



INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

September 1, 2019 – August 31, 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 10780 Santa
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Los Angeles, CA 90025
Ph #: 310-207-8441
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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 provisionally approved by the Bureau for Private Postsecondary Education to continue 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 this degree program, 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

- **ICP has been granted an extension until September 2021 to complete the accreditation process.**

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: 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818

Telephone #s: 888-370-7589, 916-574-9800 Or 916-263-1897 (fax)

Website Address: www.bppe.ca.gov

Institutional Representative Initials: _____

Student Initials: _____

Date: _____

Date: _____

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

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 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 this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834.

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

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(916) 574-8900 or by 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 (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.

ARTICULATION AGREEMENT

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

NOTICE: The doctoral degree in psychoanalysis (PsyD) is not accredited by a

Federally approved Department of Education accrediting agency. However, ICP is accredited by the Accreditation Council of Psychoanalytic Education (ACPE Inc.), 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 has never filed a bankruptcy petition, 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. §1101), (CEC §94909(a)(12)).

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

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

- Acquire the skill to competently psychoanalyze a range of patients with a variety of diagnoses and socio-cultural circumstances.
- Acquire enough practice and supervision during training to recognize how psychoanalyst and patient both participate in the analytic process together.
- Understand the history of psychoanalysis and psychoanalytic theory.
- Learn about contemporary psychoanalytic theory and approaches in depth.
- Understanding of the diverse theory and practice of contemporary psychoanalysis
- Acquire the skill of expressing both theoretical and clinical ideas in writing.
- 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 much 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.

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.

Problems that can arise in the Admissions 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.

IV. National and International Students

- A. No Visa Services are provided for international students.
- B. All students must be fully proficient in English, as all courses are taught in English. All students whose primary language is English are exempt from a language proficiency test. If one's primary language is not English the applicant/student must prove proficiency by taking the TOEFL or another test.
- C. **ICP does not offer ESL services.**

- D. All students must meet the requirement of Full Professional proficiency. They are able to use the language fluently and accurately on all levels pertinent to professional needs. They are able to read all styles and forms of the language pertinent to professional needs.

Placement Services

The Institute of Contemporary Psychoanalysis does not offer placement services.

Ability to Benefit

ICP does not accept ability to benefit students.

Facilities

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.

Housing

ICP is located within an office building in West Los Angeles. ICP does not have dormitory facilities under its control. However many housing options are available in the geographic area.

Students attend classes six weekends per academic year. Housing arrangements for the duration of each weekend is the responsibility of the student. During the application process, students are required to attend four interviews. Information regarding housing options are available during these sessions.

See also *APPENDIX VII*, p. 551 for list of hotels located around ICP.

Library

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.

Financial Policies & Procedures

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.

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 monies not paid from federal financial aid funds. (CEC§94909(a)(11)).

Costs of Training

See also **APPENDIX I** pp. 74-82, 83-90, 91-97, 98-104

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:

- \$12,000 for the 32 units (480 hours) of the PsyD. program(tuition)
- Semester tuition fees must be paid by the first class of the semester. 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

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 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 hours of the enrollment period, and this quotient is the hourly program charge. In order to get the amount of tuition owed to ICP the hourly program charge is multiplied by the number of hours the student attended.

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 FUND (STRF)

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 are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

The non-refundable STRF fee is **0.00**

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 resume 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 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

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

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 feel 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.

See also APPENDIX VI - SEXUAL HARRASMENT AND NON- DISCRIMINATION POLICIES. pp. 548-550.

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. 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 valuations 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**

INTRODUCTION

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

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. 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.

b) 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

I. FULL-TIME ADMISSION AND SUBSEQUENT PROGRESSION

A. Weekend Candidates

1. The Candidate will enroll in all required first-year courses, with continued enrollment until the required 32 units have been completed. Upon completion of all required units, the Candidate may enroll in classes as desired.
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 the 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, 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. For each required control case, the supervision must occur weekly for a minimum of 65 hours, the patient must be seen at a frequency of 3-5 times per week, and the treatment must occur over a period of at least 18 months

6. When exceptions are requested, the following procedures must be followed. When transfer credit is requested by someone applying for admissions, the candidate's application for training is first reviewed by the Admissions Committee, and then the specific transfer credit requests are sent to the CPC and/or Curriculum Committees. The requests for transfer credit should be submitted in writing by the applicant. Candidates who are already students at ICP must make any waiver requests in writing to the CPC and/or Curriculum Committee and the student's Advisors must be involved in the process. An applicant or candidate may appeal any decision by writing to the ICP Board. There is no fee for making an appeal.

B. 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 (**Appendix III e**) p.324.

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.

See also APPENDIX III CANDIDATE PROGRESSION FORMS pp. 325-327 for a sample of 'Certification of Analytic Hours' recording form and Certification of Analytic Hours During Supervised Control Case work form in the Appendix III (e-h).

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

Subsequent-year Courses

In subsequent years, Candidates take both core courses and electives.

Subsequent-year Core Courses

- Object Relations Theory (second year)
- Self-Psychology Theory (second year)
- Intersubjectivity Theory (third year)

- Relational Studies (third year)
- Final Integration Seminar (fourth year)
- Ethics and Boundary Dilemmas (second, third, or fourth year)
- Diversity, Power & Privilege in the Field of Psychoanalysis and the Consulting Room
- Research and Writing Seminar

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

Transfer of Credits for Core and Elective Courses

Candidates may request that required core courses be waived based on their coursework 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, 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.

Video Conferencing Policy

Candidates are not permitted to video conference into ICP classes for credit, except under extraordinary circumstances. To request permission to participate in a class using video conferencing, the candidate must petition the Curriculum Committee stating the date(s) of the class(es) and the reason for the waiver request.

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 III c, p. 321**). 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 III I, p. 334**). 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.

B. 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 III m, p. 335**) 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 III n, p. 336**)

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 III o, p. 337**).
- 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.

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's 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 that the Candidate is in analytic training and that the analyst is a control case.
- Cover sheets should not be used. **(Please see Appendix III k, p. 333 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 ensure 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 analyst 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.

C. LEAVE OF ABSENCE

A. Granting of Leave

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.

C. 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 anew 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 or not attend classes.

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

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.

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 APPENDIX III o, pp. 337-340**).

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 III i, pp. 328-329) for Comprehensive Case Report Guidelines.)**

B. Graduation Requirements for Psy.D.

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 PsyD. 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 1, 2019 to
August 31, 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).

1. ICP 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 follows:

- 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
 - c. number of hours. Any cancelled sessions must be made up at a time that is convenient for every student in the course
 - d. Faculty must complete written evaluations for all candidates in the course.
 - e. 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 profession's ethics.

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

COURSEWORK

Standard for Student Achievement

The student achievement standard is based on pass - fail system which allows students to focus on learning outcomes rather than a letter grade. Students must meet the satisfactory level of achievement within this system.

First Year Core Courses

(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 (core courses & electives) are in Appendix IV pp. 345-530

CVs for faculty are in Appendix II pp. 105-317.

**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 Appendix III r, p. 344).**

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 III q, p. 343.)

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.
- b) 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.

- c) 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 III q), p. 343.)

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. 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 Appendix III r, p. 344**).

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. 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
 - c) 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.

Placement Services

ICP does not provide placement services. As mental health professionals, students determine their own employment.

NON FOUR-YEAR PROGRAMS

**September 01, 2019 to August 31, 2020
Syllabi see appendix IV PAGES 531-547.**

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.
- All applicants must have a Masters degree in a mental health related field
- Participation is open to licensed and non-licensed mental health professionals (i.e.; MFT, MSW, Psy.D., Ph.D., MD).
- Courses and number of CME/CEs vary depending on the individual program.

Class Location: Institute of Contemporary Psychoanalysis

10780 Santa Monica Blvd. Suite 350 Los Angeles, CA 90025

Institute of Contemporary Psychoanalysis
Course Schedule: 2019-2020
Non FOUR-YEAR PROGRAMS
Extension Program: Foundation Series

Teacher	Topic	Date
Leonard Bearne, MFT, PsyD.	Overview of Contemporary Psychoanalytic Theory	September 21 2019
Joye Weisel-Barth, PhD, PsyD.	Freud and the History of Psychoanalysis	October 19, 2019
Carol Mayhew, PhD, PsyD.	Session 3: November 16, 2019: Intersubjective Systems Theory	November 16, 2019
Estelle Shane, PhD..	Self Psychology	December 21, 2020
Laurence Green, LCSW, PsyD.	Relational Psychoanalysis	January 18, 2020
Robin S. Cohen, PhD.	Object Relations Theory	February 15, 2020
Howard Bacal, MD,	Specificity Theory	March 21, 2020 2020
Helen Ziskind, LCSW, PsyD.	The Contribution of Infant Research on Psychoanalytic Thinking	April 18, 2020
Sue Mendenhall, LCSW, PsyD.	Attachment Theory and Mentalization	May 16, 2020
Michael Pariser, PhD, PsyD.	Comparing Relational Theory with Intersubjective Systems Theory	June 20,2020

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: Pasadena & San Diego

- All applicants must have a Masters degree in a mental health related field.
- Participation is open to licensed and non-licensed mental health professionals (i.e.; MFT, MSW, Ph.D. Psy.D, MD).
- Participants receive CE/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

- **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 9 months.

Institute of Contemporary Psychoanalysis
Course Schedule: 2019-2020
NON FOUR-YEAR PROGRAM
Saturday Series: Pasadena

Teacher	Topic	Date
Nick Ryan, MFT, PsyD, ATR-BC	Introduction to Relational Psychoanalysis	September 14, 2019
Sandy Shapiro, MD.	Enactments	October 12, 2019
Nazare Magaz, PhD.	Attachment Theory	November 9, 2019
George Bermudez, PhD, PsyD.	Psychoanalytic Dreamwork: Theory and practice	December 14, 2019
Christina Emmanuel, MFT, PsyD.	Intersubjectivity and Attachment	January 11, 2020
Penelope Starr-Karlin, MFT, PsyD.	Temporal Dimensionality in the Therapeutic Hour	February 8, 2020
Daniel Goldin, MFT, PsyD.	The Unconscious in the 21 st Century	March 14, 2020
Michael Pariser, PhD, PsyD.	Sexual Addictions and Compulsions: A Contemporary Psychoanalytic Approach	April 11, 2020
Darren Haber, MFT, PsyD.	Brandchaft's Pathological Accommodation	May 9, 2020

Institute of Contemporary Psychoanalysis
Course Schedule: 2019-2020
Non-Degree Programs
Saturday Series: San Diego

Teacher	Topic	Date
Sandy Shapiro, MD	Enactment	September 14, 2019
Tyia Grange Isaacson, PhD.	The Culture Bound Syndromes of Hyper-independence	October 12, 2019
Laurence Green, PsyD,	Introduction to Mentalization Based Treatment	November 16, 2019
Joye Weisel-Barth, PhD, PsyD.	The Creation and Uses of Stories in Psychoanalysis	January 11, 2020
Carol Mayhew, PhD, PsyD.	Trauma & Dissociation	February 8, 2020
Darren Haber, MFT, PsyD.	Absurdity in Contemporary Psychoanalysis	March 14, 2020
Michael Pariser	The Emotional Experience and Treatment of Depression	April 18, 2020
Daniel Goldin, MFT, PsyD.	The Unconscious in the 21 st Century	May 9, 2020
Helen Ziskind, LCSW, PsyD.	The Complexity of Trust in the Therapeutic Relationship	June 13, 2020

APPENDICES

APPENDIX I - ENROLLMENT AGREEMENTS

**Institute of Contemporary Psychoanalysis
10780 Santa Monica Boulevard, Suite 350
(310) 207-8441
Icpla.edu**

**FOUR-YEAR ENROLLMENT AGREEMENT
PsyD. PROGRAM**

ACADEMIC YEAR: 2019 - 2020

PERIOD COVERED BY ENROLLMENT: September 1, 2019 TO August 31, 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. CLASS LOCATION AND COURSE HOURS

This agreement is for the Institute of Contemporary Psychoanalysis Psychoanalytic Training Program located at 10780 Santa Monica Blvd., Ste 350, Los Angeles CA 90025.

1 Unit = 15 class hours

4-Year Psychoanalytic Training Program:

Total Units: 32

Total Didactic Hours: 480

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 supervisor 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 Initials _____

C. 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. 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, 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 hours of the enrollment period, and this quotient is the hourly program charge. In order to get the amount of tuition owed to ICP the hourly program charge is multiplied by the hours 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 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 \$500.00 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.

E. CONTRACT AMOUNT AND SCHEDULE OF CHARGES: (See Table on the next page)

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

Description	Fee
Application Fee	Non-refundable -- \$125 early application/ \$150 regular application
Annual Full-time Tuition (\$375 per unit)	\$3000
Annual Part-time Tuition (\$375 per unit)	\$1600 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. Estimated Supervision Costs for entire program: \$37,440
Training Psychoanalysis	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 supervisor and candidate privately without ICP's involvement. Estimated Training Analysis Costs for entire program: \$62,240
Administrative Fee	<u>\$100</u> 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

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 monies not paid from federal financial aid funds.(CEC § 94909(a)(11))

STUDENT TUITION RECOVERY FUND (STRF):

Student Tuition Recovery Fee (STRF):

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 are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

Notice to Prospective Degree Program Students

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.**

ICP has been granted an extension until September 2021 to complete the accreditation process

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

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 this enrollment agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834.
P.O. Box 980818, West Sacramento, CA 95798-0818
Website Address: www.bppe.ca.gov
Telephone and Fax #s: 888-370-7589 or by fax (916) 263-1897
(916) 574-8900 or by 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 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.

Student's Initials: _____ Date _____

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: _____ Date _____

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the current period of attendance

(_____ TO _____):

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

\$12,000 for the 32 units for the PsyD program

- Semester 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.

Estimated cost for supervision is \$37,440.

Estimated cost for analysis is \$62,240.

- Total estimated charges for tuition, supervision, and training analysis for the entire program is \$111,680

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF: _____ THROUGH _____

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$ _____

TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ _____

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

(CEC § 94911(c))

Student's Initials _____ Date: _____

I UNDERSTAND THAT THESE CHARGES ARE ICP TUITION AND FEES AND DO NOT INCLUDE ANALYTIC AND SUPERVISORY CONSULTATIONS MADE THROUGH PRIVATE CONTRACT. I UNDERSTAND THAT I WILL BE REQUIRED TO PAY HALF OF THIS AMOUNT PRIOR TO THE START OF EACH SEMESTER. I UNDERSTAND THAT MY TOTAL TUITION OVER THE COURSE OF MY TRAINING (32 UNITS) WILL BE \$12,000, AND THAT THESE TUITION FEES DO NOT INCLUDE PRIVATE ARRANGEMENTS MADE FOR MY TRAINING ANALYST AND SUPERVISION.

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 Blvd., Suite 350
(310) 207-8441
lcpla.edu

ENROLLMENT AGREEMENT
LOS ANGELES EXTENSION PROGRAM

ACADEMIC YEAR: 2019-2020

PERIOD COVERED BY ENROLLMENT: September 1, 2019 TO August 31, 2020

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 LOCATION AND HOURS

This agreement is for the Institute of Contemporary Psychoanalysis Extension Program located at 10780 Santa Monica Blvd., Ste 350, Los Angeles CA 90025.

Total number of class hours: 20

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. 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 student 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 hours of the enrollment period, and this quotient is the hourly program charge. In order to get the amount of tuition owed to ICP the hourly program charge is multiplied by the hours the student attended the program.

Refund Example

If the enrollment agreement is for 4 units the agreement will equal 60 clock hours. If the student withdraws and has only completed 20 hours of the 60 hours of the agreement, the student 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 student 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 student 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 Extension Program (See Table on the next page)

Description	Fee
Professional Affiliate	Non-refundable fee: \$25
Tuition for Licensed (\$28.75 per hour)	\$575
Tuition for Unlicensed (\$23.75 per hour)	\$475
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 PROMISSORYNOTE.

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 monies not paid from federal financial aid funds.(CEC §94909(a)(11))

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 monies 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):

Student Tuition Recovery Fee (STRF):

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 are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

Notice to Prospective Degree Program Students

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.**

ICP has been granted an extension until September 2021 to complete the accreditation process

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

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 Extension Program, Foundation Series in Los Angeles 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 that have not been satisfactorily answered by the institution may be directed to Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834.

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

Website Address: www.bppe.ca.gov

Telephone and Fax #s: 888-370-7589 or by fax (916) 263-1897

(916)574-8900 or by 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 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.

Student's Initials: _____ Date: _____

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: _____ Date: _____ Total

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the current period of attendance
(_____ TO _____)

\$575 for the 20 hours for the Los Angeles Extension Program (Licensed applicants)

- \$475 for the 20 hours for the Los Angeles Extension Program (Unlicensed applicants)
- \$50 for the non-refundable application fee
- Semester tuition fees must be paid before the start of classes. All fees are subject to periodic review.

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF _____ THROUGH _____

TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: _____

TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: \$ _____

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

(CEC § 94911(c))

Student's Initials _____ Date: _____

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

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

SATURDAY SERIES PROGRAM: SAN DIEGO
11446 Pleasant Ridge, San Diego, CA 92130

ENROLLMENT AGREEMENT
ACADEMIC YEAR: 2019-2020

PERIOD COVERED BY ENROLLMENT: September 1, 2019 TO August 31, 2020

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 LOCATION AND HOURS

This agreement is for the ICP 10-Month Saturday Series Program in San Diego.

Total number of class hours: 31.5

This agreement is for the Institute of Contemporary Psychoanalysis Saturday Series Program located at:
11446 Pleasant Ridge, San Diego, CA 92130 in San Diego.

Total number of class hours: 31.5

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. 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 hours of the enrollment period, and this quotient is the hourly program charge. In order to get the amount of tuition owed to ICP the hourly program charge is multiplied 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-San Diego

Description	Fee
Professional Affiliate	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 monies 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):

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 are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

The non-refundable STRF fee is \$

0.00 Notice to Prospective Degree Program Students

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.**

ICP has been granted an extension until September 2021 to complete the accreditation process

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

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 Saturday Series Program in San Diego 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 that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834.

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

Website Address: www.bppe.ca.gov

Telephone and Fax #s: 888-370-7589 or by fax (916) 263-1897
(916) 574-8900 or by 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 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.

Student'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.

Student's Initials _____

The total amount for all fees, charges and services the candidate is obligated to pay to ICP for the current period of attendance (_____ TO _____):

Total charges for the current period of attendance: \$580/\$490 tuition per year.

• \$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)

- Semester tuition fees must be paid before the start of classes. All fees are subject to periodic review.
- Professional Affiliate/application fee: 25.00 (one time and nonrefundable)

I UNDERSTAND THAT THIS ENROLLMENT CONTRACT COVERS THE ENROLLMENT PERIOD OF _____ THROUGH _____

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.

Student's Initials _____ Date: _____

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

SATURDAY SERIES PROGRAM: PASADENA
2533 Doolittle Ave, Arcadia, CA 91006

ENROLLMENT AGREEMENT
ACADEMIC YEAR: 2019-2020

PERIOD COVERED BY ENROLLMENT: September 1, 2019 TO August 31, 2020

Student Name: _____

Home Address: _____

Office Address: _____

Office Phone: _____ Home Phone: _____

A. LEGALLY BINDING CLAUSE

This agreement is a legally binding instrument when signed 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 LOCATION AND HOURS

This agreement is for the Institute of Contemporary Psychoanalysis Saturday Series Program in Pasadena located at 2533 Doolittle Ave, Arcadia, CA 91006

Total number of class hours: 31.5 STUDENT'S RIGHT TO CANCEL

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. 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 hours of the enrollment period, and this quotient is the hourly program charge. In order to get the amount of tuition owed to ICP the hourly 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	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 monies 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):

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 are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

The non-refundable STRF fee is **\$0.00**

Notice to Prospective Degree Program Students

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.
- ICP has been granted an extension until September 2021 to complete the accreditation process

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

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 Saturday Series Program in Pasadena 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 that have not been satisfactorily answered by the institution maybe directed to the Bureau for Private Postsecondary Education at:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834.

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

Website Address: www.bppe.ca.gov

Telephone and Fax #s: 888-370-7589 or by fax (916) 263-1897
(916) 574-8900 or by 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 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.

Student'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.

Student's Initials _____

Total charges for the current period of attendance: \$580/\$490 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.
- Professional Affiliate/application fee: 25.00 (one time and nonrefundable)

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: \$ _____

Student's Initials _____ Date: _____

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

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

APPENDIX II - CURRICULA VITARUM

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 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, 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 El 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)
	(2000-01)
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 Claremont, College, 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, Chattanooga, 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 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 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
- Feb2002 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 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.

Curriculum Vitae

Margaret Allan, PsyD, LCSW
2277 Townsgate Rd., Suite 200
Westlake Village, CA 91361
Office: 805-496-9295
Email: allanmarg@aol.com

Professional Experience:

- 1994 to present: Private practice, Westlake Village, California. Psychotherapy and psychoanalysis with adults and adolescents in individual, couple and group modalities.
- 2005 to present: Educator as Senior Training and Supervising Psychoanalyst with the Institute of Contemporary Psychoanalysis, Los Angeles, California. Teaching analytic candidates in course work component of psychotherapy and doctoral programs. Providing clinical supervision to psychoanalytic candidates.
- 2007 to 2018: Clinical Supervisor at California Lutheran University, Thousand Oaks, California, Psychology Doctorate Program and MFT Program. Consultant to Conejo Valley Unified School District with situations of traumatic loss within the school community.
- Group Program Facilitator and Consultant, Hospice of the Conejo, Thousand Oaks, California, Facilitating Grief Support Groups for Teens and Seniors, establishing programs in connection with trauma, loss and bereavement within the community.
- 1993 to 1994: Advanced Social Work Fellow: Thaliens Community Mental Health Center, Cedars Sinai Medical Center, Beverly Hills, California. Psychotherapy with individuals.
- 1989 to 1992: Private practice, Sydney, Australia. Psychotherapy with individuals and couples.
- 1986 to 1989: Tertiary counselor, Sydney College of the Arts, Sydney, Australia. Psychotherapy with students and faculty, group programs and planning and policy development within the college.
- 1988 to 1989: Trainer of Drug and Alcohol counselors, Department of Health, Sydney, Australia.

- 1987: Tertiary counselor, University of Sydney, Sydney, Australia. Counselling and group programs with students and academic faculty.
Group worker, Department of Psychiatry, Hornsby Hospital, Sydney, Australia. Ran group program, "Fun and Spontaneity" using drama and improvisation, for young adults suffering from schizophrenia and bipolar disorders.
- 1985 to 1986: Tutor, University of New South Wales School of Medicine, Sydney Australia. Facilitated learning with medical students in the psychosocial aspects of medicine, including child psychology, grief and loss, family dynamics.
- 1985: Group Worker, New South Wales Department of Health, Sydney, Australia. Leader of preventative community programs in Stress Management, Relaxation Training and Assertiveness Training.
- 1982 to 1984: Clinical Social Worker, Glebe Mental Health Center, New South Wales Department of Health, Sydney, Australia. Individual and family psychotherapy within an inner-city community, established and ran group programs such as an ongoing supportive post natal group for mothers and infants, which published a booklet for new mothers, "They Never Said It Would Be Like This."
- 1979 to 1985: Clinical Social Worker, New South Wales Department of Family and Community Services, Child Protection and Family Crisis Unit, Sydney, Australia. Casework with children and families at risk.
- 1979 to 1981: Social Worker, Glebe Elementary School, Disadvantaged Schools Program, New South Wales, Department of Education, Sydney, Australia. Social worker attached to an inner-city school to develop programs and work clinically with families, to further the social and emotional wellbeing of the children and their families within the school community.
- 1975 to 1977: Clinical Social Worker, Botany Community Health Center, Sydney, Australia. Collaborated in establishment of first health center in area and developed group programs, and individual and family psychotherapy in this southern suburb of Sydney.

Education:

- 2009: Institute of Contemporary Psychoanalysis, Los Angeles, California, Clinical Doctorate in Psychoanalysis.
Recipient of the Daphne Stolorow Award for Excellence in Essay Writing.

- 1992: Australia and New Zealand Association of Psychotherapy, Post graduate diploma in Psychotherapy, Sydney, Australia.
- 1974: University of New South Wales, Sydney, Australia, Master of Social Work degree.

Publications and Presentations:

Allan, M (2017). Working with a Dying Patient and the Power of the Patient Analyst Bond. *12(2):131-143.*

Allan, M (2016). My Dead Mother Lives Inside My Head. *Psychoanalytic Perspectives, 13(2):240.*

Allan, M (2009). Review of Attachment in Psychotherapy by David Wallin, *International Journal of Psychoanalytic Self Psychology, Vol 4, no 2: 254-26*

International Association for Relational Psychoanalysis and Psychotherapy, June 2017, Sydney, Australia. *Knowing the Undertow, Working Within the Domain of Systems of Pathological Accommodation*

International Conference on the Psychology of the Self, October 2015, Los Angeles, CA, *Weightless: An Exploration of Obsession in the Life of a Young Woman through the Lens of Systems of Pathological Accommodation and the Film Gravity*

International Conference on the Psychology of the Self, October 2009, Los Angeles, CA, *Twinship, the Cinderella of Transferences*

29th Annual International Conference on the Psychology of The Self, October 2006, Chicago, Illinois. *Freeing the Analytic Dyad from Its Cell, A Clinical Case of Intractable Addiction and Pathological Accommodation*

30th Annual International Conference on the Psychology of The Self, October 2007, Los Angeles, California. *Review of David Wallin's Attachment in Psychotherapy*

31st Annual International Conference on the Psychology of The Self, October 2008, Baltimore, Maryland. *Analysis over the Phone: A Clinical Exploration of Distance as an Emergent Property of the Analyst Patient System*

34th Annual International Conference on the Psychology of the Self, October 2011, Los Angeles, California. *Twinship, The Cinderella of Transferences*

Trauma Sensitivity Training with Conejo Valley Unified School District. A comprehensive training in psychological trauma with psychologists and educators.

“Psychological Trauma, Its Nature and Aftermath”, Empowerment Day 2014, hosted by CLU

“Psychological Trauma, Its Nature and Aftermath”, Empowerment Day 2015, hosted by CLU

Professional Affiliations:

Training and Supervising Member ICPLA

International Association for Relational Psychoanalysis and Psychotherapy

International Association for Psychoanalytic Self Psychology.

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,
6. Post-Graduate Fellow, Hon. Research Psychiatrist: 1962-1970
7. 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.
8. Research Associate, Seminar for General Practitioners, with Michael and Enid Balint, University College Hospital, London, England, 1970-71
9. Research Associate and Member of Treatment Panel, Centre for the Study of Adolescence, London Borough of Brent, with Moe. and Egle Laufer, 1970-71
10. Assistant Chief in Psychiatry, Mount Zion Hospital and Medical Center,
11. 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
12. Associate Professor, Department of Psychiatry, University of Western Ontario,
13. London, Ontario, Canada, 1972-79
14. Associate Professor, Department of Family Medicine, University of Western
15. Ontario, London, Ontario, Canada: Training of Family Physicians and Residents in Family Medicine, 1972-79 12.

COONSULTANT PSYCHIATRIST:

1. Victoria Hospital, London, Ontario, Canada, 1972-79
2. University Hospital, London, Ontario, Canada, 1976-79
3. St. Joseph's Hospital, London, Ontario, Canada, 1976-79
4. London Psychiatric Hospital, 1976-79
5. Director of Out-Patients, Department of Psychiatry, Victoria Hospital, London, Ontario, Canada, 1972-76
6. Director of Continuing Education; Coordinator of Group Psychotherapy Training,
7. Department of Psychiatry, University of Western Ontario, 1976-79

8. Staff Psychiatrist, Student Health Service, University of Toronto, 1979-80
9. Associate Professor, Department of Psychiatry, University of Toronto, 1981
10. Visiting Staff, Department of Psychiatry, Sunnybrook Health Sciences Centre, University of Toronto, 1981-1995
11. Faculty, Training and Supervising Analyst, Institute of Contemporary Psychoanalysis and New Center for Psychoanalysis, Los Angeles,
12. Faculty, Training and Supervising Analyst, New Center for Psychoanalysis, Los Angeles, CA
13. Supervising Analyst at the Institute for the Psychoanalytic Study of Subjectivity, New York.
14. Supervising Analyst at the National Training Program in Contemporary Psychoanalysis, New York.
15. 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. (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.
19. (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.
(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.
20. (2003). Specificity Theory and Optimal Responsiveness: An Outline. (with B. Herzog). *Psychoanalytic Psychology*, 635-648.
21. (2006). Specificity Theory: Conceptualizing a Personal and Professional Quest for Therapeutic Possibility. (Kohut Memorial Lecture). *International Journal of Psychoanalytic Self Psychology*, 133-155.
22. 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.

23. 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.
25. 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, University of Southern California, Los Angeles

1991 – Present Registered Research Psychoanalyst
Certified under RP40 to practice psychoanalytic psychotherapy by the
California State Medical Board

National Plan and Provider Enumeration System:

Taxonomy 102L 00000X (Psychoanalyst) NPI: 1083 946 909

1800 Fairburn Avenue, Suite 104, Los Angeles, CA 90025
(310) 592-9311 Email: gordonberger5@gmail.com

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97 W. Bellevue Dr.
Pasadena, CA 91105
626. 773.6898
gbermudezphd@gmail.
com Licensed Clinical
Psychologist CA
Lic.#PSY 14014

Administrative Experience

July, 2005 to Present	Director of Training, APA Accredited Clinical Psychology
Internship	Children's Institute, Inc., Los Angeles, CA.
June 2001 – June 2005	<u>Senior Director, Clinical Services and Training.</u> Children's Institute Inc., Los Angeles, CA.
June 2000 to June 2001	<u>Senior Director of Community-Based Programs</u> CHILDREN'S INSTITUTE INTERNATIONAL, Los Angeles, CA.
May 1998 to June 2000	<u>Director of Mental Health Services.</u> Children's Institute International, Los Angeles, CA

Clinical Experience

August 1995 to Present	<u>Private Practice.</u> Psychoanalytic Psychotherapy, Family Therapy, Couples Therapy, and Organizational Consultation
October 1993 to March 1995	<u>Family Specialist,</u> PLAZA COMMUNITY HEALTH CENTER, Family Preservation Program. Los Angeles, CA. Family, Group, Individual Counseling.
October 1984 to May 1992	<u>Senior Psychologist,</u> ROBERTO CLEMENTE FAMILY GUIDANCE CENTER, GOUVERNEUR HOSPITAL. New York, NY. Individual, Group and Family Therapy.

Supervisory Experience

May , 1998 to Present
Psychology Clinical Supervision (Registered Psychologists, Interns, MFT Trainees and Interns)
Children’s Institute, Inc., Los Angeles, Ca.

January 1995 to May 1998
ROBERTO CLEMENTE FAMILY GUIDANCE CENTER. NYU Bellevue Clinical Psychology Interns. New York, NY.

Teaching Experience

September 2017
Instructor, Core Curriculum, Institute of Contemporary Psychoanalysis-Los Angeles(ICP-LA). “DreamWork in Psychoanalysis: From Freud to Bion”

September 2006 to Present
Core Faculty; Director , Child &Family Studies Specialization, Master’s in Psychology Program Antioch University, Los Angeles

August 1995 to June 1999
Associate Professor and Core Faculty, California School of Professional Psychology, Alhambra, CA

September 1991
to
January 1992
Adjunct Assistant Professor, HOSTOS COMMUNITY COLLEGE, Dept. of Social Sciences, Bronx, N Y.

February 1988 to June 1988
Adjunct Lecturer, CITY COLLEGE OF NEWYORK, DEPARTMENT OF PSYCHOLOGY. New York, N.Y.

Education

May 2016
Psy.D. , Psychoanalysis, Institute of Contemporary Psychoanalysis/LA

June 1998
Certificate in Psychodynamic Psychotherapy. Southern California Psychoanalytic Institute, Los Angeles, CA

June 1988 Ph.D. Clinical Psychology, City University of New York

June 1976 B.A. Psychology, City College of New York
(Summa Cum Laude, Phi Beta Kappa)

Research Papers (Published or Conference Presentations)

- January 1997 “An exploratory focus group study of attitudes and perceptions toward interprofessional collaboration”
Published in the Proceedings of the 1997 Mid-Winter Conference of the National Council of Professional Schools and Programs of Professional Psychology, San Antonio, Texas
- Spring 2013 “Dreaming Psychoanalysis Forward: Social Dreaming Applications in Community and Academic Settings”
Published in the Online Journal (Other/Wise) of the International Forum for Psychoanalytic Education(IFPE)
- Summer 2015 “Social Dreaming, Healing Collective Trauma, and Kohut’s ‘Group Self’ **Published in the journal, GROUP, Summer 2015**
- Winter 2017 “The Vulnerable Self and the Vulnerable Community: A Challenge/Problem for Psychoanalysis?”
(In press) Online Journal (Other/Wise) of the International Forum for Psychoanalytic Education (IFPE)
- Spring 2017 “Community Psychoanalysis: A Contribution to an Emerging Paradigm” **(In press) Psychoanalytic Inquiry**
- May 2017 “Social Dreaming, Internalized Oppression, and Healing Collective Trauma” Paper Presentation, IARPP, Sydney, Australia

Celeste P. Birkhofer, PhD, PsyD
Licensed Clinical Psychologist
1220 University Drive #102, Menlo Park, CA 94025
cbirkhofer.phd@gmail.com (650) 323-3428

EXPERIENCE

Psychotherapist (1983- present)

Private Practice: (1991- present) Individual & couples therapy with adults
Community Counseling Centers (1983- 1986): Individual, couples,
child, adolescent & family therapy

Teaching & Supervision (2010- present)

Adjunct Clinical Faculty @ Stanford Medical School,
Department of Psychiatry & Behavioral Sciences:
Provide clinical supervision and teach didactic courses
to psychiatry residents

Training & Supervising Analyst @ the Institute of
Contemporary Psychoanalysis (ICP), Los Angeles, CA: Provide
clinical supervision and personal analyses to candidates in
training

Faculty Member @ ICP & San Francisco Center for Psychoanalysis
(SFCP): Conduct graduate and post-graduate seminars on
psychoanalysis & psychoanalytic psychotherapy for graduate
students and licensed clinicians

Courses taught: Research & Writing, Introduction to Psychoanalytic Psychotherapy,
Clinical Case Seminar, Effectiveness of Psychodynamic Psychotherapy, Psychoanalytic
Technique, Relational Psychoanalysis, History of Psychoanalysis, Couples Therapy: A
Psychoanalytic Approach, Object Relations: Winnicott, Contemporary Psychoanalytic
Perspectives on Sexuality

Drug & Alcohol Treatment (1986- 1990)

Stanford Psychiatry Drug & Alcohol Clinic Outpatient Therapist,
Stanford, CA Assessments, and individual and group therapy with
alcoholics, addicts, and adult children of alcoholics

Coordinator of Outpatient Services, Chemical Dependency Institute
(CDI), Campbell, CA Program management, policy development,
marketing, managing staff and interns, Quality Assurance
representative.

- Outpatient Counselor, CDI, Campbell, CA:
Assessments, Treatment Planning, Individual/Couples/Family/Group Therapy,
Lectures

EDUCATION & TRAINING

PsyD in Psychoanalysis

- Institute of Contemporary Psychoanalysis, Los Angeles, California (2015)

PhD in Clinical Psychology

- Western Graduate School of Psychology,
Palo Alto, California (1999)
PhD Dissertation: Marital Satisfaction
Lic#PSY30449

MA in Clinical Psychology & Marriage & Family Therapy Lic#: MFT25087

- Antioch University, Venice, California (1985)

BA in Psychology

- University of California, Los Angeles (1983) Graduated with Honors

Specialty Training

- Dialectic Behavior Therapy (DBT)
- Grief Counseling

Paper Presentations

- Theoretical Diversity & Pluralism in Psychoanalysis
- The Enigma of Suicide

HONORS & AWARDS

2015 Stephen Mitchell Award

- Awarded by the American Psychological Association (APA) Journal Editors
for my published paper, Theoretical Diversity & Pluralism in
Psychoanalysis: Change, Challenges & Benefits. Presented at the APA
Conference and the International Association of Relational Psychoanalysis
& Psychotherapy (IARPP) Conference in Sydney Australia

2018 ICP Nancy Goldman Service Award

- Awarded in recognition of an Institute of Contemporary Psychoanalysis (ICP) member who has made a significant contributions of service and leadership to the Institute (Coordinating ICP Accreditation process)

PROFESSIONAL AFFILIATIONS

- American Psychological Association (APA) Division 39
- International Association of Relational Psychoanalysis & Psychotherapy
- California Association Marriage & Family Therapists
- Northern CA Society Psychoanalytic Psychology

VOLUNTEER WORK

- KARA Grief Groups: Lead groups for Survivors of Suicide, & Parents who have lost a child
- ICP Board of Directors & Member of ICP Accreditation, Curriculum, Training & Supervising Analyst Committees (2015-2019)
- Palo Alto Psychoanalytic Psychotherapy Training Program (PAPPTP) Guidance Council, Faculty Committee, Curriculum Committee Task Force
- Menlo School Crisis Counseling Team
- Accreditation Council of Psychoanalytic Education (ACPEinc): Nominated to panel of psychoanalysts who review complaints of alleged violations of the ACPE Standards of Psychoanalytic Education by ACPE member Institutes

SPECIAL INTERESTS

- Professional: Suicide, Grief & Loss, Mindfulness, Emotional Intelligence, Contemporary Psychoanalysis
- Personal: Meaningful conversations, walks, naps, meditation, reading, dancing, learning something new

**Kati Breckenridge, Ph.D.,
Psy.D. 1800 Fairburn Ave.,#205
Los Angeles, CA 90025**

Office Telephone: 310-446-0064
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:
 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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Santa Monica, California 90403
(310) 453-5202

License: LCS 12191
fax: (818)-884-1424
email: edieboxer@earthlink.net

EDUCATION

2004–Present	Training and Supervising Analyst, Faculty: Institute for Contemporary Psychoanalysis 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
Dec 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 Worker

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 Luxemburg, 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:

Current President: 2016-2020.

Member of the Board, various terms beginning in 2000.

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

American Association of Psychoanalytic Social Work

NAMI, The Nation's Voice on Mental Illness

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, California
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.

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 11666)	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
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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
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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)
- 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 INTERSOGETTIVITA 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 SELF PSYCHOLOGY
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, LOSANGELES
(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

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
- parenting 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

January 2013 through December 2014: President, Institute of Contemporary
Psychoanalysis

January 2015 through December, 2016: Co-President, Institute of Contemporary
Psychoanalysis:

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.

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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 Brandchaft

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, Disabled 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 Institute 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** Private Practice, Westlake Village & Sierra Madre, CA
 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** Sync Counseling, Sierra Madre, CA
 Supervision and training of MFT interns
- 12/99 – 7/02** Pasadena Psychiatric Medical Group
 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 Worker
- 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.

Supervise 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

Christina Emanuel, MFT, Psy.D.
License #MFC38774
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Pasadena, CA 91101
(626) 396-9798
christinaemanuel@sbcglobal.net

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.

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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, 2014.

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 90024310-
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. Gestalt Press, (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 selfobjects 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.

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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
(818) 453-1426

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: Definitely 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.

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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 O. AND J. KAUFMANN'S PAPERS ON "REPARATIVEQUESTS."

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
THROWNNES-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

11980 San Vicente Boulevard, Suite 709 Los Angeles, California 90049
(310) 207-9902

EDUCATION

B.A., Psychology, Valparaiso University, Valparaiso, Indiana.

M.A., 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
Office Address: 10111 McConnell Place Los Angeles, CA 90064

Phone: (310) 558-8091

EDUCATION AND TRAINING

Institute of Contemporary Psychoanalysis, Los Angeles, California Psy.D.	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.	1966
University of Illinois, Urbana, Illinois, Summer, National Science Foundation Research Fellowship in Psychology	1965
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

Past:

Thalians Mental Health Center, Cedars Sinai Medical 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 administrative planning and decision making

Reiss-Davis Child Study Center 1987 - 1988

Consultant in Divorce and Step-family projects.
Responsibilities included case conferencing and treatment of families and individuals 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 1989 - present

Association for the Advancement of Psychoanalysis
in Clinical Social Work 2000 - present

International Association of Psychoanalytic Self Psychology.
Board Certified Diplomate 1988 - present

Southern Friends of the Institute for Clinical Social Work;
Member 1980 - present
President 1985

Academy of Certified Social Workers 1971 - present

Society for Clinical Social Work 1969 - present

National Association of Social Workers 1968 – present

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, 1986 - 2007
Cedars Sinai Medical Center, Post Graduate
Advanced Clinical Training Program

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 1986 - 1993
for Clinical Social Work

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 1997 - present
work on various committees

Planning Committee, Fourth National Conference 1991
Committee on Psychoanalysis

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 Permanente

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**

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

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 to 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.

PROFESSIONAL MEMBERSHIPS

California Association of Marriage and Family Therapists

PUBLICATIONS

October 11, 2012, "Music at an Exhibition: Gustav Klimt's Drawings at the Getty Museum", International Psychoanalysis.net

Fall 2007, "Art Lust: Desire and the Work of Picasso and Klimt", Psychoanalytic Perspectives

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

REFERENCES

Upon request.

MICHAEL D. PARISER, PSY.D.

1626 Westwood Blvd. Suite 103

Los Angeles, CA. 90024

(310) 926-8450

michael@drpariser.com

www.drparisertherapy.com

EDUCATIONAL AND PROFESSIONAL CREDENTIALS

2018: Emotion Focused Therapy for Individuals Levels 1 & 2

2013: Certified as Training and Supervising Analyst, ICP 2011:

Psy.D. and Certification in Psychoanalysis: Institute of

Contemporary Psychoanalysis. Analytic study/supervision with:

- Robert Stolorow, ICP
- George Atwood, ICP
- Estelle Shane, ICP
- Philip Ringstrom, ICP

2006: Psychoanalytic Certificate: California Graduate Institute

Intensive study/supervision with:

- William Coburn, ICP
- Lynne Jacobs, ICP
- Marc Shatz, PCC

2006 to 2011: Weekly study group with Robert Stolorow, Ph.D.

2004: Licensure, State of California (PSY20038)

2000-2004: Supervised professional experience: CGI Counseling Center 2003:

Psy.D. in Clinical Psychology: California Graduate Institute

2001-2002: Weekly study Group led by Dan Siegel, MD

2000: MA in Psychology: California Graduate Institute

1973: BA: Rutgers College, Rutgers University

PROFESSIONAL PSYCHOLOGY EXPERIENCE

2012 to present:

Instructor, Institute of Contemporary Psychoanalysis

Courses taught:

- Intersubjective Systems Theory
- Psychoanalysis and Cinema

- Distant Voices (Conversations with Well-known Theorists)
- The Theory and Therapy of Klein and Bion
- Freudian Psycho-Analysis
- Transference and Countertransference
- Sex and Psychoanalysis
- The Analytic Treatment of Depression

2011 to 2018:

Adjunct Professor, The Chicago School of Professional Psychology. Courses taught:

- Existentialist-Humanist Psychotherapy
- Private Practice Management
- Advanced Academic Writing
- 2009 to 2010: Clinical Supervisor, The Counseling Center of the Chicago School of Professional Psychology

2007 to present:

Facilitator and Instructor, Extension and Psychoanalytic Psychotherapy Programs, Institute of Contemporary Psychoanalysis

2005 to present:

Private practice in Los Angeles, CA.

2008 to present:

Clinical supervisor of psychology assistants

2009 to present:

Leader of private study groups focused on psychoanalytic theory and clinical application

2005 to 2009:

Adjunct Professor, The California Graduate Institute, Los Angeles, CA. Courses taught:

- Clinical Practicum (Case conference)
- Beginning Psychoanalytic Psychotherapy
- Contemporary Psychoanalytic Theories
- Intersubjective Systems Theory
- Passion - The Experience of Emotions in Life and Psychotherapy
- Building and Managing a Successful Private Practice

2005 to 2009:

Clinical Supervisor, the California Graduate Institute Counseling Center,

WORKSHOPS and DIDACTIC TRAININGS

- 2020: A Phenomenological Treatment for Depression: ICP Pasadena and ICP San Diego
- 2019: Intersubjective Systems Theory vs. Relational Analysis: ICP Extension
- 2019: Cinema and the Psychoanalytic Lens: ICP Ventura, ICP Pasadena 2019: Erotic Transference and Countertransference: ICP San Diego
- 2018: Working with Emotions: ICP San Diego
- 2018: Working in the Transference (3 parts): Family Service of Santa Monica
- 2017: Erotic Transference and Countertransference: Airport Marina Counseling Service
- 2017: Diving into Darkness: A Workshop for Men, Marina del Rey
- 2017: Transference: A Contemporary View: Family Service of Santa Monica
- 2017: Heaven and Hell: Working with Depressed States: ICP Ventura
- 2016: Men's Workshop with Dr. Robert Glover and Associated Therapists, Los Angeles, CA
- 2016: Psychoanalysis and Cinema: ICP Pasadena
- 2016: Building a Private Practice: Iranian-American Psychotherapy Association
- 2016: Erotic Transference and Countertransference: ICP San Diego
- 2013 to Present: "No More Mr. Nice Guy" Ongoing monthly workshop based on the work of Dr. Robert Glover
- 2014: Working with Emotions (3 parts): Airport Marina Counseling Service
- 2014: Basic Concepts of Psychoanalysis: ICP Ventura
- 2014: "Heaven and Hell": ICP Pasadena
- 2014: Erotic Transference and Countertransference: Family Service of Santa Monica
- 2013 and 2014: Introduction to Kleinian Theory: ICP PPT Program 2012: Working with Emotions ICP Pasadena
- 2011: Working with Sex Addiction: ICP Pasadena
- 2011: Working with Emotions (5 parts): The Chicago School of Professional Psychology Counseling Center
- 2011: Heaven and Hell: ICP Los Angeles
- 2011: Heaven and Hell: ICP Pasadena
- 2010: Working with Emotions: CSOPP Counseling Center

- 2010: Erotic Transference and Countertransference: CSOPP Counseling Center
- 2010: Transference and Countertransference from an Intersubjective Perspective: Airport Marina Counseling Center
- 2009: Erotic Transference and Countertransference: Family Services of Santa Monica
- 2008: Treating dissociative disorders. Cedars Sinai Residents' Program
- 2008: Intersubjectivity Theory: CGI Counseling Center
- 2007: Money issues in internship and private practice. Airport Marina Counseling Center
- 2005: Working with erotic transference. CGI Counseling Center
- 2005: Empathy and affect. CGI Counseling Center
- 2004: Building your practice as an intern. CGI Counseling Center

AUTHORED BOOK

2020: *No More Mr. Nice Guy, The Hero's Journey: A Step-by-Step Guide to Becoming an Integrated Male*. Amazon KDP

PRESENTED AND PUBLISHED PAPERS

- 2019: "Three Elaborations of Complexity Theory: An Aid to Applicability" *Psychoanalytic Inquiry*
- 2015: "Decontextualization and Depression" Paper presentation at June 2015 IARPP conference, Toronto, Canada
- 2015: "Three Elaborations of Complexity Theory: An Aid to Applicability" Paper presented at the ICP Symposium, Los Angeles, CA
- 2012: "Postcards from Hell: The Act of Creation as a Creation Enactment" Paper presented at the 2012 IARPP Conference, New York City, NY
- 2012: "Brief Observations on Memory and Desire" *International Journal of the Psychology of the Self*
- 2011 "Heaven and Hell". Presented at the Annual Conference on the Psychology of the Self, Los Angeles, CA
- 2010: "Phantom Life Pain: Discussion of Hazel Ipp's "Nell: A Bridge to the Amputated Self" *International Journal of the Psychology of the Self*

- 2010: "Standing in the Feelings: The Centrality of Affect in the Psychoanalytic Process" a paper delivered at the 2010 conference of the International Association of Relational Psychoanalysts and Psychologists, San Francisco, CA
- 2009: "We, the Analyst" *Online Journal of the International Journal of the Psychology of the Self*
- 2007: "Simplicity and Complexity: a Discussion of Elena Bonn's "Turbulent Contextualism" a paper delivered at the 2007 Self Psychology Conference, Los Angeles, CA.
- 2004: "On Not Learning from Experience" Paper presented at the 2004 Self Psychology Conference, November 2004, San Diego
- 2004: "Splitting and Reductive Identification, a response to Orange's "Antidotes and Alternatives (2004)" Published in *Psychoanalytic Psychology* January 2005

PROFESSIONAL MEMBERSHIPS

The American Psychological Association APA
 Division 39 (Division of Psychoanalysis)
 Institute of Contemporary Psychoanalysis (ICP)
 California Psychological Association (CPA)
 International Association for Psychoanalytic Self Psychology (IAPSP) International
 Association of Relational Psychoanalysts and Psychologists(IARPP)

CURRICULUM VITAE

Ilene J. Philipson

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Oakland, CA 94618
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ilenephilipson@gmail.com

Education

- 2010** PsyD. Psychoanalysis,
Institute of Contemporary Psychoanalysis
Los Angeles, California
- Ph.D, 1991** Clinical Psychology, The Wright Institute,
Berkeley
- Ph.D, 1981** Sociology, University of California,
Santa Cruz A.B., 1974, History,
University of California, Berkeley

Clinical Employment

- 1994 – present:** Private practice of psychotherapy and
psychoanalysis, Oakland, CA
- 2018 – present:** Faculty Member, San Francisco Center for
Psychoanalysis, San Francisco, CA
- 2012 – present:** Training and Supervising Analyst,
Institute of Contemporary Psychoanalysis,
Los Angeles
- 2010 – present:** Faculty, Institute of Contemporary

Psychoanalysis, Los Angeles

- 2011 - 2013:** Faculty, Northern California Society for
2015, 2017 Psychoanalytic Psychology
- 2000 - 2004:** Staff psychologist, Northern California
Behavioral Health, Berkeley, CA
- 1994 - 2000:** Staff Psychologist and Director of Training,
Pathmakers, Inc., (formerly Pacific Applied
Psychology), Berkeley, CA
- 1992 - 1994:** Postdoctoral Intern, Pacific Applied Psychology
Associates, Berkeley, CA.
- 1991 - 1992:** Postdoctoral Intern, Family Services of Contra
Costa County, Walnut Creek, CA.
- 1989 - 1990:** Predoctoral Intern, Berkeley, Therapy Institute,
Berkeley, CA.
- 1989 - 1990:** Predoctoral Intern, Mount Zion Hospital
Psychiatry Outpatient Department,
San Francisco, CA
- 1988 - 1989:** Predoctoral Intern, Mount Zion Hospital
Crisis Clinic, San Francisco, CA.

Academic Employment

- 2001 - 2004:** Research Scholar, Center for the Study of Social
Change, University of California, Berkeley
- 2002:** Lecturer, Sociology Department, University of
California, Berkeley
- 1998 - 2001:** Research Scholar, Center for Working Families,
University of California, Berkeley.
- 1990 - 1995:** Research Fellow, Beatrice M. Bain
Research Group, University of California, Berkeley.

- 1987 - 1990:** Graduate Faculty Member, Graduate Program in Psychology, New College of California.
- 1986:** Visiting Assistant Professor, Sociology Department, New York University.
- 1981 - 1984:** Lecturer, Departments of Sociology, University of California, Berkeley and Santa Cruz.
- 1981:** Research Associate, Departments of Psychiatry and Family Practice, University of California, Davis Medical Center.
- 1979:** Junior Specialist, Institute of Human Development, University of California, Berkeley.

Books Published

Married To The Job (New York: Free Press, 2002)

On The Shoulders of Women: The Feminization of Psychotherapy (New York: Guilford Press, 1993).

Ethel Rosenberg: Beyond The Myths (New Brunswick, NJ: Rutgers University Press, 1993; New York: Franklin Watts, 1988),

Women, Class and The Feminist Imagination (Philadelphia: Temple University Press, 1990), edited with Karen Hansen.

Papers Presented

“Psychoanalysis and Citizenship: The Recuperation of We,” paper presented at the annual meeting of the International Association of Relational Psychoanalysis and Psychotherapy,” June 2019 (Tel Aviv, Israel), and the Psychology and the Other Conference, Boston College, October 2019 (Boston, MA).

Featured Speaker of the Empathink Association of Psychoanalytic Self-Psychology, presenting over the course of March 2nd to 4th, 2018 (Melbourne, Australia)

“I Should Like to Point Out That There is An Air Raid Going on Outside!”: Psychoanalysis and the Analyst’s Trauma,” paper presented at the annual meeting of the International Association of Relational Psychoanalysis and Psychotherapy, May 2017 (Sydney, Australia), the annual meeting of Division 39 of the American Psychological Association, April 2017 (New York City), and the International Conference on the Psychology of the Self, October 2018 (Vienna, Austria).

“Fearing the Theoretical Other: The Legacy of Kohut’s Erasure of the Analyst’s Trauma,” plenary paper presented at the International Conference on the Psychology of the Self, October 2015 (Los Angeles); featured speaker at Annual Conference of the Massachusetts Institute of Psychoanalysis, April 2018 (Boston, MA).

“Erich Fromm: A Challenge to Contemporary Psychoanalytic Thinking About the Traumatized Other,” paper presented at annual meeting of the International Association of Relational Psychoanalysis and Psychotherapy, July 2011 (Madrid, Spain), at the Psychology & The Other Conference, Lesley University, October 2011 (Cambridge, MA), and at the International Forum for Psychoanalytic Education, November 2014 (Los Angeles).

“The Last Public Psychoanalyst?: Why Fromm Matters in The 21st Century,” paper presented at Division 39 of the American Psychological Association annual meeting, April 2011 (New York City).

“Why Now?: A Social-Historical Inquiry into the Ascent of Relational Theory,” paper presented at annual conference of the International Association of Relational Psychoanalysis and Psychotherapy, February 2010 (San Francisco, California).

“Pathologizing Twinship: An Exploration of Robert Stolorow’s Traumatocentrism,” paper presented at the annual International Conference on the Psychology of the Self,” October 2009 (Chicago, Illinois).

“Living to Work in the Twenty-First Century,” paper presented at the International Sociological Association meeting, July 2002 (Brisbane, Australia).

“Bringing the Second Shift to Work,” paper presented at the annual Work and Family Conference sponsored by the Alfred P. Stone Foundation, the Business and Professional Women’s Foundation, and Purdue University, February 2002 (San Francisco, California).

“The End of Fun: Overwork and the Rise of Emotional Asceticism,” the 13th annual Dorosin Memorial Lecture, American College Health Association Annual Meeting, June 2001 (Las Vegas, Nevada).

“Toward a Self Psychological Social Psychology: Work as Selfobject,” paper presented at the annual International Conference on The Psychology of The Self, November 2000 (Chicago, Illinois).

“The Melding of Spheres: Silicon Valley As A Model for the 21st Century,” paper presented at the annual Work and Family Conference sponsored by the Alfred P. Sloan Foundation, The Business and Professional Women’s Foundation and UC Berkeley, March 2000 (San Francisco, California).

“Work As Family: The Workplace as Repository of Women’s Unmet Emotional Needs,” paper presented at the annual Work and Family Conference sponsored by the Alfred P. Sloan Foundation, The Business and Professional Women’s Foundation, and Wellesley College, November 1998 (Cambridge, MA).

“The Wounded Woman Worker: Betrayal and Loss In The Workplace,” paper presented at “Work, Stress and Health ’95,” sponsored by the National Institute for Occupational Safety and Health, and the Department of Labor, September 1995 (Washington, DC).

“The Feminization of Psychotherapy,” workshop presented at the California Psychological Association annual meeting, February 1995 (La Jolla, CA).

“The Search for an Authentic Self: The Limits of Identity-Based Social Movements,” International Sociological Association, 13th World Congress, July 1994 (Bielefeld, Germany).

“Reupholstering the Couch: The Feminization of The Psychoanalytic Audience,” American Psychological Association, Division 39, annual meeting, April 1994 (Washington, DC).

“The Feminization of Psychotherapy: The New No-Man’s Land,” Queen’s University Lecture sponsored by The Principal’s Development Fund, October, 1992 (Kingston, Canada).

“The Feminization of Psychotherapy,” The Bunting Institute, Harvard University, April 1992 (Cambridge, MA).

“The New No-Man’s Land: Psychotherapy and the Contemporary Family,” American Sociological Association annual meeting, August 1991 (Cincinnati, OH).

“Psychotherapy: A World Without Men?,” National Council of Schools of Professional Psychology midwinter national meeting, January 1991 (Tucson, AZ).

“Biography as Sociology: Ethel Rosenberg and the Communist Party,” Brandeis University Department of Sociology Colloquium, February 1990 (Waltham, MA).

“Writing and Memory,” Northern California Conference of Liberal and Jewish Intellectuals, November 1989 (San Francisco, CA).

“The Biographer as Outlaw,” Women and Biography Conference, University of California, Santa Cruz, February 1988 (Santa Cruz, CA).

“Narcissism and Gender,” The World as Mirror: A Conference Focusing on Narcissism and Modes of Observation, June 1983 (Miami, OH).

“Toward a Framework for Understanding Personality and Social Structure,” American Sociological Association annual meeting, August 1981 (Toronto, Canada)

“Parenting and Personality: A Case Study of Narcissism,” Pacific Sociological Association Meeting, April 1980 (San Francisco, CA).

Articles Published

I Should Like to Point Out That There’s an Air-Raid Going on Outside!: Psychoanalysis and the Denial of the Analyst’s Trauma, *Psychoanalytic Perspectives*, Vol. 15, No.1.

Fearing the Theoretical Other: The Legacy of Kohut’s Erasure of the Analyst’s Trauma, *Psychoanalysis, Self, and Context*, Vol. 12, No. 3.

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Interview with Ilene Philipson, in Petra Bueskens (ed) *Mothering and Psychoanalysis: Clinical, Sociological and Feminist Perspectives*, Demeter Press, 2014.

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“Married to The Job,” *San Francisco Chronicle*, 30 January 2000.

“The Feminization of Psychotherapy,” *The California Psychologist*, April 1995.

“Following the Money: Why Fewer and Fewer Men are Becoming Therapists,” *The Family Therapy Networker*, Vol. 18, No. 2.

“The New No-Man’s Land: Psychotherapy and The Contemporary Family,” *Sociological Practice Review*, Vol. 3, No. 3.

“The Politics of The Authentic Self,” *Tikkun Magazine*, Vol. 6, No. 6. “The New No-Man’s Land: The Changing Face of Psychotherapy,” *Tikkun Magazine*, Vol. 6, No. 5.

“Beyond the Virgin and the Whore,” in K. Hansen and I. Philipson (eds), *Women, Class and the Feminist Imagination* (Philadelphia: Temple University Press, 1990).

“Heterosexual Antagonisms and the Politics of Mothering,” in K. Hansen and I. Philipson (eds), *Women, Class and the Feminist Imagination* (Philadelphia: Temple University Press, 1990).

“The Anticommunist Past of the Neoconservative Present,” *Tikkun Magazine*, Vol. 4, No. 2.

“Gender and Narcissism,” *Psychology of Women’s Quarterly*, Vol. 9, No. 2.

“The Repression of History and Gender: A Critical Perspective on the Feminist Sexuality Debate,” *Signs: Journal of Women in Culture and Society*, Vol. 10, No. 1.

References furnished upon request.

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EDUCATIONAL BACKGROUND

June 1996	PsyD. - Psychoanalysis	Institute of Contemporary Psychoanalysis Los Angeles, California
June 1981	PhD. - Social Work	University of Southern California Los Angeles, California
May 1975	MSW -Social Work	University of Kansas Lawrence, Kansas
May 1974	BSW - - Social Work	University of Kansas

PROFESSIONAL ROLES:

Founding Member of the Board of Directors	<i>International Association for Relational Psychoanalysis and Psychotherapy IARPP</i>
Member	International Council of Self Psychologists IJPSP
Training & Supervising Analyst	Institute of Contemporary Psychoanalysis Los Angeles, California
Full-time private practice in Encino, California	

JOURNAL AFFILIATIONS:

Associate Editor	<i>Psychoanalytic Dialogues</i>
Associate Editor	<i>Psychoanalytic Perspectives</i>
Editorial Board Member	<i>International Journal of Psychoanalytic Self Psychology</i>
Advisory Board Member	<i>Psychoanalytic Perspectives</i>

Publications Reviewer *Journal of the American Psychoanalytic Association*

Publications Reviewer *Psychoanalytic Psychology*

PROFESSIONAL ASSOCIATIONS:

National Association of Social Workers

Society of Clinical Social Work

Division 39 of the American Psychological Association

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 fifteen 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 four analysts, titled "The Four Shrinks" who were paid by Slate.com write post episode commentary on the HBO hit series the Soprano's. 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.)

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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 Goethe** 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.*

Ringstrom, P. (2014) "Film Review of 'Amour'", *Intl. Jnl. of Psychoanal. Self. Psychol.* Vol. 6, No. 1: pp. 113-123.

Ringstrom, P. (2011) "Film Review of 'Little Miss Sunshine'", *Intl. Jnl. of Psychoanal. Self. Psychol.* Vol. 6, No. 1: pp. 113-123.

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Ringstrom, P. (2002) Book Review *Errant Selves: A Casebook of Misbehavior*. In the *Journal of the American Psychoanalytic Association*, 678-683.

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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) “Improvisational 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) "Improvitational 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 Chaos, Creativity and Transformation at the IARPP Conference. *Close Encounters: Relational Moments at the Psychological Edge* 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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Encino, CA 91436
OFC: (818) 906-8408; FAX: (818) 906-3269
Email: Ringsite@aol.com

Nick Ryan, Psy.D, MA, MFT, ATR-BC
439 Cherry Drive Pasadena, CA 91105
Voicemail: (818) 298-7975 E-mail address:
arttxshrink@yahoo.com

CLINICAL AND ADMINISTRATIVE EXPERIENCE

Clinician and administrator with a history of effectively leading, planning, managing, implementing, evaluating and collaborating with County, State 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 Associate, Pasadena, 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
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grsattler@gmail.com**

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 Mi-lavec, 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 Command- ment" 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)

Peter A. Schou. Ph.D.
A Professional Psychological Corporation
6214 Drexel Avenue
Los Angeles, CA 90048

Telephone: (323) 934-6828

Curriculum Vitae

Educational Background:

Sept. 1969 – January 1977 University of Copenhagen, Denmark.
Graduated with a Cand. Psych degree which is the terminal degree required for employment as a psychologist in Denmark.

Sept. 1977 – August 1982 Wright Institute, Los Angeles.
Graduated with a Ph.D. in Clinical Psychology.

Jan. 1984 Licensed as a psychologist in California

Sept. 1991 - Sept. 1995 Southern California Psychoanalytic Institute.
Graduated with a Ph.D. in psychoanalysis.

Oct. 1993 - Certified as a Qualified Medical Examiner in California.

Professional Experience:

Aug. 1974 – Feb. 1975 Full time clinical internship at Noedebogaard, Denmark.

Feb. 1975 – Jan. 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.

Teaching:

Sept. 1976 – March 1977 Adjunct Professor, Behavioral and Social Sciences Department,
Royal Danish Dental School, Copenhagen, Denmark.

Sept. 1985 – June 1987 Associate Faculty, Pacific Oaks College, Pasadena, California.

June 1986 Guest Lecturer at California School of Professional Psychology.

Nov. 1988 – June 1990	Clinical Supervisor, <u>Los Angeles Free Clinic.</u>
Sept. 1991 – May 1996	Visiting Faculty, <u>Southern California Psychoanalytic Institute.</u>
Jan. 1994 – Sept. 2005	Associate Faculty, <u>Southern California Psychoanalytic Institute.</u>
1996 -	Faculty, Supervising and Training Analyst at <u>Institute for Contemporary Psychoanalysis.</u>

Publications, Presentations and Research:

Available on request

Robyn Sewitz, Psy.D., L.C.S.W.
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Encino, California 91436
(818) 788-1404
e-mail: rsewitz@mac.com

LICENSURE

May 1991 **California Board of Behavioral Sciences**
Licensed Clinical Social Worker (LCS 15303)

CLINICAL WORK EXPERIENCE

- 1991 – present** **Psychotherapist**
PRIVATE PRACTICE, Encino, CA
Provide psychodynamic psychotherapy to adults and adolescents in individual, couple and family treatment.
Perform case consultation for licensed colleagues.
Supervise therapists in training.
- 1991 – 1992** **Unit Social Worker**
UCLA NPI EATING DISORDER UNIT, Westwood, CA
Conducted family therapy for adolescent eating disorder patients.
Participated in unit meetings with psychiatrists, occupational therapists, nurses, and teachers to develop treatment plans and monitor progress.
Worked with multi-disciplinary team to provide appropriate discharge plans.
- 1989 – 1991** **Clinical Social Worker and Classroom Supervisor**
SAN FERNANDO VALLEY CHILD GUIDANCE CLINIC, Northridge, CA
Conducted individual, group and family psychotherapy at a day treatment center for emotionally disturbed children and their families.
Supervised two classrooms including the master teacher and two assistant teachers. Created treatment plans, attended IEP meetings, and advocated for the children’s educational and emotional needs.
Functioned as the admissions coordinator for the program.

1988 – 1989

Residential Clinical Social Worker

AVIVA CENTER, Hollywood, CA

Served as clinician at dynamically oriented residential treatment center for severely emotionally disturbed adolescent girls. Conducted emergency consultations in crisis situations.

Provided individual, family and group psychotherapy, crisis intervention and case management to adolescents with mood, anxiety, conduct and psychotic disorders, substance use problems, and histories of abuse, trauma and neglect.

Hired, trained and supervised childcare staff.

Liaisoned with DCFS workers and probation officers.

1987 – 1988

Social Work Intern

UCLA NEUROPSYCHIATRIC INSTITUTE, CHILD OUTPATIENT DEPARTMENT, Westwood, CA

Completed one-year internship providing outpatient individual, child and family therapy. Conducted intake assessments and provided case management and referrals as needed. Attended weekly training sessions for the Child Abuse Crisis Intervention Team at NPI.

1986 – 1987

Social Work Intern

GLENDALE FAMILY SERVICE, Glendale, CA

Provided individual, couple, family and group psychotherapy on an outpatient basis. Created and co-facilitated an adolescent parenting group. Conducted play and sandbox therapy with children.

EDUCATION

2011 – 2017

Institute of Contemporary Psychoanalysis

Doctor of Psychoanalysis

1985 – 1988

University of Southern California School of Social Work

Master of Social Work, Mental Health Concentration

Conducted research and wrote an honors thesis on Mother-in-law and Daughter-in-law relationships

1980 – 1984

University of California at Los Angeles

Bachelor of Arts, Sociology

Graduated Phi Beta Kappa with magna cum laude honors.

Wrote an honors thesis on children's developmental understanding of mind and consciousness

BUSINESS EXPERIENCE

1984 – 1986

Human Resources Associate

XEROX COMPUTER SERVICES, Los Angeles, CA

Advertised for and hired all new employees.

Administered personality testing for hiring purposes.

Liaisoned with advertising agency to create brochures for company.

Sanford Shapiro, M.D.

PRESENT ADDRESS: 654 Gravilla Street
La Jolla , CA 92037
OFFICE PHONE: (858) 454-9751
HOME PHONE: (858) 454-2341

PRESENT POSITION:

Private Practice Psychiatry and Psychoanalysis

EDUCATION:

Wayne State University, 1954-1958
Degree: M.D.

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
1800 Fairburn Avenue 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., Psychanal. 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 a modal 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 A model 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,**
Presentation **New York, NY**
Discussant, Panel Discussant, Panel on Neo-Kleinian – Relational
Clinical
- 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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818 981 3700

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

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Licensure:

California: PSY 18745
New York: 10095

Education, Training, Credentials (In addition, Dr. Shore takes approximately 40-50 hours/year in Continuing Education. Certifications, degrees, and particular educational achievements are listed):

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 Campion 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
- 2008, 2009, 2010 Taught 10-week Class in Group Psychotherapy, Spring,
- 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:

- 2016 - 2017 Board Member, **American Board of Group Psychology**
- 2015 - 2017 Leader of Couples Therapy Special **Interest Group, Los Angeles County Psychological Association**
- 2011 – Present Board Member, **Los Angeles Center for Emotionally Focused Therapy**
President, 2016 - 2019
- 2005 - 2007 **Institute of Contemporary Psychoanalysis**
Candidate Progression Committee, Psychoanalytic Psychotherapy Training
- 2008 – 2012 **Group Psychotherapy Association of Los Angeles (GPALA)**
Education, Training and Research Committee,
Annual Conference Committee (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 – 1010.
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 Trainee

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.

Shore, K. (2015, October 29). Principles of Couples Therapy. Open Paths Counseling Center, Los Angeles, CA.

Shore, K. (2016, April 1). Moderator, Comparing and Contrasting the Methods by Gottman, Hendrix, and Christensen. Couples Therapy Special Interest Group, Los Angeles County Psychological Association.

Shore, K. (2016, April 29). After the Affair. Presentation to Los Angeles County Psychological Association, Brown Bag Lunch.

Shore, K. (2016, May 20 & 21). Small Group Leader, Annual Conference, Group Psychotherapy Association of Los Angeles, Los Angeles, CA.

Shore, K. (2016, May 22). After the Affair. Presentation to the Iranian Psychological Association of America, Los Angeles, CA.

Shore, K. (2016, October 15). Individual Therapy for Couple Problems: Help or Hindrance? Los Angeles County Psychological Association Annual Convention. Culver City, CA.

Shore, K. (2017, March 25). After the Affair: Healing Infidelity With Emotionally Focused Couples Therapy. The Center for the Study of Women's Psychology. Los Angeles, CA.

Shore, K. (2017, April 7). Discernment Counseling: What to do When One Partner Wants to Save the Relationship and The Other is Leaning Out.

Couples Therapy Special Interest Group, Los Angeles County Psychological Association, Encino, CA.

Shore, K. (2017, May 19-20). Small Group Leader. Annual 2-Day Conference: What's Authority Got to do with it?. Group Psychotherapy Association of Los Angeles, Los Angeles, CA.

Shore, K. (2018, March 18). When a Group Shares a Dream: Enhancing Connection and Deepening Emotional Experience. Group Psychotherapy Association of Los Angeles, Santa Monica, CA.

Shore, K. (2018, April 22). Using the Patient's Dreams to Aid the Supervision of the Therapist. Women's Clinic Counseling Center, Los Angeles, CA.

Shore, K. (2019, March 2). When a Group Shares a Dream: Deepening Emotional Experiencing and Enhancing Interpersonal Connection. American Group Psychotherapy Association, Los Angeles, CA.

Shore, K. (2019, May 3). Discernment Counseling: Working with the Mixed-Agenda Couple. Los Angeles County Psychological Association Couples Therapy Special Interest Group, Encino, CA.

Shore, K. (2019, May 15). Emotionally Focused Couples Therapy. The Saturday Center, Santa Monica, CA

Shore, K. (2019, June 29). Discernment Counseling with Mixed Agenda Couples. On Panel with: Bortell, L. L., Chroman, K.J., Goodman, D. M., Greenberg, L. R., Hill, L. M., Pines, C. M., Van Oorshott, M., Yellin, A. (2019, June 29). Intersection of Psychology and Family Law. In the Divorce and Separation Process. Los Angeles County Psychological Association, LevittQuinn, Los Angeles County Bar Association, Encino, CA.

Shore, K. (2019, July 21). Discernment Counseling: When one is in, but the other is leaning out. Iranian Psychological Association of America, Los Angeles, 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:

- 2018 Distinguished Fellow, New York State Psychological Association
- 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
- 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
- 1965- 1969 New York State Regents Scholarship for Academic Excellence,

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 **Private Practice**
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.

- 1997-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 **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.

1976

California School of Professional Psychology,

San Diego, California

1977

Counseling skills and introduction to psychology.

1978

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, San Diego at San Diego, Extension
 Division San Diego
 Group Facilitator/Teacher in Alcoholism Counseling Training
 Program.
- 197 Adelphi University School of Social Work, Long Island, NY
 Instructor in Introduction to Social Work Course

ADDITIONAL TEACHING EXPERIENCE

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 Francisco, 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 Molested as 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 Francisco, 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 CONSULTATIONS

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 COMPETENCIES AND ADDITIONAL TRAINING

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 (MFT28740)

Undergraduate Pepperdine University

Education: Bachelor of Arts in Psychology and Sociology, April 1984

Graduate Fuller Theological Seminary Education:

Education: Master of Divinity Degree, Marriage and Family Therapy emphasis, June 1988

The Institute of Contemporary Psychoanalysis

Doctor of Psychoanalysis, March 2000

Experience:

July 1991 to Present **Psychoanalyst; Licensed Marriage and Family Therapist**

Private Practice in West Los Angeles, California.

Training and Supervising Analyst, Faculty - The Institute of Contemporary Psychoanalysis.

March 2003 to Present **Faculty, The Institute of Contemporary Psychoanalysis**

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 Politicized Other |
| 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: <i>Sameness and Difference: Cultivating Cultural Empathy</i> |

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: <i>Putting Our Heads Together: Mentalizing Systems</i>
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: <i>This Better Be Good! Complex Systems and The Dread of Influence.</i>
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: <i>The God Who Didn't Disappear: Psychoanalysis, religious experience and transformation.</i>
October 2002	25th Annual International Conference on the Psychology of the Self. Presented and original paper: <i>The God Who Didn't Disappear: Psychoanalysis, religious experience, and transformation.</i>
Member	The International Association of Psychoanalytic Self Psychology: International Council Member The International Association of Relational Psychoanalysis and Psychotherapy.

PENELOPE STARR-KARLIN, Psy.D, M. Arch., MA. MFT.

3301 COLBY AVE LOS ANGELES, CA 90066

(310) 391-8718

E-MAIL: TruthAndImagination@Verizon.net

EDUCATION

- 2011** **PsyD. In Psychoanalysis**
Institute of Contemporary Psychoanalysis
Los Angeles
- 1997** **M.A. Clinical Psych.** Antioch University, Los Angeles.
Mythology and Depth Psychology.
- 1994-1995** Pacifica Grad. Institute. 1994-1995
- 1980** **M. Arch. Architecture.** University of Kingston, London. UK.
- 1977** **B.A. Architecture.** University of Kingston, London. UK.

ADDITIONAL TRAINING:

- 2003-present Robert D. Stolorow Consultation Group.
- 2014-present Existential Philosophy for Psychoanalysts Group.
- 2013- present Supervision for Supervisors Group.
- 2011-present ICP Members Study Group
- 2004-2006 ICP/LA Psychoanalytic Psychotherapy Program
- 2000-2006. Consultation in Jungian Practice 2000-2006.

PROFESSIONAL CERTIFICATION:

- 2011 Certificate in the Theory and Practice of Psychoanalysis.
- 2000 Marriage and Family Psychotherapist. Lic 37181. 2000

AWARDS:

- 2011 (Clinical) Daphne Stolorow Memorial Essay Award
- 2012 (Theoretical) Daphne Stolorow Memorial Essay Award

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.
- 2014-present IJPSP Associate Editor 2014

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 Peer group 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 <i>Who's Who in Medicine and Healthcare</i>
2006 - Present	Listed in <i>Who's Who in America</i>
2006 - Present	Listed in <i>Who's Who in Science and Engineering</i>
1992 - Present	Listed in <i>Who's Who in the West</i> (various years)
1986 - Present	Listed in <i>Who's Who in California</i> (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, TheArroyos® 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)
- 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., Beaber, 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

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.

MARY E. WALTERS, LCSW, PSYD

8950 Villa La Jolla Drive, Suite

C112 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

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

HELEN ZISKIND, MSW, LCSW, PSY.D.

EDUCATION

- 1961-1965 Temple University,
Philadelphia, Pennsylvania
B.A. awarded in 1965
- 1967 -1969 University of California at Los Angeles
M.S.W. awarded in 1969
- 1994- Institute of Contemporary Psychoanalysis,
Los Angeles, California
Psy.D. awarded in 1999

PROFESSIONAL EXPERIENCE

CURRENT:

- 1975-Present Private Practice: 10380 Ilona Ave., Los Angeles CA 90064

16055 Ventura Blvd., #1110, Encino, CA 90655

PAST:

- 1965 -1966 EASTERN STATE SCHOOL AND HOSPITAL
Trevose, 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 - 1967 DEPARTMENT OF PUBLIC SOCIAL SERVICE
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 -1970 RETAIL CLERKS MENTAL HEALTH DEVELOPMENT CENTER
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 -1971 OLIVE VIEW COMMUNITY MENTAL HEALTHCENTER
Psychiatric Social Worker, full-time.
In and out-patient departments doing individual, family and group therapy, as well as evaluations and discharge planning.
- 1971 -1975 OLIVE VIEW COMMUNITY MENTAL HEALTHCENTER
Psychiatric Social Worker, part-time.
Duties same as above.
- 1982-1985 SOUTH BAY CHILD GUIDANCE CLINIC
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 -1984 PASADENA CHILD GUIDANCECLINIC
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 -1985 Supervisor and Field Instructor
University of California Los Angeles, School of Social Welfare
- 1985 University of Southern California, School of Social Work
- 1985 - 1990 Supervisor and Consultant
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 - 2001	“History of Child Analysis” at Institute of Contemporary 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 - Present	“Evolving Applications of Infant Research to the Clinical Situation” at Institute of Contemporary Psychoanalysis
2004	Infant Observation at Institute of Contemporary Psychoanalysis
2004 – 2018	Clinical and Theoretical Implications of Contemporary Research of Infants and Toddlers
2013	Class on Remembering Daniel Stern
2018	Class on “Ghosts in the Consulting Room”
2018 – Present	“Final Integration Class” at Institute of Contemporary Analysis

Presentations

1999 - 2000	“Clinical Considerations in Work with Children” at Jewish 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 -1986 Elected to Board of Directors, California State 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 - Present Member, Institute of Contemporary Psychoanalysis
- 2003 – Present Training and Supervising Analyst Institute of Contemporary Psychoanalysis,
- 2000 - Present Member Program Committee, Candidate Progression Committee, Present Psychoanalytic Psychotherapy Program Committee
 Chair: Psychoanalytic Psychotherapy Program, Candidate Progression Committee,
 Four Terms as Board Member

APPENDIX III

CANDIDATE PROGRESSION FORMS

APPENDIX III a)

ICP
Institute of Contemporary Psychoanalysis

Advisor's Report

Candidate: _____ Period covered by report from 20 to 20

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: _____
- Start date of Training Analysis: _____
- Number of cumulative hours to date: _____
- After 300 hours if control work is still in process, the Candidate is continuing in twice weekly analysis: _____ (yes or no)
- 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 groups: _____ 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 candidates by the CPC. Please use a separate form if you need additional space.

Candidate Date: _____

Advisor Date: _____

CPC Member Date: _____

ICP • Mailing Address: 235 Westwood Ave. #100 Los Angeles, CA 90064
310.207.3443 phone • 310.207.6923 fax • email: M.Sanchez@icp.edu

APPENDIX III b)

Agreement of Confidentiality

ICP recognizes that confidentiality is requisite in both psychoanalytic training and professional life. In its broadest application ICP defines “confidentiality” in accordance with the American Psychoanalytic Association as follows:

Confidentiality. Confidentiality of the patient’s communications is a basic right and an essential condition for effective psychoanalytic treatment and research. A psychoanalyst must take all measures necessary to not reveal present or former patient confidences without permission, nor discuss the particularities observed or inferred about patients outside consultative, educational or scientific contexts. If a psychoanalyst uses case material in exchanges with colleagues for consultative, educational or scientific purposes, the identity of the patient must be sufficiently disguised to prevent identification of the individual, or the patient’s authorization must be obtained after frank discussion of the purpose(s) of the presentation, other options, the probably risks and benefits to the patient, and the patient’s rights to refuse or withdraw consent.

In order to comply with HIPPA requirements, E-mail communication of case reports between supervisors and Candidates must use encrypted Word or PDF files.

I agree to abide by the confidentiality practices as defined by the American Psychoanalytic Association, the appropriate Licensing Board for my profession and the appropriate Ethics Code established by my profession.

Signature: _____

Date: _____

APPENDIX III c)



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

EVALUATOR'S SPECIFIC RATING OF STUDENT'S LEARNING:

Assessment Area:	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 III d)

Candidate Tracking Form

Candidate Name: _____

Advisor Name: _____

Candidates are responsible for submitting a copy of all Advisor, Supervisor, and control case reports to the ICP office. Please follow the instructions below:

- 1.) Submit a copy of your report to the ICP Office.
- 2.) Add the date you submitted a copy of your report to the ICP Office in the designated boxes below.
- 3.) Confirm with an ICP Staff person that your report was received.

	Date submitted report to ICP Office:	Date submitted report to ICP Office:	Date submitted report to ICP Office:	Date submitted report to ICP Office:	Additional reports if applicable:	NOTES: <i>(Early termination, hours of supervisory hours completed, etc.)</i>
Advisor Reports: Due August 1 st						
Control Case 1: Due March 1 st & September 1 st	Initial Report:	1st Report:	2nd Report:	3rd Report:		
Supervisory Reports: Due April 15 th & October 15 th						
Control Case 2: Due March 1 st & September 1 st	Initial Report:	1st Report:	2nd Report:	3rd Report:		
Supervisory Reports: Due April 15 th & October 15 th						
Control Case 3: Due March 1 st & September 1 st	Initial Report:	1st Report:	2nd Report:	3rd Report:		
Supervisory Reports: Due April 15 th & October 15 th						

<p><u>If applicable:</u> <u>Control Case 4:</u> Due March 1st & September 1st</p>	<p><u>Initial Report:</u></p>	<p>1st Report:</p>	<p>2nd Report:</p>	<p>3rd Report:</p>		
<p><u>Supervisory Reports:</u> Due April 15th & October 15th</p>						

APPENDIX III: e)
Certification of Analytic Hours



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 III: f)

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 III: g)

CONFIDENTIAL

**CERTIFICATION OF ANALYTIC HOURS
DURING SUPERVISED CONTROL
CASE WORK**

Control Case # 1 2 3 4

Date Supervision Began: _____

Name of Supervisor: _____

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 III: h)



Notes on the 'Certification of Analytic Hours During Supervised Control Case Work' Form

This form is designed for reporting analytic hours while Candidates are doing supervised control case work. 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. 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 is completed. To verify the fulfilment of the requirement of being in analysis during control case work, the Candidate must complete this form for each control case.

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 that the Candidate has fulfilled the analytic requirement while in supervision on the annual Advisor Report Form. The completed form will not be maintained in the Candidate's file. After the Advisor has certified the fulfilment of the analytic requirement while in supervision, the signed form need not be kept at all.

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

APPENDIX III: i)

Comprehensive Case Report Guidelines

A comprehensive clinical case report usually includes, in formal terms: identifying data; presenting complaint and history of present concerns; history of psychiatric/psychological treatment; developmental history; initial clinical impressions; a working psychodynamic formulation; and a review of therapeutic work elaborating an analytic process.

The creation of a psychoanalytic formulation is necessarily subjective, individualized, speculative, and comprehensive. It contains more than a DSM diagnosis, as it attempts to convey a deep understanding of what it is like to live as that person, and it takes into consideration the complexity of influences that have shaped and organized the patient's conscious and unconscious experience of him/herself, others, intimate relationships, and the world. The comprehensive case report should also convey how you think about, conduct, and participate in an analytic process with this person, including examples of attending to unconscious processes and transference-countertransference phenomenon.

Listed below are important elements for consideration in your comprehensive case report. Nevertheless, there is no set formula for how to compose this report, both because there is no singular "right" way, and because your efforts to bring the experience of your patient and the process to life should not be impinged upon. While the length of a report does not directly correlate with its quality, most reports are 15-30 pages (double spaced). It should be well written and thorough enough to demonstrate that you have developed the necessary knowledge and skill to work psychoanalytically (see ICP's Core Psychoanalytic Competencies).

Things you may include or elaborate on in a comprehensive case report:

1. Description of the Patient - basic identifying information, and your subjective experience of the patient (how it feels over time to be with and interact with him/her).
2. Presenting Problem – the patient's initial complaints, including why they are seeking help now.
3. Relevant History- developmental issues, neglect/abuse/traumas, significant events & memories, F.O., biological & socio-cultural influences, previous treatments, etc.
4. Assessment of Patient's Deficits & Strengths -psychological capacities, sense of self, and coping strategies - adaptive & maladaptive defenses, values, etc.
5. Basic Unconscious Organizing Principles - the way the patient has learned to organize his/her world in terms of basic beliefs, expectations, relational patterns, internalized representations of others/relationships, etc.

6. Aims of Treatment - what core dynamics and issues were addressed (i.e. developmental deficits, primary anxieties & defenses, maladaptive patterns & beliefs, problems w/ affect & impulse control, unresolved conflicts, etc.).
7. Analytic Process - reflect on and explain the analytic process as it unfolded, including work with transference & countertransference. Provide sufficient details about the process to exemplify your thinking and psychoanalytic approach (what attitudes, beliefs, and theories influence your choices and perspective). Discuss any issues relating to the frame (e.g. fees, sitting up or use of couch, frequency of sessions, communications outside of session)
8. Therapeutic Outcome - describe and give examples of how the patient changed (i.e. achieved greater insight, developed psychological capacities, strengthened and expanded sense of self, modified organizing principles & internal representations, etc.), what experiences facilitated change (what constituted therapeutic action), and what remains to be done. Discuss how any termination issues were addressed.

APPENDIX III: j)

Comprehensive Case Report Evaluation

IDENTIFICATION, HISTORY, AND PRESENTING SYMPTOMS:

1. Candidate provided basic identifying information, and his/her subjective experience of the patient, that is how it felt to him/her to be with, and interact with, the patient.

Yes No

2. Candidate described the patient's initial complaints, including why the patient was seeking help.

Yes No

3. Candidate described the patient's developmental issues, including neglect, abuse, traumas, significant events, memories, family of origin information, biological & socio-cultural issues, and previous treatments.

Yes No

4. Candidate formulated an initial psychoanalytic understanding of the patient's psychology and unconscious dynamics, and made appropriate clinical diagnoses and treatment recommendations.

Yes No

DYNAMICS AND PSYCHOANALYTIC FORMULATION:

5. Candidate discussed the patient's psychological capacities, sense of self, adaptive and maladaptive coping strategies, values, etc.

Yes No

6. Candidate discussed the way the patient had learned to organize his/her world in terms of basic beliefs, expectations, relational patterns, internalized representations of others, etc.

Yes No

7. Candidate identified patient's unconscious organizing principles, ways of being, beliefs, and patterns. Candidate understood the effects of the interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.

Yes No

DEMONSTRATION OF PSYCHOANALYTIC THINKING AND CAPACITY TO FACILITATE A PSYCHOANALYTIC PROCESS:

8. Candidate developed and demonstrated analytic attitudes such as being empathic, reflective, non-judgmental, curious, open-minded, tolerant of ambiguity or uncertainty, awareness of complexity, sufficiently flexible, interested in discovering the truth about the patient's emotional experience, and being respectful of the patient's individuality.

Yes No

9. Candidate used appropriate psychoanalytic interventions to facilitate the deepening of psychoanalytic process.

Yes No

10. Candidate understood and effectively used the concepts of transference and countertransference.

Yes No

11. Candidate explored and worked through impasses, while considering unconscious factors emerging from both patient and the analyst.

Yes No

12. Candidate explored with him/herself and with the patient the ways in which each partner has influenced and changed the other in the relational analytic process.

Yes No

13. Candidate described and gave examples of how the patient changed. Examples being: achieved greater insight, developed psychological capacities, strengthened and expanded sense of self, modified organizing principles and internal representations, etc.

Yes No

14. Candidate presented an assessment of what changed and what did not change and demonstrated an ability to discuss possible theoretical explanations for this.

Yes No

15. Candidate utilized his/her understanding of theory to accurately describe the analytic process.

Yes No

16. Candidate established and maintained a working relationship with the patient and addressed issues related to the frame, for example such things as handling of fees, sitting up or use of couch, frequency of sessions, and communication outside of sessions.

Yes No

PSYCHOANALYTIC ETHICS AND TERMINATION:

16. Candidate dealt with the end of the control case status for the patient sensitively and ethically, including any changes to the frame and including number of sessions or fee structure.

Yes No

17. Candidate recognized characteristics that may indicate readiness for termination, or change in session frequency, and was able to discuss this with patient sensitively and openly.

Yes No

18. Candidate has sought consultation when needed and protected the patient's confidentiality and anonymity in all communication.

Yes No

19. Candidate has conducted her/himself professionally with commitment to the patient's well-being. Candidate has acted with integrity, upholding boundaries and ethical standards.

Yes No

APPENDIX III: k)

Control Case Report Requirements

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 III: 1)

Course Summary Evaluation



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.

10780 Santa Monica Boulevard, Suite 350 ■ Los Angeles, CA 90025-4779 ■ 310.207.8441 office ■ 310.207.6083 fax ■ email: programcoord@icopla.edu

APPENDIX III: m)

ICP Candidate Disclosure

- I. I am aware that I will be treated by a post-graduate analyst-in-training at the Institute of Contemporary Psychoanalysis in Los Angeles. The candidate analyst is a licensed clinician, engaged in obtaining a specialty certification in psychoanalysis. I am aware that my candidate analyst will be in supervision with an ICP Training and Supervising Analyst.
- II. I also understand that while my identity will be held strictly confidential, aspects of my analysis may be discussed at clinical presentations in classes or other conferences under the aegis of ICP. My anonymity will be preserved under all circumstances.
- III. I am aware I am entering into a treatment relationship with my clinician only. I understand that from now forward all aspects of my treatment will fall entirely within the practice of my candidate analyst. These aspects of my treatment include, but are not limited to, all payment arrangements, clinical documentation, clinical decisions and responsibility, treatment policies and procedures, and any other treatment arrangements.
- IV. I have been informed about the frequency of visits, duration of treatment and financial arrangements.
- V. I am aware that if my candidate analyst withdraws from psychoanalytic training or otherwise changes their status, I will be informed of the change. Although I am aware that it is recommended that psychoanalytic treatment continue for a minimum of 18 months, I understand that I am free to terminate psychoanalytic treatment at any time.
- VI. I am aware that information about grievance and complaint procedures are available on the ICP website at icpla.edu

Aware of all of the above, I consent to psychoanalytic treatment with

Control case analyst signature: _____

Candidate analyst signature: _____

APPENDIX III: n)

Candidate Control Case Certification Form

I certify that my control case analysand #_____has read and signed the Candidate Control Case Disclosure Form on (date)_____.

Candidate signature: _____

Date: _____

Completed form to be placed in Candidate's file.

APPENDIX III: o)
ICP Supervisory Report

Supervisor: _____

Candidate: _____

Control Case #: _____

Supervisor Report # (6 months, 1 year, 18 months): _____

Total number of supervisory hours to date: _____

Please evaluate the Candidates growing capacity to use psychoanalytic knowledge to formulate an in-depth understanding of their patients, develop certain clinical skills, reflect on the analytic process and communicate their knowledge. Rate the Candidates developing competencies on a scale of 1-5, along with a brief written assessment, every six months, until three reports are completed. These competencies often evolve slowly, over the four-year process of training. These ratings are intended to help Candidates appreciate their progress and growing competency, while also bringing awareness to areas still needing further development. The scale reflects whether the following core competencies are:

- 1 = Not yet evident
- 2 = Emerging
- 3 = Developing
- 4 = Sufficiently developed
- 5 = Exceptional

Assessment & Diagnosis:

___ Formulates a psychoanalytic understanding of the patient's psychology and unconscious dynamics. Makes appropriate clinical diagnoses and treatment recommendations, considering the patient's history, level of functioning & symptoms, and psychological capacities - both strengths and vulnerabilities.

___ Identifies unconscious organizing principles, ways of being, beliefs and patterns. Understands the effects and interplay of various factors such as internal object relations, attachment dynamics, deficits, traumas, phenomena of self-experience, central conflicts, and defenses.

___ Considers the person in context - including developmental, biological, and socio-cultural influences.

Analytic Listening & Attitude:

- ___ Listens on multiple levels, for multiple meanings.

- ___ Demonstrates an analytic attitude that includes: being empathic, nonjudgmental, curious, open-minded, sufficiently flexible, tolerant of ambiguity/uncertainty/complexity, 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:

- ___ Frame & working alliance- establishes and maintains a working relationship with the patient, and addresses issues related to handling of fees, use of couch, frequency and time of sessions, communication outside of session.

- ___ Technique- chooses 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.

- ___ Transference- uses the therapeutic relationship as a central vehicle for understanding and change and shows the ability to work with positive and negative transference. Understands 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 analysts'.

- ___ Countertransference - uses countertransference to facilitate understanding of patients' unconscious processes, demonstrates a capacity to contain reactivity in response to countertransference pressures, and explores how countertransference reactions stem from one's own dynamics and are co- created out of intersubjective experience.

- ___ Resistance- addresses fears and defenses(self-protective measures) that interfere with understanding, change, or the analytic process.

- ___ Working through- conducts ongoing work with the patient's unconscious dynamics as they are revealed over time in the transference and extra- transferential material.

- ___ Enactments- explores and works through impasses, and considers unconscious factors emerging from both the patient and the analyst.

- Termination- recognizes characteristics that may indicate readiness for termination, and can describe the termination process.

Supervision

Supervision- remains open to feedback and is able to consider alternative

interventions and theories.

___Is increasingly able to develop ideas independently, using supervision more for discussion rather than direction.

Evaluating the Process & Outcome:

___Demonstrates the capacity for ongoing self-reflection- understands the analyst's contribution to the process, is aware of feelings/fantasies/reactions to the patient, avoids imposing personal agendas on the patient or the treatment, and is able to admit mistakes or misjudgments.

___Uses feedback from the patient- assesses the effects of interventions, noticing what deepens or disrupts the process. Makes adjustments in the wording and timing of interpretations to accord with the patient's readiness.

___Outcome- describes their understanding of what helped the patient(therapeutic action) and what changed in the patient (i.e. new capacities, insights, improved relations, integrated sense of self, etc.). Can assess what has been accomplished and where more work is needed.

Writing:

___Writes clinical case reports that describe the evolution of the analysis, including an understanding of macro and micro processes, important transference themes and countertransference experience.

___Writes clinical case summaries that demonstrate a psychoanalytic understanding of the patient and the process, including an assessment of what changed, or didn't, with efforts to explain why. Demonstrates coherence, without rigidity, between their espoused theory and their understanding and approach.

Ethics:

___Conducts self professionally, with uncompromising commitment to the patient's well-being. Acts with integrity, upholding boundaries and ethical standards. Seeks consultation when needed.

___Protects the patient's confidentiality, privacy and anonymity in all communication.

***Add your own comments** about how the Candidate and supervision is progressing:

Date: _____ Signature of Candidate: _____

Date: _____ Signature of Supervisor: _____

APPENDIX III: p)

Supervisory Agreement

Please read this carefully for information regarding due dates of your reports

_____ and _____

(Candidate)

(Supervisor)

have agreed to work together weekly in the supervision of a control case.

Date supervision began: _____

This control case will meet at a frequency of _____ times per week.

Candidate:

- I agree that immediately after beginning supervision, I will submit an initial brief case report.
- I will submit three six-month control case reports by March 1 and September 1 deadlines. These reports will be submitted to the supervisor, the advisor and the ICP Program Coordinator. Subsequently, I will turn in my supervisor's reports promptly to my Advisor and to the ICP Program coordinator.

I understand that my Control Case reports are due on March 1 and September 1. I will have a grace period until March 31 for the March 1 due date and September 30 for the September 1 due date. If the report is not in by those final deadlines I will lose credit for the control case hours for the time period that the delinquent report covers. _____ (initial)

Supervisor:

- I will submit three supervisory reports by April 15 and October 15 deadlines following receipt of each of the candidate's control case reports. These reports will be given to the candidate who will in turn submit them to their advisor and the ICP Program Coordinator. I understand that my Supervisory Reports are due on

April 15 and October 15 even if I did not receive a Control Case Report from the Candidate. I will have a grace period until November 15 for the October 15 deadline and May 15 for the April 15 deadline. If the report is not in by those final deadlines the candidate will be required to choose a new supervisor.

_____ (initial)

We understand that the supervisor's evaluation of this process is essential to evaluating one aspect of each candidate's progress in achieving the core competencies required for graduation.

Candidate's Signature Date

Supervisor's Signature Date

APPENDIX III: q)

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 III: r)

Required format for Graduation Project 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 Submitted}

Graduation Committee

(Name), Advisor

(Name), Supervisor

(Name), Mentor

(Name), Mentor

(Name), CPC Representative

APPENDIX IV - SYLLABI FOUR-YEAR TRAINING PROGRAM

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

WEEKEND PROGRAM 2019-2020

BASIC CONCEPTS IN PSYCHOANALYSIS

INSTRUCTORS: ESTELLE SHANE AND JOYE WEISEL BARTH

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

DATES: 09/20-23/19; 11/01-03; 12/06-08; 01/24-25/20; 03/27-29; 05/01-03

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-person 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.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

Freud: A Critical Historical Overview

Weekend 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: 09/20-21/19, 11/01-02, 12/06-07, 01/24-25/20, 03/27-28, 05/01-02

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: 09/21/2019

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 P. 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*.

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 Fleiss: 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 2: 09/23/19

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 Fleiss: 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: 11/02/19

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: 11/03/19

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: 12/07/19

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: 12/08/19

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: 01/25/20

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: 01/26/20

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: 03/22/20

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 Freud 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: 03/23/20

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: 05/03/20

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: 05/04/20

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.

Object-Relations
Weekend Psychoanalytic Training Program, 2018-2019 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) 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 analysis 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 un-lived 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.

**Intersubjective-systems Theory: A Phenomenological Contextualist
Perspective OR
Phenomenology, Context and Intersubjectivity OR
Emotional Phenomenology**

Institute of Contemporary Psychoanalysis – 2019-2020 Instructors: Leonard Bearne, PsyD, MFT and David Schreiber, PsyD, MFT

Dates and Times: 11:30am – 2:00pm. 09/20/19, 09/22/19, 11/01/19, 11/03/19, 12/06/19, 12/08/19, 01/24/20, 01/26/20, 03/27/20, 03/29/20, 05/01/20, 05/03/20

Total hours of instruction: 12 x 2.5 = 30 hours

Contact: ldbearne@earthlink.net & dwschreiber@yahoo.com

SYLLABUS

I. Course Description:

Phenomenological Contextualism (formerly Intersubjective Systems Theory) developed by Stolorow, Atwood, and their collaborators, has evolved over the past 35 years into both a philosophically based understanding of the psychoanalytic process and a reconsideration of all the major themes in psychoanalytic treatment, such as unconsciousness, transference, embodiment, psychoanalytic action and affective experience.

In this course we will explore the theory itself and consider the practical implications for treatment of the concepts presented. Candidates will develop an ability to think in terms of the philosophical underpinnings of the theory and also be able to apply these ideas in specific, practical ways to the treatment process.

II. Course Objectives:

- 1) Define what is meant by phenomenological contextualism.
- 2) Compare the concepts of phenomenological contextualism and intersubjective systems.
- 3) Describe transference from the perspective of phenomenological contextualism.
- 4) Describe unconsciousness from the perspective of phenomenological contextualism and contrast it to the idea of “the unconscious”.
- 5) Contrast the phenomenological contextualist viewpoint and the Relational viewpoint.

III. Specific Class Objectives:

Class 1:

1. Students will describe the foundational theories leading to the development of Intersubjective-systems Theory.
2. Students will describe the wider history of psychoanalysis which gave birth to Intersubjective-systems Theory.

Class 2:

1. Students will explain the unique qualities of a phenomenological contextualist definition of transference.
2. Students will apply a phenomenological contextualist perspective of transference to specific clinical material.

Class 3:

1. Students will cite specific characteristics of psychological development from a phenomenological contextualist perspective.
2. Students will compare and contrast contemporary notions of psychological development with more classical notions.

Class 4:

1. Students will cite specific characteristics of psychopathology from a phenomenological contextualist perspective.
2. Students will compare and contrast contemporary notions of psychopathology with more classical notions.

Class 5:

1. Students will describe emotions and emotional states from an Intersubjective- systems Theory and phenomenological perspective.
2. Students will apply their understanding of emotional states from an Intersubjective-systems Theory and phenomenological perspective to relevant clinical material.

Class 6:

1. Students will describe specific aspects of the clinical situation (eg: therapeutic alliances, impasses, interpretations) from within the context of phenomenological contextualism.
2. Students will apply their understanding of the clinical situation from a phenomenological contextualism perspective to relevant clinical material.

Class 7:

1. Students will cite specific representations of the unconscious from a phenomenological contextualist perspective.
2. Students will compare and contrast contemporary notions of the unconscious with more classical notions.

Class 8:

1. Students will describe some of the philosophical underpinnings of phenomenological contextualism and Intersubjective-systems Theory.
2. Students will demonstrate their understanding of how the philosophical underpinnings of phenomenological contextualism and Intersubjective-systems Theory can be applied directly to the clinical situation.

Class 9:

1. Students will describe emotional trauma from an Intersubjective-systems Theory and phenomenological perspective.
2. Students will apply their understanding of emotional trauma from an Intersubjective-systems Theory and phenomenological perspective to relevant clinical material.

Class 10:

1. Students will describe relationality from a phenomenological and contextual orientation.
2. Students will apply an understanding of relationality from a phenomenological and contextual orientation to relevant clinical material.

Class 11:

1. Students will compare and contrast Relational and Self Psychology perspectives with a phenomenological contextualist approach to psychoanalysis.
2. Students will analyze the process of divergence of Relational and Intersubjective-systems Theory schools of thought over the past few decades.

Class 12:

1. Students will discuss the gradual transformation of Intersubjective-systems Theory over the past three decades to what is now called Phenomenological Contextualism.
2. Students will analyze their ability to apply concepts learned throughout this course to their clinical work.

IV. Recommended book purchases:

1. Robert Stolorow: Trauma and Human Existence
2. Stolorow, Brandchaft & Atwood: Psychoanalytic Treatment: An Intersubjective Approach
3. Orange, Atwood & Stolorow: Working Intersubjectively: Contextualism in Psychoanalytic Practice

V. Final paper:

A paper of 5-7 pages in length will be due sometime in the latter half of the academic year (Week 4 or Week 5). We will discuss the best timing for the due date for this assignment, keeping in mind your other writing obligations (control case reports, writing assignments from other classes, etc.). This paper should utilize clinical material to

demonstrate your understanding of some of the concepts of Intersubjective-systems theory and phenomenological contextualism learned up to that point in the course. This does not have to be a formal paper following APA guidelines, although it may be useful for you to write in this style if you haven't done so yet. We can provide examples from previous students if needed, to help guide you as you think about and write your paper.

WEEKEND 1

Friday, September 20th: Foundations

Readings:

Orange, Atwood & Stolorow (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 1: Intersubjectivity Theory and the Clinical Exchange (pp. 3-18).

Orange, Atwood & Stolorow (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice - Chapter 5: Thinking and Working Contextually (pp. 67-90).

Stolorow (2011). *From Mind to World, From Drive to Affectivity: A Phenomenological-Contextualist Psychoanalytic Perspective*. Attachment: New Directions in Psychotherapy and Relational Psychoanalysis, 5(1):1-14.

Additional Recommended Readings:

Stolorow, Atwood & Brandchaft (1994). The Intersubjective Perspective – Chapter 2: Toward a Science of Human Experience (Stolorow & Atwood) (pp. 15-30).

Sunday, September 22nd: Transference from an Intersubjective Perspective

Readings:

Atwood & Stolorow (1984). Structures of Subjectivity, Chapter 2: The Therapeutic Situation (pp. 47-55 only).

Stolorow, Brandchaft & Atwood (1987). Psychoanalytic Treatment: An Intersubjective Approach - Chapter 3: Transference: The Organization of Experience (pp. 28-46).

Stolorow, Atwood & Brandchaft (1994). The Intersubjective Perspective – Chapter 13: Countertransference, Empathy and the Hermeneutical Circle (Orange) (pp. 177-186).

Orange, Atwood & Stolorow (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 3: The Myth of Neutrality (pp. 35-44).

Orange & Stolorow (1998). Self-Disclosure from the Perspective of Intersubjectivity Theory. *Psychoanalytic Inquiry*, 18: 530-537.

Additional Recommended Readings:

Gill, Merton. *Psychoanalysis in Transition*, 1994, The Analytic Press, Hillsdale, NJ. pp. 101-106. Greenson, R., *The Technique and Practice of Psychoanalysis, Vol 1*, 1967, International Universities Press. pp.151-155.

WEEKEND 2

Friday, November 1st: Psychological Development & Psychopathology

Readings:

Atwood & Stolorow (1984). Structures of Subjectivity, Chapter 3: Development and Pathogenesis (pp. 65-79 **only**).

Stolorow, Brandchaft & Atwood (1987). Psychoanalytic Treatment: An Intersubjective Approach, Chapter 6: Developmental Failure and Psychic Conflict (pp. 88-99).

Stolorow, Brandchaft & Atwood (1987). Psychoanalytic Treatment: An Intersubjective Approach - Chapter 4: Bonds That Shackle, Ties That Free (pp. 47-65).

Brandchaft (2007). *Systems of Pathological Accommodation and Change in Psychoanalysis*. *Psychoanalytic Psychology*, 24:667-687.

Stolorow (2012). *Deconstructing Psychiatry's Ever-Expanding Bible*. *Psychology Today* blog post.

Sunday, November 3rd: Psychological Development & Psychopathology (cont.)

Readings:

Atwood & Stolorow (1984). Structures of Subjectivity, Chapter 2: The Therapeutic Situation- Psychopathology (pp. 55-59 **only**).

Atwood & Stolorow (1984). Structures of Subjectivity, Chapter 4: Pathways of Concretization (pp. 85-117).

Stolorow, Brandchaft & Atwood (1987). Psychoanalytic Treatment: An Intersubjective Approach - Chapter 8: Treatment of Borderline States (pp. 106-131).

Stolorow & Atwood (1992). Contexts of Being: The Intersubjective Foundations of Psychological Life, Chapter 4: Trauma and Pathogenesis (pp. 51-59).

Additional Recommended Readings:

Stolorow, Atwood & Brandchaft (1988). *Symbols of Subjective Truth in Psychotic States: Implications for Psychoanalytic Treatment*. *Progress in Self Psychology* 3:103-142.

Stolorow, Atwood & Orange (2002). Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis, Chapter 8: Shattered Worlds/Psychotic States: The Experience of Personal Annihilation (pp. 139-175).

WEEKEND 3

Friday, December 6th: The Phenomenology of Emotional States

Readings:

Stolorow, Brandchaft & Atwood, (1987). Psychoanalytic Treatment: An Intersubjective Approach, Chapter 5: Affects and Selfobjects (pp. 66-87).

Orange, Atwood, & Stolorow (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 4: Contexts of Nonbeing: Varieties of the Experience of Personal Annihilation (pp. 45-66).

Stolorow (2019). *Emotional Phenomenology and Relationality: Forever the Twain Shall Meet*. *Psychoanalytic Inquiry*, 39:2, 123-126.

Sunday, December 8th: The Clinical Situation

Readings:

Stolorow & Atwood (1992). Contexts of Being: The Intersubjective Foundations of Psychological Life, Chapter 6: Varieties of Therapeutic Alliance *and* Chapter 7: Varieties of Therapeutic Impasse, (pp. 87-122).

Stolorow (1994). The Intersubjective Perspective, Chapter 4: The Nature and Therapeutic Action of Psychoanalytic Interpretation (eds: Stolorow, Atwood & Brandchaft), (pp. 43-55).

Orange, Atwood, & Stolorow (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 2: Beyond Technique (pp. 19-34).

Additional Recommended Readings:

Brandchaft (1993). *To Free the Spirit from its Cell*. Progress in Self Psychology, 9:209-230.

Brandchaft & Stolorow (1994). The Intersubjective Perspective, Chapter 7: The Difficult Patient, (eds: Stolorow, Atwood & Brandchaft), (pp. 93-112).

Stolorow (1994). The Intersubjective Perspective, Chapter 11: Converting Psychotherapy to Psychoanalysis (eds: Stolorow, Atwood & Brandchaft), (pp. 145-154).

WEEKEND 4

Friday, January 24th: Forms of Unconsciousness

Readings:

Stolorow & Atwood (1992). Contexts of Being: The Intersubjective Foundations of Psychological Life, Chapter 2: Three Realms of the Unconscious (pp. 29-40).

Stolorow, Orange & Atwood (2001). *World Horizons: A Post-Cartesian Alternative to the Freudian Unconscious*, Contemporary Psychoanalysis, 37:1 (43-61).

Stolorow (2006). *The Relevance of Freud's Concept of Danger-Situation for an Intersubjective Systems Perspective*, Psychoanalytic Psychology, 23:2, 417-419.

Stolorow (2007). Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 5: Trauma and the "Ontological Unconscious" (pp. 23-31).

Sunday, January 26th: Philosophical Underpinnings

Readings:

Atwood & Stolorow (1984). Structures of Subjectivity, Chapter 1: Philosophical Context and Basic Concepts (pp. 1-30 **only**).

Stolorow (2007). Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapter 6: Anxiety, Authenticity, and Trauma (pp. 34-46).

WEEKEND 5

Friday, March 27th: The Phenomenology of Emotional Trauma

Readings:

Stolorow (2007). Trauma and Human Existence: Autobiographical, Psychoanalytic, and Philosophical Reflections, Chapters 1-4, and Chapter 7 (pp. 1-21, 48-51).

Atwood (2012). The Abyss of Madness, Chapter 5: The Unbearable and the Unsayable (pp. 107- 132).

Stolorow (2015). *A Phenomenological-Contextual, Existential, and Ethical Perspective on Emotional Trauma*, *The Psychoanalytic Review*, 102(1): 123-138.

Sunday, March 29th: Relationality and Phenomenology

Readings:

Stolorow & Atwood (1992). Contexts of Being: The Intersubjective Foundations of Psychological Life, Chapter 1: The Myth of the Isolated Mind (pp. 7-28).

Orange, Atwood & Stolorow (1997). Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 4: Contexts of Nonbeing (pp. 45-66).

Stolorow & Atwood (2019). The Power of Phenomenology: Psychoanalytic and Philosophical Perspectives, Chapter 10: Walking the Tightrope of Emotional Dwelling (pp. 113-126).

WEEKEND 6

Friday, May 1st: Comparison with Relational and Self Psychology Perspectives

Readings:

Shane (2015). *Multiplicity and Unity Within Relational Psychoanalysis: Convergences, Controversies, and Creative Tensions*. Opening Panel Address, Toronto, 2015.

Magid & Shane (2017). *Relational Self Psychology*. *Psychoanalysis, Self and Context*, 12(1):3- 19.

Stolorow, Atwood & Orange (2002). Worlds of Experience: Interweaving Philosophical and Clinical Dimensions in Psychoanalysis, Chapter 5: Cartesian trends in Psychoanalysis (pp. 77-97).

Sunday, May 3rd: Review

Readings:

Atwood & Stolorow (2014). Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism, 2nd Ed., Chapter 6: Legacies of the Golden Age: A Memoir of a Collaboration (17 pgs.).

Stolorow & Atwood (2019). The Power of Phenomenology: Psychoanalytic and Philosophical Perspectives, Chapter 4: CREDO-Intersubjective-systems theory: A phenomenological- contextualist perspective (pp. 57-69).

Stolorow & Atwood (2019). The Power of Phenomenology: Psychoanalytic and Philosophical Perspectives, Chapter 12: Concluding dialogue (pp. 127-130).

Self Psychology Theory -- 2019-2020

Instructor: Daniel Goldin, MFT, Psy.D. **Time:** 8:30-11:00 AM

Dates: 09/20-22/19; 11/01-03; 12/06-08; 1/24-26/20; 03/27-29; 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

1. Differentiate the neutral stance of the classical psychoanalyst from a Kohutian attitude emphasizing empathy as a mode of observation.
2. Describe Kohut's treatment of narcissistic personality disorders.

Class 3

1. Contrast Kohut's ideas of infant development with Freudian libido theory.
2. Explain the self-object function and relate Kohut's theory of the self-object to clinical practice.

Class 4

1. Demonstrate through clinical examples the effects of an unempathic early environment on a fragile, easily fragmented self.
2. 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: 09/22-09/23 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, 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 class2

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: 12/08-12/09 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: 01/26-01/27 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: 03/23-03/24 **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 B. 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.

Clinical and Theoretical Implications of Contemporary Research in Infant and Toddler Development

ICP Weekend 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: 09/21-22/19, 11/2-3, 12/07-08, 01/25-26/20, 03/28-29, 05/2-3

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 09/21/19: 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)

09/22/19: 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)

11/02/19: 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. [\(PDF\)](#)

11/03/19: 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.

12/07/19: 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)

12/08/19: 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)

01/25/20: 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.

*Trevathan, 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.

01/26/20: 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."

03/28/20: 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."

03/029/20: 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."

05/02/20: 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)

Film: Strange Situation, Disorganized Attachment.

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)

05/03/20: 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. [\(PDF\)](#)

Institute of Contemporary Psychoanalysis

Advanced Relational Theory

2019-2020

**Instructors: Margaret Allan PsyD, MSW and Robyn Sewitz PsyD, MSW Time:
Fridays 11:30am-2:00pm**

Dates: 09/20/19, 11/01, 12/06, 01/24/20, 03/27, 05/01

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 companioning 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

09/20/19

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 Self Care. *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.

11/01/19

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

12/07/18

“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

01/24/20

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

03/27/20

Robert Grossmark offers a way to think about psychoanalytically companionship for 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 Companionship*, 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

05/01/20

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

History of Psychoanalysis
Institute of Contemporary Psychoanalysis Primary
Instructor: George Bermudez, Ph.D., Psy.D.
GBermudez@antioch.edu

Co-Instructor: Mark Winitzky, Psy.D. MarkWinitzky@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

Summarize the development of psychoanalytic theory from Freud to the present.

1. 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.

Ellenberger, H. *The discovery of the unconscious*, (1970) New York: Basic Books. (pages?)

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.

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.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

Class: Interpersonal Psychoanalysis

Weekend 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: 09/20/19, 11/01, 12/06, 01/24/20, 03/27, 05/01 3rd year class: 09/22/19, 11/03, 12/08, 01/26/20, 03/29, 05/03

Total Hours: 2 ½ hours X 6 meetings = 15 hours for each class

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 apart 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.*, 35:355-35

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:

Willemsen, 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

Institute of Contemporary Psychoanalysis
Clinical Case Seminar: Analysts Presenting Cases
2019-2020
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. Cite 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.

CLINICAL CASE CONFERENCE

ON CASES RELATING TO TRAUMA AND DISSOCIATION

ICP WEEKEND 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

**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,

Time: 2:30-5

**21 September, 2 November, 7 December, 25 January,
28 March, 2 May**

Hours of Instruction: 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

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

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 LGBTQT 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). Growingup 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.

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's ethical responsibility 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.
4. 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 I | 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. [...]

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 it 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

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

Dramatization, Improvisation in Psychoanalytic Field Theory:

Forty Years 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; 09/21/19, 11/02/19, 12/07/19 01/25/20, 03/28/20, 05/02/20.

Number of CEs: 15 (6 class periods = 15 hours of instruction)

COURSE DESCRIPTION

Following the organization of central manuscript being taught in this course,

Part One

Sessions One and Two

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 : 09/21/19:

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.

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: 11/02/19:

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.

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: 12/07/19:

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

pertain 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 leads 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: 01/25/20:

Candidates will be better able to discern informational patterns of "constriction versus possibility" through their enhanced recognition of what is "permissible" versus "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.

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 candidate's 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”.

SESSION SIX: 05/02/20:

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 candidate’s discernment and interpretation of organizing principles, transference, and schemas as well as fleshing out features of the emerging therapeutic drama, its narrative. 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.

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 session 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 'Improvisation – 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 Roulledge 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.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

TREATING EATING DISORDERED PATIENTS WITH PERSONALITY DISORDERS

MEETING TIME: Spring: Saturdays; 8:30am– 11:00 am

MEETING DATES: 1/25/2020, 3/28/2020, 5/2/2020

HOURS OF INSTRUCTION: 7.5 Hours (2.5 hours 3 meetings)

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

Describe the divergent theories as they relate to the personality disorders of the eating- disordered patient.

List the underlying developmental issues of the borderline and narcissistic personality

SESSION # 2

Address the role of the body as a communicator of unmentalizable experiences in the eating-disordered patient.

Define the term Alexithymia and its link to anorexia and bulimia.

SESSION # 3

Define the term “psychotic core”. Explore the language of absence. Describe the concept of the analytic third

Explain the technique of treatment at the basic fault.

Write the technical considerations of working with the countertransference.

Explain how the concept of transference is used in treating patients with primitive mental states.

GOALS AND OBJECTIVES SESSION-BY- SESSION

SESSION 1: 01/25/20

Eating and the symbolic meaning of food from birth on are closely intermingled with interpersonal and emotional experiences and

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 phrase, 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 Mc Dougall is reviewed by Austin Silber. He writes that Dr. Mc Dougall 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 autistic-like 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*

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 Autistic like 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: 05/02/2020

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.

SESSION # 3: 05/02/2020

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“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 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.

THERAPEUTIC ACTION

ICP: 2019-2020

Meeting Time: Sundays 11 :30 AM to 2:00 PM

Meeting Dates: 9/22/19, 11/3/19, 12/8/19, 1/26/20, 3/29/20, 5/3/20.

Hours of Instruction: 2.5 hour sessions x 6 meeting =15hours

Instructor: Peter Schou, PhD
Peteraschou@gmail.com Ph: (323)899-3480

Course Description:

When we talk about therapeutic action, we address the question of how psychoanalytic treatment is helpful to our patients. Much has been written about this question, and many diverse answers have been provided, consistent with the development of psychoanalysis as a multi-perspectival endeavor. In this course, we will review a range of subjects related to the idea of therapeutic action. It is useful to distinguish between 1) therapeutic action, the question of *how* does psychoanalytic treatment work, 2)therapeutic goals, the question of what we are trying to achieve, and 3) the means, or technique, which we use to achieve the goals. This distinction, although useful, is harder to maintain when we look at what has been written about therapeutic action. I have arranged the course around subject areas that all touch on the question of what moves treatment forward: Agency, novelty and play, identification, freedom, empathy and recognition.

There is considerable overlap between these areas, as we will see.

What are the sources of what we know about therapeutic action? Here are some of our sources: Our clinical work with our patients, our own experience as analysands, what patients tell us directly about what helps and finally, the psychoanalytic literature. In this course, we will draw on all four sources. We will start each session with a review of the assigned readings. On a rotating basis, I will ask the members of the group to provide a brief summary of each reading as well as reflections and questions that have been stimulated by the reading. We will then proceed to a more clinically oriented part of the session where members of the group will articulate their own thoughts about therapeutic action based on their own experience. This will involve clinical vignettes but, because of time constraints, will not be full case presentations.

Course Objectives:

The objective of the course is to provide an overview of the psychoanalytic literature on therapeutic action and to use readings from the literature to stimulate our thinking about our own theories of therapeutic action based on personal clinical experience. My hope is that the course can have a "therapeutic" effect on our thinking about our clinical work by focusing on our- often latent and unformulated - beliefs about what facilitates therapeutic change.

Session 1

Differentiate trends in psychoanalytic thinking about therapeutic action through history.

Identify aspects of thinking about therapeutic action that have a particular relevance from a contemporary perspective.

Session 2:

Explain the terms internalization and identification with specific reference to therapeutic action.

Discuss the usefulness of these terms in clinical work.

Session 3:

Differentiate trends in psychoanalytic thinking about freedom as applied to clinical process.

Discuss the usefulness of the notion of freedom in clinical practice.

Session 4:

Differentiate trends in psychoanalytic thinking about agency and its role in therapeutic action.

Discuss the application of the concept of agency in clinical work.

Session 5

Differentiate trends in psychoanalytic thinking about novelty and play in the conduct of treatment.

Discuss the application of novelty and play in clinical work.

Session 6:

Differentiate trends in psychoanalytic thinking about empathy and recognition.

Discuss the use of empathy and recognition in clinical work.

Session 1. September 22, 2019.

Introduction

The readings for this session function primarily as an introduction to the history of the concept of therapeutic action in psychoanalysis. Because of the pluralism of contemporary psychoanalytic thinking, therapeutic action is conceptualized in many different ways by different schools of thought. Is that a problem?

Gabbard, G.O. Westen, D.(2003). Rethinking therapeutic action. *Int.J. Psycho-Anal.*, 84(4):823-841

Greenberg, J. (2015).Therapeutic Action and the Analyst's Responsibility. *J. Amer.Psychoanal. Assn.*,63(1):15-32.

Stem,D.B.(2012).Implicit Theories of Technique and the Values That Inspire Them. *Psychoanal.Inq.*,32(1):33-49

Session 2. November 3, 2019.

Identification and Internalization.

These readings are classic texts on therapeutic action. The language and ways of understanding psychoanalysis in these readings reflect the climate of thought of their time (1934 and 1960).They can, therefore, be challenging to read, but the ideas continue to be referenced in writings about therapeutic action. Does the idea of internalizing and identifying with the analyst have value in your own way of thinking? How central is interpretation in your own work?

In the Loewald article, note the emphasis on the child-parent relationship, the analyst as a new object, and the role of the future. You can skip section 2 which is mostly about drive dynamics and go to section 4 on transference. Note his often quoted metaphor of transference as the awakening of ghosts tasting blood (p.29).

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

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

Session 3. December 8. 2019.

Freedom.

The readings focus on freedom as a key value in treatment, both as facilitating development in the dyad and as an outcome of treatment. Does the idea of "free associations" play a role in your clinical work? D.B. Stem asks: "How can we encourage relational freedom?" Does that question resonate with your idea of therapeutic action? Hoffman's article is a classic in relational literature. Is it still relevant?

Symington, N.(1983). The Analyst's Act of Freedom as Agent of Therapeutic Change. Int. R. Psycho-Anal., 10:283-291.

Stem, D.B. (2013). Relational Freedom and Therapeutic Action. J. Amer. Psychoanal. Assn., 61(2):227-255.

Hoffman, I.Z. (1994). Dialectical Thinking and Therapeutic Action in the Psychoanalytic Process. Psychoanal Q., 63:187-218.

Session 4. January 29, 2020

Agency

The idea of agency as a value in and an outcome of treatment has attracted limited attention in the psychoanalytic literature. Why would that be?

Weisel-Barth, J.(2009). Stuck: Choice and Agency in Psychoanalysis. Int.J. Psychoanal. Self Psychol., 4(3):288-312.

Caston, J. (2011). Agency as a Psychoanalytic Idea. J. Amer. Psychoanal. Assn., 59(5):907-938.

Session 5. March 29, 2020.

Novelty and Play

This session focuses on playing, novelty, and emergence, the last two concepts mostly derived from a systems perspective. Winnicott's notion of playing has been very influential in forming some writers' idea of therapeutic action. Does playing, in Winnicott' sense, have a role in your own work and understanding of therapeutic action. Note the reformulation of enactment by the Boston Change Process Study Group. Do you agree with their critique?

Winnicott, D.W.(1971). *Playing and Reality*. p.53-70. London: Tavistock Publications.

Boston Change Process Study Group(2013). *Enactment and the Emergence of New Relational Organization*. *J. Amer. Psychoanal. Assn.*,61(4):727-749.

Coburn, W.J. (2014). *Complexity, Therapeutic Action and Jack*. Chapter 4 in: W.J.Coburn: *Psychoanalytic Complexity*, New York, 2014

Session 6. May 3, 2020.

Empathy and Recognition

Empathy and recognition figure prominently in current psychoanalytic thinking about clinical process and therapeutic action. Questions remain about the meaning of these terms, and they have become markers of divisions between schools of thought. We start out with Kohut's last comments on the meaning of empathy for him. Note that he does not think of empathy as curative. What do you think? The article by McKay represents a relational perspective on these terms. The article also illustrates their meaning within the politics of contemporary psychoanalysis, as also highlighted in Aron's broader and more inclusive comments.

Kohut,H.(2010). *On Empathy: Heinz Kohut (1981)*. *Int.J. Psychoanal. Self Psychol.*, 5(2):122-131.

McKay, R.K., Ph.D.(2019). *Bread and Roses: Empathy and Recognition*. *Psychoanal. Dial.*, 29(1):75-91.

Aron, L. (2019). *Discussion of "Bread and Roses: Empathy and Recognition"*. *Psychoanal. Dial.*, 29(1):92-102.

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.

THE POWER OF PHENOMENOLOGY
Psychoanalytic and Philosophical Perspectives

Meeting Time: Sunday, 8:30-11:00

Meeting Dates: 09/22/2019, 11/03/2019, 12/08/2019, 01/26/2020,
03/29/2020, 05/03/2020

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: 09/22/2019

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: 11/03/2019

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: 12/08/2019

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: 01/26/2020

1. Explicate and expand on Heidegger and Dilthe'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: 03/29/2020

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: 05/03/2020

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.

GOALS AND OBJECTIVES SESSION-BY-SESSION

Session #1: 09/22/2019

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 how it 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.

Session #2: 11/03/2109

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: 12/08/2019

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: 01/26/2020

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 distinctions 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: 03/29/2020

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 others. 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: 05/03/2020

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.

**INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
PSYCHOANALYTIC PROGRAM 2019-2020
INTRODUCTION TO PRIMITIVE MENTAL STATES:
THEORY AND TREATMENT**

MEETING TIME: Fridays, 8:30 a.m. – 11:00 a.m.

MEETING DATES: 09/20/19, 11/01/19, 12/06/19, 01/24/20, 03/27/20,
05/01/20

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). Eekhoff 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. 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 #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: 09/20/19

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 defenses that characterize the paranoid and schizoid positions. Outside among these defenses is the mechanism of splitting internal and external objects, emotions and the ego. These mechanisms and defenses 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: 11/01/19

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: 12/06/2019

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 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.

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 Autistic-like Defenses: Unmentalized Experiences in Primitive Mental States that in primitive mental functioning, eating symptoms— both bulimic and anorectic—can be used as autistic like 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 autistic-like 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 Autistic like 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: 03/27/20

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: 05/01/20

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.

Daphne 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
American Relational Theory**

Instructors: Ilene Philipson, PhD, PhD

Time: Fridays 2:30-5:00, Saturdays 2:30-5:00

Dates: 09/20, 09/21, 11/01, 11/02, 12/06, 12/08/19, 01/24, 01/25, 03/27,
03/28, 5/1, 5/2/20.

Total Hours: 2 ½ hours x 12 classes = 30 hours

Course Description

“If the goal of psychoanalysis in Freud’s day was rational understanding and control over fantasy-driven, conflictual impulses, the goal of psychoanalysis in our day is most often thought about in terms of the establishment of a richer, more authentic sense of self... , a revitalization and expansion of [the patient’s] own capacity to generate experience that feels real, meaningful, and valuable.”

----Stephen Mitchell

In *Hope and Dread in Psychoanalysis* (1993), Stephen Mitchell points out that the relational turn in psychoanalysis is characterized as both a revolution in understanding what our patients need, and in what the analyst knows. Increasingly over the first part of the twenty-first century, therapists have been confronted with patients who come to our offices with complaints of feeling unfulfilled, alone, dissatisfied, without meaning, fearful, anxious, unsuccessful. It is unusual to be asked to treat specific symptoms in the manner that Freud typically found himself employed. Working toward the “establishment of a richer, more authentic sense of self” is a far cry from the hysterical symptoms upon which Freud built his revolutionary technique called the talking cure.

Simultaneously, in our postmodern age characterized by uncertainty, distrust of authority, and the overthrow of grand narratives and universal truths, what the analyst knows has become suspect. For these reasons and others (e.g., the increasing authority of biological understandings of the mind, managed care, the oversupply of psychotherapists, the feminization of the field, the rise of evidence-based treatment), our authority as psychoanalytic clinicians has been diminished. We start from assumptions that the fundamental nature of human experience is ambiguous, and that we, as mere mortals, can never know with certainty the meaning of either our own or others’ motivations.

Because of these twin transformations in what we believe patients need and what therapists are capable of knowing, our understanding of how to act and to be in the

consulting room has become an intense object of theoretical interest in the Relational literature. This class then is intended to explore the multiple ways Relational theorists conceptualize the therapeutic encounter, therapeutic action, and the process of change.

Course Learning Objectives

The overall objective of this course is to allow candidates to listen, formulate and assess, work-through and apply Relational thinking in their clinical work. Through an examination of the history, major theorists, and key concepts of American Relational Theory, at the end of this class, candidates should have a fluency with Relational thinking and a general understanding of this major psychoanalytic school. Specifically, at the completion of this course, candidates should be able to do the following:

Class #1

1. Describe the origins of the American Relational school.
2. Identify the major psychoanalytic theorists throughout the 20th century who were drawn upon to create the Relational paradigm.

Class #2

1. Define what Stephen Mitchell means by the “developmental tilt.”
2. Locate the role of agency in therapeutic change for which Mitchell makes his argument.

Class #3

1. Define dialectical constructivism.
2. 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.

Class #4

1. Explain why the therapist needs to change for therapy to be effective.
2. Evaluate Ehrenberg’s claim that working at the “intimate edge” “makes it possible for anxieties, feelings, and fears about contact to be identified and addressed, rather than smoothed over and obscured.”

Class #5

1. Explain how the creation of an analytic third enables movement through a treatment impasse.

2. Delineate the ways in which Benjamin's definition of intersubjectivity differs from Stolorow's.

Class #6

1. Evaluate the claim that "if a patient's life has been hell. . . then I sure expect their analysis to be hell, and [the analyst will] have to burn there with them, as their tormentor, fellow sufferer, witness, and rescuer."
2. Assess Aron's suggestions of how a therapist might work with a patient who identifies with the 9/11 terrorists.

Class #7

1. Assess the differences between models of the mind that see the self as unified as opposed to those that see it as multiply constituted.
2. Elucidate how dissociated self-states in both patient and therapist are reenacted in the therapeutic relationship and how such enactment can be constitutive of therapeutic action.

Class #8

1. Define what Stern means by unformulated experience.
2. Explain how the goal of treatment should be the achievement of internal conflict over dissociative enactment.

Class #9

1. Compare and contrast the ways in which Aron and Davies think about self-disclosure.
2. Trace the ways in which Fairbairn's moral defense can be seen in Davies' idea that children often have to choose between their own sanity and connection to a parent.

Class #10

1. Describe the ways in which psychoanalysis has neglected affect.
2. Assess the relationship between the right brain and the relational unconscious.

Class #11

1. Explain what Layton means by "normative unconscious processes."
2. Evaluate the claim that the feminization of psychotherapy is ingredient in the rise of the American Relational school.

Class #12

1. Describe the ways in which this class has affected your thinking about contemporary psychoanalytic theory and practice.
2. Compare and contrast what you see as the most salient differences between Relational thinking and practice and those of Object Relations, Self Psychology, and Intersubjective Systems Theory.

A Note on Readings: It is highly recommended that you purchase two books for this class: Stephen Mitchell, *Relational Concepts in Psychoanalysis* (1988), and Lewis Aron, *A Meeting of Minds* (1996).

Class Goals and Readings

I and II: 09/21/18 & 09/22/19: The Foundations of Relational Thought

The objectives of our first class will be first, to examine the origins of Relational theory as it developed in the setting of the NYU Postdoctoral Program and theoretically in Object Relations, Interpersonalism, Self- Psychology, second-wave feminism, and postmodernism.

Our second class will focus on Mitchell's delineation of analytic attitude, dialectical thinking, tolerance of ambiguity and uncertainty, continuous curiosity, the importance of personal agency, and evaluation of the analyst's contribution to the Intersubjective experience.

Readings:

Lew Aron, *A Meeting of Minds*, Chapters 1,

Stephen Mitchell, *Relational Concepts in Psychoanalysis*, Chapters 1, 6, 9, 10.

III. 11/02/19 Uncertainty and the Analyst's Subjectivity

This class will look at the contribution of Irwin Hoffman who initiated a paradigm shift in Relational thinking away from positivism and objectivism to constructivism. It is Hoffman, who in the very first issue of *Psychoanalytic Dialogues* (1991), noted "what the analyst seems to understand about his or her own experience and behavior as well as the patient's is always suspect. . ."

Readings:

Irwin Hoffman, *Ritual and Spontaneity in the Psychoanalytic Process*, Chapters 6, 8. Or earlier versions of these chapters can be found as 1) "Some Practical Implications of a Social-Constructivist View of the Psychoanalytic Situation," *Psychoanalytic Dialogues*, Vol. 2, No. 3. 2) "Dialectical Thinking and Therapeutic Action," *Psychoanalytic Quarterly*, 63:187-218.

Irwin Hoffman's discussion of Peter Fonagy's case of "Miss A."--Peter Fonagy, "Miss A," *The International Journal of Psychoanalysis* (2004); pp. 807-814.

---Irwin Hoffman, "Commentary 2," *The International Journal of Psychoanalysis* (2004); pp. 817-822.

IV. 11/03/19: Conflict and the Intimate Edge

This class examines the centrality of conflict in relating and the correspondent ideas that to bring about therapeutic growth the analyst must work on "the intimate edge" of experience (Ehrenberg), and the "analyst must change" (Slavin and Kriegman).

Readings:

Darlene Ehrenberg, *The Intimate Edge*, Chapter 3. Or "The 'Intimate Edge' in Therapeutic Relatedness," *Contemporary Psychoanalysis* (1974) 10: 423-437.

Malcolm Slavin & Daniel Kriegman, "Why the Analyst Needs to Change: Toward a Theory of Conflict, Negotiation, and Mutual Influence in the Therapeutic Process," *Psychoanalytic Dialogues*, 1998, Vol. 8, 247-284.

V and VI. 12/07/19 & 12/08/19: Recognition, Intersubjectivity, and The Third

The objectives of our first class will be to understand Benjamin's concepts of the third, intersubjectivity, split complementarity, recognition and negation. Our second class will look at how Aron uses Benjamin's concept of the third to resolve analytic impasse. Aron sets forth what has become the basic understanding of the Relational frame and process that is founded in mutuality and asymmetry,

empathy and confrontation. His discussion of Weisel-Barth's case demonstrates how these dialectical concepts are used clinically.

Readings:

Jessica Benjamin, "An Outline of Intersubjectivity: The Development of Recognition," *Psychoanalytic Psychology*, 1990, pp. 33- 46.

Jessica Benjamin, "Beyond Doer and Done To: An Intersubjective View of Thirdness," *Psychoanalytic Quarterly*, 2004, pp. 5-46.

Lew Aron, "Analytic Impasse and the Third: Clinical Implications of Intersubjectivity Theory," *The International Journal of Psychoanalysis*, 2006, pp. 349-368.

Lew Aron, Chapter 5, *A Meeting of Minds*.

Joye Weisel-Barth, "The Case of J," *Progress in Self Psychology*, 2003, pp. 199-206.

Lew Aron, "A Ruthless Examination of an Empathic Clinical Presentation: A Discussion of Joye Weisel-Barth's Clinical Case," *Progress in Self Psychology*, 2003, pp. 207-216.

Robert Stolorow, "On the Impossibility of Immaculate Perception---There is No Relationship without Interpretation, and There is No Interpretation without

Relationship: A Discussion of Joye Weisel-Barth's Clinical Case," *Progress in Self Psychology*, 2003, pp. 217-223.

VII. 01/25/19: Multiple Self States, Trauma, Dissociation, Enactment

In this class we will focus on how Philip Bromberg formulates the ways in which the mind is not unitary but multiple and how the goal of treatment rests in the capacity to hold multiple self-states in mind without dissociating. Bromberg delineates the ways in which trauma gives rise to dissociative "not-me" states that can only be resolved through the working through of enactments.

Readings:

Philip Bromberg, "Standing in the Spaces: The Multiplicity of Self and the Psychoanalytic Relationship," in Bromberg's *Standing in The Spaces* (1998), pp. 267-290).

Philip Bromberg, "Introduction: When Reality Blinks," in Bromberg's *Awakening the Dreamer* (2006); pp. 1-27.

Philip Bromberg, "The Gorilla Did it': Thoughts on the Real and Really Real," in Bromberg's *Awakening the Dreamer*" (2006); pp. 65-82.

VIII. 01/26/20: Hermeneutics, Unformulated Experience and Dissociation

The focus of this class will be to understand how Donnel Stern has reformulated the concepts of the unconscious and repression by asserting the centrality of unformulated experience and dissociation. This class's objective is to understand and assess this reformulation and grasp Stern's goal for analytic treatment: the achievement of internal conflict over dissociative enactment.

Readings:

Donnel Stern, "The Embodiment of Meaning in Relatedness," in Stern's *Partners in Thought* (2010); pp. 1-24.

Donnel Stern, "The Eye Sees Itself: Dissociation, Enactment, and Understanding," in Stern's *Partners in Thought* (2010); pp. 71- 105.

Donnel Stern, "Opening What Has Been Closed, Relaxing What Has Been Clenched: Dissociation and Enactment Over Time in Committed Relationships," in Stern's *Partners in Thought* (2010); pp. 147-160.

IX. 03/22/19: Self-Disclosure

In this class we will examine self-disclosure from a Relational perspective, a concept which is often misunderstood as the analyst revealing personal information

about him or herself. In reading Davies and Aron, we will see how self-disclosure is utilized to expand analytic space, connection and inquiry.

Readings:

Lew Aron, A Meeting of Minds, chpt. 8.

Jody Davies, "Whose Bad Objects Are We Anyway?: Repetition and Our Elusive Love Affair with Evil," *Psychoanalytic Dialogues* (2004); pp. 711-732.

X 03/23/19: Affect and Non-Interpretive Mechanisms of Change

Psychoanalysis, and certainly the Relational paradigm, privileges words and verbal explicitness. The focus of this class will be the increasing attempts to integrate affect,

implicit ways of knowing, and right brain processing into Relational theory and practice.

Readings:

Daniel Stern, et al, "Non-Interpretive Mechanisms of Psychoanalytic Therapy," *International Journal of Psychoanalysis*, 1998, pp. 903-921.

Allan Schore, "The Right Brain Implicit Self Lies at the Core of Psychoanalysis," *Psychoanalytic Dialogues*, 2011, pp. 75-100.

XI 05/03/19: Relational Theory in Context

The objective of this class is to highlight the contexts in which Relational theory has been constructed. Candidates should understand that Relationality has been formulated by theorists living and practicing in a particular historical period. The class will utilize the work of various thinkers to explicate how particular contexts, e.g. postmodernism, neoliberalism, feminization, have affected and also been affected by Relational thinking.

Readings:

Stephen Mitchell, Hope and Dread in Psychoanalysis (1993), Chapters 1-3.

Lynne Layton, "Dialectical Constructivism in Historical Context: Expertise and the Subject of Late Modernity," Psychoanalytic Dialogues (2013); pp. 271-286.

Ilene Philipson, "Reupholstering the Couch: Women and the Refashioning of Psychoanalysis, in Ilene Philipson, On the Shoulders of Women: The Feminization of Psychotherapy (1993); pp. 108-136.

XII 05/04/20: Conclusion

This class will be devoted to each candidate writing a five-page paper and making a 10-15 minute presentation on how this class has and has not affected your thinking about contemporary psychoanalytic theory and clinical practice. Your presentation will be an opportunity for you to compare and contrast your thinking about Relationality with what you have learned in your other courses this year: Object Relations, Self Psychology and Intersubjective Systems Theory.

Substance Use and Misuse: Contemporary Perspectives

Instructor: D. Bradley Jones, Psy.D, LCSW

Dates: 3 Saturdays, September 22nd, November 2nd, December, 7th

Time: 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:

- 3) Identify and understand basic principles of Harm Reduction Psychotherapy, and how it can enhance and hinder psychoanalytic practice.
- 4) 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. & Kellog, 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.

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS

DIMENSIONS OF SUPERVISION

INSTRUCTOR: GIL SPIELBERG, PH.D., ABPP

SCHEDULE: SATURDAYS 2:30-5:00PM

DATES: 09/23/19, 11/04/19, 12/09/19, 01/27/20, 03/24/20, 05/05/20.

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.

READINGS

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:

2. List elements of the supervisory frame.
3. Describe the teach/treat dilemma.
4. Identify counter transference issues within a supervisee's presentation.
5. Utilize supervisee's transference reactions to elaborate aspect of the clinical material.
6. Describe elements of a failing supervisory experience.
7. Describe elements of parallel process.
8. Describe the unique opportunities of supervision within a group.
9. List 4 elements of a competent supervisor.
10. Describe the unique tensions of supervision within a psychoanalytic training program.
11. Discuss the supervisory experience from a complex systems perspective.
12. Contrast the dynamics of supervision with beginning therapists or advanced clinicians.

13. Describe the importance curiosity and collaboration within the supervisory relationship.

**APPENDIX V- SYLLABI
NON FOUR-YEAR TRAINING PROGRAM**

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
EXTENSION PROGRAM: FOUNDATIONS COURSE
2019-2020

Facilitator: Kathy Marks Psy.D, MFT
Office: (310) 382-4963
kathymtherapy@gmail.com

*Article found on PEP (www.pep-web.org)

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](#))

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

November 16, 2019 - Intersubjective Systems Theory

Instructor: Carol Mayhew, Ph.D.

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

December 21, 2019: Self Psychology

Instructor: Estelle Shane, Ph.D

READINGS

Geist, R. Empathetic Understanding. [\(PDF\)](#)

Wolf, E. The Viennese Chicagoan. [\(PDF\)](#)

Stolorow, R. Narcissistic Rage. [\(PDF\)](#)

January 18, 2020: Relational Psychoanalysis

Instructor: Laurence Green, LCSW, 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 [\(PDF\)](#)

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. [\(PDF\)](#)

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

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 Borderline 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

Clement, C. (2010). Commentary on Paper by Phillip Ringstrom.
Psychoanalytic Dialogues, 20:219-223

Dialectical-Constructivist View. Hillsdale, NJ: The Analytic Press

Jacobs, L. (2010). Truth or What Matters: Commentary on Paper by Phillip A. Ringstrom. *Psychoanalytic Dialogues*, 20:224-230.

Reis, B. (2010). All Roads Do Not Lead to Rome. *Psychoanalytic Dialogues*, 20:231-235

Ringstrom, P. (2010). Meeting Mitchell's Challenge: A Comparison of Relational Psychoanalysis and Intersubjective Systems Theory. *Psychoanalytic Dialogues*, 20:196-218.

Ringstrom, P. (2010). Responses to Commentary. *Psychoanalytic Dialogues*, 20:236-250.

Ringstrom, P. (2010). Response to Commentary by Stolorow and Atwood.
Psychoanalytic Dialogues, 20:

Stolorow, R.D., Atwood, G. E. (2010). Commentary on Paper by Philip Ringstrom.
Psychoanalytic Dialogues, 20:

Stolorow, R.D., Atwood, G. E. (2019). *The Power of Phenomenology*, Chapter 4: Credo – Intersubjective Systems Theory. p. 57-69. London: Routledge/Taylor and Francis

Stolorow, R.D., Atwood, G. E. (2019). *The Power of Phenomenology*, Chapter 12: Concluding Dialogue, p. 127-130. London: Routledge/Taylor and Francis

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
SATURDAY SERIES: PASADENA
2019-2020

Facilitator: Nick Ryan, MFT, PsyD ATR-BC
Office: (818) 298-7975

September 14, 2019 - Introduction to Relational Psychoanalysis

Instructor: Nick Ryan, MFT, PsyD, ATR-BC

READINGS

- 1) Aron, L. (1991). The patient's experience of the analyst's subjectivity. *Psychoanalytic Dialogue*, 1(1):29-51.
- 2) Aron, L. (1996). *A meeting of the minds: mutuality in psychoanalysis*. The Analytic Press: Hillsdale, NJ, pp 123-158.
- 3) Aron, L. & Atlas, G. (2015). Generative enactment: Memories from the future. *Psychoanalytic Dialogues*, 25(3):309-324.
- 4) Barsness, R.E., ed. (2018). *Core competencies of relational psychoanalysis: A guide to practice, study, and research*. London, New York: Routledge Taylor and Francis Group.
- 5) Beebe, B. & Lachmann, F.M (2002). *Infant research and adult treatment: Co-constructing interactions*. Hillsdale, NJ: The Analytic Press.
- 6) Benjamin, J. (1988). *The bonds of love: Psychoanalysis, feminism, and the problem of domination*. New York: Pantheon Books.
- 7) Benjamin, J. (2010). Where's the gap and what's the difference? The relational view of intersubjectivity, multiple selves, and enactments. *Contemporary Psychoanalysis*, 46(1):112-119.
- 8) Bromberg, P.M, (1993). Shadow and substance: A relational perspective on clinical process. *Psychoanalytic Psychology*, 10(2):147-168.

- 9) Bromberg, P.M (1994). "Speak that I may see you": Some reflections on dissociation, reality, and psychoanalytic listening. *Psychoanalytic Dialogues*, 4(4):517-547.
- 10) Fosshage, J.L. (2003). Contextualizing self psychology and relational psychoanalysis: Bi-directional influence and proposed syntheses. *Contemporary Psychoanalysis*, 39:411-448.
- 11) Greenberg, J.R & Mitchell, S.A (1983). *Object relations in psychoanalytic theory*. Cambridge, Massachusetts, and London, England: Harvard University Press.
- 12) Hoffman, I. (1998). *Ritual and spontaneity in the psychoanalytic process*. Hillsdale, NJ: The Analytic Press.
- 13) Mitchell, S.A. (1986). The wings of icarus:—illusion and the problem of narcissism. *Contemporary Psychoanalysis*, 22:107-132.
- 14) Mitchell, S.A. (1988). *Relational concepts in psychoanalysis: An integration*. Cambridge, Massachusetts, and London, England: Harvard University Press.
- 15) Mitchell, S.A. (1997). *Influence and autonomy in psychoanalysis*. Hillsdale, NJ: The Analytic Press.
- 16) Mitchell, S.A. (1998). Attachment theory and the psychoanalytic tradition: Reflections on human relationality. *British Journal of Psychotherapy*, Vol 15(2):177-193.
- 17) Mitchell, S.A. & Aron, L. (1999). *Relational psychoanalysis: The emergence of a tradition*. Hillsdale, NJ: The Analytic Press.
- 18) Ogden, T.H. (2004). The analytic third: Implications for psychoanalytic theory and technique. *Psychoanalytic Quarterly*, 73(1):167-195.
- 19) Shore, A.N, (2000). Attachment and the regulation of the right brain. *Attachment and Human Development*, 2:23-47.
- 20) Shore, A.N, (2018), The right brain and psychoanalysis in *Core competencies of relational psychoanalysis*. London, New York: The Routledge Press, Ch. 13,241-262.

October 12, 2019 - Enactments

Instructor: Sanford Sahpiro, MD.

READINGS

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(4):576-617.

November 9, 2019 - Attachment Theory

Instructor: Nazare Magaz, PhD.

READINGS

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders*. London: Oxford University Press. Chapter 1 pp. 1-35

Bleiberg, E., (2013) Mentalizing Based Treatment with Adolescents and Families. *Child and Adolescent Psychiatric Clinics* v. 22 Issue 2, pp. 295-330

1 The London Parent Child Project (Fonagy, P., Steele, H., & Steele, M.1991)

2 Offending and Attachment. (Fonagy, P; Levinson, A; 2004)

3 Maternal Reflective Functioning, attachment, and the transmission gap (Slade, A., Grienberger, J., Bernbach, E., Levy, D., & Locker, A. 2005)

December 14, 2019 - Psychoanalytic Dreamwork: Theory and Practice

Instructor: George Bermudez, PhD, PsyD.

READINGS

1. Civitarese, G. (2014) Chapter nine: Are dreams still the guardians of sleep? In: *The Necessary Dream: New Theories and Techniques of Interpretation in Psychoanalysis*. London: Karnac, pp. 187-202.

2 . Manley, J. (2014). Gordon Lawrence's social dreaming matrix: Background, origins, history, and developments. *Organisational and Social Dynamics*, 14, 322-341.

3. 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, 107-131.
4. Blechner, M. (2011). Group dream interpretation. *Contemporary Psychoanalysis*, 47, 406-419.
5. Katz, M. (2017). *Contemporary psychoanalytic field theory: Stories, dreams, and metaphors*. New York: Routledge.

January 11, 2020 - Intersubjectivity and Attachment

Instructor: Christina Emanuel, MFT, PsyD.

READINGS

Stern, D. (2004). The Present Moment in Psychotherapy and Everyday Life. New York: Norton. Ch. 5, p. 75-96.

Stern, D. (2004). The Present Moment in Psychotherapy and Everyday Life. New York: Norton. Ch. 6, p. 97-111.

February 8, 2020 - Temporal Dimensionality in the Therapeutic Hour

Instructor: Penelope Starr Karlin, MFT, PsyD.

READINGS

Stolorow, R. D. (2011), Worlds apart: Dissociation, eternal recurrence, and the phenomenology of traumatic temporality. *World, Affectivity, Trauma: Heidegger and Post-Cartesian Psychoanalysis*. NY: Routledge, Psychoanalytic Inquiry Book Series, Vol. 35. Chapter 5, pp 53-62.

Stolorow, R. D. (2018). Emotional disturbance, trauma, and authenticity: A phenomenological-contextualist perspective. *Existential Medicine: Essays on Health and Illness*, ed K. Aho, NY: Rowman and Littlefield International, pp 17-25.

March 14, 2020 - The Unconscious in the 21st Century

Instructor: Daniel Goldin, MFT, PsyD.

Boston Change Process Study Group (2008). *Forms of Relational Meaning: Issues in the Relations Between the Implicit and Reflective-Verbal Domains*

Freud, S., Breuer, J., & Luckhurst, N. (2004). Katharina [Case 4]. In *Studies in hysteria*. London: Penguin Books.

Stern, D. B. (2003). An Introduction [Chapter 2]. In *Unformulated experience: From dissociation to imagination in psychoanalysis*. Hillsdale, NJ: Analytic Press.

Stern, D. B. (2003). An Introduction [Chapter 2]. In *Unformulated experience: From dissociation to imagination in psychoanalysis*. Hillsdale, NJ: Analytic Press.

Stern, D. B. (2019). *The infinity of the unsaid: Unformulated experience, language, and the nonverbal*. Abingdon, Oxon: Routledge, an imprint of the Taylor & Francis Group.

Stolorow, R.D. Atwood, G.E. Brandchaft, B. (1992). Three Realms of the Unconscious and Their therapeutic Transformation. *Psychoanal. Rev.*, 79(1):25-30.

Stolorow, R. D. (2017). *Trauma and human existence: Autobiographical, psychoanalytic, and philosophical reflections*. New York: Routledge.

Change in psychotherapy: A unifying paradigm. (2010). New York: Norton.

April 11, 2020 - The Phenomenological Treatment of Depression

Instructor: Michael Pariser, PsyD, PsyD.

READINGS

Bollas, C. (1987). The Transformational Object, in *The Shadow of the Object: Psychoanalysis of the Unthought Known*, Ch. 1. NYC: Columbia University Press.

Pariser, M. (unpublished manuscript). *Heaven and Hell: Worlds of Darkness and the Structuralization of Experience*.

Kafka, F. (1912). *The Metamorphosis*.

May 9, 2020 - Brandchaft's Pathological Accommodation

Instructor: Darren Haber, MFT, PsyD.

READINGS

Haber, D. (2019). Intimate strangers: Albert Camus and absurdity in psychoanalysis. *Psychoanalysis, Self and Context*, 14(4):349-366.

Starr-Karlin, P. S. (2015). Intersubjective-Systems Theory. In: *The Sage Encyclopedia of Theory in Counseling and Psychotherapy*, Ed. Edward S. Neukrug. Vol 1, p.586-590. Sage Publications Reference Series : Thousand Oaks, California

INSTITUTE OF CONTEMPORARY PSYCHOANALYSIS
SATURDAY SERIES: SAN DIEGO
2019-2020

Facilitator: Mary Walters, LCSW, PsyD.
Office: (858) 643-9771

September 14, 2019 - Enactment

Instructor: Sandy Shapiro, MD.

READINGS

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(4):576-617.

October 12, 2019 - The Culture Bound Syndromes of Hyper-independence

Instructor: Tyia Grange Isaacson, PhD.

McWilliams, N. (2013). Psychoanalysis & Research: Some reflections & Opinions. *Psychoanalytic Review*, 100: 919-945.

Stolorow, R. (2014). Undergoing the Situation: Emotional Dwelling is more than Empathic Understanding. *Psychoanalytic Self Psychology*, 9 (1): 80-83.

Aron, L. (2016). Ethical Considerations in the Writing of Psychoanalytic Case Histories. *Psychoanalytic Dialogues*, 10: 231-245.

Lichtenberg, J.D. (2012). Therapeutic Action: Old and New Explanations of Therapeutic Leverage. *Psychoanal. Inq.*, 32(1):50-59.

Self Care References

RESOURCES

Trauma Stewardship, An Everyday Guide to Caring for Self While Caring for Others – Laura van Dernoot Lipsky and Connie Burke, 2009.

Buddha’s Brain, The Practical Neuroscience of Happiness, Love, and Wisdom – Rick Hanson, Phd and Richard Mendius, MD, 2009.

“Trauma-Informed Supervision: Understanding and Preventing Vicarious Trauma” – BHRS training, November 2011, Dedalus Hyde, PsyD and Karen Godfredsen, PsyD, The Wright Institute MA Program

“Intrapsychic Correlates of Professional Quality of Life: Mindfulness, Empathy, and Emotional Separation” – Jacky T. Thomas and Melanie D. Otis, University of Kentucky - Journal of the Society for Social Work and Research, October 2012, Vol. 1, Issue 2, 83-98

Help for the Helper: Self-Care Strategies for Managing Burnout and Stress – Babette Rothschild, 2006.

Article from the Mayo Clinic, “Job burnout: Understand symptoms and take action” (2008) <http://www.mayoclinic.com/health/burnout/WL00062> (accessed January 11, 2010).

“Vicarious Traumatization and Techniques for Self-Care” – lecture by Manuela Mischke Reeds, MFT, 2008

www.giftfromwithin.org Website with PTSD resources

www.figleyinstitute.com Website with Compassion Fatigue resources from a leading researcher in compassion fatigue and vicarious trauma

www.proquol.org B. Hudnall Stamm, 2009.

November 16, 2019 - Introduction to Mentalization Based Treatment

Instructor: Laurence Green, LCSW, PsyD.

READINGS

Bateman A., Fonagy P. (2016) *Mentalization-Based Treatment for Personality Disorders*. London: Oxford University Press. Chapter 1 pp. 1-35

Bleiberg, E., (2013) Mentalizing Based Treatment with Adolescents and Families. *Child and Adolescent Psychiatric Clinics* v. 22 Issue 2, pp. 295-330

January 11, 2020 - The Creation and Uses of Stories in Psychoanalysis

Instructor: Joye Weisel-Barth, PhD, PsyD.

READINGS

February 8, 2020 - Trauma and Dissociation

Instructor: Carol Mayhew, PhD, PsyD

READINGS

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.

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

April 18, 2020 - The Emotional Experience and Treatment of Depression

Instructor: Michael Pariser, PsyD, PsyD.

READINGS

Bollas, C. (1987). The Transformational Object, in *The Shadow of the Object: Psychoanalysis of the Unthought Known*, Ch. 1. NYC: Columbia University Press.

Pariser, M. (unpublished manuscript). Heaven and Hell: Worlds of Darkness and the Structuralization of Experience.

Kafka, F. (1912). The Metamorphosis.

May 2, 2020 - Absurdity in Contemporary Psychoanalysis

Instructor: Darren Haber, MFT, PsyD.

READINGS

Haber, D. (2019). Intimate strangers: Albert Camus and absurdity in psychoanalysis. *Psychoanalysis, Self and Context*, 14(4):349-366.

Starr-Karlin, P. S. (2015). Intersubjective-Systems Theory. In: *The Sage Encyclopedia of Theory in Counseling and Psychotherapy*, Ed. Edward S. Neukrug. Vol 1, p.586-590. Sage Publications Reference Series : Thousand Oaks, California

May 16, 2020 - The Unconscious in the 21th Century

Instructor: Daniel Goldin, MFT, PsyD.

READINGS

Boston Change Process Study Group (2008). *Forms of Relational Meaning: Issues in the Relations Between the Implicit and Reflective-Verbal Domains*

Freud, S., Breuer, J., & Luckhurst, N. (2004). Katharina [Case 4]. In *Studies in hysteria*. London: Penguin Books.

Stern, D. B. (2003). An Introduction [Chapter 2]. In *Unformulated experience: From dissociation to imagination in psychoanalysis*. Hillsdale, NJ: Analytic Press.

Stern, D. B. (2003). An Introduction [Chapter 2]. In *Unformulated experience: From dissociation to imagination in psychoanalysis*. Hillsdale, NJ: Analytic Press.

Stern, D. B. (2019). *The infinity of the unsaid: Unformulated experience, language, and the nonverbal*. Abingdon, Oxon: Routledge, an imprint of the Taylor & Francis Group.

Stolorow, R.D. Atwood, G.E. Brandchaft, B. (1992). Three Realms of the Unconscious and Their therapeutic Transformation. *Psychoanal. Rev.*, 79(1):25-30.

Stolorow, R. D. (2017). *Trauma and human existence: Autobiographical, psychoanalytic, and philosophical reflections*. New York: Routledge.

June 13, 2020 - The Complexity of Trust in the Therapeutic Relationship

Instructor: Helen Ziskind, PsyD, 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](#))

APPENDIX VI - SEXUAL HARRASMENT AND NON- DISCRIMINATION POLICIES

APPENDIX VI: a)

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 VI: b)

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, sexual orientation, 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 employee 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, 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.

APPENDIX VII

Hotels:	Average Cost:	Distance From Institute:
Travelodge by Wyndham Culver City	\$112	(4 miles)
LA Sky Boutique Hotel	\$125	(.9 miles)
Holiday Inn Express West Los Angeles	\$136	(.8 miles)
SIXTY Beverly Hills	\$149	(3.7 miles)
Beverly Hills Marriot	\$199	(2.9 miles)
Palihotel Westwood Village	\$204	(1.4 miles)
Petite Ermitage	\$205	(4.3 miles)
The Ambrose Hotel Santa Monica	\$206	(3.2 miles)
Beverly Hills Plaza Hotel & Spa	\$208	(1.9 miles)
Kimpton Hotel Palomar Los Angeles Beverly Hills	\$233	(1.1 miles)
Residence Inn by Marriot Beverly Hills	\$249	(2.9 miles)
Beverly Hilton	\$282	(1.9 miles)
Intercontinental Hotel Los Angeles Century City	\$396	(2.3 miles)
Azul Inn	CALL	(377 feet)
Plaza La Reina	\$110	(1.4 miles)