, 2008 Institute of Contemporary Psychoanalysis
Los Angeles, CA
Using Dreams in Psychoanalysis – 8 week course
- Spring, 2008, 2009, 2010 Wright Institute Los Angeles
10-week course on Group Psychotherapy
- 2006 – 2007 Champion Counseling Center
Santa Monica, CA
Invited Case Conference Leader, 3 times/month for one year
- 2005 – Present Institute of Contemporary Psychoanalysis
Faculty, Supervisor, Training Analyst
Instructor for course on “Using Dreams in Psychoanalysis” in
Psychoanalysis Program
Case Consultant for Psychoanalytic Psychotherapy Program
- 2005 - Present Wright Institute Los Angeles
Supervisor
Taught 10-week Class in Group Psychotherapy, Spring, 2008, 2009, 2010
- 1990 – Present Private Practice
Westbury, NY (1990-2004)
Santa Monica, CA (2004-present)
Individual Psychotherapy and Psychoanalysis, Group Therapy,
Couples Therapy, Dream Appreciation Groups, Case Consultation
- 1998 – 2003 Derner Institute, Adelphi University, Garden City, NY

Assistant Clinical Professor, Ph.D. Program in Clinical Psychology
Supervisor and Case Conference Leader for Doctoral Students

1988 – 2004 Veterans Affairs Medical Center Northport, NY
Individual and Group Psychotherapy, Supervision of interns,
Psychodiagnostic Case Conferences, Seminars on PTSD

Volunteer and Organizational Experience:

- 2011 – Present Board Member, Los Angeles Center for Emotionally Focused Therapy
- 2005 - 2007 Institute of Contemporary Psychoanalysis
Candidate Progression Committee, Psychoanalytic Psychotherapy Training
- 2008 – Present
Committee Group Psychotherapy Association of Los Angeles (GPALA)
Education, Training and Research Committee, Annual Conference

(Until 2010, I was on similar committee of the Los Angeles Group
Psychotherapy Society, which merged with the Group Psychotherapy
Association of Southern California in January, 2010 to form GPALA)
- 2004 - 2011 Los Angeles County Psychological Association
Board of Directors, 2004 – 2011
President Elect - 2005
President – 2006
Chair, Continuing Education Committee – March, 2007 - 2011
- 1992 – 2010 National Coalition of Mental Health Professionals and Consumers, Inc.
Co-Founder, Co-Chair, President 1992-2001; Board Member, 1992 – 2010.
Included policy-making for the organization, health care reform, lobbying,
writing, public speaking, radio and television interviews, print media
interviews
Organized national protest entitled “Rescue Health Care Day,” April 1, 2000;
events held in 37 cities across the country
- 2001 – 2007 American Psychoanalytic Association
Committee on Insurance and Government Relations
- 1996 – 2003 American Psychological Association
Inter-Divisional Task Force on Managed Care, Divisions 29, 39, 42
- 1993 – 1996 American Psychological Association, Division 39 (Psychoanalysis)

Professional Issues Committee

- 1992 – 1997 New York State Psychological Association Task Force on Managed Care
- 1990 – 1994 Nassau County Psychological Association
Co-Chair, Women's Issues Committee
Co-Chair, Health Care Committee
- 1980-1992 Middle Earth Crisis Counseling Center/Long Island Crisis Counseling Center
1989 – 1992 President and Chair of the Board
1985 – 1989 Vice Chair of the Board, Chair of Personnel Committee 1982 – 1985 Board Member
1980 – 1984 Counselor, Supervisor of Trainees

Professional Presentations, Speaking Engagements

- Shore, K. (1993, August 21). *Managed care: The subjugation of a profession*. Paper presented at a Symposium titled The Impact of Managed Care on Private Practice at the Annual Convention of the American Psychological Association, Toronto, Canada.
- Shore, K. (1994, January 21). Invited address regarding managed care and the National Coalition of Mental Health Professionals and Consumers. Presented to the Society of the Masterson Institute, New York, NY.
- Shore, K. (1994, February 27). *Managed care, totalitarianism, and the need for a resistance movement*. Paper presented at a conference of the Division of Independent Practice, New York State Psychological Association, New Paltz, NY.
- Shore, K. (1994, March 2). *Managed care*. Presentation made at Colloquium meeting for the Doctoral Program of the Derner Institute, Adelphi University, Garden City, NY.
- Shore, K. (1994, April 14). *Who's managing managed care?* Paper presented at the Annual Convention of Division 39 (Psychoanalysis), American Psychological Association, Washington, D.C.
- Shore, K. (1995, January 29). *Fighting managed care*. Speech presented at the Bergen County Psychological Association conference, NJ.
- Shore, K. (1995, March 24). *Saying "No" to managed care*. Workshop presented at the Family Therapy Network Symposium, Annual Convention of the Family Therapy Networker, Washington, D.C.
- Shore, K. (1995, November 4). *The immorality of managed competition and managed care*. Paper presented at the Preserving Psychotherapy Conference: Alternatives for Practice in the Managed Care Era, Conference of the National Coalition of Mental Health Professionals and Consumers and the Georgia Mental Health Coalition on Managed Care, Atlanta, GA.
- Shore, K. (1995, November 5). *Moving American beyond managed care and managed competition*. Paper presented at the Preserving Psychotherapy Conference: Alternatives for Practice in the Managed Care Era, Conference of the National Coalition of Mental Health Professionals and Consumers and the Georgia Mental Health Coalition on Managed Care, Atlanta, GA.

- Shore, K. (1996, May 10). Address on managed care at the Nurses' March on Washington, Capitol Building, Washington, D.C.
- Shore, K. (1997, January 11). *Managed care is not "here to stay" – And we will see to it!* Keynote Address presented at the Psychotherapy at the Conference, Greater Washington Coalition of Mental Health Professionals and Consumers, Bethesda, MD.
- Shore, K. (1997, March 1). *Managed care is NOT 'Here to stay" – and we will see to it.* Keynote address presented to the Maine Consortium for Psychotherapy, Portland, ME.
- Shore, K. (1997, April 12). *The need to build a new health care system.* Paper presented at the Annual Retreat of the William Alanson White Institute, Fairfield, CT.
- Shore, K. (1997, May 21). *A call for the end of managed care.* Paper presented at the President's Town Hall Meeting at the Annual Convention of the American Psychiatric Association, San Diego, CA.
- Shore, K. (1997, July 5). *Advocating for an alternative to managed care: Benefit designs and payer plans.*
- Shore, K. (1997, August 16). *After the death of managed care: What next?* Paper presented at the Annual Convention of the American Psychological Association, Chicago, IL.
- Shore, K. (1997, August 23). *Replacing managed care: An ethical movement toward a more pro-patient system.* Seminar (6 hrs) presented to the San Antonio Association for Marriage and Family Therapy, San Antonio, TX.
- Shore, K. (1997, September 14). *Replacing managed care: An ethical movement towards a more pro-patient system.* Keynote Address presented at the "Town Meeting" on Mental Health and Managed Care, Dade County Psychological Association, Miami, FL.
- Shore, K. (1997, October 25). *Using legislation to regulate and replace managed care.* Presented at a Conference sponsored by the Greater Washington Coalition of Mental Health Professionals and Consumers and Greater Washington Society for Clinical Social Work, Fairfax, VA.
- Shore, K. (1997, November 1). *Using legislation to regulate and replace managed care.* Paper presented at a meeting of the Maryland Psychological Association in MD.
- Shore, K. (1997, November 8). Presentation on fighting managed mental health care. Presented at the Annual Convention of the International Society for Traumatic Stress Studies, Montreal, Canada.
- Shore, K. (1998, February). *Don't let them take your mind and spirit: On being called a "provider."* Acceptance speech, 1997 Distinguished Psychologist of the Year Award, Presented at the Mid-Winter Conference of Division 42 (Independent Practice), American Psychological Association, La Jolla, CA.
- Shore, K. (1998, May 3). Presentation on fighting managed mental health care. Presented at a meeting of the Hudson Valley Guild of Mental Health Professionals, NY.
- Shore, K. (1998, December 13). *Medical privacy: What's so special about mental health?* Paper presented at a panel discussion for the New Jersey Coalition of Mental Health Professionals and Consumers, Newark, NJ.
- Shore, K. (2000), May 20). *When totalitarianism and industrialization meet mental health care.* Presented at a conference titled Re-Imagining Politics and Society at the Millenium: Creating a Just, Caring, and Sustainable World, National Foundation for Ethics and Meaning, New York, NY.
- Shore, K. (2000, November 3). *Passion and Concern: What compels us?* Paper presented to the Wisconsin Psychoanalytic Society, Milwaukee, WI.

Shore, K. (2000, November 4). *Immorality, destructiveness, and threats to psychoanalysis*. Invited address to the Wisconsin Psychoanalytic Society, Milwaukee, WI.

Shore, K. (2000, December 15). *Acceptance of Honorary Membership*. Delivered at ceremony at the Annual Convention of the American Psychoanalytic Association, New York, NY.

Shore, K. (2001, March 25). *Immorality, destructiveness and the threats to psychotherapy: Pernicious effects of managed care, research, and our training programs*. Presented at a conference held by the Greater Kansas City Psychoanalytic Institute, the Greater Kansas City Psychological Association, the Kansas City Association for Psychoanalytic Psychology, Kansas City (MO) Chapter of Division 39, and the Kansas City Institute for Contemporary Psychoanalysis, Prairie Village, KS.

Shore, K. (2001, June 22). Address at the end of my Presidency of the National Coalition of Mental Health Professionals and Consumers, at a conference titled: Shaping the Future of Mental Health Care: Let Your Voice be Heard, New York, NY.

- Shore, K. (2002, January). *The use of dreams and fantasy in group therapy*. Paper presented at the Pedersen-Krag Clinic Grand Rounds, Smithtown, NY.
- Shore, K. (2002, August). *Political advocacy going public: Advocating to the people – Rescue Health Care Day*. Paper presented at a panel at the Annual Convention of the American Psychological Association, Annual Convention, Chicago IL.
- Shore, K. (2002, September 20). *Ethical dilemmas and threats to clinical practice*. Paper presented at conference of the American Mental Health Alliance, Portland, OR.
- Shore, K. (2004, February). *Sharing group dreams: Enriching the group experience and deepening bonds*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, New York, NY.
- Shore, K. (2004, October). *Using dreams and fantasy in group therapy: Powerful tools for enhancing empathy, bonding, and insight*. Paper presented at a meeting of the Society for the Study of the Self, Los Angeles, CA
- Shore, K. (2004, October). *Group dreams: Powerful tool for group therapists*. Paper presented at the Annual Convention of the Los Angeles County Psychological Association, Pasadena, CA.
- Shore, K. (2004, November 4). *Passion and concern: What compels us?*. Paper presented at a conference of the American Mental Health Alliance of California, San Diego, CA.
- Shore, K. (2004, December). *Experiential dream workshop*. Workshop Conducted at the Society for the Study of the Self, Los Angeles, CA.
- Shore, K. (2005, March). *The group dream: A powerful tool for insight and group cohesion*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, New York, NY.
- Shore, K. (2005, April). *Using dreams to enrich emotional experience: An experiential workshop*. Workshop conducted at the Annual Convention of the California Psychological Association, Pasadena, CA.
- Shore, K. (2006, February). *Experiential dream group*. Presented at a meeting of the Los Angeles Group Psychotherapy Society, Los Angeles, CA.
- Shore, K. (2006, February). *Enriching emotional experience through group work with dreams: An experiential workshop*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, San Francisco, CA.
- Shore, K. (2007, March). *Dream Appreciation Group: An Experiential Workshop to Fulfill the Promise of Group Work with Dreams*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, Austin TX.
- Shore, K. (2007, October). *Using Dreams in Psychotherapy*. Presented at the Annual Convention of the Los Angeles County Psychological Association.
- Shore, K. (2008, February). *Dream Appreciation Group; Experiencing the Power of Working Together with a Dream*. Workshop conducted at the Annual Convention of the American Group Psychotherapy Association, Washington, DC.
- Shore, K. (2008, September). *An Introduction to Emotionally Focused Couples Therapy*. Los Angeles Society of Clinical Psychologists, Los Angeles, CA.
- Shore, K. (2008, September). *Live Supervision of a Psychotherapy Case from Four Theoretical Perspectives*. Moderator, Panel presentation for the Los Angeles County Psychological Association, Los Angeles, CA.
- Shore, K. (2008, October). *Survival, Social Readjustment, and Recovery from the Trauma of War*. Presenter, Panel presentation for the Group Psychotherapy Association of Southern California, Los Angeles, CA.

- Shore, K. (2008, October). *Using Dreams in Psychotherapy*. Presentation to graduate class at Alliant University, California School of Professional Psychology, Alhambra, CA.
- Shore, K. (2008, October). *An Introduction to Emotionally Focused Couples Therapy*. Presentation to MFT Interns, Airport Marina Counseling Center, Los Angeles, CA.
- Shore, K. (2009, February). *An Introduction to Emotionally Focused Couples Therapy*. 3-hour Workshop at the Annual Convention of the American Group Psychotherapy Association, Chicago, IL.
- Shore, K. (2009, May). *An Introduction to Emotionally Focused Couples Therapy*. Presentation to interns at the Women's Clinic, Los Angeles, CA.
- Shore, K. (2009, October). *An Introduction to Emotionally Focused Couples Therapy*. Los Angeles County Psychological Association Annual Convention. Los Angeles, CA.
- Shore, K. (2010, February). *Emotionally Focused Couples Therapy: Theory, Process, and Interventions for Healing the Couple Relationship*. And *Exploring the Group Therapist's Subjectivity* (Billow, Frankel, Shore). American Group Psychotherapy Association Annual Convention, San Diego, CA.
- Shore, K. (2010, March 17). *Introduction to Emotionally Focused Couples Therapy*. Presentation to psychoanalytic students at the Institute of Contemporary Psychoanalysis. Los Angeles, CA.
- Shore, K. (2010, June 13). *Introduction to Emotionally Focused Couples Therapy*. Presentation to members of the San Fernando Valley Chapter of the California Association of Marriage and Family Therapists. Woodland Hills, CA.
- Shore, K. (2010, June 20). *Introduction to Emotionally Focused Couples Therapy*. Presentation to interns at the Southern California Counseling Center. Los Angeles, CA.
- Shore, K. (2010, September 25). Moderator, *Live Supervision from Four Theoretical Perspectives*. Los Angeles County Psychological Association. Los Angeles, CA.
- Gardner, N. & Shore, K. (2010, October 23). *Re-engaging a Withdrawn Partner with Emotionally Focused Couples Therapy*. Presentation, Annual Convention of the Los Angeles County Psychological Association. Los Angeles, CA.
- Shore, K. (2011, March 3). *Dream Appreciation Group*. American Group Psychotherapy Association, New York.
- Shore, K. (2011, March 28). *Emotionally Focused Couples Therapy*. Campion Mental Health Center, Santa Monica, CA.
- Shore, K. (2011, May 15). *Emotionally Focused Couples Therapy*. Group Psychotherapy Association of Los Angeles. Santa Monica, CA.
- Shore, K. (2011, December). *Using Dreams in Psychotherapy*. Presentation to MFT Interns, Airport Marina Counseling Center, Los Angeles, CA.
- Shore, K. (2012, April 21). *Introduction to Emotionally Focused Couples Therapy*. Los Angeles Chapter, California Association of Marriage and Family Therapists. Los Angeles, CA.
- Shore, K. (2012, May 12). *Introduction to Emotionally Focused Couples Therapy*. Saturday Series, Institute of Contemporary Psychoanalysis. Los Angeles, CA.
- Panel. (2012, July 14). *The Emotional Dysregulation of the EFT Couples Therapist*. Biennial Summit, Institute for Excellence in Emotionally Focused Therapy, New York, NY.
- Gardner, N., Shore, K., & Thau, S. (2012, October 13). *The Emotional Dysregulation of the Couples Therapist*. Annual Convention, Los Angeles County Psychological Association. Los Angeles, CA.

- Shore, K. (2012, December 8). *Introduction to Emotionally Focused Couples Therapy*. Saturday Series, Institute of Contemporary Psychoanalysis. Los Angeles, CA.
- Shore, K. (2013, January 24). *Introduction to Emotionally Focused Couples Therapy*. Airport Marina Counseling Center, Los Angeles, CA.
- Shore, K. (2013, March 20). *Emotionally Focused Couples Therapy*. Family Services of Santa Monica. Santa Monica, CA.
- Gardner, N., Shore, K., & Thau, S. (2013, April 13). *The Couple Therapist's Emotions and Neurophysiology when Doing Couples Work: Therapist Dysregulation and Re-Regulation*. Annual Convention, California Psychological Association. Newport Beach, CA.
- Shore, K. (2015, February 6). *The Attachment Injury Resolution Model: What Actually Happens in the Therapy Session?* Presented to the Couples Therapy Special Interest Group, Los Angeles County Psychological Association, Encino, CA.
- Shore, K. (2015, May 15). *Poignant Moments in Emotionally Focused Couples Therapy*. Case presentation for the Los Angeles Center for Emotionally Focused Couples Therapy. Pasadena, CA.

Publications

- Shore, K. (1989). Widening the Focus: Women and children in the wake of Vietnam-related post-traumatic stress disorder. Review of *Vietnam Wives*, by Aphrodite Matsakis. *Long Island Mental Health Clinician*, 1(1), 90 – 94.
- Shore, K. (1992). Managed care: What you can do. *Adelphi Society for Psychoanalysis and Psychotherapy Newsletter*, 6(4), 6-7.
- Shore, K. (1992). Managed Care: Put your complaint in writing! *Adelphi Society for Psychoanalysis and Psychotherapy Newsletter*, 6(4), 8.
- Edward, J. & Shore, K. (1993, February 15). The trauma of managed mental health care. *Letters to the Editor, The New York Times*.
- Marcus, M. & Shore, K. (1992, May 9). Mismanaged care. *Letters to the Editor, Newsday*.
- Shore, K. (1993, Spring). A model for a mental health coalition. *AAP Advance*, pp. 8, 18.
- Shore, K. & Vickers, R. (1993, May/June). Coalition seeks practitioners' help. *Letters to the Editor, The National Psychologist*, 2(3).
- Shore, K. (1993, Fall). Mental health in the Clinton Plan. *Health/PAC Bulletin*, pp 28-29.
- Shore, K. (1993, December 3). Provide needed mental care. *Letters to the Editor, Newsday*.
- Shore, K. (1994, May/June). Unity and action through a grass roots coalition. *East Bay Psychologist*, pp. 3-4.
- Shore, K. (1994, Fall). Managed care update. *Psychologist-Psychoanalyst (Newsletter of Division 39, American Psychological Association, XIV(1)*, 5-9.
- Shore, K. (1994, Winter). Managed care update. *Psychologist-Psychoanalyst (Newsletter of Division 39, American Psychological Association, XIV(1)*, 15-18.
- Shore, K. (1995, February 3). Psychotherapists' Catch-22. *Letters to the Editor, The Wall Street Journal*.
- Shore, K. (1995) Managed Care: The subjugation of a profession. *Psychotherapy in Private Practice*, 14(2), 67-75.

- Shore, K. (1995) Why we need to move America beyond managed care and managed competition. *Psychologist-Psychoanalyst*, 15(3), 12-15, American Psychological Association.
- Shore, K. (1995, Fall) Managed Care: The convergence of industrialization and totalitarianism. *Psychologist-Psychoanalyst*, 15(4), 15-19, American Psychological Association.
- Shore, K. (1998). Managed Care and Managed Competition: A question of morality. In R. F. Small and L. R. Barnhill (Eds.), *Practicing in the New Mental Health Marketplace: Ethical, Legal, and Moral Issues*, American Psychological Association, Washington, D.C.
- Shore, K. (1998, February). Legislative curbs on managed care: Will legislation be enough? *Psychiatric Times*, p. 74.
- Shore, K. (1998). Death Knell for Psychologists as Psychotherapists. *The Independent Practitioner*, American Psychological Association.
- Shore, K. (1999). *Managed Cooperation: A medical/mental health care plan*. (Latest revision). National Coalition of Mental Health Professionals and Consumers, Inc., Commack, NY
- Shore, K. (2001, January). What Does Character Have to do With It? *Coalition Report*. National Coalition of Mental Health Professionals and Consumers.
- Shore, K. (2002, March). The Relevance of Erich Fromm to September 11th. *Coalition Report*. National Coalition of Mental Health Professionals and Consumers.
- Shore, K. (2002, Summer). The relevance of Erich Fromm to September 11, 2001. *The Independent Practitioner*, 22(3), 237–239.
- Shore, K. (2005, July). *Evidence-Based Treatments: And what would become of dreams, love, intuition, the relationship, and such?* *Coalition Report*. National Coalition of Mental Health Professionals and Consumers, 1-3.

Awards:

2008	Los Angeles County Psychological Association (LACPA) Distinguished Service to LACPA
2000	American Psychoanalytic Association Awarded Honorary Membership
2000	American Psychological Association Presidential Citation
1999	New York State Psychological Association Beacon Award for Advocacy
1998	American Psychological Association, Division 42 (Independent Practice) Distinguished Psychologist of the Year, 1997
1997	Suffolk County Psychological Association Award for Distinguished Service to Psychology

Professional Memberships:

Adelphi Society for Psychotherapy and Psychoanalysis
 American Group Psychotherapy Association
 American Mental Health Alliance - CA
 American Psychoanalytic Association (Honorary Member)

American Psychological Association – Divisions
39, 42, 49
California Psychological Association
Group Psychotherapy Association of Los Angeles Institute
of Contemporary Psychoanalysis
Los Angeles County Psychological Association
Los Angeles Society of Clinical Psychologists
New York State Psychological Association

GIL SPIELBERG, Ph.D. ABPP

**Diplomate, American Board of Professional Psychology
Fellow, American Group Psychotherapy Association**

EDUCATION

- 1999 **Certificate in Psychoanalysis**, Institute for the Psychoanalytic Study of Subjectivity, New York, N.Y.
- 1993 **Graduate Center for the Advancement of Group Studies**, New York, N.Y.
- 1978 **California School of Professional Psychology (now Alliant University) Ph.D.**
Clinical psychology with Academic Excellence.
- 1971 **Adelphi University, School of Social Work. M.S.W. -Graduate**
Fellowship, Jewish Welfare Board.
-Graduate Teaching Fellow, Adelphi University
- 1969 **City College of New York. B.A., Geography/Psychology.**
-Kappa Delta Phi Honor Society in Education
-New York State Regents Scholarship for Academic Excellence, 1965- 1969

PROFESSIONAL PSYCHOLOGIST EXPERIENCE

2012-present **Beit T'Shuvah**, Substance Abuse Rehab Facility, Clinical Supervisor and Director of Group Training.

2011-present **Institute for Contemporary Psychoanalysis, Training and Supervising Analyst.**

2011-present **Smith College School of Social Work**, Adjunct Clinical Instructor

2008-present **Actors Fund of Los Angeles**, Clinical Group Consultant

1999-2005 **University of California- Los Angeles**
-Adjunct Clinical Faculty-Medical School

1994-2000 **Staff Consultant for Group Psychotherapy Services- Jewish Family Services.**
-San Diego, California.

1979-present **PrivatePractice**

La Jolla, California and, Los Angeles, California.

-Brief and long-term individual psychodynamic psychotherapy and psychoanalysis with adults and adolescents. Couples psychotherapy, Group psychotherapy with adults and adolescents.

-Areas of expertise: anxiety, depression, relationship difficulties, eating problems, alcohol and drug abuse, adult children from dysfunctional families and personality disorders.

-Forensic practice limited to attorney and trial consultation, expert opinion deposition and trial testimony in personal injury and therapist malpractice cases.

1980-1988 **California School of Professional Psychology, San Diego (Now Alliant University)**

Adjunct Faculty, Associate Professor Level

-Clinical supervisor for doctoral-level psychology students

-Director (1990-1992)-"Alliance for Professional Training" The alliance is a CSPP sponsored captive/ consortium of 7 internship sites, which provides training for 15- 20 doctoral students. APA accreditation was anticipated in 1993. -Teach Course Work in-group psychotherapy -Serve on Dissertation Committees.

1987-1997 **Managed Health Network**

Santa Monica, California

-Affiliated as a provider of psychological services for this preferred provider panel. Short-term Psychodynamic psychotherapy orientation. In 1988, became assessor (gatekeeper) providing initial assessments, crisis intervention or referral to patients wishing to use MHN services.

1987- present **Board of Psychology, Sacramento, California.**

-Expert consultant to psychology board. Review cases for ethical violations, make recommendations and provide forensic testimony.

1997-1994 **Health and Human Resources Corp.**

San Diego, California

-Provider of Psychological services for this preferred provider organization. In 1998, helped to organize the quality assurance (peer review) consultation component.

- 1987-1999 **University of California at San Diego, School of Medicine, Department of Psychiatry**
Adjunct Faculty
-Supervision of psychiatric residents, social workers and doctoral-level Psychology interns in group psychotherapy.
- 1988-1994 **Preferred Health Care**
Wilton, Connecticut
-Affiliated as a provider of psychological services
- 1988-present **Board of Behavioral Science Examiners**
Sacramento, California
-Expert consultant to Board for evaluation of social workers and marriage counselors being investigated for ethical violations.
- 1992-1993 **Staff Consultant**
Camp Pendleton Naval Hospital, Drug and Alcohol Unit.
- 1987-1991 **Alvarado Parkway Institute**
San Diego, California
-Hospital privileges as affiliated psychologist
- 1985-1991.1 **American Psychological Association**
Washington, D.C.
-Trained peer reviewers providing consultation to CHAMPUS.
- 1984-1998 **National Association of Social Workers, American Psychological Association**
Washington, D.C.
Peer Review Consultant
-Trained peer reviewers providing consultation to CHAMPUS.
- 1983-1985 **California Western School of Law**
San Diego, California Instructor
-Co-taught (with an attorney) aspects of interviewing and counseling. Course was designed to familiarize students with the concepts of counseling, interviewing, referral and the psychological principles in the practice of law.
- 1993-1984 **University of California at San Diego, School of Medicine, Department of Community Medicine**
Preceptor
-Provide consultation to family practice medical students and residents on psychosocial aspects of patient care.

1979-1982 University of San Diego School of Law

Adjunct Faculty

-Co-taught (with an attorney) elements of interviewing, counseling and negotiation. Course aimed to familiarize students with general concepts of counseling, interviewing, referral and the psychology of negotiation.

-Served as consultant to legal clinic regarding psychological implications of legal teaching and practice. Developed a project to improve legal teaching among faculty.

1979-1982 Prentice Hall and Macmillan Companies

New York, New York

Textbook Reviewer

-Review texts in psychology and social work.

1979-1982 Psychotherapy Institute of San Diego

Director of Clinical Services and Training

-Prentice included individuals, groups and families. Developed prevention-oriented mental health workshops. Staff supervision and development, clinical administration.

1977-1981 San Diego State University, School of Social Work

Assistant Professor

-Taught direct practice courses on both graduate and undergraduate levels, supervised graduate research projects and field practicums.

-Graduate advising and administrative responsibilities in Children, Youth and Family concentration. Service on Research on Human Subjects Review Committee.

1977-1988 San Diego State University Counseling Center

Psychology Intern

-Individual and group treatment of students and staff (crisis, short-and long term). Developed sexuality and stress-reduction workshops, supervised Master's degree student practice. Conducted in-service staff training presentations.

1976-1978 Catholic Family Services of San Diego

Psychology Intern

-Responsible for a varied caseload of children, adolescents and adults in individual and family treatment: developed an outreach clinic.

-Staff Supervision and administration of objective and projective psychological tests.

1975-1976 Traveler's Aid Society of San Diego

Coordinator of Research and Program Development (Internship)

-Monthly program development and evaluation activities, grant writing, and resource development. Liaison with country government agencies.

1973-1975 Private Practice Clinical Social Worker

New York, New York

-Practice emphasized treatment of children, adolescents and families as seen on a referral basis from colleagues in area hospitals and clinics.

1974-1975 Brookdale Hospital Medical Center, Child Outpatient Clinic

Brooklyn, New York
Social Work Supervisor

-Supervised MSW Staff, directed treatment for patients from a broad range of socioeconomic and ethnic backgrounds in crises; long-term individual, group and family treatment. Evaluation and treatment recommendations and occasional teaching (ground rounds) responsibilities.

1971-1975 Counseling and Guidance Center of Long Island

Freeport, New York
Clinical Social Worker

-Client evaluations and treatment of individuals and families, with emphasis on children and adolescents.

1971-1974 Long Island Jewish-Hillside Medical Center

Long Island, New York
Clinical Social Worker

-Broad based experience in Admissions office, and outpatient department and boys adolescent unit (crisis intervention, inpatient hospitalization evaluations, referrals).

1970-1973 Long Beach Hospital Methadone Maintenance Program

Long Beach California
Coordinator of Group Services

-Developed and supervised group therapy programs.

ADDITIONAL TEACHING EXPERIENCE

1976 **California School of Professional Psychology, San Diego, California.**

1977 **Counseling skills and introduction to psychology.**

San Diego State University, San Diego, California.

Co-Teacher in Interpersonal Skills Development.

1977 **California School of Professional Psychology, San Diego, California -**
Teaching Assistant in Psychoanalytic Psychotherapy.

1971-1975 **University of California at San Diego, Extension Division, San Diego, California**

-Group Facilitator/Teacher in Alcoholism Counselor Training Program.

1971 **Adelphi University School of Social Work, Long Island, N.Y.**

-Instructor in Introduction to Social Work Course

RESEARCH AND PUBLICATIONS

-Stone, W., Spielberg, G. A Self-Psychological Perspective of Group Development, In Stone, W. Contributions to Self Psychological Group Psychotherapy London, Karnac, 2009.

-Spielberg, G. Therapist Self Disclosure Dilemma: Breaking up the family or the fantasy? In Motherwell, L. & Shay, J. (ed) Complex Dilemmas In Group Psychotherapy, New York, Brunner-Routledge, (2004).

- Spielberg, G., & Gitlin, J. Understanding and Responding to Premature Termination in Group Psychotherapy. San Diego Group Psychotherapy Society Newsletter Vol 3. Issue 2, May 2001.

- Spielberg G., & Wolf, S.D. Counseling Skills Evaluation Handbook, 1981, National Publications, Omaha, Nebraska.

- Spielberg G; & Evans, M Legal Interviewing Portrayals (videotape), 1980, San Diego. Learning Resources Center.

-Spielberg G; Graduate Training in Helping Relationships: Helpful or Harmful? Summer 1980, Journal of Humanistic Psychology.

-Spielberg G;& Wolf S.D Counseling Skills Evaluation Handbook, 1971, National Publication, Omaha, Nebraska.

- Spielberg, G; The Development of Helping Skills in Undergraduate Social Work Education: Model and Evaluation, 1981, Journal of the Education for Social Work, with R. Toseland. Vol. 18 No. 1. 1982.

- Spielberg, G; A Preliminary Investigation of the Psycho-dramatic Experience of Spontaneity, January 1979, Journal of Group Psychotherapy and Psychodrama, with T. Del Nuovo and H. Gills.

- Spielberg, G; S-E-L-F, Self-concept Evaluation Location Form (a psychological assessment instrument), 1979, Carney Weedman & Associates, San Diego, with D. Carney and C. Weedman.

- Spielberg, G; (producer). Address Your Stress (videotape), 1978, San Diego State University, with H. Mays and J. O' Leary.

PRESENTATIONS

Two Year Continuous Group Experience with Spaced Telephonic Contact at the American Group Psychotherapy Association annual conferences 2007-2015.

Continuous Observation Group 2 Day Institute at the American Group Psychotherapy Association. 2006.

-Can a Leader Be a group Member? American Group Psychotherapy Association, New Orleans, 2003

-Competition: The Underbelly of Group Psychotherapy, American Group Psychotherapy Association, Los Angeles, Ca., 2000,2001

-The Use of Immediacy in Group Psychotherapy, Los Angeles Group Psychotherapy Society April 2000.

-Resolving Resistances in Group Psychotherapy, Los Angeles Psychological Association

October 2000.

-Establishing Emotional Communication in Group Psychotherapy; San Diego Society of Clinical Social Workers, March., 1999.

-The Use of Dreams in Group Psychotherapy- Center for the Advancement of Group Studies, N.Y., 1997.

-"Two Theories, Two Techniques: A Panel with Dr's Rutan & Hopper," American Group Psychotherapy Association, Houston, Texas 1999

-"Two Theories, Two Techniques: A Panel with Dr.'s Buchell & Roth," American Group Psychotherapy Association, San Fransisco, CA, 1996.

-Leader, Advanced Group Process Experience-Eastern Group Psychotherapy Society, New York, 1996.

-Ethics in Group Psychotherapy. American Group Psychotherapy Association, Atlanta, Georgia, February 1995.

- The Use of Dreams in Group Psychotherapy, Annual Conference, Arizona Group Psychotherapy Association. Keynote speaker, April 1994.

- The Curative Factors in Group Psychotherapy, June 1993. Kaiser Hospital, San Diego, Psychosocial Department.

- Resistance in Group Psychotherapy, May 1993,
University of California San Diego Counseling Center,

- Self-Psychology in Group Psychotherapy, San Diego, May 1992.
Self-Psychology Study Group,

-Supervision of a Live Group on Stage American Group Psychotherapy Association Conference
-Institute Leader: Interpersonal Group Psychotherapy, American Group Psychotherapy Association San Diego, 1992.

- Resistance in Group Therapy, California Psychological Association, San Diego, 1992.

- Group Psychotherapy at the Interface, American Group Psychotherapy Association, 1989

-Use of Male-Female Co-therapist Pair in the Treatment of Adults Molestedas Children
American Group Psychotherapy Association, San Antonio, 1991. Panel discussion: -. Leader of 2-day special institute group;

- Panel: Issues in the use of Co-Therapists in Group Treatment: Supervision of the Co-therapist Team, American Group Psychotherapy Association, 1990

- American Group Psychotherapy Association, February 1989, February 1990. Conducted a two-day institute on Psychodynamic psychotherapy.
- An Overview of Dynamic Group Psychotherapy, Society of Clinical Social Worker, San Diego Chapter, January 1989.

- Unethical Sexual contact Between Therapists and Patients: Society of Clinical Social Workers, San Diego Chapter, March 189. Panel:

- California School of Professional Psychology, Institute of Advanced Psychological Studies, 1988. Organized conference and led workshop on Psychodynamic group Psychotherapy.

- An Innovative Method of Supervision, Trainer Assisted Counseling, California State Psychological Association, San Diego, 1981. Trainer Assisted Counseling:

- Alternate Approaches to Supervision. National Association of Social Workers, Spring Practice Session, San Fransisco, 1980.

- Teaching as a Source of Academic Growth. Council on Social Work Education Conference, Boston 1979.

- The Development and Application of Brief- Self Concept Inventory: A comparison of Clinical Skills Training of Social Workers and Psychologists. California State Psychological Association. February 1979 (two papers)

- Counseling Effectiveness: Research and Assessment. National Association of Social Workers, San Diego Chapter, February 1978.

- The Counseling Skills Evaluation: An Innovative Means for Screening, Evaluating and Teaching Helping Professional, California State Psychological Association, January 1978.
- Research on Clinical Effectiveness. Long Island Jewish- Hillside Medical Center, New York, 1977 (Ground Rounds)

- New Directions in Psychology San Diego State University, 1977.

WORKSHOPS, SEMINARS, AND COMMUNITY CONSULATIONS

- Group Therapy in a Forensic Setting, Patton State Hospital, CA. March 1996

- Local Arrangements Chair, American Group Psychotherapy Association, Annual Conference, San Diego, 1992
- Parents United, San Diego. Transference and Counter transference in Group- Psychotherapy, April 1992
- UCSD Gifford Medical Health Clinic, San Diego, 1978, 1987, 1988,1989
- Parents United Of San Diego, 1985,1988
- Mental Health System, Inc., San Diego, 1983-1985
- Academy of San Diego Psychologists, San Diego, 1983-1985
- Society of Clinical Social Workers, San Diego, 1982,1989
- Alcoholism Studies, University of San Diego, 1981
- Fresno Community Hospital, Alcoholism Division, Fresno, 1980,1981
- San Diego County Welfare Department, San Diego 1978
- University Hospital, San Diego 1978
- Riverside-Imperial County Epilepsy Association, Palm Springs 1978
- Association of Social Workers, Continuing Education, San Diego, SDSU, 1978.

LICENSURE AND CERTIFICATION

- Certificate of Professional Qualification in Psychology (CPQ) No. 1955
- Certified Group Psychotherapist, 1994. American Group Psychological Association.
- Certificate of Proficiency in the Treatment of Alcohol and Psychoactive Substance Use Disorders, 1996
- ADO002281 American Psychological Association
- Licensed Psychologist, New York, 1994 License No. 01056
- Licensed Psychologist, California,1980. License No. PSY6517
- Certified Social Worker, New York, 1971. License No. 13064
- Licensed Clinical Social Worker, California, 1975. License No. L5647
- Marriage, Family and Child Counselor, California, 1977, License No. MFL13595 -Academy of Certified Social Workers, 1973

PROFESSIONAL AFFILIATIONS

- Diplomate, American Board of Professional Psychology, group psychology, 2009
- Fellow American Group Psychotherapy Assoc, 1994
- Institute of Contemporary Psychoanalysis
- Diplomat, Clinical Social Worker, American Board of Examiner, 1988-1992
- Diplomat, American Board of Forensic Examiners 1992-1997
- American Group Psychotherapy Association-Member, 1994-present
- National Register of Health Care-Provider in Psychology, 1981-present #30084
- Society of Clinical Social Workers- Fellow, 1980-1984
- Academy of San Diego Psychologists, Ethics Committee-Member, 1986
- American Psychological Association- Member, 1978-present
- National Council on Alcoholism, San Diego Chapter- Board of Directors, 1978-1980
- World Future Society- Life Member, 1977-present
- San Diego Youth and Community Services, Board of Directors, 1987-1989

SPECIAL COMPTENCIES AND ADDITONAL TRANING

- Graduate, Center for the Advancement of Group Studies, New York City, October 1993
- San Diego Psychoanalytic Institute. Clinical Associate in Adult Psychoanalysis, 1990-1995 - American Group Psychotherapy Association, 1987, 1988. Selected and Trained as an Institute Leader of Psychodynamic Group, Psychotherapy Section.
- San Diego Psychoanalytic Institute. Graduate, Advanced Psychoanalytic Psychotherapy, 1985-1987.
- Selected for LEAD SAN DIEGO, community leadership development training program, 198, 1984.
- Diploma, Gestalt Training Center, San Diego, 1978-1980.
- Ethical Issues in Death and Dying. National Science Foundation, Chautauqua Short Course 1978.
- Administration and Evaluation of MMPI, 1977.
- Person-Centered Counseling, Center for Studies of the Person, La Jolla, 1976, 1977.
- Intensive Group Psychotherapy, Post Graduate Center for Mental Health, New York City, 1975.
- Hypnosis and Hypnotherapy, Morton Prince Institute, New York City, 1973, 1974.

Margy Sperry, Psy.D., M.F.T.

9139 Gibson Street Los Angeles, Ca 90034

(310) 204-0091 Office

margysperry@sbcglobal.net

Licensure: **Marriage and Family Therapist**
Licensed in July 1991 (MFT 28740)

Undergraduate Education: **Pepperdine University**
Bachelor of Arts in Psychology and Sociology, April 1984

Graduate Education: **Fuller Theological Seminary**
Master of Divinity Degree, Marriage and Family Therapy emphasis, June

988

The Institute of Contemporary Psychoanalysis
Doctor of Psychoanalysis, March 2000

Experience:

July 1991 to **Psychoanalyst; Licensed Marriage and Family Therapist**
Present Private Practice in West Los Angeles, California.
Training and Supervising Analyst, Faculty - The Institute of Contemporary Psychoanalysis.

March 2003 to **Faculty, The Institute of Contemporary Psychoanalysis**
Present
Teach courses in the psychoanalytic training program, psychoanalytic psychotherapy training program, and extension program. Courses include Self Psychology, Intersubjective Systems Theory, Psychoanalytic Complexity Theory, Comparative Theory and Technique, The Use of the Analyst's subjectivity, and Clinical Case Conferences, Eating Disorders: Psychoanalytic perspectives on Anorexia and Bulimia

April 2011 to Present

Associate Editor, The International Journal of Psychoanalytic Self Psychology

Publications:

Sperry, M. (In Press) Blockades, Embargos, and the Face of the Politicized Other. *The International Journal of Psychoanalytic Self Psychology*.

Sperry, M. (2014) Complexity and Contingency: Discussion of "Can We Say It is a Coincidence that the Patient Does Well" By Koichi Togashi, Ph.D. *The International Journal of Psychoanalytic Self Psychology*. 9:101-107.

Sperry, M. (2014) Putting Our Heads Together: Mentalizing Systems. *Psychoanalytic Dialogues*,23: 683-699.

Sperry, M. (2013) Sameness and Difference: Cultivating Cultural Dialogue. *The International Journal of Psychoanalytic Self Psychology*. 8:77-91.

Sperry, M. (2011) Reclaiming One's Being: Brandchaft's Emancipatory Vision. *The International Journal of Psychoanalytic Self Psychology*. 6: 563-571.

Sperry, M. (2011) This Better Be Good! Complex Systems and The Dread of Influence. *The International Journal of Psychoanalytic Self Psychology*, 6: 74-97.

Sperry, M. (2008) Disruption and repair: A complex systems perspective. *Psychology of the Self Online Newsletter*, Vol. 1(6) <http://www.psychologyoftheself.com/newsletter/index.htm>

Scholarship:

October 2013 **Psychology and The Other Conference**, Cambridge, Massachusetts
October 2014 **37th Annual International Conference on the Psychology of the Self**
Jerusalem, Israel
Presented an original paper: Blockades, Embargos, and the Face of the
PoliticizedOther

March 2012 **International Association of Relational Psychoanalysis and
Psychotherapy Annual Conference**, New York, New York
Presented an original paper: Clinical Attitudes and the Transformation of
Shame

October 2010 **33rd Annual International conference on the Psychology of the Self**
May 2011 **Bystanders No More! Conference**, New York, New York
July 2011 **International Association for Relational Psychoanalysis Annual
Conference**
Presented an original paper: *Sameness and Difference: Cultivating Cultural
Empathy*

- October 2009 **32nd Annual International Conference on the Psychology of the Self**
 February 2010 **International Association for Relational Psychoanalysis Annual Conference**
 Presented an original paper: *Putting Our Heads Together: Mentalizing Systems*
- July 2008 **Institute of Contemporary Psychoanalysis Online Colloquium**
 Discussant of an original paper "A Tale of Two Minds" by Helen Grebow, Ph.D.
- October 2008 **31st Annual International Conference on the Psychology of the Self**
 June 2008 **International Association for Relational Psychoanalysis Annual Conference**
 Presented an original paper: *This Better Be Good! Complex Systems and The Dread of Influence.*
- October 2007 **30th Annual International Conference on the Psychology of the Self**
 Discussant of original paper "Who is Analysis for?" By Linda Marino, Ph.D.
- March 2004 **A Spiritual Journey: Three Contemporary Psychoanalytic Perspectives**
 Conference sponsored by The Institute of Contemporary Psychoanalysis
 Presented an original paper: *The God Who Didn't Disappear: Psychoanalysis, religious experience and transformation.*
- October 2002 **25th Annual International Conference on the Psychology of the Self**
 Presented an original paper: *The God Who Didn't Disappear: Psychoanalysis, religious experience and transformation.*
- Member The International Association of Psychoanalytic Self Psychology:
 International Council Member The International Association of Relational Psychoanalysis and Psychotherapy

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LOS ANGELES, CA 90066
(310) 391-8718. E-MAIL: TruthAndImagination@Verizon.net

EDUCATION:

Psy.D.. Psychoanalysis Institute of Contemporary Psychoanalysis, LA. 2011. M.A. Clinical Psych. Antioch University, Los Angeles. 1997.
Mythology and Depth Psychology. Pacifica Grad. Institute. 1994-1995
M.Arch. Architecture. University of Kingston, London. UK. 1980.
B.A. Architecture. University of Kingston, London. UK. 1977.

ADDITIONAL TRAINING:

Robert D. Stolorow Consultation Group. 2003-present.
Existential Philosophy for Psychoanalysts Group. 2014- present.
Supervision for Supervisors Group. 2013-present.
ICP Members Study Group 2011-present.
ICP/LA Psychoanalytic Psychotherapy Program 2004-2006. Consultation in Jungian Practice 2000-2006.

PROFESSIONAL CERTIFICATION:

Certificate in the Theory and Practice of Psychoanalysis. 2011.
Marriage and Family Psychotherapist. Lic 37181. 2000

AWARDS:

Daphne Stolorow Memorial Essay Award. 2011 (clinical), and 2012 (theoretical).

ORGANIZATIONS:

ICP/LA. Member of the Board 2009-2011.
IAPSP
IARPP IFPE.
LA CAMFT. Member of the Board 2002-2004

PROFESSIONAL ACTIVITIES:

IJPSP: Co-Chair Student/Candidate Essay Award.
IJPSP Associate Editor 2014-present

TEACHING EXPERIENCE:

ICP: Core Course in Intersubjective-Systems Theory
Psychoanalytic Theories of Dream Interpretation, Parts I and II.
Advanced Elective in Intersubjective Systems Theory.
Self Psychology, Intersubjective-systems theory, Dreams, ICP - PPT program.

PUBLICATIONS:

(2015) SAGE Encyclopedia of Theory in Counseling and Psychotherapy, edited by Edward S. Neukrug. Author of chapter "Intersubjective-systems Theory."

(2015) The Analyst as Muse: Beyond the Developmental to the Expansive Dimension of the Transference. *International Journal of Psychoanalytic Self Psychology*, Vol 10, No 1, pp 33-52.

(2015) Postcards from the Couch: Dreams as Communication During an Impasse. *Psychoanalytic Inquiry*.

(January 1992). Architects for Shelter. (Article about fund-raiser for the homeless, and discussion of the profession's responsibilities with regard to homelessness). *L.A. Architect*.

(November 1991). Yang unmitigated by Yin. (women architects and the social consciousness of the profession). *L.A. Architect*.

CLINICAL EXPERIENCE:

- Sept. 2000-Present **PSYCHOANALYSIS AND PSYCHOTHERAPY PRACTICE.** Full time practice with specializations in Trauma, Grief, Eating Disorders, Addictions Recovery and Family members of the Addicted, Couples work; Depression and Anxiety.
- Aug. 1999-June 2001 **C.G. JUNG INSTITUTE**, W. LA., Intern/Therapist training program counseling Individuals, Couples, Children. Training in Jungian Therapy.
- Jan. 1997-Aug. 1999 **OPEN PATHS COUNSELING CENTER**, Culver City. Intern. Counseling

Individuals, Couples, Children. **Coordinator:** Liaison person between Supervisors, Staff and Interns. **Karen Carpenter Foundation Grant;** Gave talks at local High Schools describing Eating Disorders and recovery.
- Oct. 1997-June 1998 **JEWISH FAMILY SERVICES**, Santa Monica. Trainee/Intern counseling children and couples. Training in Post-Modern Narrative (Brief) Therapy.
- June 1997- Sept. 1997 **ANTIOCH UNIVERSITY COUNSELING CENTER**, Marina del Rey. Trainee.
- 1993-1994 **SOJOURN** organization for battered women. **Volunteer Peergroup Facilitator.**

OTHER WORK EXPERIENCE:

- 1989-1997 **Starr Studio Design**, self-employed part-time residential Architectural Designs.
Met with clients, conceptualized new work, ran project, hired draftsman.
- 1992-1993 **Hodgetts & Fung**, Architects.
- 1991-1992 **Grinstein/Daniels**, Architects.
- 1987-1989 **Clear Pictures**. Psychological Video Production and Distribution Co. 1984-1987 **U.C.L.A.** Extension, Computer Graphics Certificate Program: **Instructor, Advisor.**
- 1984 **Cannell Heumann & Assoc.** Interior Design: Computer Graphics Consultant.
- 1982-1983 **Welton Becket Assoc.**, Architects: Computer Graphics specialist, Designer, Planner.
- 1980-1982 **Charles Kober Assoc.**, Architects: Draftsman, Designer.
- 1979-1982 **Starr Studio Design**, self-employed part-time residential Architectural Designs.
- 1978-1980 **G.B.A. Williams Partnership**, London. Architects: Designer.

COMMUNITY EXPERIENCE:

- 1994-Present Church in Ocean Park **Couples Issues Group.**
- 1992-2005 **Dream Group** (hosted). Member of panel on T.V. Public Access Pilot (1995).
Participate with men and women to obtain psychological insights through dream-work.
- 1992-1994 Created and facilitated **Women's Group.**
- 1991-1992 **Community Issues Group.** Led support group for social activism/ multicultural issues.
- 1982 Architects, Designers and Planners for Social Responsibility.
Keith E. Valone

LICENSURE

- 1983 – Present Licensed Psychologist, State of California; #PSY7843

CERTIFICATION

- 1995 Certified Psychoanalyst

EDUCATION

2008 – 2010 California School of Professional Psychology, Alliant University
San Francisco, CA

Postdoctoral Master of Science in Clinical Psychopharmacology (2010)

1991 – 1995 Institute of Contemporary Psychoanalysis (ICP)
Los Angeles, CA

Psy.D., Psychoanalysis, Certificate in Psychoanalysis (1995)

1981 – 1983 University of California, Los Angeles (UCLA)
Department of Psychology

NIMH Postdoctoral Fellowship

1980 – 1981 University of California, San Francisco (UCSF)
Langley Porter Psychiatric Institute

Internship in Clinical Psychology

1979 – 1981 University of Illinois at Urbana-Champaign (UIUC)

Ph.D., Clinical Psychology (Orals 1981/Diploma 1982)

1975 – 1979 UIUC, MA, Clinical Psychology (1979)

1971 – 1975 University of Southern California (USC)

BA, Psychology (1975)

ACADEMIC AND PROFESSIONAL HONORS

2009 - Present Listed in *Who's Who in Medicine and Healthcare*

2006 - Present Listed in *Who's Who in America*

2006 - Present Listed in *Who's Who in Science and Engineering* 1992

- Present Listed in *Who's Who in the West* (various years)

1986 - Present Listed in *Who's Who in California* (various years)

1975 Phi Beta Kappa

Magna Cum Laude

PROFESSIONAL HISTORY

2012 Adjunct Instructor, Alliant International University, California School of Forensic Studies
2006 – 2012 Clinical Assistant Professor of Psychiatry and the Behavioral Sciences, Keck School of Medicine, USC
2006 – 2007 Clinical Director, The Villa Residential Treatment Program, Aurora Las Encinas Hospital, Pasadena, California
2004 – Present President, CEO, and Clinical Director, The Arroyos® Psychological Associates, Inc.
2004 – Present President and CEO, The Arroyos®, Inc.
1995 – Present Faculty Member, Training and Supervising Analyst; ICP
1991 – 1995 Psychoanalytic Candidate; ICP
1990 – 1992 Director of Psychology; Ingleside Hospital
1984 – 1987 Assistant Clinical Professor; UCLA Department of Psychology
1984 – 1985 Clinical Assistant Professor; Fuller Theological Seminary
Department of Psychology
1983 – Present Private Practice
1981 – 1983 Post-doctoral Fellow; UCLA Department of Psychology (Family Project for the Study of Schizophrenia)
1980 – 1981 Lecturer; UCLA Department of Psychology
1980 – 1981 Intern; Langley Porter Psychiatric Institute, UCSF
1979 – 1980 Intern; UIUC Psychology Clinic
1978 – 1979 Lecturer; UIUC Department of Psychology
1976 – 1977 Trainee; Veterans Administration Hospital, Danville, Illinois

TEACHING EXPERIENCES

2012 Adjunct Instructor, Alliant International University, Clinical Forensic Psychology Doctoral Program
Instructor teaching graduate course in clinical psychopharmacology
2006 – 2012 Clinical Assistant Professor of Psychiatry and the Behavioral Sciences, Keck School of Medicine, USC
2001 Instructor, NPI
Presenting course and case conference material on contemporary psychoanalysis to psychodynamic psychotherapy students
1995 – Present Instructor, ICP
Presenting course, case conference and lecture material on varied topics of psychoanalysis to

psychoanalytic candidates

1984 – 1987 Assistant Clinical Professor

UCLA Department of Psychology

Co-instructor of a graduate degree course in psychological testing and clinical assessment; supervising psychologist for psychology doctoral candidates in psychological testing and psychodiagnosis; supervising psychologist for psychotherapy cases (1984 – 1986)

1984 – 1985 Clinical Assistant Professor

Fuller Theological Seminary Department of Psychology

Supervising psychologist for clinical psychology doctoral candidates in psychotherapy, psychological testing, and psychodiagnosis 1981

– 1983 Lecturer

UCLA Department of Psychology

Instructor for an undergraduate course in Abnormal Psychology; co-instructor of the graduate assessment course listed above; supervising psychologist for doctoral candidates as listed above

1978 – 1979 Lecturer

UIUC Department of Psychology

Instructor of an undergraduate course on interpersonal theories of psychology

PROFESSIONAL SOCIETIES AND REGISTRATIONS

Member, American Psychological Association, also Divisions 12 (Clinical Psychology), 39 (Psychoanalysis), and 55 (American Society for the Advancement of Pharmacotherapy)

Member, California Psychological Association, also Divisions I (Clinical Psychology) and V (Clinical Psychopharmacology)

2011 – 2014 CPA Board Member Alternate, Division V Board of Directors

Member, Los Angeles County Psychological Association

Member, San Gabriel Valley Psychological Association

2011 – 2014 Chair of the Clinical Psychopharmacology Special Interest Group

Member, National Register of Health Providers in Psychology

Member, Association for Autonomous Psychoanalytic Institutes

HOSPITAL STAFF MEMBERSHIPS

Huntington Memorial Hospital, Pasadena, CA (Allied Health Professionals Staff since 1985, Co-admitting privileges to all units at the hospital)

BHC Alhambra Hospital, Rosemead, CA (Medical Staff, Admitting Privileges to all units at the hospital since 2014, LPS designated)

Extensive prior Medical Staff experience at various hospitals in chairmanship and membership roles on Medical Executive, Peer Review, Professional Well-being, Credentials, Continuing Medical Education, Bylaws, Psychology, and other Medical Staff Committees. Outside consultant to Physician Well-being Committees at unaffiliated hospitals.

PUBLICATIONS

Valone, K. (2005). Consilient psychoanalysis. *Psychoanalytic Psychology*, **22**, 189-

206. Valone, K. (1995). The "second century" of psychoanalysis: Outline of a contemporary developmental psychoanalytic theory. *Psychologist-Psychoanalyst*, **15**

(4), 33. Valone, K., Goldstein, M. J., & Norton, J. N. (1984). Parental expressed emotion and psychophysiological reactivity in an adolescent sample at risk for schizophrenia spectrum disorders. *Journal of Abnormal Psychology*, **93**, 448-457.

Valone, K., Norton, J. N., Goldstein, M. J., & Doane, J. A. (1983). Parental expressed emotion and affective style in an adolescent sample at risk for schizophrenia spectrum disorders. *Journal of Abnormal Psychology*, **92**, 399-407.

Golding, S. L., Valone, K., & Foster, S. W. (1980) Interpersonal construal: An individual differences framework. In N. Hirschberg & L. G. Humphreys (Eds.), *Multivariate methods in the social sciences*. Hillsdale, NJ: Erlbaum.

Kirsch, I., Frankel, A. S., & Valone, K., (1977). Self-guided imagery vs systematic desensitization: A preliminary test. *Psychological Reports*, **40**, 904-906.

Miller, N., Maruyama, G., Beaver, R. J., & Valone, K., (1976). Speed of speech and persuasion. *Journal of Personality and Social Psychology*, **34**(4),615-624.

UNPUBLISHED MANUSCRIPTS

Valone, K. (1991). *A psychologist's guide to practice at Ingleside Hospital*. Ingleside Hospital Rosemead, CA.

PRESENTATIONS

Valone, K. (2013, March). Pharmacological treatment strategies for bipolar spectrum disorders and co-occurring substance abuse. Presentation at the California Psychological Association 2013 Annual Convention, Newport Beach, California.

Valone, K, and Pylko, T. J. (2007, October). Lessons from the STEP-BD Study. Presentation at the San Gabriel Valley Psychological Association, Pasadena, California.

Valone, K., and Pylko, T. J. (2006, April). Hot topics in treating bipolar spectrum disorders and polysubstance dependence. Presentation at the Annual Convention of the California Psychological Association, Anaheim, California.

Valone, K. (2005, April). Double Trouble: Treating dual diagnosis patients in private practice. Presentation at the Annual Convention of the California Psychological Association, Pasadena, California.

Valone, K. (2003, November). On solving the unsolvable: A contemporary psychoanalytic perspective on the “unsolvable paradox” of D disorganized/disoriented infants. In Main, M. & Hesse, E. (November, 2003). Clinical applications of attachment theory: The work of Mary Main and Erik Hesse. Conference sponsored by the San Gabriel Valley Psychological Association, Pasadena, California.

Valone, K. (2003, April). Comments on *Billy Elliot*. In J. Mannes (Chair), *Playing with Film Series*. Symposium conducted at the meeting of the Newport Psychoanalytic Institute, Pasadena, California.

Valone, K. (2003, March). Transforming aggression through the psychoanalysis of shame: Comments on Estelle Shane’s paper. In K. Schwarzenbach (Chair), *Transforming aggression through the psychoanalysis of shame*. Symposium conducted at the meeting of the Institute of Contemporary Psychoanalysis Psychoanalytic Psychotherapy Training Program – Pasadena, Pasadena, CA.

Valone, K. (2000, March). Consilient psychoanalysis. Presented in Kenemore, T. (Chair), *With an Eye to the Future: Psychoanalysis, Neuroscience, and Other Disciplines*. Chicago, IL.

Gales, M., Valone, K., Shane, M., Shane, E., (1995, April). Introduction and philosophical underpinnings. In K. Valone (Chair), *The “second century” of psychoanalysis: A contemporary developmental psychoanalytic theory*. Symposium conducted at the Annual Convention of Division 39 (Psychoanalysis) of the American Psychological Association, Santa Monica, CA.

Shane, E., Gales, M., Valone, K., & Shane, M., (1995, April). Clinical principles. In K. Valone (Chair), *The “second century” of psychoanalysis: A contemporary developmental psychoanalytic theory*. Symposium conducted at the Annual Convention of Division 39

(Psychoanalysis) of the American Psychological Association, Santa Monica, CA. Shane, M.,

Shane, E., Gales, M., & Valone, K. (1995, April). A reconceptualization of resistance. In K. Valone (Chair), *The “second century” of psychoanalysis: A contemporary developmental psychoanalytic theory*. Symposium conducted at the Annual Convention of Division 39

(Psychoanalysis) of the American Psychological Association, Santa Monica, CA.

Valone, K. (1994, August). The contemporary practice of psychoanalysis in the hospital setting: External coherence in psychoanalytic theory. In M. Jacobs (Chair), *Psychoanalysts in hospital settings*. Symposium conducted at the 102nd Annual Convention of the American Psychological Association, Los Angeles, CA.

Valone, K. (Chair), Howard, S., (Co-chair), Del Rio, A., & Manning, B. (1992) May). Hospital practice for psychologists: an introductory workshop. Ingleside Hospital, Rosemead, CA (Approved for eight hours of Category A continuing education credit by the California Psychological Association).

Valone, K. (1979, September). Individual differences in the construal of a heterosexual dyadic interaction. In S. L. Golding (Chair), *Individual differences in person perception*. Symposium conducted at the 87th Annual Convention of the American Psychological Convention, New York City, NY.

SUGGESTED REFERENCES

Available upon request.

**Judith Ellen Vida, M.D.
(Judith Ellen Vida-Spence)**

Education

High School:

Arroyo High School, El Monte, California; Valedictorian, 1960.

College:

Mills College, Oakland, California, 1960-1962.

Pomona College, Claremont, California, 1962-1964; B.A. Zoology, Cum Laude, 1964.

Medical School:

Stanford University School of Medicine, Stanford, California, 1964-1969; M.D. 1969.

Internship:

University of Colorado Medical Center, Denver, Colorado, Pediatrics, 1969-1970.

Residency:

Los Angeles County-University of Southern California Medical Center;

General Psychiatry, 1970-1972; Career Resident in Child Psychiatry, 1972-1974.

Licensure:

State of California, G019485, 1970 (by National Board of Medical Examiners).

Board Certification:

Eligible, General Psychiatry and Child Psychiatry.

Other:

Clinical Associate, Los Angeles Psychoanalytic Society and Institute, 1974-1984; graduated 1984.

Professional Background

Academic appointments:

Clinical Instructor in Psychiatry, University of Southern California School of Medicine, 1974-1975; on leave of absence, 1975-1983; resumed, 1984.
Clinical Assistant Professor of Psychiatry, USCSM, 1986-95.
Clinical Associate Professor of Psychiatry, USCSM, 1995-
Assistant Faculty, Los Angeles Psychoanalytic Institute, appointed 1988; inactive after 1990.
Founding Member, Institute of Contemporary Psychoanalysis, Los Angeles, 1991.
Training and Supervising Analyst, Institute of Contemporary Psychoanalysis, 1991- present.
Faculty, Institute of Contemporary Psychoanalysis, 1991-present.
National Faculty (invited), Northwest Center for Psychoanalysis in Seattle, 2003- 2010.
Guest Faculty, Southern California Psychoanalytic Institute, 1992, 1994, 1996-7,1998-99;
1999-2000, 2000-01, 2001-2002;2002-2003.
Guest Faculty, Institute of Contemporary Psychoanalysis South, 1997, 2001.
Guest Faculty, Institute of Contemporary Psychoanalysis North, 1996, 1998 (January and
December), 1999, 2000.
Guest Faculty, Institute of Clinical Social Work, February 1998.
Guest Faculty, Psychoanalytic Institute of Northern California, November 1998; November,
1999; March, 2001.

Specific teaching (current):

Supervisor of family therapy for graduate students in Psychology, Los Angeles County-
University of Southern California Medical Center, 1974-1975.
Supervisor of family therapy and child psychotherapy for Psychiatric Residents, LAC-
USCMC, 1974-1975.
Supervisor of child and family psychotherapy for social work students and Psychology
Interns, Pasadena Child Guidance Clinic, Pasadena, California, 1974-1975.
Private supervision of psychoanalysis and psychotherapy, 1976-present
Demonstration of psychodynamic psychotherapy through one-way mirror to Psychiatry
Residents, LAC-USCMC, 1984-1991; 1994-present.
Supervisor of PGY-3 Psychiatry Resident, Cedars-Sinai Medical Center, 1986-88.
Supervisor, Graduate Center for Child Development and Psychotherapy, Los Angeles,
California, 1993-94.
Co-instructor (with Estelle Shane, Ph.D.), "Basic Concepts of Psychoanalytic Theory and
Technique", 12 week course for first year candidates, Institute of Contemporary
Psychoanalysis; October-February 1991-2.
Guest Faculty, Southern California Psychoanalytic Institute, "An Introduction to the Life and
Work of Sándor Ferenczi", a three-session course for advanced candidates, March-April
1992; March-April 1994; six sessions for advanced candidates, Dec-Mar 1996-7; five
sessions for advanced candidates, Jan-Mar 1999; three sessions for advanced
candidates, Sept-Oct, 1999; four sessions for advanced candidates, Spring 2001; four
sessions for advanced candidates, Fall 2001; four sessions for advanced candidates,
academic year 2002-3..
Instructor, "An Introduction to the Life and Work of Sándor Ferenczi", a 7 or 8 week elective
for advanced candidates, Institute of Contemporary Psychoanalysis, Spring 1993; Fall
1994; Fall 1995; Spring 1996 (two sections); Spring 1997, Spring 1998.

Co-instructor (with Victoria Hamilton, Ph.D.) "A Case Conference in Advanced Object Relations", 8 week course for advanced candidates, Institute of Contemporary Psychoanalysis, Spring 1994

Instructor, Selected Readings in the History of Psychoanalysis, I. The Freud-Fliess Correspondence, 8 week elective for advanced candidates, Institute of Contemporary Psychoanalysis, Spring 1995.

Instructor, "Advanced Ferenczi Studies: The Matter of the Countertransference", 8 week elective for advanced candidates, Institute of Contemporary Psychoanalysis, Fall 1996, Fall 1997, Fall 1998 (2 sections); Fall, 2000.

Invited Lecturer, "The Roots of Contemporary Psychoanalysis in the Work of Sándor Ferenczi". Half-day lecture and discussion, Institute of Contemporary Psychoanalysis North, San Francisco, November 3, 1996; Palo Alto, January 17, 1998; San Francisco, December 19, 1998; San Francisco, November 7, 1999.

Invited Lecturer, "The origins of contemporary psychoanalysis in the work of Sándor Ferenczi", Institute of Contemporary Psychoanalysis South, San Diego, February 15, 1997; January 13, 2001.

Invited Lecturer, "The Use and Misuse of Sándor Ferenczi in Contemporary Psychoanalysis", a five-hour mini-course, Institute of Clinical Social Work Convocation, February 8, 1998.

Guest Faculty, "An Introduction to the Life and Work of Sándor Ferenczi", Psychoanalytic Institute of Northern California, November 21 and 22 (weekend intensive course), 1998; October 30 & 31, 1999; March 30 & 31, 2001.

Supervision Group (with Nicholas Rand, Ph.D.), case presentation by Miriam Berger. At the Israel Psychotherapy Association's 23rd Annual Conference, "Sándor Ferenczi, the 'Mother' of Modern Psychoanalysis and Psychotherapy", the Fifth International Sandor Ferenczi Conference, Tel Aviv, May 7, 1999.

Instructor, 4th year Core Curriculum course, "Finding one's (own) way as a psychoanalyst". Institute of Contemporary Psychoanalysis, Spring 2001, Spring 2002, Spring 2003, Spring 2004, Spring 2005, Spring 2006.

Invited lecturer, Haifa University, Haifa, Israel, November 28, "Drawn to the Asylum: in search of missing parts [on the way to a possible conversation]" & 29, "As Far As Possible," a workshop with Gershon J. Molad, 2001.

Invited lecturer, "Living Ferenczi," Bar Ilan University Post-Graduate Program for Psychoanalytic Psychotherapy, Ramat-Gan, Israel, November 30, 2001.

Invited lecturer, "The Indispensable 'Difficult Event,'" Tel Aviv Institute of Contemporary Psychoanalysis, Tel Aviv, Israel, November 29, 2001.

Invited lecturer, "Life Lessons" (January 25); "Living Ferenczi" ("Not Filed" and "Failures" (January 26), Northwest Center for Psychoanalysis, Seattle, WA, January 25-26, 2002

Invited lecturer (with Gershon J. Molad), "Introducing the autobiographical dialogue," a research seminar for graduate students in Psychoanalysis, University of Pécs, Pécs, Hungary, March 6-8, 2002.

Private seminar (with Gershon J. Molad), "Introducing the autobiographical dialogue," for practicing psychoanalysts and therapists, Los Angeles, California, November 1-3, 2002; February 4-6, 2005; February 3-5, 2006; February 16-18, 2007; February 22-24, 2008.

Private seminar (with Gershon J. Molad), "The autobiographical dialogue" --- advanced section for prior participants, Los Angeles, California, November 10, 2003; January 29 &

30 (Nov 2002 group), 2005; January 28 (Feb 2005 group) & 29 (Nov 2002 group), 2006;

February 10 (2002 & 2005 groups), 2007; February 11 (2006 group), 2007; February 16 (2007 group), 2008; February 17 (2002, 2005, 2006 groups), 2008. Co-instructor (with Nancy Spohn), "Countertransference: the matter of the analyst's existence." February 7 & 28, 2004, Northwest Center for Psychoanalysis, Seattle (Dr. Spohn February 14); September, 2006.

Instructor, Introduction to Ferenczi (weekend intensive, 12 hours), CCP, Chicago, IL, March 26, 27, 28, 2004

Supervision of clinical cases ("supervision de casos clinicos") for Agape, México City, March 12, 2005.

Instructor, elective course, "Finding one's (own) way as a psychoanalyst," Institute of Contemporary Psychoanalysis, Spring 2008, 2009, 2011, 2015.

Private practice of Child Psychiatry, 1974-83

Private practice of Adult and Adolescent Psychiatry, 1974-present

Private practice of Adult Psychoanalysis, 1984-present

Staff Psychiatrist, Pasadena Child Guidance Clinic, 1974-1975

Courtesy staff, Ingleside Mental Health Center and Hospital, 1974-1978

Society Memberships:

American Psychiatric Association

General Member, 1974-87

Fellow, 1987- 2002

Distinguished (Life) Fellow, 2003 - present

Member Life, Health, and Accident Insurance Committee, 1985-91

Assembly of District Branches Corresponding Task Force on APA-
Pharmaceutical Industry Relationships, Consultant, 1984-1985

Southern California Psychiatric Society, 1974-present

Membership Committee, 1974-1980; Chair, 1977-1980

Ethics Committee, 1977-1978

Treasurer-Elect, 1979-1980; Treasurer, 1980-1981

Finance and Personnel Committee, Chair, 1980-1981

Councillor, 1981-1984

Future Planning Committee, 1980-1984; chair, 1981-1984 Task
Force on District Branch Use of Legal Counsel, 1982

Ad Hoc Committee on Regionalization, 1983-85

Task Force to Evaluate Psychiatric Education Program, 1984

Office Organization Task Force, Chair, 1984

Administrative Search Committee, Chair, 1984-1985

President-Elect, 1984-1985

President, 1985-86

Regionalization Committee, 1985-87; chair, 1986-87

Representative to Los Angeles Advocates for Mental Health 1987-88

National Council of Psychoanalytic Candidates and Clinical Associates, 1974-1984

American Psychoanalytic Association, affiliate member, 1976-1985;

Associate member, 1985-88

Extended Associate member, 1988-92
 Active member, 1992-present
 International Psychoanalytic Association, 1985-present.
 American Academy of Psychoanalysis, Fellow, 1993-2001 (resigned).
 Southern California Society for Child Psychiatry, 1974-1981
 Clinical Associates' Organization, Los Angeles Psychoanalytic Society and Institute,
 1974-1984
 4th Year Representative to Executive Council, 1977-1978
 Los Angeles Psychoanalytic Society and Institute, Clinical Associate, 1974-1984 Member,
 1985-1994 (resigned).
 Extension Division Committee, Clinical Associate Member, 1979 Special
 Funds Committee, 1981-87.
 Ad Hoc Committee on The Future of LAPSI, 1988-89 Assistant
 Faculty, 1988-90; inactive after 1990.
 Chair, Ad Hoc (Faculty) Committee on Ambience, 1989-90.
 Los Angeles County Medical Association, California Medical Association, 1985- 1998
 (discontinued membership).
 Institute for Contemporary Psychoanalysis, Los Angeles, California
 Founding member, 1990
 Training and Supervising Analyst, 1991 – present
 Faculty, 1991 – present
 Member, Board of Directors, 1990-1995; 1999 (March-December, to fill unexpired
 term).
 Member, Curriculum Committee, 1991-93
 Member, Ad Hoc Committee on Training Analyst Selection and Criteria, 1993-

 1995.
 Member, Candidates Progression Committee, 1994.
 Member, Ad Hoc Committee to Consider Federation Affiliation, 1997.
 Member, Ad Hoc Committee to Consider Reporting/Recording the Training Analysis,
 1998-2000.
 Co-chair (with Stacy Berlin) of Ad Hoc Committee For Exploring the Arts, 2015-
 present.
 Sándor Ferenczi Society, Budapest, Hungary; member, 1993-present.
 Scientific Advisory Board, 2000- present.
 International Federation for Psychoanalytic Education, 1999- 2008; renamed
 International Forum for Psychoanalytic Education, 2008 – present
 Co-chair (with Thomas Kirsch, M.D.), Psychoanalysis and History Committee, 1999-
 2004.
 Member-at-Large, Board of Directors, 2000- 2005 (re-elected 2003); 2008-2011.
 Co-chair (with Harold Davis, Ph.D.) 14th Annual Interdisciplinary Conference,
 “The Transformational Conversation,” The Westin Pasadena, Pasadena, CA,
 November 7-9, 2003.
 President, 2005; re-elected 2006; 2012-13 (two-year term). Past
 President, 2007, 2014-5.

Co-chair (with Arturo Ortíz, Ph. D.) 16th Annual Interdisciplinary Conference,

“Psychoanalysis and the Stories of Our Lives: Memory, Narration, Discovery,” Lago Mar Resort & Club, Ft. Lauderdale, FL, October 21-23, 2005 (canceled October 19, 2005 because of Hurricane Wilma).

Co-chair (with Arturo Ortiz, Ph.D.), “Revived in Queretaro (After Wilma)”, some papers rescheduled from 16th Annual Interdisciplinary Conference, Dona Urraca Hotel Conference area, Queretaro, Mexico, February 20-22, 2006.

Co-chair (with Arturo Ortiz, Ph.D.; Rachel Newcombe) 17th Annual Interdisciplinary Conference, “How, When, Why We Learn,” The Westin Pasadena, Pasadena CA, November 3-5, 2006.

Membership Chair, 2007- 2010.

Editorial Board, *Other/Wise* (online journal), 2008-2012.

Co-chair (with Douglas F. Maxwell), 22nd Annual Interdisciplinary Conference, “Return,” Lago Mar Resort & Club, Ft. Lauderdale, FL, November 11-13, 2011.

Co-chair (with Farrell Silverberg, Ph.D.), 24th Annual Interdisciplinary Conference, “Transience and Permanence,” Philadelphia, PA, 2013.

Co-chair (with Farrell Silverberg, Ph.D.), 26th Annual Interdisciplinary Conference, “Vulnerability and Its Discontents,” Philadelphia, PA, 2015.

Consultantships:

Pediatric Respiratory Disease Committee, Los Angeles County Lung Association, 1974-1975

Advisory Board, Cesarean Birth Organization of Southern California, 1978-1981

Activities

The Sunland Seminars, founded 1999, an independent center for interdisciplinary studies, Sunland, CA.

Presentations by Andre Haynal, MD 1999-2005.

The Invention of Oneself (Self Portrait of an Other) and *Tiziana*, presentations

by Michael Larivière, February 26, 2005.

If He Could Have Been, presentation by Michael Larivière, April 9, 2005.

Incestocracy, presentation by Michael Larivière, June 10, 2005.

There is something unbearable, unthinkable, unrepresentable at the core of sexual pleasure, presentation by Michael Larivière, September 10, 2005.

Other Than Christmas, Bach's Well-Tempered Clavier, presentations by Myron Dyal, December 24 & 26, 2005.

Notes From the In-between, presentation by Judith E. Vida, January 7, 2006.

Clinical presentation, Sharon Bassett, April 1, 2006.

Kusama, Heather Lenz, Judith E. Vida, June 17, 2006.

Dreaming in Company, Meredith Sabini & Richard Russo, June 7, 2008.

American Journal of Psychoanalysis

Editorial Board 2001- present

Section Editor, "The Arts" 2003- present

Contributing Editor, *American Imago*, 2001- 2011.

Scientific Advisor, *The Polka-Dot Princess*, full-length documentary film about artist Yayoi Kusama, written and directed by Heather Lenz, 2012 (in development since 2006).

Bibliography (current as of February 17, 2012):

(1982) "The developmental crisis of pregnancy", in *Women's Sexual Experience*, Martha Kirkpatrick, ed., New York: Plenum Press.

(1987) "The Maverick Analysts: Karen Horney and Clara Thompson", unpublished paper, requested for teaching purposes by San Diego Psychoanalytic Institute.

(1991) "Sándor Ferenczi on Female Sexuality," *Journal of the American Academy of Psychoanalysis*, **19**:271-281.

(1993) "Showcase: Seth Kaufman" (by AKA Judy Spence), *Visions Art Quarterly*, Summer, 57.

(1993) "Ferenczi's *Clinical Diary*: Roadmap to the Realm of Primary Relatedness", *Journal of the American Academy of Psychoanalysis*, **21**:623-635.

(1994) "Sándor Ferenczi: Amalgamating with the Existing Body of Knowledge", in *Acta of the International Congress on "100 Years of Psychoanalysis: The Early Freud"*, Andre Haynal, ed. London: Karnac Books.

(1996) "*Psychoanalysis and the Sciences: Epistemology--History* by Andre Haynal. A Book Review. *Journal of the History of the Behavioral Sciences*, **XXXII**: 253-256.

(1994) "*The Freud-Ferenczi Correspondence, Volume I: 1908-1914*, Brabant, Falzeder, Giampieri-Deutsch, eds. A Book Review. *Psychoanalytic Books*, **5**:339-348.

(1995) "The Nidus of Affection" (by (AKA) Judy Spence), in *Gomez Bveno: anuncios clasificados--classifieds*, Madrid: Circulo de BellasArtes.

(1996) "The Contemporary Relevance of Sándor Ferenczi: The 'Wise Baby' Grows Up", in *Ferenczi's Turn in Psychoanalysis*, Peter L. Rudnytsky, Antal Bokay, and Patrizia Giampieri-Deutsch, eds. New York University Press.

(1996) *Sándor Ferenczi: Reconsidering Active Intervention* by Martin Stanton. A Book Review. *Psychoanalytic Books*, **7**:36-41, 1996.

(1997) "The Voice of Ferenczi: Echoes From the Past", in "Sandor Ferenczi, a Favorite Son", Arnold Rachman, ed., *Psychoanalytic Inquiry*, **17**: 404-415.

- (1997) *Heresy: Sandor Rado and the Psychoanalytic Movement*, Paul Roazen and Bluma Swerdloff, eds. A Book Review. *Psychoanalytic Books*, **7**: 172-175, 1997.
- (1998) "As far as possible: discovering our limits and finding ourselves", with Samoan Barish, Ph.D., *American Journal of Psychoanalysis*, **58**: 83-98.
- (1998) *The Making of a Psychotherapist* by Neville Symington. A Book Review. *Psychoanalytic Books*, **9**: 415-419, 1998.
- (2000/2003) "Not 'Filed Away As Finally Dealt With'", ("Soha sincs befejezve", Tomcsányi Zsuzsa, trans.) in *In Memoriam Sándor Ferenczi*, Judit Mészáros, ed., Budapest, Hungary: Józsoveg, 2000 (Hungarian); *American Journal of Psychoanalysis* (English), **63**: 39-47, 2003.
- (1999) "Defying Efforts to Classify: The Art of Suzanne Williams", *Juxtapoz Magazine*, #18, p.38, Jan/Feb 1999.
- (1999) "Considering androgyny: another dimension of Ferenczi's disagreement with Freud". *International Forum of Psychoanalysis*, **8**: 257-262.
- (1999) *Feminism and its Discontents*, by Mari Jo Buhle. A Book Review. *Psychoanalytic Books*, **10**: 452-456.
- (2000) *Kohut, Loewald & The Postmoderns*, by Judith Guss Teicholz. A Book Review. *Journal of the American Psychoanalytic Association*, **48**: 979-984.
- (2000) "Gomezphonics (In Stereo)", *Juxtapoz Magazine*, #24, p. 32, Jan/Feb.
- (2000) "So---what is it about those eyes? (How pain becomes kitsch)". In *Margaret Keane: A Retrospective*, exhibition catalog, ed. Tyler Stallings. Laguna Art Museum.
- (2001) *The Evolution of Psychoanalysis*, by John Gedo. A Book Review. *The Psychoanalytic Review*, **88**: 488-492.
- (2001) *The Jungians*, by Thomas Kirsch. A Book Review. *Journal of Analytical Psychology*, **46**: 223-4.
- (2001) "Crouching Tiger, Hidden Dragon," a film commentary. *American Journal of Psychoanalysis*, **61**: 411-414.
- (2001) "Le dialogue ferenczien : la psychanalyse comme mode de vie" (with Gershon J. Molad). Trans. J. Dupont. *Le Coq-Heron*, No. 167, pp. 28-36.
- (2001) « Soigner le 'nourisson savant' » *Le Coq-Heron*, No. 167, pp. 44-50.
- (2001) "Ferenczi's 'Teratoma': a result, not a process". *International Forum of Psychoanalysis*, 10: 235-241.**
- (2002) "The indispensable 'difficult event,'" in *Failures in Psychoanalytic Treatment*, J. Reppen and M.A. Schulman, eds. International Universities Press, 2002
- (2002) "The role of love in the therapeutic action of psychoanalysis," *American Imago*, **59**: 435-445.
- (2003) "The Center of Gravity" (with Samoan Barish, Ph. D.), *American Journal of Psychoanalysis*, **63**: 123-136.
- (2003) "On listening to the other analyst's voice: 'In fact we were fellow language students, although she did not know this' (with Gershon J. Molad). *International Forum of Psychoanalysis*, **12**: 61-64.
- (2003) "The ability to conceive otherwise: A letter to George Stone from Judith E. Vida," essay for catalog *Probabilities*, in conjunction with exhibition at Barnsdall Park, Los Angeles Municipal Art Gallery.**
- (2003) "A Dialogue of Unconscious," *Journal of Analytical Psychology*, **48**:491-497.

- (2003) "On Playing The 'Goldberg' Variations or Mothering In and Out of Context," a review essay of two books about Melanie Klein, *American Imago*, **60**: 379-400.
- (2004) Introduction to "In search of 'the white area': some notes on art in clinical space," by Gershon J. Molad. In section, "The Arts," *American Journal of Psychoanalysis*, **64**: 91.
- (2004) Introduction to "'The good thing': Mister Rogers' Neighborhood," by Paul Zelevansky In section "On the Arts," *American Journal of Psychoanalysis*, **64**: 193-4.
- (2004) "The Ferenczian dialogue: psychoanalysis as a way of life." With Gershon J. Molad (Vida & Molad). *Free Associations*: **11**: 338-352.
- (2004) Introduction to "On the Arts" and to "*The Hours*: between safety and servitude" by Marilyn Charles. In section "On the Arts," *American Journal of Psychoanalysis*, **64**: 301- 304.
- (2005) **"The autobiographical dialogue in the dialogue between analysts: Introductory notes on the use of relational and intersubjective perspectives in conference space."** With Gershon J. Molad (Molad & Vida). In *Relational and Intersubjective Perspectives in Psychoanalysis: A Critique*, J. Mills, Ed., Jason Aronson, Inc., pp. 255-279.
[Footnotes erroneously omitted in process of publication.]
- (2005) "Notes on holding exile in the dialogue between analysts." With Gershon J. Molad (Vida & Molad). In *The Lost Childhood*, Ivan Ward and Judith Szekacs-Weisz, eds. London: Karnac, pp. 279-286.
- (2005) "Treating the 'wise baby.'" *American Journal of Psychoanalysis*, **65**: 3-12.
- (2005) " 'Use Everything' A Letter to You," (pp. 55-84) and "Judy's Two and a Half Foot Shelf," (pp. 85-91). In catalog for the exhibition "Allen Ruppersberg: One of Many, Origins and Variants." Kunsthalle Düsseldorf, 10 December 2005-12 February 2006. *One of Many:Origins and Variants*. Köln: Walther König, Verlag der Buchhandlung. In German (translator Barbara Hess), English, Spanish.
- (2006) "Towards a quadro-partite training model, or: from identification-relations (of power) to introjection-relations (of love): the case of 'identification with the aggressor'" With Gershon J. Molad. A chapter for *Power Games: Influence, Persuasion, and Indoctrination in Psychotherapy Training*, Richard Raubolt, ed. Other Press, pp. 297-312.
- (2006) "Psychoanalysis and Art," invited entry for *Encyclopedia of Psychoanalysis*, Ross Skelton, ed. Edinburgh: Edinburgh University Press, pp. 34-36.**
- (2007) "The responsible controversy." With Gershon J. Molad, Sharon Bassett, Samoan Barish, and Peggy DuBois. In "The Analyst's Love: Contemporary Perspectives," Daniel shaw, ed. *Psychoanalytic Inquiry*, **27**:3, 264-286
- (2008) "What's Missing?"in *Aspects of Mel's Hole: Artists Respond to a Paranormal Event Occurring in Radiospace*. Doug Harvey, ed. and curator. Santa Ana, CA: Grand Central Press, pp. 29-35.
- (2011) "Anxio-lytic," in *Jay Stuckey: Glad Day*. Los Angeles: the Company, pp. 19-22.
- (In press, but publication scrapped and substituted) "'Should we get rid of the speakers, or what?' Speakers and loudspeakers: initial notes about (failures of) love in conference space." With Gershon J. Molad (Molad & Vida) In *ConFerenczi: Hungarian Psychoanalytic Ideas Revisited*, Ivan Ward and Judith Szekacs-Weisz, eds. London:Karnac.

- (Submitted for publication) "Cure is a strange notion." Presented to "Exploring Transference and Cure in Contemporary Psychoanalysis," Institute of Contemporary Psychoanalysis, Los Angeles, June 12, 2004.
- (Submitted for publication) "Where the dreams go." With commentary by Lionel Corbett, M.D. Presented to "One Hundred Years Down the Royal Road," Newport Psychoanalytic Institute, Pasadena, October 2, 2004.
- (Submitted for publication) "A cosmic duet." Presented to *Psychoanalysis as a Human Endeavor: Who Are We, Really?* Conference sponsored by the Pasadena Psychoanalytic Psychotherapy Program of the Institute of Contemporary Psychoanalysis, Los Angeles, Pasadena, May 7, 2005.

Electronic bibliography (selected):

- "Life Lessons: What One Psychoanalyst Learned From Contemporary Art," www.spence.net/collection .
- "Drawn to the asylum: in search of missing parts (on the way to a possible conversation)" Academy for the Study of the Psychoanalytic Arts, www.AcademyAnalyticArts.org .
- "At the Frontier of Psychoanalytic Understanding." Discussion of presentations by Robert Stolorow and Julia Schwarz at *Contemporary Psychoanalytic Perspectives on Trauma*, conference sponsored by La Vie Counseling Center, September 23, 2000, Pasadena California. No longer available at www.AcademyAnalyticArts.org ; redirect to jvida@spence.net at request of Julia Schwartz.
- (2005) "Using Everything: Translation as a Way of Life," Presidential Address, originally on www.ifpe.org; now available on www.internationalpsychoanalysis.net
- (2006) "The City of Orators: Listening is the most dangerous thing of all," Presidential Address, originally on www.ifpe.org; now available on www.internationalpsychoanalysis.net
- (2009) "What's Missing?" and "Another Part of the Backstory," in *Other/Wise*, Vol. 2, Fall, www.ifpe.org .
- (2010) "Didn't You Ever Love Me?" in *Other/Wise*, Vol. 3, Spring, www.ifpe.org
- (2011) "Living Art: Assaulting the Myths of Art and Illness," *Modern Art Asia. Issue #9*. (special issue on Yayoi Kusama), www.modernartasia.com

Community (incomplete):

- Speaker for Los Angeles County Lung Association, "Psychological aspects of asthma", November 1974 and February 1978
- Distinguished Service Award, Los Angeles County Lung Association, 1974
- Speaker, Los Angeles C-Sect, "Phases of pregnancy and emotional aspects of cesarean delivery", June 1977
- Discussion Group Leader, "Women in Science" Workshop, The Claremont Colleges, October 22, 1977.
- Speaker, Cesarean Birth Organization of Southern California, "Psychological aspects of pregnancy, delivery, and cesarean birth", Arcadia Methodist Hospital, February 1978.
- Speaker, "Psychological aspects of cesarean birth", continuing Education Symposium for Lamaze Instructors and Obstetrical Nurses, GoldenWest College, Huntington Beach, California, May, 1979
- Participant, Radio Station KFWB, "Ask the Experts Today" program, staffed by Southern California Psychiatric Society, December, 1983

Guest lecturer for Sociology 22, The Sociology of Health and Medicine, "The experience of medical education", Pitzer College, Claremont, California, November, 1983

Member, Committee to Evaluate Admissions Policy, Pacific Oaks Childrens School, Pasadena, California, 1979-1980

Chair, Sales Committee, Pacific Oaks Childrens School Annual Book Fair, 1979-1981

Member, Steering Committee, Pacific Oaks Children's School Annual Book Fair, 1982

Assistant Room Mother, Third Grade, Oakwood School, North Hollywood, California, 1983-1984.

Member, Board Education Committee, Pasadena Guidance Clinics, 1984-1985

Discussion Group Leader, "Sibling Rivalry", Polytechnic School Symposium for Families, Pasadena, California, April 19, 1986.

Speaker, "Parenting Teen-Agers", Spouses Workshop, American Society of Plastic and Reconstructive Surgeons, Los Angeles, California, October 28, 1986.

Speaker, "Grief Recovery and the Holidays", G.R.O.W. meeting, San Gabriel Community Medical Center, San Gabriel, California, November 15, 1986 (an ongoing support group for the widowed).

Invited Member, Oakwood School Parent Leadership Council, 1986-88.

Instructor, elective "mini-course", Oakwood Elementary School, "Art in the Making", May 8,15,22,29, 1987.

Chair, Board of Directors, Los Angeles Institute of Contemporary Art, 1985-88 (active involvement in fundraising, administration, and program presentation for an internationally recognized alternative art organization)

Development Committee, *High Performance Magazine*, 1988-89.

Advisory Board Member, Laguna Art Museum, 1990-1996.

Advisory Board Member, Los Angeles Art Fair 1991, 1992, 1993.

Member, Board of Trustees, Museum of Jurassic Technology, Los Angeles, California, 1991-present

Collector of contemporary art since 1972.

ArtNews Magazine "Top 200 International Collectors", listed 1991, 1992, 1993, 1994 (January issue each year); Special Issue, 1995.

Art and Antiques Magazine, "Top 100 Collectors", listed 1992, 1993, 1994, 1995, 1996 (March issue each year)

Progressive Architecture, "Art Wrapper", article by Philip Arcidi, June 1992.

Global Architecture, #36 (1993), Spence Residence Addition.

Juxtapoz Magazine, "The Spences", article by John Smythe, Fall 1996.

Presenter (with Stuart Spence), "The Mystery of the Visible"; invited participant of Symposium, "LAX", sponsored by Ursula Krinzinger Gallery, Vienna, Austria, November 5, 1992

Invited Participant, "Technological Rituals", a two day workshop, sponsored by the Annenberg Center for Communication and the Fisher Gallery of the University of Southern California, February 10-11, 1996.

Lecturer, *Life Lessons: What One Psychoanalyst Learned From Contemporary Art*, Friday Evening Salon at the Santa Monica Museum of Art (Track 16 Gallery/Bergamot Station), Santa Monica, CA, July 18, 1997; and in the Good Morning Laguna Lecture Series, Laguna Art Museum, Laguna Beach, CA, February 1, 1998.

Lecturer, "Living Art: Assaulting the Myths of Art and Illness", lecture in conjunction with *Love Forever: Yayoi Kusama, 1958-1968*, curated by Lynn Zelevansky and Laura Hoptman, Los Angeles County Museum of Art, May 14, 1998; at the Walker Art Center, Minneapolis, Minnesota, February 28, 1999; also presented to 4th year students at Otis College of Art and Design, Los Angeles, California (John Boskovich, Instructor), October 2, 1998; and to Graduate Seminar, Art Center College of Design, Pasadena, California (Mike Kelley, Instructor), February, 2000.

Exhibition: *Life Lessons: How Art Can Change Your Life (selections from the Spence Collection)*. With Stuart Spence, preparation of the text for audio guided tour. Exhibition at Laguna Art Museum, October 24, 1998-January 3, 1999.

Lecturer (with Stuart Spence), "An introduction to the exhibition *Life Lessons: How Art Can Change Your Life (selections from the Spence Collection)*", Laguna Art Museum, Laguna Beach, CA, October 25, 1998.

Lecturer, *Charles Ray*, in conjunction with *Charles Ray: a midcareer survey*, curated by Paul Schimmel, Museum of Contemporary Art, Los Angeles, CA, January 10, 1999.

Member, Design Team for "Made in California: NOW", exhibition opening September 2000 at Los Angeles County Museum of Art by LACMA Lab, Robert L. Sain, Director.

Lecturer, *Drawn to the asylum: another look at art and illness*. In conjunction with exhibition *Drawings from the Prinzhorn Collection*. UCLA/ Armand Hammer Museum, Los Angeles, September 7, 2000.

Lecturer, "So what is it about those eyes? (How pain becomes kitsch)". In conjunction with exhibition of the paintings of Margaret Keane. Laguna Art Museum, October 12, 2000.

In conversation with Eugenia Butler for *The Book of Lies*, for Friends of the Hammer Museum, organized by David Rodes, Director of the Grunwald Center, UCLA/Armand Hammer Museum, October 26, 2003.

A Roly-Poly Conversation on the Wherefore and How-So of Eugenia Butler's Art (with the Artist, the Curator, the Philosopher, and the Psychoanalyst), Otis College of Art and Design, for exhibition *The Arc of an Idea: Chasing the Invisible: Eugenia Butler (1967-2003)*, December 7, 2003.

"What do YOU see? Visual Perception and Jasper Johns." Gallery walk-through conversation with Joan Rothfuss, Curator of *Past Things and Present: Jasper Johns since 1983*, Walker Art Center, Minneapolis, MN, January 15, 2004.

"*Fire in the Library: A Laboratory with Velocity*": *The First of a Series of Conversations on Envisioning the Future*. Organized by Eugenia Butler; co-moderated by Eugenia Butler and George Bermudez. Invited Participant. November 13, 2004, William Andrew Clark Library, Los Angeles.

Facilitator for group discussion, *Alptraum!* Curated by Jay Stuckey at Company Gallery, Chinatown, Los Angeles, May, 15, 2011.

Gallery talk, *The Hollow Sea*, exhibition by Julia Schwartz, with Shana Nys-Dombrot, Bleicher Gallery, Los Angeles, September 18, 2011.

Founding Member and Chair, Parents' Action Committee for Education of South Pasadena, 1988-89.

Governing Board Member, South Pasadena Unified School District, elected for term 1989-93; re-elected for term 1993-1997
 Clerk of the Board, 1990-1
 President, 1991-2

Resigned due to relocation, 1996.

Panellist, "It Can Work!", presentation by representatives of South Pasadena Unified School District on collaborative bargaining, to California School Boards Association Annual Education Conference, Long Beach, California, December 3, 1992

Presenter, "Parenting the gifted child"; to 3rd grade parents, South Pasadena Unified School District, April 17, 1997.

Member, Policy Board of Directors, Project D.A.Y. (Diversion Alternatives for Youth), Pasadena, California, 1990-1996.

Co-chair, Search Committee, 1994.

Psychiatric:

Speaker, "Psychological aspects of cesarean childbirth", Seminar in Psychosomatic Obstetrics and Gynecology, Section on Psychiatry, Los Angeles County Medical Association, Los Angeles, September 1979

Moderator of Issue Workshop, "What if women psychiatrists meet regularly?", American Psychiatric Association Annual Meeting, Los Angeles, May, 1984

Guest Discussant, Department of Psychiatry Grand Rounds, Cedars-Sinai Medical Center, March, 1984

Speaker, South Bay Psychiatric Society, "Southern California Psychiatry in 1985", Torrance, California, October, 1984

Co-moderator, Issue Workshop, "Women psychiatrists' support groups: two perspectives", American Psychiatric Association Annual Meeting, Dallas, Texas, May 1985

Invited member, Medical Advisory Committee, Los Angeles County Department of Mental Health, 1985-86

Panellist, "Reducing the Barriers of Mistrust Between Families and Professionals", Los Angeles Chapter, Alliance for the Mentally Ill, March 13, 1986

Testimony before Supervisor Edmund D. Edelman, Los Angeles County Board of Supervisors, regarding the interrelatedness of homelessness, severe chronic mental illness, current commitment laws, and county procedures; invited participant, May 30, 1986.

Panel Moderator, "Psychological Issues and the Threat of Nuclear Disaster", summary panel, meeting jointly sponsored by the Southern California and Los Angeles Psychoanalytic Societies and the Southern California Psychiatric Society (West Los Angeles Region), December 6, 1986.

Guest Presenter, "Sándor Ferenczi: Forgotten Innovator", Grand Rounds, Department of Psychiatry, Cedars-Sinai Medical Center, April 17, 1989.

Guest Presenter, "The Contemporary Relevance of Sándor Ferenczi: The "Wise Baby" Grows Up", Clinical-Didactic Conference, Department of Child Psychiatry, Los Angeles County-USC Medical Center, January 20, 1994.

Psychoanalytic (incomplete after September 2005):

Panellist, "Psychoanalytic training from the perspective of the clinical associate", Western Regional Psychoanalytic Societies Meeting, Los Angeles, March 1979

Recorder for Discussion Group, Western Regional Psychoanalytic Societies Meeting, San Francisco, March 1983

- Speaker, "The Maverick Analysts: Karen Horney and Clara Thompson"; paper presented at conference "The Vital Force: Contributions of Women to Psychoanalysis", sponsored by the Los Angeles Psychoanalytic Society and Institute, February 14-15, 1987.
- Discussant, "Men in Love in the 80s", papers by Saul Brown, M.D. and Judd Marmor, M.D., at symposium, "Love in the 80s", sponsored by the American Academy of Psychoanalysis at Cedars-Sinai Medical Center, January 23, 1988.
- Speaker, "The Mystery of Sándor Ferenczi: A Work in Progress", paper presented to Women in Psychoanalysis, a study group in Los Angeles affiliated with Division 39 of the American Psychological Association, November 10, 1988.
- Discussant, "Varieties of Therapeutic Alliance", a paper by Bernard Brandchaft and Robert Stolorow, Los Angeles and Southern California Psychoanalytic Societies, March 16, 1989.
- Panellist, The History of Psychoanalytic Theories of Female Sexuality, "Contributions of Sándor Ferenczi", Annual Meeting of the American Academy of Psychoanalysis, San Francisco, May 5, 1989.
- Discussant, "The Freud-Ferenczi Relationship and its Bearing on Contemporary Psychoanalysis", a paper by Andre Haynal, M.D., Los Angeles Psychoanalytic Society and Institute, June 1, 1989.
- Moderator, "The Origins of Gender Identity", the Fifth Annual Scientific Conference of the Los Angeles Child Development Center, Los Angeles, September 23, 1989.
- Discussant, "Work, Love, Play: Self-Repair in the Psychoanalytic Dialogue", a presentation by Joel Shor, Ph.D., Los Angeles Psychoanalytic Society and Institute, June 20, 1991.
- Discussant for "The Origins of Love and Hate: Fairbairn, Ferenczi, and Suttie", a Workshop with Drs. Victoria Hamilton and James Grotstein, Los Angeles Institute and Society for Psychoanalytic Studies, October 26, 1991.
- Panellist, Sándor Ferenczi's Clinical Diary, "Ferenczi's *Clinical Diary*: roadmap to the realm of primary relatedness", annual meeting of the American Academy of Psychoanalysis, Washington D.C., May 3, 1992.
- Discussant, "Asymmetry and Mutuality in the Analytic Relationship: Lessons for Today from the Freud-Ferenczi Relationship", a paper by Axel Hoffer, M.D. Southern California Psychoanalytic Institute, January 12, 1993.
- Presenter, Plenary Address, "Sándor Ferenczi's *Clinical Diary*", 4th International Conference of the Sándor Ferenczi Society, July 21, 1993, Budapest, Hungary.
- Panellist, Ferenczi Symposium, "Sándor Ferenczi: Amalgamating with the Existing Body of Knowledge", at 100 Years of Psychoanalysis: The Early Freud, International Congress organized by the Centre Medical Universitaire, Geneva, September 17-18, 1993, Geneva, Switzerland.
- Guest Speaker, "The Contemporary Relevance of Sándor Ferenczi: The 'Wise Baby' Grows Up", Annual Symposium: "Activity and Passivity Revisited", October 1, 1993, Chestnut Lodge, Rockville, Maryland.
- Panellist, Overtones of the Voice, "The Voice of Ferenczi: Echoes of the Past", at the annual meeting of the American Psychological Association, Divisions 7, 12, 29, 35, 39, 42, August 15, 1994.
- Discussant, "Listening As An Expression of the Identity of the Psychoanalyst" by Michael Parsons; at Listening and Mirroring, the Winter Meeting of the Institute of Contemporary Psychoanalysis, January 7, 1995.

Discussant, "Sándor Ferenczi, the Mother of Contemporary Psychoanalytic Technique: Ferenczi and His Children"; and "Creativity in the Psychoanalytic Work", a two day presentation by André Haynal, M.D. at the Institute of Contemporary Psychoanalysis, January 20-21, 1995.

Speaker, "The Voice of Ferenczi: Echoes From The Past", Center for the Study of the Psychology of Women, Los Angeles, February 11, 1995.

Discussant, papers on the Psychoanalytic Impasse by Philip Ringstrom and Gary Sattler, at the Spring Meeting of Division 39, American Psychological Association, Los Angeles, April 27, 1995

Guest Speaker, "The Contemporary Relevance of Sándor Ferenczi: The 'Wise Baby' Grows Up", American Institute of Psychoanalysis, New York, May, 1995; at the Psychoanalytic Center of California as part of Symposium on Primitive Mental States, June 17, 1995; and at the First Ferenczi Congress of Latin America, August 25, 1995, Sao Paulo, Brazil.

Discussant, "Sándor Ferenczi and the Evolution of a Self-Psychology Framework in Psychoanalysis" by Arnold Rachman, Ph.D., (and Discussion Group Co-Leader for Panels I and II) at the 18th Annual Conference on the Psychology of the Self, San Francisco, October 21, 1995.

Presenter, "What I Learned about Psychoanalysis From Contemporary Art", at the Winter Meeting of the American Academy of Psychoanalysis, December 8, 1995, Boston, and at the Institute of Contemporary Art, Los Angeles, February 10, 1997.

Presenter, "Some Remarks about Sándor Ferenczi", to the Hungarian Psychoanalytical Society, Budapest, Hungary, May 3, 1996.

Panellist, "The meaning of the illness to the patient", on Panel "Psychoanalytic Concepts in Psychiatric Practice", Saul Tuttmann, M.D. Ph.D., moderator, at the Annual Meeting of the American Psychiatric Association, New York, May 6, 1996.

Discussant (with Victoria Hamilton, Ph.D.) of "A Case Report of the Treatment of a Brutally Traumatized Man: A Psychoanalysis-By-Telephone", by John Lindon, M.D. At the Institute of Contemporary Psychoanalysis, October 28, 1996.

Co-presenter, "'As far as possible': discovering our limits and finding ourselves", with Samoan Barish, DSW, Ph.D., to the American Academy of Psychoanalysis Winter Meeting, Scottsdale, AZ, December 8, 1996; to a private study group organized by Sanford Shapiro, M.D., July 26, 1997, San Diego, CA; to the Self Psychology Study Group of San Diego, CA, October 25, 1997.

Moderator, "An Independent Mind: The Legacy of Karen Horney", a day-long conference presentation by the American Institute of Psychoanalysis, New York, for the Winter Meeting of the Institute of Contemporary Psychoanalysis, Los Angeles, January 11, 1997.

Presenter, "Treating the 'Wise Baby'", on a panel chaired by Ildiko Mohacsy, M.D. for the Annual Meeting of the American Academy of Psychoanalysis, San Diego, CA, May 17, 1997.

Panellist, "Cognitive Behaviorists and Psychoanalysts View the Patient", Marcia Goin, M.D., chair. Symposium at American Psychiatric Association Annual Meeting, San Diego, CA, May 22, 1997.

Presenter, "Keeping the clinical hour (and yourself) alive", a day-long workshop for the Northwest Self Psychology and Intersubjectivity Study Center, December 6, 1997, Bellingham, WA.

Presenter, "The Work of Sándor Ferenczi: Its Uses And Misuses", a day-long Convocation for The Institute of Clinical Social Work, February 7, 1998, Santa Monica, CA.

Panellist, "Looking at One Psychotherapy Case from Different Theoretical Perspectives", The Institute of Clinical Social Work, February 8, 1998, Santa Monica, CA.

Discussant, "Orpha Reviving", a graduation project by Nancy Smith, Psy. D., Institute of Contemporary Psychoanalysis, February 9, 1998, Los Angeles, CA.

Presenter, "Considering Androgyny: Another Dimension of Ferenczi's Disagreement with Freud", International Congress on Ferenczi and Contemporary Psychoanalysis, sponsored by the Asociacion Psicoanalitica de Madrid and the Sándor Ferenczi Society of Budapest; Madrid, Spain, March 6, 1998; and the American Academy of Psychoanalysis Annual Meeting, Washington, D.C., May 15, 1999.

Discussant, "Horney Applied: Alienation from the Self and the Quality of the Analyst's Responsiveness in Trauma Treatment" by Giselle Galdi, Ph.D. The Association for the Advancement of Psychoanalysis of the Karen Horney Psychoanalytic Institute and Center, New York, May 21, 1998.

Panellist, to comment upon presentation and formal discussions of "Conflictual listening: signal conflict and the benign negative countertransference" by Henry F. Smith, M.D. Meeting jointly sponsored by Los Angeles Psychoanalytic Society and Institute and Southern California Psychoanalytic Society and Institute, Los Angeles, November 14, 1998.

Discussant of Plenary Session, "Contemporary Applications of Ferenczi" (papers by Martin-Cabré, Hoffer, Cohen, and Molad): a presentation titled "Which Ferenczi Is It?" The Israel Psychotherapy Association's 23rd Annual Conference, "Sándor Ferenczi--The Mother of Modern Psychoanalysis and Psychotherapy", the Fifth International Sándor Ferenczi Conference, Tel Aviv, Israel, May 8, 1999.

Presenter, "Life Lessons: What One Psychoanalyst Learned From Contemporary Art", presentation to the International Federation for Psychoanalytic Education, November 6, 1999, San Francisco, California; and Northwest Center for Psychoanalysis of Seattle, January 25, 2002.

Chair, "*The Psychoanalytic Forum*: a new paradigm for the psychoanalytic journal." Panel presented to the Winter Meeting of the American Academy of Psychoanalysis, New York, January 8, 2000. Panellists included John A. Lindon, Arthur Malin, James Grotstein, Gershon Molad, and Samoan Barish.

Moderator, "Bringing Ferenczi Home" (and Presenter by way of Introduction, "Not 'filed away as finally dealt with'"), Winter Meeting of the Institute of Contemporary Psychoanalysis, February 12, 2000. Participants: Elaine Bridge, Katherine Schwarzenbach, Susan Thau, Nancy A. Smith, and Ann-Louise S. Silver, discussant.

Presenter, "The psychoanalysis that is (a way of) life: the Ferenczi-experience" (written with Gershon J. Molad), as part of program "Evolution and Revolution in Psychoanalysis: One Hundred Years Since Freud", sponsored by Institute of Contemporary Psychoanalysis and Los Angeles County Psychological Association, in conjunction with Freud Exhibit organized by Smithsonian Museum; Skirball Cultural Center, April 15, 2000, Los Angeles.

Discussant, [title] for "Sándor Ferenczi", a lecture by Emanuel Berman, Ph.D., at Los Angeles Institute and Society for Psychoanalytic Studies, Los Angeles, April 27, 2000.

Discussant, "The other's failures and one's own", lecture by Emanuel Berman, Ph.D., at Institute of Contemporary Psychoanalysis, Los Angeles, April 29, 2000.

Presenter, "Ferenczi's 'teratoma': a result, not a process". Workshop at VIIIth International Meeting, "History of the Psychoanalytical Clinical Work From Freud To Now: Retrospective

and Prospective", International Association for the History of Psychoanalysis, Versailles, France, July 20-22, 2000.

Coordinator, Los Angeles Chapter of International Study Groups on Sandor Ferenczi, originated by Israel Association of Psychotherapy, 2000-2002.

Presenter, "At the Frontier of Psychoanalytic Understanding", discussion of presentations by Robert Stolorow and Julia Schwarz. "Contemporary Psychoanalytic Perspectives on Trauma", conference sponsored by La Vie Counseling Center, September 23, 2000, Pasadena California.

Presenter, "Living Art: Assaulting the Myths of Art and Illness". International Federation for Psychoanalytic Education, November 4, 2000, Chicago, Illinois.

Presenter, Symposium on Diagnosis (With Gerald A. Gargiulo and Martin A. Schulman). International Federation for Psychoanalytic Education, November 4, 2000, Chicago, Illinois.

Discussant, "Childhood Lost and Recovered" by André Haynal. Conference, "The Lost Childhood," sponsored by the Sándor Ferenczi Society of Budapest, February 23, 2001, Budapest, Hungary.

Invited participant (with Gershon J. Molad), "The Ferenczian dialogue: psychoanalysis as a way of life". "The Lost Childhood", conference sponsored by the Sándor Ferenczi Society of Budapest, February 25, 2001, Budapest, Hungary.

Workshop presentation, "Treating the Wise Baby", conference "The Lost Childhood", February 23, 2001 Budapest, Hungary.

Moderator of workshop, "Trauma", conference "The Lost Childhood", February 24, 2001 Budapest, Hungary.

Roundtable discussion of workshop leaders, conference "The Lost Childhood", February 25, 2001.

Invited participant (with Gershon J. Molad), "The dialogue between analysts in the language of exile (Notes on destruction and compassion in the dialogue between analysts) Presented to "Lost Childhood and the Language of Exile", conference organized by the Multi-Lingual Psychotherapy Centre of London with the participation of the Sandor Ferenczi Society of Budapest and the Freud Museum of London, May 13, 2001, London.

Presenter, "The indispensable 'difficult event' ", Committee on Psychoanalysis in Clinical Social Work, Southern California Area Committee, Los Angeles CA, September 29, 2001.

Presenter (with Samoan Barish, Ph.D.) "The Center of Gravity". American Institute of Psychoanalysis, New York, October 4, 2001.

Presenter, "So, what is it about those eyes? (How pain becomes kitsch)", International Federation for Psychoanalytic Education, Ft. Lauderdale, FL, November 2, 2001.

Moderator, "Toward an autobiographical dialogue in the playground of history", presentation of The History Committee, a conversation with Thomas Kirsch, M.D. author of *The Jungians* and Peter L. Rudnytsky, Ph.D. author of *Psychoanalytic Conversations*. International Federation for Psychoanalytic Education, Ft. Lauderdale, FL, November 3, 2001

Invited Participant, "Intellectual Freedom Within the Analytic Institute: Boundaries and Barriers. With Gordon Berger, Ph.D., Phil Ringstrom, Ph.D., Susan Mull, M.F.T. Institute of Contemporary Psychoanalysis, Los Angeles, December 15, 2001.

Panellist, The role of love in the therapeutic action of psychoanalysis, with Arnold Rothstein, M.D., Roy Schafer, Ph.D., Glen Gabbard, M.D. moderator. Winter meeting of American Psychoanalytic Association, New York, December 21, 2001.

Invited participant, Panel on Ferenczi and Jung: "Dialogue of unconscious: the Con(nie)scious version". History of Analytical Psychology Symposium, San Francisco, April 5-6, 2002.

Invited lecturer, "The role of love in the therapeutic action of psychoanalysis," to independent group of psychoanalysts and psychotherapists, Santa Barbara, CA, April 27, 2002.

Discussant, "Holding the dialogue: a discussion of 'Re-envisioning Oedipus: making space for female uterine potency in Freud's phallogocentric model,'" (graduation paper by Barbara Blasdel, Ph.D.). Psychoanalytic Institute of Northern California, San Francisco, CA, May 4, 2002.

Invited participant (with Samoan Barish, Ph.D.), "The Center of Gravity", San Diego Self Psychology Group, Sanford Shapiro, M.D., June 8, 2002.

Invited participant, 6th International Sándor Ferenczi Congress, Turin, Italy, July 18-21, 2002: "To Re-Know: Reflections on the analyst's dialogue", with Gershon J. Molad

Invited participant, Turin Ferenczi Congress July 2002, experiential group workshop presentation with the Los Angeles chapter of the International Sandor Ferenczi Study Groups.

Workshop presentation (with Gershon J. Molad), "Notes on holding exile in the dialogue between analysts." To International Association for the History of Psychoanalysis, IXth International Meeting, "Psychoanalysis and Exile", Barcelona, Spain July 24-27, 2002.

Discussant, "Questing and questioning: some comments on Nancy Van Der Heide's paper, 'The Erotic Transference: Hope for a New Beginning,'" ICP-East PPT Open House, Pasadena, CA, August 24, 2002.

Invited lecturer, "Drawn to the asylum: in search of missing parts (on the way to a possible conversation)," Academy for the Study of the Psychoanalytic Arts and Michigan Society for Psychoanalytic Psychology, Providence Hospital, Southfield (Detroit), MI, September 8, 2002.

Panel, "Experiencing the autobiographical dialogue," with Gershon J. Molad ("Some introductory notes on the autobiographical dialogue as the place of psychoanalytic space" and co-presenting with Samoan Barish ("The Center of Gravity"). International Federation for Psychoanalytic Education Annual Meeting, Fort Lauderdale, FL, October 25, 2002.

Panel moderator, "Living and Working Outside the Medical Model," Thomas Szasz, Pat Kavanaugh, Gerald J. Gargiulo, and co-moderator, Thomas Kirsch. International Federation for Psychoanalytic Education, Fort Lauderdale FL, October 25-27, 2002.

Co-Instigator, " 'Why Am I Here?' Getting Underneath the Fixed Narrative: A Roly-Poly Conversation Instigated by a Conceptual Artist and a Psychoanalyst" with Eugenia Butler, International Federation for Psychoanalytic Education, Pasadena, CA November 7-9, 2003.

Invited participant (with Gershon J. Molad), “ ‘Should we get rid of the speakers, or what?’ Speakers and loudspeakers: initial notes about (failures of) love in conference space.” CONFERENCZI: Hungarian Analytical Ideas Revisited, sponsored by Hungarian Cultural Center and IMAGO (Multi-Lingual Psychotherapy Center), London, England, April 23-25, 2004.

Invited participant, “Cure is a strange notion” presented to “Exploring Transference and Cure in Contemporary Psychoanalysis,” Institute of Contemporary Psychoanalysis, Los Angeles, June 12, 2004.

Invited participant, “Where the dreams go.” And commentary on presentation by Katina Kostoulas, Ph.D. Presented to “One Hundred Years Down the Royal Road,” Newport Psychoanalytic Institute, Pasadena, October 2, 2004.

Presenter (with Gershon J. Molad) “From identification-relations (of power) to introjection-relations (of love): a note on ‘identification with the aggressor.’” International Nicholas Abraham and Maria Torok Conference, Paris, France, October, 2004.

Panel, “The responsible controversy.” With Gershon J. Molad, Katherine Schwarzenbach, Samoan Barish, Peggy DuBois, and Sharon Bassett. Presented to Fifteenth Annual Interdisciplinary Conference, International Federation for Psychoanalytic Education, November 5, 2004, Chicago, IL.

Invited lecturer, “El Arte Contemporáneo: una ventana al inconsciente.” Presentation of “Life Lessons” (in English, with concurrent Spanish and “whispered” translation) to Agape, México City, March 12, 2005.

Invited participant, “A cosmic duet.” Presented to *Psychoanalysis as a Human Endeavor: Who Are We, Really?* Conference sponsored by the Pasadena Psychoanalytic Psychotherapy Program of the Institute of Contemporary Psychoanalysis, Los Angeles, Pasadena, May 7, 2005.

Founders Conference: “Psychoanalysis and the Evolution of our Theories”. With Drs. Louis Breger, Doryann Lebe, David Markel, Robert Stolorow, and Estelle Shane. Institute of Contemporary Psychoanalysis, Los Angeles, February 20, 2010.

Invited Participant, Senior Analyst Presentation Program, Ethan Grumbach, Ph.D., chair. American Psychoanalytic Association semi-annual meeting, San Francisco, June 8, 2011.

Invited participant, Members’ Organizing Committee, Meryle Gellman and Sherry Shirk Hoffman, co-chairs, inaugural program. Film presentation: *After Life* directed by Kore-Eda Hirokazu, followed by discussion, at ICP, July 31, 2011.

Discussant, “The Homeless ‘Other’ presentation and film by Dr. Stuart Perlman, Institute of Contemporary Psychoanalysis, Los Angeles, February 2, 2014.

Invited discussant, “Enter the Mind and Heart of the Contemporary Psychoanalyst: Multiple Perspectives on a Clinical Case Involving Addiction.” ICP Open House, March 22, 2015.

Graduation speaker, Institute of Contemporary Psychoanalysis, Café Pinot, Los Angeles, May 3, 2015.

Revised August 28, 2015
(Incomplete: does not yet include IFPE presentations since 2004)

MARY E. WALTERS, LCSW, PSY.D.
3252 Holiday Court, Suite 201
La Jolla, CA 92037
858-643-9771 marywalters@san.rr.com

Experience Summary

CURRENT POSITION

Private Practice

1990 - present

La Jolla, CA

- Provide individual and couple psychotherapy utilizing a range of treatment modalities, including psychoanalysis and psychodynamic psychotherapy, and short-term, problem-focused approaches appropriate for managed care

Co-director – Saturday Series

2012 - present

San Diego, CA

- Co-direct monthly educational program in contemporary psychoanalysis as a satellite program of the Institute of Contemporary Psychoanalysis

Voluntary Clinical Instructor

2012 - present

UCSD School of Medicine

La Jolla, CA

- Provide clinical supervision for psychiatric residents

PREVIOUS EXPERIENCE

Consulting Social Worker

2000 - 2001

Areta Crowel Center

San Diego, CA

- Provided clinical supervision to staff and interns and co-facilitated weekly treatment team meetings

Psychiatric Social Worker

1987 - 2000

UCSD Psychiatric Services

San Diego, CA

- Provided diagnostic assessment, treatment planning and individual, couple, group and family psychotherapy
- Experience with chronically mentally ill clients and higher functioning clients
- Able to work in short-term, problem-focused modalities and provide longer-term, psychodynamic psychotherapy
- Supervised graduate and undergraduate social work students
- Participated in clinic-wide education for graduate level interns and psychiatric resident training program
- Provided assessment and crisis intervention for walk-in service

Psychiatric Social Worker

1986 - 1987

University of Chicago Medical Center
Inpatient Psychiatric Unit, Chicago, IL

- Individual, couple and family therapy for inpatients and outpatients
- Co-lead treatment groups, including multiple family therapy groups
- Collaborated with multidisciplinary treatment team in treatment and discharge planning

Licensing and Education

Licensed Clinical Social Worker – License #LCS14566 1989

Doctorate in Psychoanalysis 2013

Institute of Contemporary Psychoanalysis, Los Angeles

Masters in Social Work 1986

University of Chicago

School of Social Service Administration

BA with honors in psychology 1981

University of California, Los Angeles

DR. JOYE WEISEL-BARTH

CALIFORNIA LICENSE: #PSY 5283, 1977 to JANUARY 2014.

ACADEMIC DEGREES

Psy .D, Psychoanalysis, Institute of Contemporary Psychoanalysis, Los Angeles, California, 2001.

Ph.D., Psychology, California School of Professional Psychology, Los Angeles, California, 1976.

M.A., Psychology, California School of Professional Psychology, Los Angeles, California, 1974.

M.A., English Literature, Yale University, New Haven, Connecticut, 1964.

B.A., English and B.A., History, University of California at Berkeley, Berkeley, California, 1963. Phi Beta Kappa.

CLINICAL PRACTICE

Clinical Psychologist and Psychoanalyst in Private Practice, Encino, California, 1977 to present. Practice consists of psychoanalysis as well as adult, adolescent and family dynamic psychotherapy. Emphasis on issues of loss and change as well as a specialty in work and creative problems.

PSY.D. ESSAY: The Control Case in the Making of a Psychoanalysis, Institute of Contemporary Psychoanalysis (Los Angeles, 2001).

PROFESSIONAL ACTIVITIES :

Senior Instructor, Training Analyst and Supervising Analyst, Institute of Contemporary Psychoanalysis, Los Angeles.

Book Review Editor, International Journal of Psychoanalytic Self Psychology

Associate Editor, Psychoanalytic Dialogues.

Instructor in Basic Concepts, Freud, Complexity Theory, Clinical Writing, Attachment Theory, Multiple States, and Neuropsychology, Institute of Contemporary Psychoanalysis, Los Angeles.

Council Member, International Association of Psychoanalytic Self Psychology.

Kathryn J. Zerbe, M.D.

Medical License: Oregon MD 23300

Business Address

4800 SW Macadam Ave., Ste. 340
Portland, OR 97239-3927
(503) 295-9909

Home Address

1516 NW Benfield Drive
Portland, OR 97229
(503) 296-6164

Current Positions

*Private Practice of Adult Psychiatry and
Psychoanalysis*

Portland, Oregon

*Professor of Psychiatry & Obstetrics & Gynecology
Training and Supervising Analyst
Immediate Past Director/Assistant Director
Appointed Geographic Rule Supervising Analyst
Institute 2011*

Oregon Health & Science University
Oregon Psychoanalytic Institute
Oregon Psychoanalytic Institute
Greater Kansas City Psychoanalytic

*Faculty and Supervisor
Institute of Contemporary Psychoanalysis*

Previous Positions

Director

Oregon Psychoanalytic Institute 2008-2012

*Vice Chair for Psychotherapy 2002-
2008*

Oregon Health & Science University

*Director of the Outpatient Services 2002-
2008*

Oregon Health & Science University

<i>Director of Behavioral Medicine with joint</i>	Center for Women's Health-
2001-2006 <i>appointment as Professor of Obstetrics-Gynecology</i>	Oregon Health & Science
University <i>Jack Aron Professor of Psychiatric Education and</i>	Karl Menninger School of
Psychiatry 1997-2001	
<i>Women's Mental Health</i>	and Mental Health Sciences
<i>Training and Supervising Analyst</i>	Topeka Institute for Psychoanalysis 1996-2001
<i>Geographic Rule Training and Supervising Analyst</i>	Greater Kansas City Psychoanalytic 1996-
2001	
	Institute
<i>Director, Eating Disorders Program</i>	The Menninger Clinic
1988-1992	
2000-2001	
<i>Faculty Member and Supervisor</i> 1983-	Karl Menninger School of Psychiatry
2001	and Mental Health Sciences
<i>Editor</i>	<i>Bulletin of the Menninger Clinic: A</i>
2001	1998-
	<i>Journal for the Mental Health</i>
	<i>Professions</i>
<i>Dean</i>	Karl Menninger School of Psychiatry
1997	1994-
<i>Vice President/Director of Education and Research</i>	The Menninger Clinic
1993-1997	
<i>Helen Malsin Palley Professor of Psychiatry</i> 1994-	Karl Menninger School of Psychiatry
1997	and Mental Health Sciences
<i>Director, Adult Outpatient Department</i> 1992-	The Menninger Clinic
1993	
<i>Medical Director, Women's Program</i> 1992-	The Menninger Clinic
1993	
<i>Section Chief</i> 1987-	C.F. Menninger Memorial Hospital
1992	
<i>Team Leader</i> 1983-	C.F. Menninger Memorial Hospital
1987	
<i>Staff Psychiatrist</i>	Menninger Clinic
1982-2001	

Editorial Boards

Bulletin of the Menninger Clinic: A Journal for the Mental Health Professions

Eating Disorders Review

*Eating Disorders: The Journal of Treatment and Prevention Postgraduate
Medicine*

Education

BS with BA equivalent, double major in

Duke University, Durham, NC

1973 history
and zoology
MD

Temple University School of Medicine 1978
Philadelphia, PA

Psychiatric Residency

Karl Menninger School of Psychiatry and Mental Health Science, Topeka, KS 1978-1982

Psychoanalytic Training

Topeka Institute for Psychoanalysis 1984- 1992

Board Certification

Certified by National Board of Medical Examiners 1979
Certified in Psychiatry by American Board of Psychiatry and Neurology 1984
Certified in Psychoanalysis by American Psychoanalytic Association Board of Professional
1993 Standards

Honors and Awards

Portland's Best Doctors, Portland Magazine 2015
Visiting Professor, Michigan Psychoanalytic Institute 2014
Portland's Best Doctors, Portland Magazine 2013
Portland's Best Doctors, Portland Magazine 2012 Humanitarian Award, Harrisburg Academy,
Camp Hill, Pa 2011 Lifetime Achievement Award, National Eating Disorders Association
2011
Selected "one of America's Top Doctors" Castle-Connolly Guide 2011
Named one of Portland's "Top Doctors" Portland Monthly 2011
Selected for "Best Doctors in America"
2011
Selected "one of America's Top Doctors" Castle-Connolly Guide 2010
Selected for "Best Doctors in America" 2009 -
10
Member, Center for Advanced Psychoanalytic Studies 2009
Selected "one of America's Top Doctors" Castle-Connolly Guide 2009
Department of Psychiatry, Residency Teaching Award 2009
Selected for "Best Doctors in America" 2008-
2009
Selected "one of America's Top Doctors" Castle-Connolly Guide 2008
Department of Psychiatry, Residency Teaching Award 2008
Selected for "Best Doctors in America" 2007-
2008
Edith Sabshin Teaching Award, given by American Psychoanalytic Association, for teaching
2007 psychoanalytic concepts to students who are
not candidates
Selected "one of America's Top Doctors" Castle-Connolly Guide 2007
Department of Psychiatry Residency Teaching Award 2006

Selected "one of America's Top Doctors" Castle-Connolly Guide	2006
Residency Teaching Award, presented by graduating psychiatric residents, OHSU	2005
Alexandra Symonds Award, American Psychiatric Association and Association of Women Psychiatrists, for outstanding contributions and leadership in women's mental health	2005
Selected "one of America's Top Doctors" Castle-Connolly Guide	2005
Selected "one of America's Top Doctors" Castle-Connolly Guide	2004
Selected "one of America's Top Doctors" Castle-Connolly Guide	2003
Fellow, Academy of Eating Disorders	2003
Residency Teaching Award, presented by graduating psychiatry residents, OHSU	2003
Distinguished Fellow, American Psychiatric Association	2003
Selected "One of America's Top Doctors" Castle-Connolly Guide	2002
I. Arthur Marshall Award, Outstanding Alumnus, Karl Menninger School of Psychiatry and Mental Health Services	2001
Selected "One of America's Top Doctors" Castle-Connolly Guide	2000
Menninger Alumni Association Publication Prize, Best Professional Book, <i>Women's Mental Health in Primary Care</i>	1999
William C. Menninger Teacher of the Year Award, from psychiatry residents in the Karl Menninger School of Psychiatry and Mental Health Sciences	1999
Jack Aron Professor in Psychiatric Education	1997
Mentorship Award, from postdoctoral fellows in clinical psychiatry in the Karl Menninger School of Psychiatry and Mental Health Sciences	1997
Who's Who in America	1996-2008
<i>Honors and Awards (cont.)</i>	
Who's Who in American Women	1996-2002
William C. Menninger Teacher of the Year Award, from psychiatry residents in the Karl Menninger School of Psychiatry and Mental Health Sciences	1996
Member, American College of Psychiatrists	1996
Alpha Omega Alpha	1995
Michael Wohl Distinguished Lecturer, Temple University School of Medicine	1995
Women of Distinction Award, Kaw Valley Girl Scout Council	1995
Helen Halsin Palley Professorship, Karl Menninger School of Psychiatry and Mental Health Sciences	1994-1997
Alumna of the Year, The Harrisburg Academy	1994
Distinguished Visiting Professor, Wilford Hall Air Force Hospital, San Antonio	1994
Hilde Bruch Award and Lecture, National Eating Disorders Association	1994
Menninger Alumni Association Publication Prize, Best Popular Press Book, <i>The Body Betrayed: Women, Eating Disorders, and Treatment</i>	1994
Sigma Xi, The Scientific Research Society, Full Member	1994
Paul & Jansje M. Pruyser Professorship, Karl Menninger School of Psychiatry and Mental Health	1993

Health Sciences

- Women Helping Women Award, Anorexia Nervosa and Associated Disorders Association 1993
Distinguished Visiting Professor, Letterman Army Hospital, San Francisco, CA 1992
Fellow, American Psychiatric Association 1991
Alumni Award for Scientific Writing, Karl Menninger School of Psychiatry and Mental Health Sciences, "The Tragic Actor: Forms and Transformations of Narcissism in the Life and Work Of Édouard Manet" 1990
Topeka Institute for Psychoanalysis Publications Award 1990
Outstanding Young Women of America 1988-1989
J. Hambleton Abrahams Professorship in Clinical Psychiatry 1988
William C. Menninger Teacher of the Year Award, Karl Menninger School of Psychiatry and Mental Health Sciences (presented by graduating residents) 1986
Sigma XI, The Scientific Research Society, Associate Member 1986
Topeka Institute for Psychoanalysis Publications Award 1985
Laughlin Award for Merit, Outstanding Graduating Psychiatry Resident, Karl Menninger School of Psychiatry and Mental Health Sciences 1982
Paul W. Pruyser Award, Karl Menninger School of Psychiatry and Mental Health Sciences, 1982 first-place graduation paper
Honorable Mention, William C. Menninger Award for Writing, Central Neuropsychiatric Association 1982
Seeley Fellow, Karl Menninger School of Psychiatry and Mental Health Sciences 1981-1982
Seeley Fellow, Karl Menninger School of Psychiatry and Mental Health Sciences 1980-1981
Seeley Fellow, Karl Menninger School of Psychiatry and Mental Health Sciences 1979-1980
Cum laude, Duke University 1973
Who's Who in American Universities and Colleges 1972-1973

Clinical Experience

- Consultant*, Menninger Children's Hospital 1984-2000
Consultant, C.F. Menninger Memorial Hospital 1984-2001
Teaching Consultant, Colmery O'Neil VA Medical Center 1988-2000
Staff Psychiatrist, C.F. Menninger Memorial Hospital 1982-

2001

Supervisor, Medical Student Program, The Menninger Clinic 1982-

1991

Director, Adult Outpatient Department, C.F. Menninger Memorial Hospital 1992-

1994

Clinical Experience (cont.)

Medical Director, Women's Program, The Menninger Clinic 1992-

1994

Section Chief, Eating Disorders Unit, C.F. Menninger Memorial Hospital 1987-1992

Section Chief, Mag Hall (Extended Treatment Unit), C.F. Menninger Memorial Hospital 1987-1990

Visiting Consultant, Anclote Manor Hospital, Tarpon Springs, FL 1986-

1988

Probation Officer, Juvenile Division, Dauphin County, PA 1973

Academic Appointment

Seminar with Residents, OHSU 2001-

present

1. Psychodynamic Case Conference (PGY-III)
2. Integrated Psychotherapy Seminar (PGY-IV)
3. Dreams in Psychotherapy (elective) 2005- present
4. Evening Seminar with K.L. Holloway, MD: Case Formulations with different models 2005-present

Faculty member, Karl Menninger School of Psychiatry and Mental Health Sciences
1983-2001

1. Abnormal Personality (Psychopathology)
2. Consultation-Liaison Psychiatry
3. Professional Development
4. Psychodynamic Psychotherapy
5. Senior Clinician Seminar in Psychotherapy
6. Topics in Research

Courses Taught, Oregon Psychoanalytic Institute 2001-present

1. Adult Development
2. Depression and Masochism
3. Topics in Psychoanalytic Theory (with G. Fogel, M.D.)
4. Continuous Case Conference
5. Introduction to Psychoanalytic Theories
6. Narcissism
7. Relational Perspectives on the Body, Addictions, and Psychosomatic Disorders
8. Gender & Sexuality

Faculty member, Topeka Institute for Psychoanalysts, Courses Taught
1991-2001

1. Adult Development (candidates)
2. Classical and Contemporary Understanding of Affect Theory (candidates)
3. Conceptualizing Psychoanalytic Process (candidates)
4. Gender Issues in Contemporary Psychoanalysis (candidates)
5. Obsessive-Compulsive Disorder (candidates)
6. Perversions (candidates)
7. Psychology of Women (candidates)
8. Psychology of Women (extension division)
9. Superego (candidates)

Faculty member/coordinator, Postgraduate Diagnostic Course, 1985-1987

Karl Menninger School of Psychiatry and Mental Health Sciences
Helen Malsin Palley Professor in Clinical Psychiatry, 1994-

1995,
Karl Menninger School of Psychiatry and Mental Health Sciences 1995-
1996,

1996-1997

Instructor, Medical Student Program, The Menninger Clinic 1981-
1990

1. Topics in Psychiatry

2. Psychiatric Interviewing
3. Countertransference Issues in Psychotherapy

Academic Appointment (cont.)

J. Hambleton Abrahams Professorship in Clinical Psychiatry, 1988-1989

*Karl Menninger School of Psychiatry and Mental Health Sciences
Paul & Jansje Pruyser Professor in Clinical Psychiatry, 1993-1994*

Visiting Professor, Smith College School of Social Work 1993-1996

Karl Menninger School of Psychiatry and Mental Health Sciences

Psychotherapy Supervisor, The Menninger Clinic 1986-2001

Career Development Seminar, Duke University 1985

Major Invited Workshops, Lectures, Presentations

Full Day Workshop, Psychodynamic Psychotherapy of Eating
September, 2014 Problems: Theory, Technique, and Research. Minneapolis
Psychoanalytic Society, Minneapolis, MN

Invited Case Conference for Candidates, Minneapolis 2014
September,
Psychoanalytic Institute, Minneapolis, MN

Essential Others in the Life and Work of Emily Carr:
Michigan Psychoanalytic Society, Ann Arbor, MI 2014
March

Visiting Professor, Michigan Psychoanalytic Institute, Grand Rounds
On Psychodynamic Psychotherapy – Henry Ford Hospital, Detroit;
Case Conferences in Detroit, East Lansing, Ann Arbor; Various
presentations at Postdoctoral, pre-doctoral, residency programs as
part of 1 week engagement.

March 2014

On Secrets: Psychodynamic Formulation and Technique, Michigan
Psychoanalytic Society, Ann Arbor, MI
March 2014

Discussant, New Technologies in Psychoanalysis, American
January 2014

Psychoanalytic Association, New York, NY

A Psychobiographical Portrait of Emily Carr, Prague, The Czech Republic
October, 2013
Czech Psychoanalytic Society

Panel Discussion of A Streetcar Named Desire: Sadomasochism, Feminism,
September, 2013
and the Loss of Self (with L. Shershow, MD and N. Winters, MD). 26th Annual Fall
Meeting, Oregon Psychiatric Association, Ashland, OR

Invited Discussant of Rita Teusch's paper, Sado-masochistic Relations June,
2012
Between Ego and Superego in Anorexic Patients, American Psychoanalytic Association
Spring Meeting, Chicago

Discussion Group on Eating Disorders and Body Image Problems June,
2012
Over the Lifecycle, American Psychoanalytic Association Spring Meeting,
Chicago

Half Day Seminar and Case Discussant, Countertransference Issues April,
2012
In Eating Disorder Treatment, Duke/UNC Psychoanalytic Institute, Society, and
Psychotherapy Outreach Programs, Lucy Daniels Center, North Carolina

Discussion Group on Eating Disorders and Body Image Problems
January, 2012
over the Lifecycle, American Psychoanalytic Association, New York, NY

Invited Speaker, Geriatric Eating Disorders: A Review (with Maria Lapid, MD and
September, 2012
T.A. Rummans, MD), Minnesota VA Medical Center, Minneapolis, Mn.

Discussion Group on Eating Disorders and Body Image Problems June,
2011 over the Lifecycle, American Psychoanalytic Association, San
Francisco, CA

Invited Paper and Panel Discussant, Eating Disorders and Addictions, over the
2011
Michigan Psychoanalytic Society, Ann Arbor, MI Lifecycle,

Discussion Group on Eating Disorders and Body Image Problems American
January, 2011

Association, New York, NY Invited Lecture, Eating Disorders in Middle
and Later Life (with

April,

Maria Lapid, MD, Don McAlpine, MD, and T.A. Rummans), Annual Meeting of Geriatric Psychiatry, San Antonio, TX April, 2010

Grand Rounds, Eating Disorders Over the Life Cycle, Southwestern University Medical School, Dallas, TX. March, 2010

Evening Outreach Seminar to Public, Eating Disorders: A Family Opportunity for Growth and Change, Dallas Psychoanalytic Society, Dallas, Tx March, 2010

Full Day Seminar, Integrated Treatment of Eating Disorders, Columbia River Eating Disorder Project, Lewis and Clark College, Portland, OR Feb, 2010

Discussion Group on Eating Disorders and Body Image Problems January, 2010 over the Lifecycle, American Psychoanalytic Association, New York, NY

Barbara M. Greenspan Memorial Lecture: The Resilient Therapist: Exploring the Depths of Transference and Countertransference. The 19th Annual Renfrew Center Conference Foundation Conference for Professionals, Philadelphia, PA. November, 2009

Lecture and Panel Discussion: Reflections on the Psychotherapy of Cluster B Patients. September, 2009 Oregon Psychiatric Association, Ashland, OR.

Workshop: One Day Course on Eating Disorders. Portland State University, Graduate Continuing Education Program, Portland, OR. May, 2009

Plenary Address: Integrated Treatment of Eating Disorders. Sheppard Pratt Hospital, April, 2009 Baltimore, MD.

Workshop: Theory and Technique in Treating a Patient with Bulimia Nervosa. American Psychoanalytic Association, NY, NY. January, 2009

Plenary Address: Transference, Countertransference, and other Quagmires in Treating Eating Disorders. National Eating Disorder Organization Annual Conference, Austin, TX. October, 2008

Plenary Address: Psychodynamic Issues in the Obese Patient. Yale University Update in Treatment of Obesity, Yale University, New Haven, Conn. October, 2008

Workshop: Psychoanalytic Understanding of Eating Disorders and Body Image Problems.
September, 2008
San Diego Center for Psychoanalysis, San Diego, CA.

Workshop: Eating Disorders and Body Image Problems: Case of a Refractory Patient. June,
2008
American Psychoanalytic Association Annual Meeting, Atlanta, GA.
Panel Presentation: Resistance in the Treatment of Eating Disorders. Academy of Eating May,
2008
Disorders Annual meeting, Seattle, WA.

Lecture: Integrated Treatment of Eating Disorders. For the Special Interest Group in May,
2008
Psychoanalytic Psychotherapy, Academy of Eating Disorders Annual meeting, Seattle, WA.

Day Long Workshop: Integrated Treatment of Eating Disorders: Beyond the Body Betrayed.
April, 2008
Oregon Psychoanalytic Center, Portland, OR.

Plenary address: Integrated Treatment of Eating Disorders: A Lifecycle Perspective. April,
2008
International Association of Eating Disorder Professionals, Orlando, Florida

Invited Workshops, Lectures, Presentations (cont.)

Panel presentation: The "Difficult-to Treat" Patient. Oregon Psychiatric Association,
February, 2008 Portland, OR.

Plenary address: Integrated Treatment of Eating Disorders: An Introduction. Oregon February,
2008
Psychiatric Association, Portland, OR.

Discussion Group: Eating Disorders and Body Image from a Psychodynamic and Close January,
2008
Process Attention Prospective, American Psychoanalytic Association, 77:4, 21:4.

Day Long Lecture: Healing the Healer; A Review of Contemporary Treatments of December,
2007
Eating Disorders. Annual Psychiatry Symposium, Stormont-Vail Medical Center, Topeka,
Kansas

Discussion Group, Psychodynamic approaches to Eating Disorders in Adolescents, American
June, 2007
Psychoanalytic Association Annual Meeting, Denver, CO.

Pediatric Grand Rounds: “The Apple Doesn’t Fall Far from the Tree:” Family Issues in the May, 2007 treatment of Eating Disorders, Oregon Health & Science University, Portland, OR.

Lecture: Whose body is it, anyway? Sexual issues & treatment in the eating disorder patient.
May, 2007
Conference on Sexual Issues, OHSU, Portland, OR.

Workshop & Lecture: Eating Disorders and Body Image in Middle Age; Psychoanalytic and April, 2007
Integrated Approaches to the Treatment of Eating Disorders, Atlanta Psychoanalytic Institute And Society

Lecture: Diagnosis and Treatment of Eating Disorders in Middle and Later Life, Oregon March, 2007
Psychological Association, Portland, OR.

Paul C. Weinberg Memorial Lecture: “12 Steps to Helping the Helper” North American February, 2007
Society for Psychosocial Obstetrics and Gynecology, Portland, OR.

Keynote Address: Integrated Treatment of Eating Disorders: 10 practice points derived November, 2006
From theory—and research, 16th Annual Renfrew Center Foundation Conference, Philadelphia, PA.

Plenary Address: Integrated Treatment of Eating Disorders. International Association of July, 2006
Eating Disorders Professionals, Chicago, Ill.

Discussion Group: Psychodynamic and Psychotherapeutic Approaches to Eating June, 2006
Disorders and Body Image Disorders in Adults and Older Women, Washington, D.C.

Lecture: Cultivating Optimism and Resilience during Challenging Times, 12th Annual April, 2006
Conference for Women’s Health, Sponsored by OHSU Center for Women’s Health, Portland, OR

Grand Rounds: Eating Disorders in Middle Age, Salem Hospital, Salem, OR March, 2006

Invited Workshops, Lectures, Presentations (cont.)

Invited Lecture: Eating Disorders in Midlife: An Emerging Problem. 5th Annual Sheena's
February, 2006
Place Awareness Breakfast, Toronto, Canada

Discussion Group, Treatment of Eating Disorders Across the Life Cycle, American
January, 2006
Psychoanalytic Association, New York, NY

Invited Lecture: Grand Rounds: Eating Disorders Across the Life Cycle, Department of
September, 2005
Child Psychiatry, University of Cincinnati Medical School

Discussion Group: Treatment of Eating Disorders Across the Life Cycle, American
June, 2005
Psychoanalytic Association, Seattle, WA

Invited Lecture: Eating Disorders in Middle and Later Life, Alexandra Symonds Award
May, 2005
Lecture, American Psychiatric Association Annual Meeting, Atlanta, GA

Discussion Group: Treatment of Eating Disorders Across the Life Cycle, American
January, 2005
Psychoanalytic Association, New York, NY

Discussion Group: Treatment of Eating Disorders and Body Image Problems Across the Life
June, 2004
Cycle, American Psychoanalytic Association, San Francisco, CA

Invited Lecture: Fred M. Buchwalter Memorial Lecture. Stories from the Rau Collection: May,
2004
What the Lives of Artists Tell Us about Human Growth and Resiliency. Portland Art Museum,
Portland, OR

Workshop: Psychodynamic Treatment of Eating Disorders: Theory and Clinical Application. April,
2004
Greater Kansas City Psychoanalytic Institute, Kansas City, MO

Invited Lecture: 12 Most Important Mental Health Secrets of Women, Peace Health Systems,
April, 2004
Eugene, OR

Invited Lectures: 1) Women and Depression; 2) Treating Anxiety over the life cycle; 3) Review
March, 2004 of Treatment of Eating Disorders, Symposia Medicus, Conference on
Women's Mental Health, Los Cabos, Mexico

Grand Rounds: Eating disorders and the life cycle, Providence St. Vincent Hospital,
February, 2004 Portland, OR

Plenary Address: It's Not Just Your Daughter's Problem Anymore: Eating Disorders in Middle February, 2004 and Late Life, Columbia River Eating Disorders Project, Vancouver, WA

Public Lecture: Healing Your Mind Can Help Your Brain: The New Science of Psychotherapy. January, 2004 OHSU Brain Awareness Series, Portland, OR

Discussion Group: Psychoanalytic Treatment of Eating Disorders and Body Image Problems January, 2004

Across the Life Cycle, American Psychoanalytic Association Annual Meeting, New York, NY

Invited Lectures: 1) Introduction to Diagnosis and Treatment of Eating Disorders; November, 2003

2) Multimodal Treatment of Eating Disorders; 3) Healing the Healer. U.S. Psychiatric Congress, Boston, MA

Invited Workshops, Lectures, Presentations (cont.)

Integrated Treatment of Eating Disorders: APA's Institute on Psychiatric Services, Boston, MA October 2003

Plenary Address: Healing the Healer: Mental Wellness for Clinicians, IADEP (International August, 2003

Association of Eating Disorders Professionals) Annual Meeting, Washington, DC

Teaching Seminar on Psychotherapy (with Roy Erlichman, Ph.D.): IADEP Annual Meeting, August, 2003 Washington, D.C.

Grand Rounds: Healing the Healer, Emergency Medicine Department, OHSU July, 2003

Discussion Group: Treatment of Eating Disorders & Body Image Problems Across the June, 2003

Life Cycle, American Psychoanalytic Association, Boston, MA

Course: Multimodal Treatment of Eating Disorders, American Psychiatric Association May, 2003

Annual Meeting, San Francisco, CA

Invited Lecture: 12 Most Important Mental Health Secrets of Women, Grand Rounds, April, 2003

Corvallis Medical Center, Corvallis, OR

Plenary address: 12 Most Important Mental Health Secrets of Women, Annual Women's April, 2003

Health Conference, sponsored by OHSU

Invited Lecture: Eating Disorders, University of Portland February,
2003

Invited Workshop: American Psychoanalytic Association, Treatment of Eating Disorders and
January, 2003
Body Image Problems Across the Life Cycle

Invited Speaker: Denver Psychoanalytic Association. Topic: Mother and Child: A January,
2003
Psychobiographical Study of Mary Cassatt and Workshop on the Psychodynamic Psychotherapy
of Eating Disorders, Denver, CO.

Invited Lectures: Update on Diagnosis and Outcome of Eating Disorders and Psychiatric
October, 2002

Therapy of Eating Disorders, US Psychiatric Congress, Las Vegas, NV
Brian Buss Lecture: Eating Disorders Over the Lifecycle, Oregon Psychiatric Association,
September, 2002
Medford, OR

Visiting Professor: Mayo Clinic, Department of Psychiatry, Rochester, MN September,
2002

Plenary Speaker, Plenary Panel participant: International Association of Eating Disorders August
2002
Professionals, Las Vegas, NV

Lecture: 12 Most Important Mental Health Secrets of Women, Oregon Geriatric Summer August,
2002
Institute. Portland, OR

Day Long Course: Treatment of Eating Disorders, American Psychiatric Association May,
2002
Annual Meeting, Philadelphia, PA

Invited Keynote Speaker and Workshop Leader: Annual Meeting of Australian and New April,
2002
Zealand Royal College of Psychiatrists, Brisbane, New South Wales, Australia

Invited Workshops, Lectures, Presentations (cont.)

Plenary Speaker: Denver Psychiatric Society, Denver, CO
January, 2002

Giving Birth to New Dreams: Graduation Address, Karl Menninger School of Psychiatry, June,
2001
Topeka, KS

Multimodal Treatment of Eating Disorders: American Psychiatric Association Annual Meeting, May, 2001
Meeting, New Orleans, LA

Panel Presentation: Psychotherapy of the Traumatized Patient, Symposia sponsored May, 2001
by the Women's Psychiatric Association, American Psychiatric Association Annual Meeting, New Orleans, LA

Distinguished Clinician Seminar: Psychological Treatment of Women, American Psychiatric Association Annual Meeting, May, 2001
New Orleans, LA

Invited Lecture: Second Chances, AOA Lecture, Temple University School of Medicine, March, 2001
Philadelphia, PA

Invited Lecture: Feminist Psychoanalytic Psychotherapy of Eating Disorders, February, 2001
Rome Psychoanalytic Society, Rome, Italy

Invited Lecture: Therapeutic Perspectives on Eating Disorders, International Clinical Workshop, February, 2001
Rome, Italy

Grand Rounds: Psychotherapy of Eating Disorders: An Integrated Psychodynamic Perspective, January, 2001
University of Cincinnati Medical School, Cincinnati, OH

OB/GYN Grand Rounds: Treatment of Eating Disorders and Related Conditions, Oregon Health Sciences University, Portland, OR
January, 2001

Plenary Speaker: Treatment of Eating Disorders in the 21st Century: Clinical Issues; and November, 2000
Feminist Psychodynamic Psychotherapy of Eating Disorders, Tenth Annual Renfrew Conference, Philadelphia, PA

Workshop: Treatment of Eating Disorders in the 21st Century: Clinical Issues; and November, 2000
Feminist Psychodynamic Psychotherapy of Eating Disorders, 10th Annual Renfrew Conference, Philadelphia, PA

Lecture: Women and Aging: A Life Span Perspective, American Medical Women's Association, November, 2000
Colorado Springs, CO

Medical Grand Rounds: Diagnosis and Treatment of Eating Disorders with Special Attention to
October, 2000

Medical Complications, Salina Regional Medical Center, Salina, KS

Plenary Address: Integrating Mind, Body, and Spirit in the Prevention and Treatment of
September, 2000

Eating Disorders, Massachusetts Eating Disorders Association, Boston, MA

Grand Rounds: The Twelve Most Important Secrets for Women's Mental (and Sexual) Health,
September, 2000

University of Missouri at Kansas City, MO

One-week course: Women's Mental Health, Door County Summer Institute, University of August,
2000

Wisconsin, Door County, WI

Invited Workshops, Lectures, Presentations (cont.)

Lecture: Women's Mental Health and An Overview of Eating Disorders, First Annual Women's
August, 2000

Health Conference, Coronado, CA

Grand Rounds: Women's Mental Health in the 21st Century, University of Louisville, June, 2000

Department of Psychiatry, Louisville, KY

Lecture: Women's Mental and Sexual Health in the 21st Century [evening program sponsored June, 2000 by Pfizer Pharmaceuticals], Columbia, MO

Grand Rounds: Women's Mental Health in the 21st Century, University of Missouri-Columbia, June, 2000

Department of Psychiatry, Columbia, MO

Full-day course: Multimodal Treatment of Eating Disorders, American Psychiatric Association May, 2000

Annual Meeting, Chicago, IL

Grand Rounds and Visiting Professor: Integrated Treatment of Eating Disorders; and Women's April, 2000

Emotional and Sexual Health Issues in the 21st Century, University of Alabama Medical School, Birmingham, AL

Lecture: Psychodynamic Understanding of Creative Partnerships, Psychoanalytic Study Group, April, 2000 Birmingham,

AL

Keynote Address: Renewal, Resilience, and Relationships: How Women Stay Mentally Fit and April, 2000

Find Meaning at 40, 50, 60, and Beyond, Kansas Conference on Women's Mental Health, Wichita, KS

Grand Rounds and Visiting Professor: Eating Disorders: An Update on Psychodynamic February, 2000

Perspectives Psychiatry Staff and Trainees, Mayo Clinic, Rochester, MN

Grand Rounds: Women's Mental Health in Primary Care, Family Practice, Internal Medicine, February, 2000 and Other Specialties,

Mayo Clinic, Rochester, MN

Full-day course: Eating Disorders: Biologic, Cultural, and Psychodynamic Perspectives, February, 2000

Mississippi Association for Family Therapy, Jackson, MS

Course: Psychodynamics of Eating Disorders, The Menninger Clinic, Topeka, KS December, 1999

Lecture: Eating Disorders: Latest Trends in Understanding Treatment, Family Practice December, 1999

Program, University of Kansas School of Medicine, Wichita, Wichita, KS

Lecture: Women and Aging: A Life Cycle Perspective, American Medical Women's
November, 1999
Association, San Francisco, CA

Workshop: Women and Aging: A Life Cycle Perspective; and Eating Disorders in the November,
1999
21st Century; New Modes of Treatment, Continuing Medical Education, Inc., Annual Update in
Psychiatry, Atlanta, GA

Treating PMS and PMDD; and Chronic Depression in Women, Internal Medicine Fall Program,
October, 1999
Continuing Medical Education, Inc., San Diego, CA

When the Self Starves: Alliance and Outcome in the Treatment of Eating Disorders, William
October, 1999
Alanson White Institute, Hungers and Compulsions Conference, Washington, DC

Invited Workshops, Lectures, Presentations (cont.)

Women's Mental Health in Primary Care: New Modes of Integration with Psychiatric October,
1999
Services, Southwest Clinical Society, Kansas City, MO

Staying Mentally Fit at 40, 50, 60, and Beyond, Stormont-Vail Regional Medical Center's
September, 1999
Healthcare Program, Barnes & Noble Bookstore, Topeka, KS

Plenary Address: Psychodynamic Understanding of Eating Disorders in the 21st Century, August,
1999
International Association of Eating Disorders Professionals Annual Meeting, Phoenix, AZ

Transference and Countertransference Manifestations in the Difficult-to-Treat Eating Disorder
August, 1999

Patient: Modes of Intervention (with Roy Erlichman, Ph.D.), International Association of
Eating Disorders Professionals Annual Meeting, Phoenix, AZ

Book signing: Women's Mental Health: The New Frontier, Barnes & Noble Bookstore,
June, 1999
Topeka, KS

Full-day course, with Mae Sokol, MD: Multimodal Treatment of Eating Disorders, American May,
1999
Psychiatric Association Annual Meeting, Washington, DC

Depression in Women, Continuing Medical Education, Inc., San Diego, CA March,
1999

Eating Disorders in Women, Continuing Medical Education, Inc., San Diego, CA March,
1999

Medical Catastrophes and Dealing with Loss in Obstetrics and Gynecology, Annual Update in
March, 1999

Obstetrics and Gynecology, St. Francis Hospital, Topeka, KS

Grand rounds and public education forum: Eating Disorders in Contemporary Society: February,
1999

Diagnosis, Psychological Understanding, and Treatments, University of Tennessee, Knoxville,
TN

Grand Rounds: Mental Health in Primary Care: A Focus on Depression, Anxiety, and February,
1999

Eating Disorders, Stormont-Vail Hospital, Topeka, KS

Treatment of Obesity in Women, Stormont-Vail Family Practice Update, Topeka, KS December,
1998

Plenary Address: Depression in Women: New Trends in Psychotherapeutic Approaches,
September, 1998

Tulane University Annual Practice Update, Destin, FL

Plenary Address: The Person with an Eating Disorder: Diagnostic and Therapeutic Challenges
September, 1998 for the 21st Century, American Anorexia and Bulimia

Nervosa Association Annual Conference, Princeton, NJ

Full-day course, with Mae Sokol, MD: Multimodal Treatment of Eating Disorders, American June,
1998

Psychiatric Association Annual Meeting, Toronto, Canada

Panel participant: Creativity in Women, American Psychoanalytic Association, May,
1998

Toronto, Canada

Grand Rounds: Eating Disorders Across the Life Cycle with a Focus on Recognition, Treatment,
April, 1998

And Prevention in Children, Department of Pediatrics, Children's Mercy Hospital, First
Annual Mark Wilson, MD, Memorial Lecture, Kansas City, MO.

Grand Rounds: Feminist Psychodynamic Psychotherapy of Eating Disorders, Department of
April, 1998

Psychiatry, University of Buffalo Medical School, Buffalo, NY

Invited Workshops, Lectures, Presentations (cont.)

Contemporary Psychoanalytic Understanding of Eating Disorders, Kansas City Psychoanalytic
March, 1998

Society, Kansas City, KS

Eating Disorders in Primary Care: How to Recognize, Intervene, and Begin Treatment, March, 1998

American Medical Women's Association, Miami, FL

Eating Disorders Across the Life Cycle, Eating Disorders Organization for Families, February, 1998 Rochester,

NY

Visiting Professor Presentation to Mental Health Clinicians: Eating Disorders Across February, 1998 the Life Cycle; and Psychotherapeutic Principles in the Treatment of Eating Disorders, University of Nebraska, Lincoln, NE

Grand Rounds: Feminist Psychodynamic Psychotherapy of Eating Disorders, Department of February, 1998

Psychiatry, University of Rochester Medical School, Rochester, NY

Visiting Professor Presentation to Undergraduates: How to Recognize an Eating Disorder in a February, 1998

Friend and Help Her Get Treatment, Lincoln, NE

Plenary Address: Hope and Shame: Achieving Authenticity in the Therapist, Renfrew Center November, 1997

Annual Conference, Philadelphia, PA

Invited participant in workshop on eating disorders: Workshop on Women's Mental Health: November, 1997

Focus on Anxiety and Depression American Medical Women's Association Annual Meeting, Chicago, IL

Eating Disorders [visiting professor; presentations for faculty, clinical staff, and students], September, 1997

University of the Pacific, Stockton, CA

Plenary Address: Women at Risk: Eating Disorders, Substance Abuse, and Treatment Outcome August, 1997

International Association of Eating Disorder Professionals (IAEDP) Annual Meeting, Chicago, IL

The Treatment and Prevention of Eating Disorders, University of Nevada School of Medicine, May, 1997

Reno, NV/Las Vegas, NV

Plenary Address: Restoring a Betrayed Body: Integrating Feminist and Psychodynamic November, 1996

Principles in the Treatment of Body Image Difficulties, Renfrew Center Annual Conference, Philadelphia, PA

Grand Rounds: Department of Medicine, Michael Wohl Memorial Lecture, Temple University November, 1996

School of Medicine, Philadelphia, PA

Plenary Address: Eating Disorders: A Feminist-Psychodynamic Perspective, North Carolina
October, 1996

Psychiatric Association Annual Meeting, Asheville, NC

Panel Presents: The Combination of Psychotherapy and Psychopharmacology: A Clinical May,
1996

Dilemma [panel discussion and presentation with Glen O. Gabbard, MD, and Steven P.
Roose, MD] American Psychiatric Association Annual Meeting, New York, NY

Distinguished Visiting Professor: Integrated Treatment of Eating Disorders, Fukuoka April,
1996

University School of Medicine, Fukuoka, Japan; Tokai University School of Medicine, Tokyo,
Japan; Nagoya University School of Medicine, Nagoya, Japan

Lecture: Psychoanalytic Theory and Feminist Thought in the Therapy of Eating April,
1996

Disordered Patients, Tokyo Psychoanalytic Society, Tokyo, Japan

Invited Workshops, Lectures, Presentations (cont.)

Workshop: Challenges in the Treatment of the Eating Disordered Patient: A Feminist June,
1995

Psychodynamic Perspective (with Katherine A. Halmi, MD), Milwaukee, WI

Workshop: Diagnosis, Medical Complications, Psychotherapeutic Strategies, Prevention
May, 1995 of the Eating Disorders, Michigan Women's Psychological
Association, Detroit, MI

Workshop: Anxiety Disorders in Women: Menninger Symposium, American Psychiatric May,
1995

Association, Miami Beach, FL

Panel Presentation: Psychosocial Aspects of the Complicated Eating Disorder Patient, May,
1995

American Psychiatric Association, Miami Beach, FL

Workshop: Parental Eating Disorders [workshop for pediatricians on children, adolescents,
April, 1995 and parents with eating disorders], American Academy of
Pediatrics, Philadelphia, PA

Lecture: Psychotherapeutic and Medical Challenges in the Refractory Eating Disordered Patient,
March, 1995

Annual Update on Psychiatry, Park City, UT

Workshop for Family Practitioners: Women's Issues/Eating Disorders, Tri-State Area Family
December, 1994

Practitioners Annual Review, Wichita, KS

Workshop: Psychotherapy of Eating Disorder Patients, Missouri Psychological Association, November, 1994 St. Louis, MO

Hilde Bruch Address: The Sexual Self of the Patient with an Eating Disorder, National Eating Disorders Association, Columbus, OH
October, 1994

Disorders Association, Columbus, OH

Plenary address: Eating Disorders and the Professional, International Association of Eating Disorders Professionals, Phoenix, AZ
August, 1994

Disorders Professionals, Phoenix, AZ

Lecture: Uncharted Waters: Psychodynamic Considerations in the Diagnosis and Treatment of Social Phobia, Menninger Symposium, American Psychiatric Association Symposium, Philadelphia, PA
May, 1994

of Social Phobia, Menninger Symposium, American Psychiatric Association Symposium, Philadelphia, PA

Course: Psychosocial Aspects of Eating Disorders, American Psychiatric Association, May, 1994 Philadelphia, PA

Workshop: International Conference on Eating Disorders, New York, NY April, 1994

Plenary Address: International Conference on Eating Disorders, New York, NY April, 1994

Plenary Address: Psychotherapy of Eating Disorder Patients, Missouri Psychological Association, St. Louis, MO
April, 1994

Association, St. Louis, MO

Visiting Lecturer, Psychological Studies of the French Impressionists and Other Artists:
1994

The Phoenix Rises from Eros, Not Ashes: Creativity in the Lives of Five Women Artists, Creativity and Madness Conference, Santa Fe, NM

The Complicated Eating Disorder Patient, Renfrew Center Conference, Philadelphia, PA
November, 1993

Course: The Body Betrayed: Psychotherapeutic Issues and Feminist Thought in the Treatment of Eating Disorders, National Anorexia Aid Society, Columbus, OH
October, 1993

Treatment of Eating Disorders, National Anorexia Aid Society, Columbus, OH ***Invited Workshops, Lectures, Presentations (cont.)***

Plenary Address: International Association of Eating Disorder Professionals (IAEDP), August, 1993
Orlando, FL

Lecture: The Psychology of Eating Disorders, Missouri Psychological Association, May, 1993
Kansas City, MO

Kansas City, MO

Plenary Address: New Trends in Psychodynamic-Feminist Thought and the Eating Disorders
April, 1993
ANAD Conference, Chicago, IL

Plenary Address: Countertransference in the Eating Disorders, ANAD Conference, Chicago, IL
April, 1993

Workshop: A Feminist-Object Relations Integration in the Treatment of Eating Disorders;
October, 1992

Countertransference and Eating Disorders; and Dissociative States and Eating Disorders,
Eleventh Annual Conference on Eating Disorders, Columbus, OH

Lecture: Dissociative States and Eating Disorders, Second Menninger Conference on February,
1992
Dissociative Disorders, Topeka, KS

Workshop: The Integration of Psychodynamic Principles and Feminist Thought in the October,
1991
Eating Disorders; and Self-Psychology and Eating Disorders, Tenth Annual Conference on
Eating Disorders, Columbus, OH

Workshop: Women and Food (with Meredith Titus, Ph.D.), Menninger Clinic, Phoenix, AZ
February, 1991

Lecture: The Difficult-to-Treat Eating Disordered Patient and Psychotherapeutic October,
1990

Dilemmas of Eating Disordered Patients. The National Anorexic Aid Society Annual Meeting,
Columbus, OH

Course: The Difficult-to-Treat Eating Disordered Patient; and the Inpatient Treatment of Eating
May, 1990
Disorders, American Psychiatric Association Annual Meeting, New York, NY

Course: The Difficult-to-Treat Eating Disordered Patient: and the Inpatient Treatment of Eating
April, 1990
Disorders, Fourth International Conference on Eating Disorders, New York, NY

Édouard Manet's Life, Times, and Psychological Profile, Phoenix Art Museum, Phoenix, AZ
1988

Fin de Siècle Vienna: Psychoanalysis and Artistic Transformation, Creativity and Madness
1987

Conference, Vienna, Austria

Psychobiography of Mary Cassatt, International Congress of Ontopsychology, Rome, Italy 1986

Psychobiography of Édouard Manet, Creativity and Madness Conference, Paris, France
1986

Psychobiography of Mary Cassatt, Creativity and Madness Conference, Cannes, France
1986

Psychobiography of Mary Cassatt, Creativity and Madness conference, Maui, Hawaii
1984

Poster Presentation

Comorbidity in the Eating Disorders: A Retrospective Study, Maudsley Hospital, September,
1991

London, England

Professional Memberships

Academy of Eating Disorders

American Society of

Psychopathology of Expression

American College of Psychiatrists

Association of Women Psychiatrists

American College of Psychoanalysts

International Psycho-Analytic

Association

American Medical Association

Oregon Psychoanalytic

Association

Professional Memberships (cont.)

Oregon Psychiatric Association

American Psychoanalytic

Association

American Psychiatric Association (Distinguished Fellow) International Association of Eating
Disorder

Sigma XI, The Scientific Research Society

Professionals

Committees and Offices Held

Director, Oregon Psychoanalytic Institute 2008- present

Education Committee, Department of Psychiatry, Oregon Health & Science University 2002-2007

Committee for Revisions of Practice Guidelines on Eating Disorders, 3rd edition, American 2004-
2006

Psychiatric Association

Chairman, Admissions Committee, Oregon Psychoanalytic Institute

2004-

2008

Education Committee, Oregon Psychoanalytic Institute

2001-present

Councilor, Association of Women Psychiatrists

2003-

2006

Program Committee, American Psychoanalytic Association

2002-

2005

Ad-Hoc Committee on Membership, American Psychoanalytic Association

1998

Public Affairs Committee, American College of Psychiatrists

1997-

1998

Counselor, Topeka Psychoanalytic Society

1996-

2000

Committee for Revisions of Practice Guidelines for Eating Disorders, American Psychiatric Association 1996-1999
 President, Kansas Psychiatric Society 1996-1998
 Treasurer/Secretary, Topeka Psychoanalytic Society 1995
 Chairwoman, Continuing Education Committee and President Elect, Kansas Psychiatric Society 1994
 American Academy of Eating Disorders 1995
 Board of Trustees, American Society for the Psychopathology of Expression 1990-present
 Councilor, Kansas District Branch, American Psychiatric Society 1990-1993
 Curriculum Committee, Karl Menninger School of Psychiatry and Mental Health Sciences 1989-2001
 Search Committee for Hospital Director, The Menninger Clinic, Topeka, KS 1988
 President, Menninger Alumni Association, The Menninger Clinic, Topeka, KS 1987-1989
 Charter Member, Council on Women's Studies, Duke University, Durham, NC 1986-1987
 President, Active Medical Staff, C. F. Menninger Memorial Hospital, Topeka, KS 1986-1987
 Task Force on Psychotropic Medication Use, The Menninger Clinic, Topeka, KS 1986-1987
 Recorder, Topeka Psychoanalytic Society 1986-1987
 Task Force on Women's Issues, C.F. Menninger Memorial Hospital, Topeka, KS 1986
 Partial Hospitalization Planning Committee, The Menninger Clinic 1985
 Treasurer, Kansas District Branch, American Psychiatric Association 1984-1988
 Publications and Research Committee of the Psychiatry Discipline, The Menninger Foundation; Appointed chairperson, 1988
 Secretary, Active Medical Staff; C.F. Menninger Memorial Hospital, Topeka, KS 1984-1985
 Risk Management Committee, C.F. Menninger Memorial Hospital, Topeka, KS 1983-1989

 Eating Disorders Task Force, The Menninger Foundation 1983
 Safety Committee, C.F. Menninger Memorial Hospital, Topeka, KS 1982-1989
 Kansas District Branch, American Psychiatric Association Residents' Committee; and Women's Committee 1981-1982
 President, Fellows Association, Karl Menninger School of Psychiatry and Mental Health 1980-1981 Sciences

7. Zerbe KJ, (1990). Berthe Morisot's bipolar illness: art as therapeutic agent, in *Stress Management through Art*. Edited by Jakob I. Brookline, MA, American Society of Psychopathology of Expression, pp 71-85, 1990
8. Zerbe KJ, (1991). Management of countertransference with eating-disordered patients. *Psychodynamic Letter* 1(9):4-6.
9. Zerbe KJ, (1991). Consultation in the treatment of a self-mutilating patient can expand clinicians' horizons. *Psychiatric Times* 9(1):25-26.
10. Zerbe KJ, (1992). Why eating-disordered patients resist sex therapy: a response to Simpson and Ramberg. *Journal of Sex and Marital Therapy* 18(1):55-64.
11. Zerbe KJ, (1992). Recurrent Pancreatitis presenting as fever of unknown origin in a recovering bulimic. *International Journal of Eating Disorders* 12(3):337-340.
12. Zerbe KJ, (1992). The Phoenix rises from eros, not ashes: creative collaboration in the lives of five Impressionist and post-Impressionist women artists. *Journal of the American Academy of Psychoanalysis* 20(2):295-315.

Professional Papers and Book Chapters (cont.)

13. Zerbe KJ, (1992). Effective use of consultation in psychiatric practice. *Directions in*

Psychiatry 12(26):1-7.

14. Zerbe KJ, (1992). Eating disorders in the 1990s: an overview of clinical challenges and treatment implications. *Bulletin of the Menninger Clinic* 12(3):337-340.
15. Zerbe KJ, March S, Coyne C, (1993). Comorbidity in an inpatient eating disorders population: clinical characteristics and Treatment implications. *Psychiatric Hospital* 24(1/2):3-8.
16. Zerbe KJ, (1993). Whose body is it anyway? Understanding and treating psychosomatic aspects of eating disorders. *Bulletin of the Menninger Clinic* 57(2):161-177.
17. Zerbe KJ, (1993). Selves that starve and suffocate: the continuum of eating disorders and dissociative phenomena. *Bulletin of the Menninger Clinic* 57(3):319-327. [Also published in *Diagnosis and Treatment of Dissociative Disorders*. Edited by Allen JG, Smith WH. Northvale, NJ, Jason Aronson, pp 37-46].
18. Zerbe KJ, (1994). The last word. *Eating Disorders: The Journal of Treatment and Prevention* 2(3): 284-286.
19. Zerbe KJ, (1994). Uncharted waters: psychodynamic considerations in the diagnosis and treatment of social phobia. *Bulletin of the Menninger Clinic* 58(2, Suppl. A):A3-A20. [Reprinted in *Fear of Humiliation: Integrated Treatment of Social Phobia and Comorbid Conditions*. Edited by Menninger WW. Northvale, NJ: Jason Aronson, pp 1-18]
20. Zerbe KJ, (1995). Women, depression, and managed care. *Renfrew Perspective* 1(1):1,

9.

21. Zerbe KJ, (1995). The tragic actor: forms and transformations of narcissism in the life and work of Edouard Manet. *Psychoanalytic Review* 82(4):599-620.
22. Zerbe KJ. (1995). Integrating feminist and psychodynamic principles in the treatment of an eating disorder patient: Implications for using countertransference responses. *Bulletin of the Menninger Clinic* 59(2):160-176.
23. Zerbe KJ, 1995. Anxiety disorders in women. *Bulleting of the Menninger Clinic* 59(Suppl. A):A38-A52.
24. Zerbe KJ, (1995). The emerging sexual self of the patient with an eating disorder: implications for treatment. *Eating Disorders: The Journal of Treatment and Prevention* 3(3):197-215. [Reprinted in *Sexual Abuse and Eating Disorders*. Edited by Schwartz MF, L

Cohn. New York: Brunner/Mazel, pp 134-154.]

25. Rock C, Zerbe KJ, (1995). Keeping eating disorders at bay. *Patient Care* 29(18): 78-90.
26. Zerbe KJ, (1996). The impact of parental eating disorders on children: the apple doesn't fall far from the tree. *Contemporary Pediatrics* 13(8):65-78.
27. Zerbe KJ, (1996). Feminist psychodynamic psychotherapy of eating disorders: theoretic integration informing clinical practice. *Psychiatric Clinics of North America* 19(4):811-827.
28. Zerbe KJ, (1996). Extending the frame: working with managed care to support treatment for a refractory patient, in *Treating Eating Disorders*. Edited by Werne J, Yalom ID. San Francisco, Jossey-Bass, pp 335-356.
29. Zerbe KJ, (1996). Anorexia nervosa and bulimia: when the pursuit of bodily perfection becomes a killer. *Postgraduate Medicine*, 99(1):161-169.
30. Zerbe KJ, (1997). Feminist psychodynamic psychotherapy of eating disorders: practical applications for clinical practice. *Eating Disorders Review* 8(4):1-4.

31. Sokol M, Steinberg D, Zerbe KJ, (1998). Childhood eating disorders. *Current Opinion in Pediatrics*, 10:369-377.
32. Zerbe KJ, (1998). Knowable secrets: transference and countertransference manifestations in eating disordered patients, in *Treating Eating Disorders: Ethical, Legal, and Personal Issues*. Edited by Vandereycken W, Beumont, PJV. London: Athlone Press, pp30-55.
33. Zerbe KJ, (1998). Eating disorders, in *Textbook of Women's Health*. Edited by Wallis LA. Philadelphia: Lippincott-Raven, pp 839-848.
34. Zerbe KJ, (1998). Countertransference issues in treating eating disorders: applying a feminist psychodynamic model. *Eating Disorders Review* 9(2):1-4.
35. Zerbe KJ, (1998). Anxiety disorders in women. *Medicine and Behavior* 1(6):1,20-21.
36. Peebles-Kleiger MJ, Zerbe KJ, (1998). Office management of posttraumatic stress disorder: a clinician's guide to a pervasive problem. *Postgraduate Medicine* 103(5):181-194.
37. Zerbe KJ, (1999). A way of coping, in *Eating Disorders: Contemporary Issues*. Edited by Immell MH. San Diego, CA: Greenhaven Press, pp 77-90. **Professional Papers and Book Chapters (cont.)**
38. Zerbe KJ, (1999). Patient guidelines for coping with depression. *Academy of Clinical Psychology Bulletin* 5(2):7-10.
39. Zerbe KJ, (1999). La integrazione di principi femministi e psicodinamici nel trattamento di una paziente con disturbi della condotta alimentare: implicazioni nell' uso delle risposte controtransferali [Selves that starve and suffocate: the continuum of eating disorders and dissociative phenomena]. *Psicoterapia e Istituzioni [Psychotherapy and Institutions]* 6(1-2):33-49. (Translated by A. Ciocca, MD) [Reprinted from the *Bulletin of the Menninger Clinic* 57(3):319-327.]
40. Zerbe KJ, (1999). Di chi `e questo corpo? Il significato ed il trattamento degli aspetti psicosomatici dei disturbi della condotta alimentare [Whose body is it anyway? Understanding and treating psychosomatic aspects of eating disorders]. *Psicoterapia e Istituzioni (Psychotherapy and Institutions)* 6(1-2):13-32. (Translated by A. Ciocca, MD) [Reprinted from the *Bulleting of the Menninger Clinic* 57(2):161-177.]
41. Zerbe KJ, Steinberg DL, (2000). Coming to terms with grief and loss: can skills for dealing with bereavement be learned? *Postgraduate Medicine* 108 (6):97-98, 101-104, 106.
42. Zerbe KJ, (2000). Multimodal treatment of eating disorders. *Essential Pharmacology* 3(3):1-17. [Republished in *Directions in Psychiatry*.]
43. Zerbe KJ, (2000). Introduction to: "Psychiatric crises in primary care: a four-article symposium." *Postgraduate Medicine* 108(6):55, 59.
44. Holloway KJ, Zerbe KJ, (2000). Simplified approach to summarizations disorder: when less may prove to be more. *Postgraduate Medicine* 108(6):89-92, 95.
45. Zerbe KJ, (2001). The crucial role of psychodynamic understanding in the treatment of eating disorders. *Psychiatric Clinics of North America* 24(2):305-313.
46. Zerbe KJ, (2001). When the self starves: alliance and outcome in the treatment of eating disorders. In *Hungers and Compulsions: The Psychoanalytic Treatment of Eating Disorders and Addictions*. Edited by Petrucelli J, Stuart C. New York: Jason Aronson, Northvale, NJ 183-206.
47. Zerbe KJ, (2001). Insomnia. *Primary Care Update for Obstetricians and Gynecologists*, Volume 8, Number 2, March/April, pp. 82-87

48. Zerbe KJ, (2002). New perspectives on the psychotherapy of women: cost effective and clinical interventions. *Primary Care: Clinics in Office Practice*, Volume 29, Number 1, 211-222.
49. Zerbe KJ, (2002). Preface *Primary Care: Clinics in Office Practice*, Volume 29, Number 1 xi-xiv.
50. Zerbe KJ, Becker AE, Yager J, (2002). Eating disorders: update. *Psychiatric Update*, Volume 22, Number 3, 1-10 (Also available in audio form.)
51. Zerbe KJ, (2002). Eating Disorders in Midlife and Beyond: Transition and Transformation at a Crucial Developmental Stage. *Psychoanalysis and Psychotherapy* 19:1, 9-19.
52. Zerbe KJ, (2003). Giving Birth to New Dreams. *Bulletin of the Menninger Clinic*, 66:4, 369-377.
53. Zerbe KJ, (2003). Section editor (Psychiatry) *Current Women's Health*, June.
54. Zerbe KJ, (2003). Eating disorders in middle and late life: A neglected problem, *Primary Psychiatry*, 10:6, pp. 80-82.
55. Zerbe KJ, (2003). Editorial, *Primary Psychiatry*, 10:6, pp. 28-29.
56. Zerbe KJ, Domnritei, D, (2004). Eating Disorders at Middle Age, Part 1. *Eating Disorders Review*, 15:3, pp.1-3 . 57. Zerbe KJ, Domnritei, D, (2004). Eating Disorders at Middle Age, Part 2. *Eating Disorders Review*, 15:3.
58. Yager J, Devlin M, Halmi K, Herzog D, Mitchell J, Powers P, & Zerbe K, (2005). Practice guidelines for the treatment of patients with eating disorders, 2nd edition. *Focus: The Journal of Lifelong Learning in Psychiatry* 3:4, 503-510.
59. Zerbe, KJ, (2007). Psychodynamic Management of Eating Disorders: In Yager, J., Powers, P., (Eds). *Clinical Manual of Eating Disorders* (307-334). American Psychiatric Press: Washington, D.C.
60. Zerbe, KJ, (2007). Eating Disorders in the 21st Century: Identification, management, and prevention in obstetrics and gynecology. *Best Practice and Research in Clinical Obstetrics and Gynecology*, 21:2, 331-343.
61. Zerbe, KJ, (2008a). Integrating Treatment Interventions: Five Points to Enhance Clinical Practice, Part 1. *Eating Disorders Review*. 19: 6, pp. 1-3.

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62. Zerbe, KJ, (2008b). Integrating Treatment Interventions: Five Points to Enhance Clinical Practice, Part 2. *Eating Disorders Review*. 19: 5, pp. 1-4.
63. Zerbe KJ, (2009). "Psychodynamic psychotherapy" in *Handbook of Eating Disorders*. In C. Grillo and J. Mitchell., (Eds). Guilford, NY, NY, pp. 314-335.
64. Yager, J, Devlin, M.J., Halmi, K. A., Herzog, D. B., Mitchell, J. E., Powers, P., Zerbe, K. J. (2012). Guideline Watch: Practice Guideline for the Treatment of Patients with Eating Disorders, 3rd Edition, American Psychiatric Association, on line, July 2012, pp. 1 – 18
65. Lapid, M I., Chen, Y., Rummans, TA., McAlpine, DE., and Zerbe, K.J. (2013). Eating Disorders in Later Life: A Clinical Review. *Clinical Geriatrics*. Published on line June 2013.
66. Zerbe, KJ (2013). Personal Meaning and Eating Disorders Treatment: Comment on Warren, et. al. *Psychotherapy*. 50; 573 – 575. (Published on-line July 29 2013. Doi:10.1037/a0031493).
67. Zerbe, KJ (2013). Late Life Eating Disorders. *Eating Disorders Review*. 24:6, pp. 2 – 3.
68. Zerbe, KJ (2015). Eating Disorders: Update In *Clinical Updates in Women's Health Care*. American College of Obstetrics and Gynecology. (On line only) pp. 1– 16.

69. Zerbe, KJ (2015). Long-Term Treatment of Eating Disorders. *Eating Disorders Review*. 26: 2, 3: pp. 1 – 4
- 70.. Zerbe, KJ (2015). Psychodynamic Theory. In *Handbook of Eating Disorders*. In L. Smolak and M. Levine. London: Wiley. DOI: 10.1002/9781118574089.ch20
71. Zerbe, KJ (2015). Psychodynamic Issues in the Treatment of Binge Eating Disorder: Working with Shame, Secrets, No-Entry, and False Body Defenses. *Clinical Social Work Journal*. DOI: 10.1007/s10615-015-0559-9
72. Zerbe, KJ (in press). Essential Others and Spontaneous Remission in the Life and Work of Emily Carr: Implications for Understanding Resilience and Recovery. *International Journal of Psychoanalytic Self –Psychology*.

Internet Articles

1. Zerbe KJ: Anxiety disorders. *Cyberounds: Continuing Medical Education for Physicians*, April 2000 [<http://www.cyberounds.com/>]
2. Zerbe KJ: Anxiety disorders in women. *Cyberounds: Continuing Medical Education for Physicians*, May 2000 [<http://www.cyberounds.com/>]
3. Zerbe, KJ: Medical complication of eating disorders. *Cyberounds: Continuing Medical Education for Physicians*, September 2000 [<http://www.cyberounds.com/>]
4. Zerbe, KJ: Eating Disorders. Consult Interview & Blog. New York Times, July, 2009.
5. Zerbe, KJ: Eating Disorders. Consult Interview & Blog. New York Times, September, 2009.
6. Zerbe, KJ: Eating Disorders. Consult Blog. New York Times, February, 2010
7. Zerbe, KJ: Eating Disorders. Book Review on Consult Blog of Hall's *Bulimia: A Guide to Recovery* and DeRossi *Unbearable Lightness: A Story of Loss and Gain*. New York Times, January, 2011

Publications for the Popular Press

1. Zerbe KJ, (1986). Recognizing eating disorders. *American Rowing* 18(8):42-43.
2. Zerbe, KJ, (1987). Psychology and performance. *American Rowing* 19(5): 38.
3. Zerbe, KJ, (1988). Compulsivity in athletes. *American Rowing* 20(1):22-25.
4. Zerbe, KJ, (1991). Eating disorders in the 1990s. *Safety Net: A Quarterly Publication of the Scholastic Safety Corporation*, pp 1, 8. May.
5. Zerbe, KJ, (1993). Soul vs. body: a battle for life. *Menninger Perspective*, 24(4):5-10.
6. Zerbe, KJ, (1994). Biological factors influence eating disorders. *The Menninger Letter* 1(8):4-5, August.
7. Zerbe, KJ, (1994). Relapse and recovery in addictive disorders. *The Menninger Letter* 2(1):6, January.
8. Zerbe, KJ, (1994). "On Call" response to question on food addictions. *The Menninger Letter* 2(3):8. March.
9. Zerbe, KJ, (1994). The body betrayed: integrating feminist and psychodynamic theory in the treatment of eating disorders. *National Eating Disorders Newsletter* 16:7. April-May.
10. Zerbe, KJ, (1995). "On Call" response to question on anxiety disorders. *The Menninger Letter* 3(8):8. August.
11. Zerbe, KJ, (1995). Males with eating disorders. *The Menninger Letter* 3(9):4-5. September.
12. Zerbe, KJ, (1996). Feeding youths the wrong message: society's demand for perfection can be fatal. *Topeka Capital-Journal*, p 5-A. August 14.

13. Zerbe, KJ, (1996-1997). Eating disorders: an overview. Temple University medical Alumni Newsletter 8(2):12-13, Winter.
14. Zerbe, KJ, (2001). Body image, in *Girlhood in America: An Encyclopedia*, pp. 80-84.

Book Reviews, Transactions, Miscellaneous
Book Reviews

1. The Shame Experience by Miller S. *Bulletin of the Menninger Clinic* 51(4):397-398, 1987
2. The I by Holland N. *Bulletin of the Menninger Clinic* 51(2):203-205, 1987
3. Acts of Will: The Life and Work of Otto Rank by Lieberman EJ. *Bulletin of the Menninger Clinic* 51(6):577-578, 1987
4. The Role of Drug Treatments for Eating Disorders edited by Garfinkel PE, Garner DM. *Bulletin of the Menninger Clinic* 52(6):544-545, 1988
5. Trauma and mastery in Life and Art by Rose G. *Bulletin of the Menninger Clinic* 53(6): 543, 1989
6. Psychoanalytic Perspectives I Art (Vol. 2) edited by Gedo M. *Bulletin of the Menninger Clinic* 53(4): 363-364, 1989
7. Psychoanalysis and Women: Contemporary Reappraisals edited by Alpert JL. *Bulletin of the Menninger Clinic* 53(1):71-72, 1989

Book Reviews (cont.)

8. The Etiology and Treatment of Bulimia Nervosa: A Biopsychosocial Perspective by Johnson C, Connors M. *Bulletin of the Menninger Clinic* 53(2):174-175, 1989
9. The Art of Aging by McKee P, Kauppinen H. *Bulletin of the Menninger Clinic* 54(3): 426-427. 1990
10. Psychoanalytic Perspectives on Art (Vol. 3) edited by Gedo MM. *Bulletin of the Menninger Clinic* 54(3): 426-427, 1990
11. Dreams of Love and Fateful Encounters: The Power of Romantic Passion by Person ES. *Bulletin of the Menninger Clinic* 54(4): 556-557, 1990
12. Diagnostic Issues in Anorexia Nervosa and Bulimia Nervosa edited by Garner DM, Garfinkel PE. *Bulletin of the Menninger Clinic* 54(4): 560-561, 1990
13. Behind the Couch: Revelations of a Psychoanalyst by Stream HS, as told to Freeman L. *Bulletin of the Menninger Clinic* 54(4): 548-549, 1990
14. Psychoanalysis and Eating Disorders edited by Bemporad J, Herzog D. *Bulletin of the Menninger Clinic* 55(4):536-537, 1991
15. Michelangelo's Sistine Ceiling: A Psychoanalytic Study of Creativity by Oremland JD. *Bulletin of the Menninger Clinic* 55(3):405-406, 1991
16. *Conversations with Anorexics* by H Bruch; edited by Czyzewski D, Suhr M. *Bulletin of the Menninger Clinic* 55(2):262-263, 1991
17. Bulimia: Psychoanalytic Treatment and Theory edited by Schwartz HJ. *Bulletin of the Menninger Clinic* 55(1):124-126, 1991
18. Psychodynamic Treatment of Anorexia Nervosa and Bulimia Nervosa edited by Johnson CL. *Bulletin of the Menninger Clinic* 56(3):397-399, 1992
19. Portraits of the Artist by Gedo JE. *Bulletin of the Menninger Clinic* 56(1):120-121, 1992
20. Discovery of the Art of the Insane by MacGregor JM. *Bulletin of the Menninger Clinic* 56(2):265-266, 1992

21. Males with Eating Disorders edited by Andersen AE. *Bulletin of the Menninger Clinic* 56(4):527-528, 1994
22. Eating Disorders: Assessment and Treatment by Schlundt DG, Johnson WG. *Bulletin of the Menninger Clinic* 58(3):406-407, 1994
23. Psychoanalysts Talk by Hunter V. *Bulletin of the Menninger Clinic* 60(2):272-274, 1996
24. Karen Horney: A psychoanalyst's Search for Self-understanding by Paris BJ. *Bulletin of the Menninger Clinic* 60(3):404-406, 1996
25. Transformations: Countertransference During the Psychoanalytic Treatment of Incest Real and Imagined by Siegel EV. *Journal of the American Psychoanalytic Association* 45(3):999-1001, 1997
26. The Psychology of Illness in Sickness and in Health by Druss RG. *Bulletin of the Menninger Clinic* 61(2):269-271, 1997
27. On Trying to Teach by Gardner R. *Bulletin of the Menninger Clinic* 61(1):124-125, 1997
28. The Many Faces of Eros: A Psychoanalytic Exploration of Human Sexuality by McDougall J. *Bulletin of the Menninger Clinic* 61(1):133-134, 1997
29. Love Relations: Normality and Pathology by Kernberg OF. *Bulletin of the Menninger Clinic* 61(4):549-550, 1997
30. Dynamic Therapies for Psychiatric Disorders edited by Barber JP, Crits-Christoph P. *Bulletin of the Menninger Clinic* 61(4):536-538, 1997
31. Danger and Defense: The Technique of Close Process Attention edited by Goldberger M. *Psychiatric Times* 14(3):6, 1997
32. The Prevention of Mental Illness in Primary Care edited by Kendrick T, Tylee A, Freeling P. *Bulletin of the Menninger Clinic* 62(4):543-544, 1998
33. Handbook of Treatment for Eating Disorders (2nd ed.) edited by Garner DM, Garfinkel PE. *Bulletin of the Menninger Clinic* 62(4):545, 1998
34. Eating Problems: A Feminist Psychoanalytic Treatment Model by Bloom C, et al. *Journal of the American Psychoanalytic Association* 46(2):631-634, 1998
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37. A Woman's Guide to Menopause and Hormone Replacement Therapy edited by Dennerstein L, Shelley J. *Bulletin of the Menninger Clinic* 65(1):126-127, 2001
38. Adolf Wolfi: Draftsman, Writer, Poet, and Composer edited by Spoerri E. *Bulletin of the Menninger Clinic*, 65(1), 117-118, 2001
39. The Talking Cure: The Science Behind Psychotherapy by Vaughan SC. *Bulletin of the Menninger Clinic*, 65(2):268-270
40. Body Image: A Handbook of Theory, Research, and Clinical Practice, by Cash, T. & Pruzinsky T. *Psychiatric Times*, 21:2, p. 61, 2004
41. Psychodynamic Psychotherapy by Nancy McWilliams. *Psychoanalytic Quarterly*, (2):666- 672, 2008

Transactions, Panel Reports, etc.

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2. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 50(5):507-510, 1986
3. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 50(6):597-599, 1986
4. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 51(2):225-226, 1987
5. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 51(6):584-589, 1987
6. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 52(1):87-92, 1988
7. Transactions of the Topeka Psychoanalytic Society. *Bulletin of the Menninger Clinic* 54(3):409-412, 1990
8. Panel Report: Psychotherapy and Psychoanalysts: 50 years later. *Journal of the American Psychoanalysis Association*, 55:1, 229-238, 2007.

Miscellaneous

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2. A tribute to Stuart C. Averill, MD. *Bulletin of the Menninger Clinic* 53(5):381-383, 1989
3. In memoriam: Donald B Rinsley, MD. *Bulletin of the Menninger Clinic* 54(2):259-262, 1990
4. Dr. Menninger proud of Pennsylvania roots [letter to the editor]. *Pennsylvania Medicine* 94:10, 1991
5. Commencement address. *Harrisburg Academy News*, pp 1-2, 1994
6. Letter to the editor. *Topeka Capital-Journal*, p A-4, December 4, 1994
7. Giving just 10% [president's column]. *Kansas Psychiatric Society Newsletter*, 34(1):5, Fall 1996
8. Introduction [memorial to Stuart C. Averill, MD]. *Bulletin of the Menninger Clinic* 61(3):285-287, 1997
9. Rx for a political education [president's column]. *Kansas Psychiatric Society Newsletter* 34(4):1-2, Spring 1997
10. Liposuction should be last resort, if that [letter to the editor]. *The Psychological Record*, pp B4, C1-C2, November 1, 1997
11. The ten percent resolution [president's column]. *Kansas Psychiatric Society Newsletter* 34(6):1, Winter 1997

12. Honoring the patient's privilege [president's column]. *Kansas Psychiatric Society Newsletter* 34(6):1, Winter 1998
13. Reflections on psychiatry and the KPS [president's column]. *Kansas Psychiatric Society Newsletter* 35(1):1, Summer 1998
14. Anxiety disorders in women. *Medicine and Behavior*, 1(6), 1, 20-21, 1998
15. Editorial [about the value of psychodynamic psychiatry]. *Bulletin of the Menninger Clinic* 63(1):1-3, 1999
16. Introduction [to topical issue on "Integrating outcome measurement with clinical practice: the FACE Recording and Measurement System"] (with Jon Allen, Ph.D.) *Bulletin of the Menninger Clinic* 63(3):285-287, 1999

Miscellaneous (cont.)

17. Introduction to the Supplement on Anxiety Disorders. *Bulletin of the Menninger Clinic* 64(3-A):A1-A3, 2000
18. Engage Eating Disorder Patients [guest editorial]. *Clinical Psychiatry News* 21, January 2004
19. Discussion of celebrity, prejudice, and forgiveness complete with Seattle splendors. *American Psychoanalyst*, 39:2, p. 9, 2005
20. Advantages of certification; Oregon Psychoanalytic Center Newsletter. Fall, 2007
21. A message from the Director – elect, Oregon Psychoanalytic Center Newsletter. Spring, 2008

Video Reviews:

1. A season in hell. *Bulletin of the Menninger Clinic* 57(2):271-272, 1993
2. Dialogues with mad women. *Bulletin of the Menninger Clinic* 59(4):503-504, 1995

HELEN ZISKIND, MSW, LCSW, PSY.D.

EDUCATION

1961 - Temple University, Philadelphia, Pennsylvania B.A.
awarded in 1965

1965

1967 - University of California at Los Angeles
1969 M.S.W. awarded in 1969

1994- Institute of Contemporary Psychoanalysis, Los Angeles, California Psy.D.
awarded in 1999

PROFESSIONAL EXPERIENCE

Current

- 1975 - PRIVATE PRACTICE
Present 10380 Ilona Ave 16055 Ventura Blvd. #1110 Los Angeles, CA 90064 Encino, CA 90655
- Past
- 1965 - EASTERN STATE SCHOOL AND HOSPITAL
1966 Treose, Pennsylvania
Caseworker. Duties included treatment of children, parents and families in individual, conjoint, group and family therapy in both in-patient and day care units.
- 1966 - DEPARTMENT OF PUBLIC SOCIAL SERVICE
1967 Panorama City, California

Evaluation and assessment of applicants for Aid to Families with Dependent Children.
- 1968 DEPARTMENT OF PUBLIC SOCIAL SERVICE
Summer Panorama City, California Families in Crisis File.
- 1969 - RETAIL CLERKS MENTAL HEALTH DEVELOPMENT CENTER 1970 Psychiatric Social Worker.
Duties included: individual, conjoint, group and family therapy with both children and parents. Assessments and evaluations and team treatment planning.
Collaboration with schools, physicians, and other professionals.
- 1970 - OLIVE VIEW COMMUNITY MENTAL HEALTH CENTER
1971 Psychiatric Social Worker, full-time. In and out patient departments doing individual, family and group therapy, as well as evaluations and discharge planning.
- 1971 - OLIVE VIEW COMMUNITY MENTAL HEALTH CENTER
1975 Psychiatric Social Worker, part-time. Duties same as above.
- 1982- OUTH BAY CHILD GUIDANCE CLINIC
1985 Senior Clinician
Duties included intakes, evaluations, work with families and children, collaboration with school personnel, consultation with teachers, supervision of graduate students, work in Day Treatment School Program, coordination of team efforts, peer supervision and case presentations. It is significant to note that during this period the McMartin Pre-School Case erupted and I became part of a team that worked with some of these children and their families.
- 1983 - PASADENA CHILD GUIDANCE CLINIC
1984 Clinical Director and Team Leader for PROJECT FOCUS

(a child abuse and neglect grant project), the responsibilities for which were administrative and clinical supervision of the grant's direct treatment services. In this program I provided the philosophy and implementation for a uniform treatment approach for clinical staff. Supervision of graduate student interns and clinical staff. Liaison with outreach and training components. Responsible for consultation with DPSS.

SUPERVISION AND CONSULTATION

- 1983 - Supervisor and Field Instructor
- 1985 University of California Los Angeles, School of Social Welfare
- 1985 - University of Southern California, School of Social Work
- 1985 Supervisor and Consultant
- 1990 Psychosocial Research Project

TEACHING

- 1998 "Boundary Dilemmas in Work with Children- Legal, Ethical and Clinical Issues." at Institute of Contemporary Psychoanalysis.
- 1999 "Relational Concepts in Psychoanalysis" at Institute of Contemporary Psychoanalysis.
- 2000- "History of Child Analysis" at Institute of Contemporary
2001 Psychoanalysis.
- 2001 "Evolving Applications of Attachment Research to the
Clinical Situation" at Institute of Contemporary Psychoanalysis
- 2002 "Contemporary Concepts in Child Treatment" at Institute of Contemporary
Psychoanalysis
- 2002 "Evolving Applications of Infant Research to the Clinical Situation" at Institute of
Contemporary Psychoanalysis
- 2004 Infant Observation at Institute of Contemporary Psychoanalysis
- 2005-present
Clinical and Theoretical Implications of Contemporary Research of Infants and
Toddlers
- 2013 Class on Remembering Daniel Stern

Presentations

- 1999- "Clinical Considerations in Work with Children" at Jewish 2000
Family Service.

- 1998 Discussion at 21st Annual International Conference on The Psychology of The Self
- 2006 Work with Children and Their Parents At Vista Del Mar
- 2008 Disorganized Attachment at Maple Center
- 2009 Interaction in Work with Children at Santa Monica Family Service
- 2011 Discussion at ICP Conference “Working Through Traumatic Memories With Sensory Motor Support During Psychoanalysis”
- 2013 ICP Webinar on Infant Research

LICENSE

Licensed Clinical Social Worker
 State of California - 1971
 License No. L3444

ORGANIZATIONS, ASSOCIATIONS AND OFFICES HELD

- 1969 National Association of Social Workers
- 1969 Member, Society for Clinical Social Work
- 1971 Academy of Certified Social Workers
- 1971 Fellow, Society for Clinical Social Work

- 1988 Board Certified Diplomate in Clinical Social Work
- 1982 - Elected to Board of Directors, California State 1986 Society for Clinical Social Work (two terms).
Ethics and Standards Subcommittee: Participated in the development and establishment of the Impaired Professional Program.
- 1988 Executive Board Committee on Psychoanalysis in Clinical Social Work, Southern California area.
- Liaison from the Committee on Psychoanalysis in Clinical Social Work to the State Society for Clinical Work: Member of Task Force to facilitate and clarify communication and relations between Committee on Psychoanalysis and State Society for Clinical Social Work.
- 1992 Faculty Relations Co-Chair, Fourth National Clinical Conference of National Committee on Psychoanalysis, 1992.
- 1992 Co-Chair: Education/Program Committee, Committee on Psychoanalysis in Clinical Social Work, Southern California Area. Developed and organized psychoanalytic educational offerings and programs for COP members and Mental Health Community.
- 1993 Chairperson, Education/Program Committee, Committee on Psychoanalysis in Clinical Social Work, Southern California Area. Same as noted above.
- 1996 Member, Division 39, Division of Psychoanalysis
- 1998- Co-Chair, Contemporary Child and Adolescent Psychoanalytic Program. Institute of Contemporary Psychoanalysis, Develop and integrate curriculum, training, supervision, and candidate progression.
- 1999 Member, Training and Supervising Analyst Institute of Contemporary Psychoanalysis, 1999- present
- 2000- Present Member Program Committee, Candidate Progression Committee, Psychoanalytic Psychotherapy Program
Chair: Psychoanalytic Psychotherapy Program, Candidate Progression Committee
Three Terms as Board Member



APPENDIX XXI

2014 – 2015 Extension Program: Psychoanalytic Foundations
Facilitator: Rochelle M. Reno Ph.D.

Session 1: September 20, 2014 **Introduction to Contemporary Psychoanalysis**
Instructor: Carol Mayhew, Ph.D., Psy.D.

Mitchell, S. (1993). Hope and Dread in Psychoanalysis. Basic Books: New York. Introduction and Chapter 1, pp. 1-39.

Strenger, C. (1989). The Classic and the Romantic Vision in Psychoanalysis. International Journal of Psychoanalysis, 70, 593-610.

Session 2: October 18, 2014 **Freud and the History of Psychoanalysis**
Instructor: Carola Kaplan, Ph.D., Psy.D.

Freud, S. (1900). The Interpretation of Dreams, Chapters II – The method of interpreting dreams: An analysis of a specimen dream and Chapter III (the dream as wish-fulfillment).

Freud, S. (1913). On beginning the treatment, The Standard Edition, v 12, pp. 121-144.

Freud, S. (1914). Remembering, repeating, and working-through. The Standard Edition, v 12: 145-156.

Session 3: November 22, 2014 **Object Relations Theory** **Instructor:**
Lynda Chassler, Ph.D.

Winnicott, D. W. (1965). The Theory of the Parent-Infant Relationship, The Maturational Processes and the Facilitating Environment. Madison, Wis.: International Universities Press.

Winnicott, D.W. (1958). Transitional Objects and Transitional Phenomena, Playing and Reality, Routledge Press.

Winnicott, D. W. (1954). "Metapsychological and Clinical Aspects of Regression within the Psycho-Analytical set-up. Through Pediatrics to Psychoanalysis: Collected Papers, p. 278-294.

Session 4: December 20, 2014 **Self Psychology**
Instructor: Estelle Shane, Ph.D.

Kohut, H. (1979), The two analyses of Mr. Z, International Journal of Psychoanalysis, 60:3-27.

Session 5: January 17, 2015 **Intersubjective Systems Theory** **Instructor:**
Leonard David Bearne, Psy.D., M.F.T.

Stolorow, R.D., Brandchaft, B. & Atwood, G. E. (1987). Transference: The organization of experience. In *Psychoanalytic Treatment: An Intersubjective Approach*, The Analytic Press (Ch. 3, pp. 28-46).

Stolorow, R.D., Brandchaft, B. & Atwood, G. E. (1987). Thoughts on the psychoanalytic cure.

In *Psychoanalytic Treatment: An Intersubjective Approach*, Hillsdale, NJ: The Analytic Press (Ch. ?, pp. 100-105).

Stolorow, R. D. & Atwood, G. E. (1992). The three realms of the unconscious. In *Contexts of Being*, Hillsdale, NJ: The Analytic Press (Ch. 2, pp. 29-42).

Recommended:

Orange, D., Atwood, G. & Stolorow, R. D. (1997). The Myth of Neutrality. In *Working Intersubjectively*, Hillsdale, NJ: The Analytic Press (Ch 3, pp. 35-45).

Orange, D., Atwood, G. & Stolorow, R. D. (1997). Contexts of nonbeing. In *Working Intersubjectively*, Hillsdale, NJ: The Analytic Press (Ch 4, pp. 45-66).

Session 6: February 7, 2015 Relational Theory

Instructor: Christina Emanuel, M.F.T., Psy.D.

Mitchell, S. (2004). My Psychoanalytic Journey. *Psychoanalytic Inquiry*. Vol 24, No. 4, 531- 541. (attached as a pdf).

Mitchell, S. (1988). *Penelope's Loom: Psychopathology and the Analytic Process*. In *Relational Concepts in Psychoanalysis: An Integration*. Cambridge: Harvard University Press., p. 271-306.

Session 7: March 21, 2015 Comparison of Intersubjective Systems Theory and Relational Theory

Instructor: Michael Pariser, Psy.D., Psy.D.

Trop, J.L. and Stolorow, R.D. (1992). Defense Analysis in Self Psychology: A Developmental View. *Psychoanalytic Dialogues*, 2:427-442

Mitchell, S. (1992). Commentary on Trop and Stolorow's "Defense Analysis in Self Psychology". *Psychoanalytic Dialogues*, 2:443-453

Stolorow, R.D., Atwood, G. and Orange, D. (2002). Cartesian Trends in Relational Analysis, in *Worlds of Experience*, Ch. 5, p.77-100

Ringstrom, P. (2010). Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory. *Psychoanalytic Dialogues*, 20:196-218.

Session 8: April 18, 2015 The Contribution of Infant Research to Contemporary Thinking and Practice

Instructor: Helen Ziskind, Psy.D., M.S.W.

Morgan, A.C. (19979), "The Application of Infant Research to Psychoanalytic Theory and Therapy.", *Psychoanalytic Psychology*., 14:315-336

Worrall, C. "I can because you can: the intersubjective nature of self agency"

Session 9: May 16, 2015 Attachment and Mentalization

Instructor: Roger Hastings, Ph.D., Psy.D.

Wallin, D.J. (2007). Attachment in Psychotherapy, The Guildford Press, NY: pp. 9-51 (Chapters 2, 3, & part of 4)

Optional:

Wallin, D.J. (2007). Attachment in Psychotherapy, The Guildford Press, NY Chapter 6: The Varieties of Attachment Experience

Session 10: June 20, 2015

Overview

2019 – June 2020 San Diego Saturday Series
Facilitators: Marian Richetta, Psy.D., M.F.T. & Mary Walters, L.C.S.W., Psy.D.

CLASS SCHEDULE:

Sept 20, 2014: Evolution of Contemporary Psychoanalysis

Instructor: Sanford Shapiro, M.D

Shapiro, S. Contemporary Psychoanalysis – A 50 Years Perspective

Oct 18, 2014: Innovative Principles in the Psychoanalysis of Breakdown: A Close Look at the Work of Christopher Bollas Instructor: Susan Mull, Ph.D.

Bollas, C. (2013). *Catch Them Before They Fall: The Psychoanalysis of Breakdown*, New York: Routledge. pp. 1-107.

Nov 22, 2014: The Relational Turn in Psychoanalysis
Instructor: Robin S. Cohen, Ph.D.

Aron, L. (1996) The relational orientation. In *A Meeting of Minds: Mutuality in Psychoanalysis*. Hillsdale, NJ: The Analytic Press, preface

Aron, L. (1996) The relational orientation. In *A Meeting of Minds: Mutuality in Psychoanalysis*. Hillsdale, NJ: The Analytic Press, pp. 1-30.

Bromberg, P.M. (1994) Speak that I may see you: Some reflections on dissociation, reality and psychoanalytic listening. *Psychoanalytic Dialogues*, 4(4):517-547

Jan 17, 2015: Self Psychology/Intersubjective Systems Theory – Overlapping and Augmenting Theories

Instructor: Kati Breckenridge, Ph. D.

Strozier, C. (1985). “Glimpses of a Life. Heinz Kohut (1913-1981),” in *Progress in Self Psychology*, ed A. Goldberg, Guilford Press, NY, vol. 1, pp. 3-18.

Miller, J. (1985). “How Kohut Actually Worked,” in *Progress in Self Psychology*, ed. A. Goldberg, Guilford Press, NY, vol. 1, pp 13-30.

Stolorow, R. et al. (1987). *Psychoanalytic Treatment: an Intersubjective Approach*, NJ: The Analytic Press, pp. 1-27.

Shane, E. (2006). “Developmental Systems Self Psychology,” *Int. J. Psychoanal. Self Psychol.*, pp. 23-45.

Feb 28, 2015: Stephen Mitchell: An Overview of his Theoretical and Clinical Work.

Instructor: Edie Boxer, Psy.D.

Dear San Diego Students, Mary and Marian,

I will make a presentation at the beginning of the class to introduce Stephen Mitchell. We will read and discuss *Varieties of Interaction*, the chapter from his book *Influence and Autonomy*.

Mitchell, S. – Ch.5, Influence and Autonomy in Psychoa.

In a May 2014 Colloquium Series offered by IARRP (The International Association for Relational Psychoanalysis and Psychotherapy), the colloquium editors Steven Knoblauch and Alejandro Avila Espada, wrote that “*Varieties of Interaction* (1997),” coming some 14 years later {than Mitchell and Jay Greenberg’s initial collaborative classic *Object Relations in Psychoanalysis Theory*} offers us a clear and useful representation of Mitchell at his best with this kind of thinking. He writes: “Current psychoanalytic candidates, struggling to develop their own ways of working are faced with an array of charismatic models of distinctive analytic styles honed by master clinicians, but without

a framework for determining what they have to do with each other or a methodology for developing their own personal approaches.”

I will include in our discussion an illustrative overview of comments included in the Colloquium and then I am requesting that all attendees on 2/28/14 be prepared to share clinical examples that demonstrate your struggles to develop your own style. I will also include my own struggles based on clinical material and my written essay.

I look forward to our meeting at the end of February. Should you have any questions before our class, please feel free to contact me using either my email: edieboxer@earthlink.net or my voice mail: 310-453-5202,

Mar 21, 2015: Sandor Ferenczi.

Instructor: Lynne Oliva, Psy.D., M.F.T.

Ferenczi, S – Confusion of Tongues Between Adults and Child, pgs. 156-167 **Ferenczi, S** – Dream of the Clever Baby, pp. 349-350

Ferenczi, S – Ch.IX, A Little Chanticleer, Further Contributions, 1913

Ferenczi, S – Elasticity of Psychoa. Technique, 1928

Ferenczi, S. – The Unwelcome Child and His Death Instinct-1929-pp102-107

April 18, 2015: Mirroring and Mentalization in Practice

Instructor: C. Roger Hastings, Ph.D., Psy.D.

Bateman, A. Fonagy, P. – Introduction and Overview, pp 3-42 in Mentalizing in Mental Health Practice **Optional:**

Fonagy, P., and Target, M. (1998). Mentalization and the Changing Aims of Child Psychoanalysis. *Psychoanalytic Dialogues*, 8:87-114.

Jurist, E. (2005). Mentalized Affectivity. *Psychoanalytic Psychology*, 22:426-444.

Grebow, H. (2008). A Tale of Two Minds: Mentalization and Adult Analysis. *International Journal of Psychoanalytic Self Psychology*, 3:16-33.

May 16, 2015: Psychodynamic Treatment of Adults with Developmental Disabilities.

Instructor: Joan Dasteel, Ph.D.

Dasteel, J. Psychotherapy for Special-Needs Adults and Their Families

Dasteel, J. Psychotherapy for Special-Needs Adults and Their Families – Part 2 First and foremost I am

June 20, 2015: *Amputated Selfhood and Phantom Selves: Musings and Reflections of Heretofore Unformulated Experience* Instructor: Gita Zarnegar, Ph.D., Psy.D.

Zarnegar, G. Amputated Selfhood and Phantom Selves

2014 - 2015 Pasadena Saturday Series
Facilitator: Nick Ryan, Psy.D., M.F.T., ATR-BC

CLASS SCHEDULE:

September 13, 2014 Contemporary Psychoanalytic Family Therapy Instructor:
Nick Ryan, Psy.D., M.F.T., ATR-BC

October 11, 2014 Forms of Intersubjectivity Instructor:
Christina Emanuel, M.F.T., Psy.D.

Stern, D. The Present Moment in Psychotherapy and Everyday Life. Chapter 5 "The Intersubjective Matrix"

Beebe, B., Knoblauch, S. – An Introduction – A Systems View Psy Dial

Beebe, B., Sorter, D., Rustin, J., Knoblauch, S.H. (2003). A Comparison of Meltzoff, Trevarthen, and Stern. Psychoanal. Dial., 13:777-804.

November 8, 2014 Heaven & Hell Instructor:
Michael Pariser, Psy.D., Psy.D.

Pariser, M. Heaven and Hell: The Phenomenology of Darkness and the Structuralization of Experience

Bollas, C. The transformational object Ch1 13-29

December 13, 2014 Understanding and Working with Shame from an Intersubjective-Systems Perspective

Instructor: Peter Maduro, J.D., Psy.D., Psy.D.

Orange, Atwood, & Stolorow (1997), Working Intersubjectively, Chapter 5: "Thinking and Working Contextually"

Stolorow, R. D. (2014) "Psychology Today" blog: "The Shame Family"

January 10, 2015 Relational Case Conference Instructor:
Robin S. Cohen, Ph.D.

Bromberg, P.M. (1994) Speak that I may see you: Some reflections on dissociation, reality and psychoanalytic listening. Psychoanalytic Dialogues, 4(4):517-547

February 14, 2015 Neurorelational Psychotherapy Instructor:
Connie M. Lillas, Ph.D.

Working with the Long-term Consequences of Neglect: Using the Neurorelational Framework (NRF) for Assessment and Treatment .

This workshop will address the three long-term consequences of neglect that affect later developmental issues, creating a situation for teens and adults where their chronological age does not match their developmental age. Using the three clinical steps of the NRF, a video-base case of a current teenager with severe early neglect from institutional care will be used to highlight the complexity of working with the 1) developmental age of the child versus the chronological age of the child/adult, 2) the need to match treatment modalities with the neurodevelopmental context of the client, and 3) the use of infant mental health and early intervention principles across the lifecycle, regardless of the age of the client.

March 14, 2015 A Contemporary Psychoanalytic Approach to Addiction

Instructor: Daniel Goldin L.M.F.T.

Daniel Goldin M.A. (2014) Addiction and Temporal Bandwidth, International Journal of Psychoanalytic Self Psychology, 9:3, 246-262.

Kohut, H. (1977 a), Preface to Psychodynamics of Drug Dependence, ed. J. D. Blaine & D. A. Julius. National Institute on Drug Abuse Research, Monograph. Series #12, Washington, DC: Govt. Printing Office.

April 11, 2015 Community Psychoanalysis Instructor:

George Bermudez Ph.D.

Lawrence, G. Social Dreaming as Sustained Thinking

Bermudez, G. and Silverstein, M. Social Dreaming Applications in Academic and Community Settings

Noak, A. Social Dreaming and Individual Dreaming Competition

Twemlow, S.W., Parens, H. (2006). Might Freud's Legacy Lie Beyond the Couch?. Psychoanal. Psychol., 23:430-451.

May 9, 2015 Psychoanalytic Treatment of Severe Mental Disorders

Instructor: Keith Valone, Ph.D., Psy.D., M.S.C.P.

Appendix XXII

ICP Sexual Harassment and Harassment Policy

Harassment of any kind is not acceptable behavior at ICP; it is inconsistent with ICP's commitment to growth, education and diversity. ICP is committed to creating an environment in which every individual can work, study, and teach without being harassed.

Harassment is any conduct, verbal or physical, that has the intent or effect of unreasonably interfering with an individual or group's educational or work performance at ICP or that creates an intimidating, hostile, or offensive educational or work environment. Some kinds of harassment are prohibited by civil laws or by ICP policies on conflict of interest and nondiscrimination.

Harassment on the basis of race, color, sex, disability, religion, national origin, sexual orientation, gender identity, veteran's status, or age includes harassment of an individual in terms of a stereotyped group characteristic, or because of that person's identification with a particular group.

Sexual harassment may take many forms. Sexual assault and requests for sexual favors that affect educational or employment decisions constitute sexual harassment. However, sexual harassment may also consist of unwanted physical contact, requests for sexual favors, visual displays of degrading sexual images, sexually suggestive conduct, or offensive

remarks of a sexual nature.

The Institute is committed under this policy to stopping harassment and associated retaliatory behavior. Any member of the ICP community who feels harassed is encouraged to seek assistance and resolution of the complaint. ICP provides a variety of avenues by which an individual who feels harassed may proceed, so that

each person may choose an avenue appropriate to his or her particular situation. Two recommended avenues are through the ICP Ombudsman's office and through the student's advisor. Institute procedures are intended to protect the rights of both complainant and respondent, to protect privacy, and to prevent retaliation.

Appendix XXIII Non-

Discrimination Policy and Procedures

The Institute of Psychoanalysis (ICP) does not and shall not discriminate on the basis of race color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexualorientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients and will not tolerate discrimination

The Institute of Psychoanalysis is an equal opportunity employer. We

will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion,

creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of the Institute of Psychoanalysis has been discriminated against is strongly encouraged to report this concern promptly to the President(s) of ICP. Discriminatory harassment or intimidation of staff, clients, volunteers, subcontractors, vendors, and clients, in any of its activities or operations is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Issues of discriminatory treatment, harassment, or intimidation on any of these bases should immediately be reported to the President(s) or Ombudsman's office and if substantiated prompt action will be taken.

11/15