



Oregon Psychoanalytic Center

**OPI Candidate
Handbook**

**Course
Catalog**

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oregon psychoanalytic center

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INTRODUCTION

The Mission of the Oregon Psychoanalytic Center is:

To educate psychotherapists and the community in order to promote emotional growth, honor diversity, and develop the life of the mind.

Advanced Education For Mental Health Professionals

The Oregon Psychoanalytic Center trains mental health specialists in the theory and practice of psychoanalysis and psychoanalytic psychotherapy, through a variety of programs. We are an affiliate of the [American Psychoanalytic Association](#).

ADULT PSYCHOANALYTIC TRAINING

The Oregon Psychoanalytic Institute, a division of OPC, offers training for clinicians with advanced degrees in their fields who want to explore the entire spectrum of psychoanalytic theory and technique. This program includes a four-year didactic sequence.

Deeper Understanding, Meaningful Change

Psychoanalysts of all theoretical orientations share a deep respect for the uniqueness of each individual, and a commitment to collaborating authentically with their patients in a process of discovery and growth. Analytic candidates are encouraged to think critically, to learn through self-knowledge, and to draw insight and inspiration from great psychoanalytic scholars, past and present. Learning from peers is also a vital component of their development.

The three pillars of psychoanalytic training—[personal training analysis](#), [seminars](#), and **supervised analytic work**—provide rich, varied, and profound opportunities for experiential and didactic learning.

Deepening the treatment relationship provides both clinician and patient opportunities for growth.

EDUCATIONAL PHILOSOPHY

Psychoanalysis began with Freud's discoveries of unconscious mental life. Within each of us the past lives on in the present, but one is not fully aware of the fantasies, conflicts, symptoms, and self-defeating patterns in relationships and commitments that constrain present life. These may create dissatisfaction, and thwart potentials in love, work and self-esteem.

Our training program emphasizes the evolving nature of psychoanalysis, and therefore includes the many new developments in theory and technique of recent years. Course work integrates the study of early contributions with contemporary views, emphasizing the diverse clinical problems that therapists treat in

today's complex world. Object relations, self and intersubjective theories, developmental points of view, and attachment theory, as well as feminist, relational, and interpersonal perspectives, are part of the working knowledge of every competent modern analyst. Increasingly, advances in neuroscience are augmenting our understanding of the mind and how psychotherapies may work; this evolution in our field is also incorporated into didactic classes.

Many who are interested in psychoanalytic training are psychotherapists seeking ways to deepen and expand their work with others and on themselves. In the demanding intimate partnership of a good therapeutic relationship, psychoanalytic training can provide important tools: an ability to work in depth with unconscious intrapsychic and interactional phenomena; a surer grasp of transference and countertransference; a capacity to use one's empathic and relational capacities more effectively; greater competency in recognizing and resolving intrapsychic conflict; and increased understanding of effective interventions. Applicants also seek the intellectual excitement, emotional growth, and immersion in relational and humanistic values that such training provides.

While psychoanalytic training is rigorous, it is often the most satisfying and effective path in preparing a clinician for the difficulties and rewards of the therapeutic professional life. It also provides a community of professional colleagues that shares similar interests and values.

NON-DISCRIMINATION POLICY

OPI maintains a non-discriminatory policy with regard to race, color, religion, national origin, sex, age, disability, sexual orientation, or marital or parental status in admissions, employment and access to programs.

HISTORICAL BACKGROUND

OPI was established in 1995 as a new training facility under the auspices of the American Psychoanalytic Association, and the sponsorship of the San Francisco Center for Psychoanalysis. In 2010 the Institute was granted status as a free-standing APsA institute. space.

COURSE OF STUDIES

There are three components of a psychoanalyst's education: the student's own personal "training" analysis, the supervised analysis of at least three adult patients, and the four-year academic curriculum.

A psychoanalytic education is experiential as well as scholarly. Tools are needed to increase self-awareness and personal growth, not merely to

gain objective knowledge of others or factual knowledge of abstract theories or clinical strategies.

Creating a therapeutic relationship and learning its proper use on the patient's behalf is central. This relationship is the setting where the psychoanalytic process unfolds. The psychoanalytic process provides the necessary human connection and therapeutic interaction that generates the feelings, thoughts, new experiences, and understandings that can ultimately heal the patient and lead to growth and new development.

ADMISSION REQUIREMENTS

The Institute welcomes applications from psychiatrists (MD and DO); clinical psychologists (Ph.D. or Psy. D.); clinical social workers (MSW, Ph.D. in Social Work; nurse practitioners (PMHNP), and other doctoral level mental health clinicians. Applicants with a master's degree from an accredited mental health degree program are eligible if they have at least two years of post-graduate didactic and clinical training and experience in psychodynamic psychotherapy.

We encourage inquiries about training early in professional career development. Such inquiries may be directed to the Chair of Admissions. Any applicant for candidacy, regardless of mental health degree, must fulfill the following requirements in order to be eligible for candidacy.

Didactic education: prior education must include courses in:

- Human development
- Psychopathology
- Major psychological theories
- Range of therapeutic approaches to mental disorders.
- Interviewing techniques, history taking, information gathering, report writing.
- Techniques of psychotherapy
- Dynamically oriented courses and clinical case seminars (60 hrs minimum).
- Principles of clinical and professional ethical conduct.

Clinical experience:

A minimum of 3,000 hours or the equivalent of two years full time mental health, clinical experience under weekly individual supervision. Although this experience may be gained primarily from providing outpatient care, it should ideally include some experience with inpatient and emergency care situations, experience with the full range of mental disorders, and experience with diagnostic assessment and differential diagnosis.

A minimum of 60 hours of individual supervision in the practice of psychodynamic psychotherapy such that the applicant can demonstrate a capacity to estab-

lish a clinical process and the potential for psychoanalytic clinical competency. These requirements are usually filled by the time

(a) Physicians and psychologists have completed their internship and one year of an accredited psychiatric residency;

(b) Doctoral level mental health clinicians, MSW's and PMHNP's have completed the clinical, didactic, and research requirements for their doctoral degree;

(c) Masters level clinicians have completed two years of post graduate and didactic training.

Individuals who do not meet the above eligibility criteria still may be considered. OPI, as an affiliate of the American Psychoanalytic Association (APsaA), adheres to the Association's policy regarding waiver requirements for certain medical and masters level applicants (e.g. primary care, psychology; nursing) who have demonstrated immersion in clinical work. The Chair of Admissions is able to provide current information about the waiver process.

PERSONAL QUALIFICATIONS

Applicants for training are accepted on the basis of their education, intellectual interest, psychological aptitude, and emotional suitability for the practice of psychoanalysis. The applicant should demonstrate personal integrity and maturity, a broad interest in human motivation and psychological development.

As part of their interviews, applicants may be asked about their understanding of their inner struggles with personal issues and relationships. Important characteristics of individuals interested in doing psychoanalytic work include psychological understanding and sensitivity, a capacity for identification with others, self-reflection and an ability for objective observation. The psychoanalytic training program aims to foster and integrate these characteristics in the developing psychoanalyst. The applicant may use the required autobiographical statement that is included with their application to highlight such factors.

ADMISSION PROCEDURES

Evaluation Process (Process takes 2 - 4 months.)

Completion of the application form, including a written autobiography, together with a non-refundable application fee of \$300. The deadline to submit an application is usually March 1, prior to a new fall class.

Receipt of three letters of recommendation.

Interviews are arranged by the Chair of the Admissions Committee. There will be a minimum of two interviews each with three faculty analysts, including one training analyst. Interviews will address both personal and professional qualifications.

Meeting of the Admissions Committee to discuss the application and vote on admission. In attendance will be the committee members and the interviewers.

A member of the Admissions Committee verbally informs applicant of the decision of that committee. The Director of the Institute notifies the applicant in writing of the Admission Committee's decision. An accepted applicant then confirms, in writing, his/her intent to begin training.

All aspects of the admissions process, including the application and autobiography, are strictly confidential. Documents are only available to the committee for consideration during the admissions process. The Director of the Institute, the Chair of the Admissions Committee, or their designees are available to meet with applicants to discuss the decision. Applicants who are not accepted are encouraged to discuss this decision with one or more of their interviewers or the Chair of the Admissions Committee.

Reapplication

In the event an applicant is not accepted for training, (s)he may reapply at a future time. There is no strict policy about the period of time between applications, nor is there any definite policy about the number of times an application may be accepted for evaluation. The Admissions Committee will be available to help with this.

Transfer Applications

The Admissions Committee, in consultation with the OPI Director, will make an evaluation to determine whether the usual or a modified admission procedure will be followed.

Transfers of credit to the Institute may be accepted from institutes approved by the American Psychoanalytic Association and in some instances from institutes which are not affiliates of the American. Candidates whose institutes have waivers for training from APsaA may arrange for the transfer of the waiver from the original institute to OPI. The applicant must arrange for records to be transferred.

No credits are automatically transferable. Credit for training is determined individually, on a case-by-case basis by the Progression Committee in order for credit to be given to the incoming candidate. Any previous coursework complet-

ed at another institute will be reviewed by the Curriculum Committee. OPI reserves the right to require that the transfer candidate be interviewed by members of the faculty to determine suitability for training at OPI.

Transfer applicants may be asked to resume a personal analysis with an approved local training analyst.

Academic Candidacy

An Academic Program is available for professionals, in mental health and other fields, who are interested in the formal training, without becoming a psychoanalyst. Applicants will follow the admissions process for regular candidacy, will attend four years of classes, including clinical case conferences, and tuition will be the same. They will be expected to undergo a personal analysis with a graduate psychoanalyst.

Academics will not practice psychoanalysis, but will identify a project to work on during the four years of classes – something that could result in a publishable paper, video or scholarly presentation. Each Academic candidate will have an OPI Mentor, instead of a Supervisor, who serves several functions including assisting the candidate with his/her scholarly project.

Enrollment

Accepted applicants are enrolled in the training program as pre-matriculation candidates. Admission to training carries the expectation that a candidate will, within a month or so of acceptance, report the start date of his/her personal analysis, along with the name of the approved training analyst, in writing to the Administrative Director. Candidates must be in analysis with an OPI TA at least six months prior to beginning course work. An individualized pre-matriculation curriculum will be arranged for candidates awaiting the start of the next class (see p. 22).

Faculty Advisor

A faculty advisor is appointed by the Admissions Chair at the time of a candidate's acceptance, to assist with all aspects of training until graduation. Advisors function as liaison between the Progression Committee and individual candidates. The advisor's primary role is a supportive, non-evaluative relationship that helps facilitate the candidate's education and professional development as an analyst, through an atmosphere of trust and respect. Communication between candidate and advisor is private unless agreed otherwise. An advisor will meet with a candidate/advisee at least twice a year, preferably more; will attend Progression Committee reviews and discuss in detail its

deliberations with the candidate; and will be available for discussion of any educational matter, including super-vision and post-seminar educational planning.

PROGRESSION

The purpose of the Progression Committee is twofold. It follows the candidate's progress in training with periodic reviews, approval of major transitional steps, and makes every effort to assure the quality of his/her training. In addition, it acts in whatever way possible to identify important issues in the candidate's education and to make itself available and helpful to the candidate in advancing through his/her analytic education. If and when difficulties arise during candidacy, it is the responsibility of the Progression Committee to work with the candidate on a plan for resolving them. (see *Remediation, Probation & Dismissal*, p. 16)

Readiness to begin course work is determined either at the time of admission or following matriculation reviews. The Progression Committee routinely reviews each candidate's work twice a year. Note that a review is required for (1) first case approval, (2) third case approval, (3) approval for unsupervised work, and (4) graduation.

The Progression Committee determines the overall progress of each candidate's academic and supervised clinical work. This is based on combined appraisals of performance from the candidate's teachers and supervisors, who prepare semi-annual written evaluations of each candidate's progress. Following reviews, the Progression Chair informs the candidate, in writing, of the Committee's recommendations. The faculty advisor informally reviews progress with the candidate following each review. A record of the candidate's progress is kept on file in the Institute office. This record is available for review by a candidate who submits a request through his/her advisor.

To ensure the optimal coordination of clinical and theoretical training, candidates are expected to have at least one supervised case in analysis in order to advance to Year Three.

Candidates who have completed four years of didactic training, have had three cases well along in supervision, and have demonstrated clinical competence in psychoanalysis are eligible to advance to unsupervised work. This step requires Progression Committee approval. Unsupervised cases do not count for the graduation requirement. (See p.13 *Advanced Status*).

Graduation from the Institute is based on the candidate's capacity for autonomous analytic work; the capacity to conceptualize and describe analytic process in writing; and the completion of all required course work. (See p.13 *Graduation*.)

A candidate's analysis is kept entirely out of the progression review, except to note whether a candidate continues in analysis. It is the responsibility of both the candidate and the training analyst to communicate this information to the Administrative Director. A candidate's analyst does not attend the Progression Committee review of his/her analysis (or any other administrative discussion

concerning the analysands), nor are the results of the review shared with the analyst.

Training Analysis

A training analysis is the personal analysis that occurs during candidacy. It serves as a cornerstone of analytic education, and provides an immersion in the experience of psychoanalysis. The experience of the candidate's own analytic process, in conjunction with didactic seminars and supervision of their cases, provides an essential base for integrating the theory and practice of psychoanalysis.

Candidates may select any training analyst from the currently approved list of training analysts. Training analysis usually begins well before the start of classes, and shall begin no less than six months prior to the start of the first year of classes. The candidate's own analysis serves to increase sensitivity to the workings of unconscious forces and to facilitate emotional growth. Training analyses are conducted at a frequency of four times per week at the minimum.

The training analysis is expected to continue well into the period of supervision of clinical work, ordinarily with an overlap of training analysis and supervised analytic work of no less than three years. If the training analysis ends prior to the completion of training, and emotional factors interfere with the candidate's ability to analyze patients, resumption of the training analysis may be required.

Analytic matters are entirely confidential. One's analyst does not participate in discussions involving his/her analysands. However, the fact that one is in a training analysis is reported to the Progression Committee and Administrative Director, as is the date of termination. Candidates are required to inform the Administrative Director, in writing, of the dates analysis begins and ends, as well as the name of the analyst. The training analyst is also required to inform the Administrative Director of the beginning and end dates of each training analysis.

In some cases a waiver may be sought by the Institute for a personal analysis of a candidate by an analyst who is not a TA. The analyst must be a graduate of a psychoanalytic institute affiliated with the American Psychoanalytic Association or the International Psychoanalytic Association and meet certain requirements, such as sufficient immersion in the practice of analysis.

Supervised Clinical Work

The candidate should select a supervising analyst and begin supervision by the start of classes. The advisor, the Progression Chair, and other faculty are available to assist in this selection. The first two supervisors must be with an

OPI supervising analyst. For subsequent cases, candidates may also choose APsaA approved supervisors from other institutes. Supervisors from other institutes must obtain GRSA (Geographic Rule Supervising Analyst) status from the American Psychoanalytic Association.

Regular meetings with the first supervisor are to begin by the start of classes. Supervisory sessions are conducted weekly. One purpose of these meetings is to assist the candidate in the assessment of current and potential patients for future analysis.

A candidate may seek permission from the Progression Committee, in consultation with the supervisor, to begin a first analytic case during the first half year of classes. Ordinarily, unless individual circumstances suggest otherwise, the Progression Committee will consider and approve starting a first supervised case, contingent on supervisor approval, at the time of the first progression review following the start of classes.

Supervised cases are seen a minimum of four times weekly. Candidates are encouraged to have as many concurrent cases as possible and to eventually work with three or more supervising analysts. Sufficient clinical immersion during the didactic seminars is very useful in ensuring a good analytic education

Graduation requires the satisfactory supervised analyses of three adults, including two genders and one at a low fee (\$75 or less per session). Cases must show development of a psychoanalytic process, to be counted toward graduation.

Supervisory evaluations of the candidate's work are submitted to the Progression Committee, via the Administrative Director, at least twice a year, or on request. The supervisor shares these written evaluations with the candidate. Fees between candidate and supervisor are negotiated privately and are expected to be no more than \$75 per session on low fee cases.

Under certain circumstances it may be possible to use telephone or video teleconferencing in the analysis of a candidate control case. For a first such case, OPI policy requires a minimum of one year of in-person analytic work prior to consideration for distance work. Due to the complex legal considerations, licensing and insurance regulations, and confidentiality/security issues, such cases require prior approval by the candidate's supervisor and the Progression Committee

Insurance & Licensure

Candidates must be licensed to practice and have appropriate malpractice insurance (\$1,000,000/\$3,000,000). Up-to-date proof of insurance and licensure is to be routinely provided to the Administrative Director throughout candidacy.

Faculty members, training analysts and supervisors are required to provide the same proof of insurance and licensure annually.

Case Selection, Case Assignment, And Fees

The majority of analytic cases come from the candidate's own practice. The criteria for selection should be based on the careful consideration of the patient's capacity to do analytic work. Approval is granted through consultation with the supervisor. Supervisors will assist in consideration of suitability for analysis and conversion of patients from psychotherapy cases, and serve as mentors in all matters of educational concern.

After the first case is under way, either the supervisor or candidate may initiate a conversation regarding the candidate's readiness to begin a second case. The next step is for the candidate to seek a second supervisor and to discuss beginning a second case for analysis. The first supervisor reports to the Progression Committee on the candidate's readiness for a second case; however the second case does not require a Progression review.

Approval to begin a third case must be granted by the Progression Committee, following a review. This is requested by the candidate.

Supervision on all approved training cases will ordinarily occur on a weekly basis, and will continue either until the case terminates or the candidate graduates.

Fees between patient and candidate are negotiated privately. It is required that candidates take at least one low fee case during the course of training. Low fee is defined as \$75 or less per session.

Case Records and Reports

Upon completion of assessment of analyzability and a decision to undertake analysis of a control case, the candidate is to fill out the identifying information on a *Candidate Record of Supervised Analysis* form (available on the website under Member Files/Documents or from the Institute office) and submit it to the administrative director for the file. This is essential because it activates the monthly tabulation of hours of control analyses and supervision. This form identifies the supervisor, indicates the start date of analysis, etc; candidates will be asked to update the form prior to each progression review.

Initial, annual and final clinical case reports are required from the candidate. The initial write-up is required within two months of starting a case; it should emphasize diagnosis, assessment of analyzability, projected dynamics, transference, countertransference, expected resistance in the analysis, and the evolution of the opening phase. Thereafter, interim reports are due annually prior to the fall (Oct/Nov) Progression review meeting, and should convey the course and process of the analysis. All case reports must be discussed with and approved by the supervisor no later than one month prior to the appropriate Progression review meeting. A Report Cover Sheet (also available

on the website), signed by the supervisor, is to be submitted by the candidate to the Admin. Director at that time (but not the report itself). This is the procedure for all case reports throughout candidacy.

A final report is due upon an interruption and/or termination of the analysis. As above, it must be submitted no later than one month prior to the next Progression review, approved by the supervisor, with a signed cover sheet for the Administrator. A complete case summary (no more than twenty double-spaced pages) is required for at least three control cases prior to graduation. If a candidate has elected to have additional supervised cases during training, briefer (no more than two pages) summaries are required. No reports are required on unsupervised cases.

Note that all case reports are confidential and must be treated as such. Case reports must be up-to-date in order to progress to the next seminar year, progress to a third case or unsupervised status, or to graduate.

Informed Consent

Candidates are expected to obtain informed consent of all new patients in psychoanalysis during their candidacy. Compliance with the policy must be documented with the Progression Committee. This may be done in either of the two following formats. Candidates will simply check off, on the Record of Supervised Analysis, whether a verbal or written consent was obtained, and when.

1. The candidate informs the patient that (s)he is a student in psychoanalytic training and is conducting the patient's psychoanalytic treatment in the context of studying to become a psychoanalyst at the Oregon Psychoanalytic Institute.
2. The candidate obtains from the analysand a signed statement to the effect that the patient has been informed that the treatment is occurring in the context of being a student in psychoanalytic training at the Oregon Psychoanalytic Institute.

Advanced Status & Unsupervised Work

Advanced status means one has completed the four year didactic curriculum. Advanced candidates are required to attend continuous case conference seminars until graduation. They are also encouraged to attend other OPC special programs. Note: candidates receive a 50% discount on special programs throughout candidacy.

A candidate who has demonstrated clinical competence in psychoanalysis; completed the four-year curriculum of classes; and has three cases well along in supervision may petition the Progression Committee for permission to conduct unsupervised analyses. This requires a Progression review. The candidate will then be able to take on additional cases without supervision. Supervision must continue on training cases initiated prior to approval for unsupervised analytic work.

Seminar Attendance

Candidates participate in the clinical seminars until graduation. The four-year core curriculum is arranged into tracks: Development, Technique, Theory, Psychopathology and Process. Following the fourth year, candidates are expected to attend weekly Continuous Case seminars during the academic years prior to graduation.

Attendance at all seminars is required. If for any reason a candidate is unable to attend a seminar session, the faculty instructor should be informed of the anticipated absence. Initialing attendance records for each class is a CME requirement. As is completing course evaluations at the end of each course.

It is the candidate's responsibility to work out makeup arrangements with the instructor. Makeup arrangements can be fulfilled in a variety of ways by mutual agreement of instructor and candidate. Some examples are: taking the seminar in a future year, meeting in a tutorial with the instructor, reporting in a future seminar meeting on extra reading, writing a brief paper on the subject.

These makeup arrangements are optional for the instructor. If for any reason the instructor is not able to arrange makeup sessions with the candidate, the candidate should contact the Curriculum Committee Chair to assign another faculty member to meet in whatever makeup arrangement they agree upon, after consultation with the seminar instructor. The makeup arrangement with the seminar instructor or other faculty member takes place on the same voluntary basis as any teaching done within the curriculum; that is, no fee is charged.

Faculty instructors for each seminar have the obligation to determine whether the candidate's level of attendance and participation is sufficient to receive credit for the seminar. (Less than 80% attendance will not earn credit.)

Inclement Weather

Generally, we will follow the lead of Portland State University when deciding whether to cancel classes due to inclement weather and dangerous driving conditions. If classes are cancelled, staff will email candidates and teachers and post a notice on the website. For out-of-town candidates or students, we offer virtual attendance, when the weather is bad but the classes are still meeting.

Course Evaluations

Course/teaching evaluations are a requirement of OPC's CME provider; they are also used in curriculum planning. On the last day of each class, candidates will receive an electronic questionnaire with a request that it be com-

pleted within a week. Evaluation summaries are subsequently reviewed by the Curriculum Committee and shared with course instructors. Candidates will receive a personal pin number in order to keep all evaluations confidential. Candidates will not get credit for a course until the requested evaluation is completed and submitted (in a timely manner); failure to submit will be a matter for consideration by the Progression Committee.

Graduation

Graduation is based on the following criteria:

Satisfactory completion of the four-year curriculum and post-seminar academic requirements

The candidate's training analysis shall have overlapped sufficiently with his/her control cases (ordinarily at least three years) and course work.

The assessment by the Progression Committee that the candidate has demonstrated a mature capacity to conduct psychoanalysis and has a comprehensive knowledge and understanding of the psychoanalytic process and situation, and the clinical methods and technique used in the practice of psychoanalysis

Demonstration of competence in psychoanalysis with at least three cases, representing both genders, conducted at least four times per week, supervised by an OPI/APsaA approved Supervising Analyst. There must be at least 1200 documented supervised hours of analytic work; two cases must be at least two years in duration, and have progressed to a middle phase; a third case must be at least one year in duration, and show potential for transition to a middle phase. Keep in mind, unsupervised cases do not count toward graduation requirements. Fulfillment of specific criteria, such as number of control case hours, does not guarantee approval for graduation.

It is required that the candidate take at least one low fee case during the course of training. Low fee is defined as \$75 or less per session.

All supervisor-approved case report Cover Sheets (initial, annual, final and complete case summary) are submitted to the administrative director. Final case reports on both complete and incomplete cases are required. (See *Case Records & Reports*, p. 12)

All Institute fees shall be paid.

The graduation approval date will be the date of the EC meeting at which final approval for graduation is given. The certificate of graduation will be presented at the next graduation ceremony, the date of which will be considered the official graduation date.

Graduates are encouraged to return to supervision during the termination phase

of at least one control case.

Upon graduation approval, a candidate is eligible to apply for Institute faculty status, to the Faculty Appointment & Development Committee.

Remediation, Probation and Dismissal

The Institute reserves the right to dismiss a candidate for reasons of deficiencies in ethics, conduct, personal or professional maturity, or psychoanalytic knowledge or skill. Where less than satisfactory progress is noted, and remediation is considered possible, a program to remedy the identified difficulties will be developed by the Progression Committee and submitted to the Executive Committee for approval. This will be conveyed to the candidate by his or her faculty advisor.

During the period of remediation, the candidate may be placed on probation, which at a minimum shall be six months. During the remediation period, the candidate's progress is closely monitored by the candidate's faculty advisor, supervisors, teachers, and the Progression Committee.

Sometimes problems only become apparent during clinical work. At times when the candidate's analytic knowledge is deemed insufficient, the candidate may be required to attend additional classes or set up a private tutorial.

At the conclusion of the remediation period, the candidate may be returned to regular status in the Institute. It is also possible for the candidate to be dismissed at the end of a period of remediation or recommended for a leave of absence if it is judged that such a leave would be likely to be corrective. Decisions about dismissal rest in the exclusive discretion of the Institute and are final.

Leave Of Absence

Under certain circumstances a candidate may decide that it is necessary to go on a leave of absence from active status. The candidate should submit a letter to the Progression Committee describing the reasons that a leave of absence is necessary. The Progression Committee will then consider the request, and specify conditions under which the LOA could be approved. Because of the advantages of continuity for psychoanalytic education, an LOA should not extend beyond two years. A leave may apply to academic work only, or for both clinical and academic work. The Progression Committee can provide support and guidance during this process, to help the candidate with decision-making around the LOA and the return to classes.

A candidate on academic leave can continue to receive credit for control case work under the following conditions: 1)Continue weekly supervision; and 2)After a one-year absence from didactics, return to weekly Process classes.

The Committee will hold periodic reviews during the LOA, in addition to the candidate's request to be reinstated. At the Committee's discretion, it may require interviews and evaluation to determine a candidate's suitability to

return. Candidates going on leave from both clinical and academic work should consult with supervisors, and if necessary with the Committee, about appropriate clinical management of current analytic cases. When supervised analytic work is continued during a clinical leave, this work will not count toward the graduation immersion requirement for supervised analytic work.

The candidate on leave is expected to keep in contact with his/her advisor on a regular basis, but not less than every six months. This facilitates the faculty's ability to assist the candidate during the LOA and to help prepare for eventual return to class and/or clinical work.

An LOA candidate must agree, in writing, not to conduct analysis under the auspices of OPC while on leave. Candidate will pay an annual LOA fee (see p. 17),

TRANSFER FROM CLINICAL PROGRAM TO ACADEMIC PROGRAM

On occasion, a Clinical Candidate may wish to transfer to the Academic Candidate status. The candidate may submit a written request for such change to the Chair of the Progression Committee, which will review this request and make a recommendation to the EC which will then make a final decision.

If approved for a transfer to become an Academic Candidate, the candidate will agree to complete all requirements for graduation as specified for the Academic Candidate Training Program. In addition, the Academic Candidate will continue working with the supervisor(s) to plan and facilitate a suitable ending of any existing control case psychoanalyses through a termination, a transfer or a conversion into a psychoanalytic psychotherapy. The Academic Candidate will sign an agreement stating he/she will not practice psychoanalysis.

ADVANCED EDUCATION AND TRAINING

Psychoanalytic education continues beyond graduation. To prepare future teachers and training analysts and to promote research, OPI sponsors advanced studies through faculty development and reading groups. Graduates are encouraged to become members of the faculty. Advanced candidates, graduates, and other members of the faculty may arrange a tutorial in appropriate areas of their clinical and theoretical interests, including supervision and the writing of psychoanalytic papers.

ETHICAL CONTRACT

While enrolled in the Institute each candidate pledges to conduct only the psychoanalytic treatment (s)he has been authorized to conduct and adhere to the ethical principles of OPC and the American Psychoanalytic Association. (S)he may not represent her/himself as a psychoanalyst until graduation.

There may be instances when a candidate has an ethical concern. Because the Oregon Psychoanalytic Institute is part of the larger Oregon Psychoanalytic Center, these concerns are handled under the OPC Ethics Committee. In addition to consulting that committee, candidates are encouraged to talk with their supervisors, advisors and teachers.

BEST PRACTICES

A Best Practices Work Group has been formed to address concerns that candidates and faculty may have concerning the functioning of a fellow analyst or candidate. Such issues might include the effect of health problems on professional functioning or clinical practices that seem to fall outside the professional norm. It may be necessary to refer ethical issues to the Ethics Committee of OPC.

CERTIFICATION

A graduate analyst is encouraged by OPI to apply for certification by the American Board of Psychoanalysis (ABP). At the current time, this process serves as a national review (rather than a review by the organization directly responsible for the applicant's training) to demonstrate competence in conducting psychoanalysis. Case write-ups and oral discussion with members of the Certification Committee are required. It is the graduated analyst's responsibility to apply for, complete, and submit the necessary forms and reports. The application and procedure for certification are an essentially private matter between the Committee on Certification of APsA and the graduate. Members of the faculty are available to assist the graduate in preparing for the written and oral requirements for certification.

Candidates are also encouraged to consider the Pre-graduation Certification pathway through ABP. This option allows the candidate to write up and submit, for certification approval, two cases in mid-phase during analytic training. The third case would be submitted after graduation and be involved in the oral exam component of full Certification. During the pre-graduation certification process, supervisors and other faculty are available to help with the write-ups, which are similar to the OPI write-ups for graduation. More information can be obtained from the ABP website, the OPI writing instructors, and the Progression Committee.

SCIENTIFIC WRITING: HAROLD BOVERMAN AWARD

In an effort to encourage candidates and faculty members to contribute to the ongoing development of psychoanalytic knowledge, a writing prize has been established. The Harold Boverman Award is named after an OPI founding member. It is open to all candidates and any faculty member (within ten years of graduation) who is the major author of a psychoanalytic paper ac-

cepted for publication in a peer reviewed psychoanalytic journal. An ad-hoc committee appointed by the Chair of the EC will read submitted papers and determine the winner. Eligible contributors are welcome to submit an unlimited number of papers.

PERSONAL TRAINING ANALYSIS AND SUPERVISION FEES

Fees for personal analysis are arranged between analyst and candidate. Fees for supervision are arranged between supervisor and candidate, with aforementioned low fee restrictions. The analysis and each supervision must be with a Training & Supervising Analyst approved by the Oregon Psychoanalytic Institute and APsaA.

TUITION (Annual) AND RELATED FEES

7/1/17

Application fee -----	\$ 300
Tuition, pre-matriculation class -----	\$ 515 - 1,000
Tuition, years 1 through 4 -----	\$ 4,635
Tuition, years 5 and beyond -----	\$ 2,318
PEP-WEB subscription -----	\$ 85
Leave of Absence fee -----	\$ 1,854 – 2,318
Late fee -----	\$ 100

Tuition will be due at the beginning of the fiscal year, July 1. For the convenience of candidates, one-half may be paid July 1 and the remainder by Dec.31. PEP subscriptions are due July 1.

A late fee of \$100 will be charged for all late tuition payments (including approved deferred payments). Failure to make payments when due disqualifies the candidate from class attendance, unless arrangements for deferred payment have been made with the administrative director.

In general, the Institute does not refund fees after a candidate has begun classes. If an accepted candidate decides not to enroll two weeks or more prior to the start of classes, fees will be refunded, less administrative costs of \$300.

Tuition and fees are subject to periodic review and change.

CALENDAR OF CLASSES

Institute classes (three 90 minute classes with 15 minute breaks between them) meet on Friday afternoons or on Saturday mornings (when visiting faculty is teaching) throughout the academic year – September through May. Current schedules and bibliographies are made available by August 1st on the website (member files/bibliographies). Most assigned readings can be accessed through PEP-WEB. All other readings will be available on Drop Box; a link will be provided. There are breaks at: Thanksgiving, winter and spring breaks, and during national meetings of APsAA.

OPEN COURSES

We will be offering one Open Course, containing non-candidate students, per trimester to qualified applicants, starting with the new class of 2018-19. This is a unique opportunity for those curious about analytic training to get a taste of what it's like. Our hope is to further explore the possibilities for psychoanalytic education at our institute, while we enrich everyone's learning experience with this addition to certain theory/technique courses.

CURRICULUM

7/1/17

The four-year core curriculum is designed to function within the traditional tripartite model of psychoanalytic education. The student's course work, supervised analytic cases, and personal analysis all take place concurrently, thus fostering optimal analytic growth and development through the integration of theoretical concepts with clinical work. The curriculum is organized into tracks: theory, technique, psychopathology, development, and continuous case presentations. The curriculum introduces the candidate to historical and contemporary points of view. The continually evolving nature of psychoanalytic knowledge and relevance of multiple perspectives is crucial. The student is challenged to integrate the multiplicity of theories and perspectives that are the hallmark of analysis today, to develop their own points of view, and to cultivate a continual openness to learning from patients, papers, discussions, and self-understandings.

To further the goal of continuously evolving learning, we have created an open system among students, faculty and the curriculum committee. Feedback from candidates is actively encouraged. In addition to written feedback of instructors and courses, two class mentors are assigned from the curriculum committee for each class of candidates. The class mentors meet regularly with the class, ordinarily at the beginning of the year and the end of each trimester. Discussion of all aspects of training is welcome, but feedback regarding instructors and classes is specifically encouraged. Course content, instructor effectiveness and style, and process factors are among the important variables. Courses are often modified or added in the light of such feedback. The committee encourages candidates to inform a class mentor, the chair, or any member of the curriculum committee of suggestions or problems while a course is underway, so that issues may be addressed and problems resolved while the course proceeds.

Faculty also evaluates the academic development of candidates through observations of their class participation. Instructors send written feedback at the end of each course to the committee. Traditionally, these reports are sent to the progression committee, and reviewed with each candidate with their advisor once or twice a year. The purpose is to facilitate the learning process in a respectful manner attuned to the individual talents and needs of each candidate. To this end, class mentors are ready to provide opportunities to talk over how things are going at the candidate's request at any time.

PRE-MATRICULATION

Until a full complement of the next class is formed, an individualized curriculum will be set up between the candidate and a representative from the Curriculum Committee. This individualized curriculum may include one or two meetings with selected faculty to read and to discuss psycho-analytic papers, review a pertinent topic, etc. As the next class forms, monthly meetings with class members will occur until the beginning of the first official year of training. These meetings will cover pertinent reading and discussion with faculty members, review policy and procedures, and generally introduce the candidate to institute culture. Pre-matriculated candidates are charged tuition based on the number of CME hours it meets (See Page 20).

YEAR ONE COURSE DESCRIPTIONS

Core Concepts in Psychoanalysis

These core concepts originated with Freud and were elaborated on and added to by subsequent generations of analysts. Psychoanalysis is both a comprehensive theory of mind as well as a methodology of treatment. We will start with Freud and traverse the literature to explore the seminal concepts of the unconscious, dreams, psychic reality, conflict, free association, resistance, defense and transference/countertransference and object relations. The difference between psychotherapy and psychoanalysis will be explicated as we explore these topics. Selected readings will span historical and contemporary writing about these concepts. This course is intended to provide the candidate with a foundation and a working psychoanalytic vocabulary that will provide the basis for what will be taught and learned throughout psychoanalytic training.

Continuous Case Conference I

Focus on the beginning stages of a psychoanalytic process: case finding, suitability for analytic psychotherapy or psychoanalysis, conversion of psychotherapy to psychoanalysis, and beginning the analysis. Attention will be paid to individual and group process, exploring the experience of becoming a candidate, and of forming a collaborative group that provides a respectful, supportive, safe environment for case presentation. Candidates will present a case for class discussion, including recent process notes, using the material presented to understand the complex issues involved, as well as feelings evoked related to beginning psychoanalytic training and approaching one's first case. The primary task will be looking at our caseloads together in order to help one another find potential analytic cases.

Psychoanalytic Writing

Analytic case writing, as acknowledged in the title of the paper by Lister et al. (2008), "*I Write to Know What I Think: A four-Year Writing Curriculum*" is a useful way to help analysts think more deeply about what is happening with their patients in the consulting room, and perhaps actually discover what they're thinking about and learning about their patient. The course will emphasize analytic writing as opposed to clinical supervision which focuses on the treatment. Thus, the aim will be to create a safe atmosphere that will help the candidate group to explore the efficacy of their own writing and to develop as discussants of each other's writing. Over the four years, the writing curriculum will help the candidates develop the skills to create analytic case write-ups which they will be required to do for each of their analytic cases, and which is required for certification. The first year curriculum will focus on writing about countertransference.

Freud I

In 1893, when the "Preliminary Communication" was first published, Sigmund Freud was 37 years old, not so different from most analytic candidates. He had been a promising neurologist and researcher, and dreamed of an academic career, but when he graduated from medical school in 1881 Jews were not allowed to become professors at the University of Vienna. He retained an academic connection and continued some research, but mainly he went into private practice—again, like most analytic candidates. Out of his clinical experiences between 1881 and 1893 he almost single-handedly developed Psychoanalysis. As we will see he was strongly influenced at first by Joseph Breuer, and later by Wilhelm Fleiss, but by 1900 when he published *The Interpretation of Dreams* he was essentially working alone.

Development 0-5 Years

A review of both contemporary and historic psychoanalytic theories of the first five years of child development. Emphasis will be given to theories which have implications for the diagnosis and treatment of adult psychopathology in psychoanalysis. An effort will be made to tie the theories to the clinical situation.

Continuous Case Conference II

Process material presented will be subjected to participants' associations and used to demonstrate unconscious listening and processing. Following a format introduced in the article, "Weaving thoughts," by Norman and Salomonsen, the group process of working together achieves deeper meanings and awareness of clinical process.

Freud II - Metapsychology

We will take up several of Freud's central concepts, as he developed them during a crucial decade or so of his work (1915 - 1926). We will trace several major lines of his work, as they inform and infuse every psychoanalytic theory today. We will especially consider concepts of narcissism, the repetition compulsion, the unconscious nature of defense, and unconscious danger situations which arouse anxiety and motivate defense. We will consider four major Freud papers, the core contributions of which have been taken up and used differently (or not at all) by contemporary psychoanalytic clinicians. We

will be introduced to some ways in which these core concepts have been employed in understanding neurotic syndromes.

Introduction to Psychopathology

The seminar begins with overviews of the Freudian view of mental functioning, then a general reading of Freud's views on symptom formation and anxiety. The remaining sessions deal with specific neuroses as well as general topics like transference neurosis and infantile neurosis. Readings will be used to delve into details about the topics at hand and case vignettes will be brought in to further illustrate the clinical aspects of the topics.

Ego Psychology

With the publication of *The Ego and The Id* (1923) and *Inhibitions, Symptoms and Anxiety* (1926), Freud completed the ground plan of psychoanalytic theory (the so called "structural model"). The main elements of the ground plan were: 1) mental structure: id, ego and superego; 2) dual drive theory; libido and the destructive/aggressive drive; the points of view of metapsychology: dynamic, economic and topographic/structural points of view; 4) a developmental view of the mental drives, affects and structure combined with a genetic conception of conflict and conflict resolution; 5) the oedipus complex as the "nuclear complex of the neuroses."

This course will follow the continuous historical development of that general plan as it was elaborated, modified and transformed since 1926 until the present. It will be divided into three parts: 1) the structural model and its immediate consequences; 2) developments in the theory of the ego; 3) the superego.

Continuous Case Conference III

This course will consist of presentations and discussions of detailed process material, preferably analytic, but psychotherapeutic if necessary, with the purpose of sharpening listening, clarifying the distinction between hypothesis and evidence, examining the use of theory, and articulating the distinction between those aspects of process that precede questions of technique from specifically technical issues.

YEAR TWO COURSE DESCRIPTIONS

Dreams & Unconscious Formulations

The dream and dreaming has been pivotal in psychoanalytic theory, both for a theory of the mind and clinical technique. In this course we will consider many questions such as the origin and function of dreams, their relationship to the workings of the unconscious, and use of dreams in the clinical setting. We will discuss a sampling of articles reflecting various views of dreaming, starting with Freud's elaboration of the dream work and his ideas of the unconscious wish and repression. We will also take up Bion's different perspective on the dreamer and dreaming as an active process, occurring during sleeping and waking life, allowing us to process emotional experience. Participants will present dreams and illustrative material from their clinical practice.

Severe Psychopathology - Narcissism

An introduction to the topic of narcissism in the context of the widening scope of

psychoanalysis as a treatment for more severely troubled patients. We will look at narcissism diagnostically, theoretically, and clinically, focusing particularly on the role of Heinz Kohut and self psychology. We will do a brief overview of self psychology and its insights into the clinical presentation and the treatment of narcissism, and we will also consider the perspective of Otto Kernberg. The concept of self-objects will be explored and elucidated and application to treatment will be considered.

Severe Psychopathology – Object Relations

Psychopathology II is designed as an introduction to thinking about patients with more severe and destructive internal dynamics. We will start with a broad consideration of the terms “psychosis”, “neurosis” and “borderline” then move on to a closer look at primitive anxieties, object relations and defense systems, with a focus on projective identification. We will lay the groundwork for a theoretical understanding of narcissism, perversion, psychic retreats and pathological organizations. Clinical work will be brought in by instructors and students in order to “feel into” the experience of working with more primitive parts of the personality.

Continuous Case Conference I

The emphasis will be placed on listening to a short sample of process material and then extracting the implicit and explicit theory base the candidate is using. Attempts will be made to integrate some of the concurrent reading in the 2nd and 4th year didactic classes to make them “come alive” and to reinforce learning.

Transference/Counter-Transference

Starting with a review of the history of each concept and an exploration of selected readings from classical and contemporary perspectives, our focus is on the distinctions among various theorists regarding transference interpretation. Important is the general shift from a one-person to a two-person psychology. Contemporary psychoanalysis values the analyst’s as well as the patient’s inner lives while formulating interpretations. Countertransference elements are found in such things as the analyst’s associations, feelings, fantasies, memories and thoughts, and explored to deepen understanding of the patient. Transference-countertransference enactments are important ground for analytic exploration. Contemporary developmental, existential, and relational trends provide essential new vantage points to explore eternal analytic dilemmas. Interpret the here and now of the analytic interaction or the there-and then of early life? Wait until the patient has conscious awareness of their transference feelings and wishes or more freely interpret one’s formulation of the leading unconscious edge? In exploring such tensions, we will clarify different views of transference, explore the gains and losses of different ways of interpreting it, and think together about whether there is a “right” answer to the question or whether certain clinical situations are better served by different kinds of transference interpretation, and if so, what these might be.

Revery & Free Association

How can we best facilitate a collaboration in the analytic hour that allows for the experience of being understood, allows for the discovery of one’s self and one’s unconscious creativity? We will ponder this question and explore and

discuss the various aspects of free association and the analyst's state of mind that best facilitates the unfolding of an analytic process. The two basic texts we will be focusing on will be by Freud and Bion. Difficult and complex as they are we will draw on additional and more contemporary discussions by Bollas, Grotstein, Symington, and Ogden.

Continuous Case Conference II

Candidates will present close clinical process material from a patient who is in regular ongoing analysis. The emphasis will be on close listening, what to listen for, and effective interventions, while deepening the analytic process and relationship. Additional topics include listening and feeling into the moment by moment process, recognizing and using unconscious themes, working with transference and countertransference, alertness to defense and conflict, the components of an analytic frame and relationship, using one's internal process to formulate interpretations and other analytic interventions, and how the analyst deepens and modifies the psychodynamic formulation as the ongoing work unfolds.

Bion

"The realm of the mind is a world of infinite possibilities of meaning from whose formlessness a coherent internal world must be constructed by thought operating on the perception of emotional experiences. An apparatus, mysteriously modelled on the mother's capacity for reverie, is developed in infancy for the purpose of deriving from these experiences thoughts which may be used for thinking (Meltzer, in *The Kleinian Development*)." Conceptualizing and then understanding deeply this "apparatus" is perhaps the greatest legacy of Wilfred Bion's contributions to psychoanalytic thinking and practice. In this course we will begin to explore his contributions as understood by various students of Bion. It is hoped in this study there will be expansion in all of our capacities to think about our emotional and clinical experiences.

The British Independents

After Freud's death, the British psychoanalytic scene's leadership became divided between the two powerful personalities of Melanie Klein and Anna Freud. With the Society near shattering, a series of "Controversial Discussions" ensued to determine how psychoanalysts could resolve to maintain their different allegiances and live together. The bulk followed in the Freudian or Kleinian traditions; however, a third tradition, the "Independents" could be said to have emerged, if one can tolerate the paradox of a tradition marked by independence of thought. This course will initiate the students into the study of several of the major thinkers past and present within this tradition known for its creativity and lively spirit of practice and theorizing.

Psychoanalytic Writing

We continue to use the approach inspired by the writing curriculum of the Columbia Center for Psychoanalytic Training and Research, described in the Lister et al (2008) article, "Write to Know What I Think: A Four-Year Writing Curriculum." It describes an approach to teaching analytic writing which they call "layering" which suggests a way to build skills each year to help the writer develop their annual case write-ups, and to learn the value of writing in helping to formulate and understand their cases. Our goal is to bring your writing to life, so

it can reflect best both the development your analysands make in your work together, as well as your own growth as an analyst. We will attempt not to supervise or discuss the analytic process itself as there are other venues for that to occur. We will use recent control case write-ups to talk about micro-process.

Continuous Case Conference III a

Analytic training and practice can be enriched by attention to embodied affective dimensions of both analyst and patient. Using candidates' process material of psychoanalytic sessions, we will focus on the embodied dimension of the therapeutic relationship to heighten awareness of how the patient conveys affective emotions and unconscious information. We will note body language, and voice inflection, tone, and cadence in assimilations to heighten attunement to the moment to moment internal affective states of not only the patient, but the analyst as well. Particular focus will be noted to the transference and counter transference reactions, as well as to the unique and particular interactions between the couple.

Continuous Case Conference III b

This course will consist of presenting close process of analytic cases with discussion to follow. Two candidates will present over the 6 week period. There will be a focus on transference/ counter-transference, reverie and unconscious phantasy. In addition, depending on the material, I would like this class to consider how listening and intervening is different for those patients who have suffered significant early relational trauma. The material will be examined using the concepts of Klein, Bion, and Winnicott and Roussillon.

Psychosis

Much has been written about the usefulness or not of psychoanalysis in the treatment of psychotic states and schizophrenia. The great psychoanalytic treatment centers for the very seriously disturbed except for Austin Riggs have closed or are greatly modified in their approaches. In six sessions, I hope to given an orientation to what it is like to treat such a person and how various analysts have thought about these very disturbed states. Few analysts these days seem to have the stamina to undertake such treatments.

Continuous Case Conference IV a

In this case conference, close reading of/listening to analytic process material from candidates' analytic work will be used to deepen their understanding of an analytic process. Candidates and the instructor will use their free associations and counter-transference responses to better understand the patient's psychic reality and speculate about unconscious themes and fantasies in the material. We will discuss how to formulate and work inter-pretively with conflict and defense, transference and counter-transference, resistance, and enactments. Candidates will be invited to discuss how their own developing model of psychoanalysis is reflected in their analytic work and their reactions to the work of others.

Continuous Case Conference IV b

Psychoanalytic concepts of transference as the total situation (Joseph), dreaming and reverie (Ogden), and field theory (Ferro) will be applied to the process material presented. A further goal is to facilitate the development of a 'working group' (Norman & Salomonsson) in the listening to the clinical material and associations of participants which leads to deeper meanings and awareness of unconscious processes

Development – Latency & Adolescence

An examination of two important developmental stages of childhood. It will emphasize the structural features of both stages and the consolidation of key mental functions that make them so important. It is the functional capacities and attainments that come together and become integrated during these stages that is the essence of adaptive mental functioning.

Introduction to Melanie Klein

Melanie Klein was a significant figure in the development of psychoanalysis. Over the past several decades her ideas have influenced psychoanalysts around the world. This seminar will introduce the candidate to the main concepts in Melanie Klein's model. Particular attention will be given to how the main concepts relate to each other and how they can be used to understand patterns in clinical material.

YEAR THREE COURSE DESCRIPTIONS

Back to Psychoanalytic Basics

An overview of core theoretical concepts that form a conceptual scaffold for what will be taught and learned throughout analytic training. This overview presents an essential vocabulary of psychoanalysis. We will use clinical vignettes to bring the concepts to life, while *listening* for affect, defense, resistance, and internal conflict

Defensive Processes

A continuation of the introduction to defenses and defense analysis that was begun last year. I would urge all to read Anna Freud's *The Ego and the Mechanisms of Defense* which is the foundational classic. Defenses appear in the course of analysis as resistances to deepening the analytic work. What is being defended against and for what reasons and does one intervene come up repeatedly in every analysis.

Continuous Case Conference I

The focus will be on listening for and understanding the concept of the analytic couple. Discussion will follow the complexities of transference and countertransference interplay that holds the potential for psychic movement and growth. The case material presented will be examined using the concept of Klein and Bion.

Psychoanalytic Writing

We continue to use the approach inspired by the writing curriculum of the Columbia Center for Psychoanalytic Training and Research, described in the Lister et al (2008) article, "I Write to Know What I Think: A Four-Year Writing Curricu-

lum.” It describes an approach to teaching analytic writing which they call “layering” which suggests a way to build skills each year to help the writer develop their annual case write-ups, and to learn the value of writing in helping to formulate and understand their cases.

Ethics

We will take up the cornerstones of psychoanalytic ethics and discuss the complicated day-to-day decisions that come up for us around confidentiality, truthfulness, technology, the frame, analytic competence, and boundaries – both with our patients and in working in a small analytic institute. The emphasis will be on the value of thinking through what can be complex situations, the ongoing acknowledgement that we all have blind spots. And on the importance of bringing in a third mind.

The Oedipus

In this course, we will be exploring how the concept of the Oedipus manifests in patient, analyst, and the analytic process. We will be looking at distinctions between dyadic and triadic functioning, pre-oedipal and oedipal object relations and the origins of an internal sense of subjectivity and objectivity.

Psychopathology III: Narcissism, Sadomasochism

Covers a variety of diagnostic entities as addressed in the psychoanalytic literature. The topics will be: depression; anxiety; trauma and dissociation; perversions; and schizoid, narcissistic, borderline, obsessional and sociopathic personality disorders as well as sado-masochism. Emphasis will be placed on the psychodynamics of each, as well as differences in clinical approach. Most readings will be recent articles supplemented with a few classics.

Continuous Case Conference II

Close process material will be presented and discussed. The class will be encouraged to explore their own internal response, associations, unconscious listening and unconscious processing, as we hear and explore clinical work for possible meanings, as well as how the feelings in the field may inform interventions.

Self-Psychology

Heinz Kohut began writing in the 1950's on the issues that developed over years into what we now refer to as “Self Psychology”. This new direction grew out of the difficulties encountered in treating pathological narcissism. Taking issue with the then current understanding of narcissism and how to treat it, Kohut developed a view of normal and abnormal narcissistic development and its treatment in significant ways which was a historical departure from Freudian psychoanalysis. It is described as the pivotal turning point for psychoanalysis towards a broad spectrum of relational psychoanalysis. This course will explore that theory, treatment implications, several main concepts such as narcissistic transferences, empathy, selfobject, idealization, mirroring, and narcissistic rage, utilizing both reading material and our clinical experiences. The trajectory Kohut set into motion is still on the move and we will explore some of the directions other psychoanalysts have taken subsequent to self psychology's

Development: Latency Through Adulthood

We will examine both classical and contemporary psychoanalytic theories to engage a developmental perspective across the life span, from middle childhood through adulthood. Development is understood as the process that integrates endowment, emerging capacities, environment, and experience and results in nonlinear and sequential mental organizations. We will consider aspects of child, adolescent, and adult development, with emphasis will be on understanding how a developmental perspective informs the treatment situation with our adult patients.

Continuous Case Presentations III

This course will consist of presentations and discussions of detailed process material, preferably analytic, but psychotherapeutic if necessary, with the purpose of sharpening listening, clarifying the distinction between hypothesis and evidence, examining the use of theory, and articulating the distinction between those aspects of process that precede questions of technique from specifically technical issues.

Intersubjectivity: Ferenczi to Ferro

Underlying most contemporary schools of psychoanalysis is a common feature—either explicitly or implicitly they accept intersubjectivity as an essential feature of human experience and of the psychoanalytic process. Most broadly defined, intersubjectivity refers to ‘what happens’ between two subjectivities. Variations in theories of intersubjectivity lie in the understanding of the nature and quality of this interaction and the prominence it is given in the analytic process. This course will review intersubjectivity as a common thread in some contemporary psychoanalytic schools, exploring the differences in their conceptualizations of intersubjectivity and the clinical implications of these differences. We will touch upon the following areas: 1) Infancy research; 3) Self psychological intersubjectivity theories 4) Intersubjectivity as a “third”; 5) Interpersonal/Relational schools; 6) Bionian field theories; and 8) Body perspectives.

YEAR FOUR COURSE DESCRIPTIONS

French Psychoanalysis

This course will attempt to provide an overview of major developments in post World War II psychoanalysis that have occurred in France. In addition to identifying some of the major strands of French analytic thinking, we will try to consider their inter-relatedness with other concurrent lines of development of analytic thinking, such as ego psychology, object relations theory, self psychology, relational theory, etc. Major topic areas to be considered include Lacan’s theory and influence; Laplanche on primal seduction and the enigmatic signifier; Andre Green’s thinking on the negative and severe pathology.

Psychoanalytic Theories of Sexuality

Psychoanalysis began as precisely a theory of sexuality. This course surveys elaborations of psychoanalytic thinking about sexual desire, object choice, and perversion. We will follow Freud’s itinerary as set forth in the first of the Three Essays, including consideration of some of the theoretical orientations that have

challenged Classic Drive Theory and the centrality of sexuality in psychoanalytic thinking.

Continuous Case Conference I

Emphasis will be placed on listening to a short sample of process material and then extracting the implicit and explicit theory base the candidate is using. Attempts will be made to integrate some of the concurrent reading in the 2nd and 4th year didactic classes to make them “come alive” and to reinforce learning.

Gender

We will review Freud’s theories about gender (even though he never used the word) as a preamble to more contemporary revisions, critiques, and expansions. We hope to ground these ideas in clinical examples as a way of anchoring our thinking about how gender presents itself in the clinical situation.

Mind Meeting Brain: Readings from Neuropsychanalysis

We will explore the literature of “neuropsychanalysis”—an emerging area of dialogue between psychoanalysis and neuroscience that re-examines psychoanalytic concepts in the light of recent neuroscience findings. We will read a sampling of authors including Mark Solms, a psychoanalyst and neuroscientist who originated neuropsychanalysis. We will read on topics of relevance to clinical psychoanalysis, e.g., memory systems, the nature of consciousness and the unconscious, affect theory, intersubjectivity, self/self-other experience, and cerebral hemisphere differences. Through sharing our own case vignettes as we read the literature, we will explore how (and whether) the neuroscience informs psychoanalytic theory and practice.

Trauma

This class will focus on early relational trauma. The readings will include articles from the psychoanalytic as well as neuroscience literature. We will explore the disruption of symbolic processing and its roots in the field of mother-child relatedness. These early dyadic deficits will be looked at through concepts of mirroring, holding, containment and attunement. Winnicott’s writings and theory will be threaded throughout many of readings. The class will explore how the lack of the “good enough mother” impinges on the nascent self and what we see clinically as a result of such early environmental deficiency. Lastly, on finding our patients suffering from early trauma with symbolic and language difficulties, how do we contact them to facilitate psychological change and growth. How might we as clinicians alter our technical approaches in order not to re-traumatize and to create/facilitate known experiences.

Race, Culture and Psychoanalysis

We will focus on the role of race and culture in the field of psychoanalysis and in the consulting room and the clinical moment. We will begin by consideration of the conditions required to discuss these issues with our colleagues in a clinically useful way. We will then talk about a psychoanalytic understanding of racism and address ways to address it in our work. The

issues of race and culture are personal and sensitive and bring the analyst's subjectivity into the room in very direct ways. Therefore, there will be some emphasis on the personal experiences of the clinician and her experience of her own race and culture in addition to theoretical discussions.

Continuous Case Conference II

Candidates will present close clinical process material from a patient who is in regular ongoing analysis. The emphasis will be on close listening, what to listen for, and effective interventions, while deepening the analytic process and relationship. Additional topics include listening and feeling into the moment by moment process, recognizing and using unconscious themes, working with transference and countertransference, alertness to defense and conflict, the components of an analytic frame and relationship, using one's internal process to formulate interpretations and other analytic interventions, and how the analyst deepens and modifies the psychodynamic formulation as the ongoing work unfolds.

Continuous Case Conference III a

Analytic training and practice can be enriched by attention to embodied affective dimensions of both analyst and patient. Using candidates' process material of psychoanalytic sessions, we will focus on the embodied dimension of the therapeutic relationship to heighten awareness of how the patient conveys affective emotions and unconscious information. We will note body language, and voice inflection, tone, and cadence in assimilations to heighten attunement to the moment to moment internal affective states of not only the patient, but the analyst as well. Particular focus will be noted to the transference and counter transference reactions, as well as to the unique and particular interactions between the couple.

Continuous Case Conference III b

This course will consist of presenting close process of analytic cases with discussion to follow. Two candidates will present over the 6 week period. There will be a focus on transference/ counter-transference, reverie and unconscious phantasy. In addition, depending on the material, I would like this class to consider how listening and intervening is different for those patients who have suffered significant early relational trauma. The material will be examined using the concepts of Klein, Bion, and Winnicott and Roussillon.

Termination

Few if any of you have had a terminated case at this point in your careers. You have had many patients not in analysis who have stopped psychotherapy. Despite the latter experience, the ending of analysis is different and, of course, similar. It is our aim to introduce you to a variety of ways of looking at what constitutes evidence that a termination process has begun, of what the process is like, and what it means to both analysand and analyst to end the analysis. We will consider whether there is such a thing as a completed analysis.

Writing

We continue to use the approach inspired by the writing curriculum of the Co-

lumbia Center for Psychoanalytic Training and Research, described in the Lister et al (2008) article, "I Write to Know What I Think: A Four-Year Writing Curriculum." It describes an approach to teaching analytic writing which they call "layering" which suggests a way to build skills each year to help the writer develop their annual case write-ups, and to learn the value of writing in helping to formulate and understand their cases. We will continue to emphasize analytic writing and how well our writing communicates the experience-near narrative of the case and the analyst/ writer's thinking about it at this point in its development. We will attempt not to supervise or discuss the analytic process itself as there are other venues for that to occur. We focused on countertransference experiences in the first year and micro-process vignettes in the second year. The third year, we looked at the write-ups to begin to discern the macro-process in the analysis by looking at the micro-process, focusing on some aspect of the case: transference, countertransference, resistance, etc. These elements provide the building blocks for the write-ups.

This year, we will use the write-ups to track symptoms, resistance, transference, countertransference, and real-life events through the microprocess vignettes to construct a map of the macro-process. By mapping these elements across time, we can see the evolution of the treatment, and begin to formulate hypotheses about therapeutic action. We can also pick up gaps in the written story about how the patient/analyst dyad got from A to B – supporting the analyst/writers thinking about the development of the case.

Hypothesis & Evidence in Psychoanalytic Listening

This course will examine the listening process in clinical psychoanalysis in a manner which attempts to carefully distinguish hypothesis and evidence. We will examine and discuss writings relevant to this topic, and consider clinical vignettes presented by candidates.

Continuous Case Conference IV a

In this case conference, close reading of/listening to analytic process material from candidates' analytic work will be used to deepen their understanding of an analytic process. Candidates and the instructor will use their free associations and counter-transference responses to better understand the patient's psychic reality and speculate about unconscious themes and fantasies in the material. We will discuss how to formulate and work inter-pretively with conflict and defense, transference and counter-transference, resistance, and enactments. Candidates will be invited to discuss how their own developing model of psychoanalysis is reflected in their analytic work and their reactions to the work of others.

Continuous Case Conference IV b

In this clinical case conference, psychoanalytic concepts of transference as the total situation (Joseph), dreaming and reverie (Ogden), and field theory (Ferro) will be applied to the process material presented. A further goal is to facilitate the development of a 'working group' (Norman & Salomonsson) in the listening to the clinical material and associations of participants which leads to deeper meanings and awareness of unconscious processes.

Sado-Masochism

Understanding the concept of masochism has long been an interest of psychoanalysis. Freud was intrigued by how often he encountered sadomasochistic dynamics in clinical practice. It's a complicated concept involving drives, object relations, aggression, the death instinct and narcissistic vulnerability. The concept is still evolving in the arena of psychic structure building, relational co-creation, and its appearance in the transference-countertransference matrix. We will be studying this concept in the light of Freud's early ideas, and its development through object relation theorists, neo-Kleinians, and more recent thinkers. We will examine the implications of sadomasochism and its near universal manifestations in clinical encounters. We will use clinical case examples from both instructors and candidates to highlight the challenges and opportunities that exist for a deeper understanding of this very important concept.

Body

Despite Freud's assertion that 'the ego is first and foremost a bodily ego,' (Freud, 1923) the body is often overlooked in psychoanalytic literature. In this course, we will explore how the body and embodied experience impacts transference, countertransference, enactment and clinical technique. In addition to considering how the mind and body were understood by analysts in the past, we'll also look at more contemporary ideas about how we can use our own bodily experience to better understand our patient's physical and psychic reality.

YEAR 5 & BEYOND (Post-Seminar)

Post-seminar candidates will be expected to participate in academic activities under the auspices of the Institute until graduation. Attendance in the ongoing *Continuous Case Conference* seminars is required. Post-seminar candidates with an interest in teaching should make the Curriculum Chair aware; they may be eligible to co-teach a didactic seminar with a senior faculty member.

LIBRARY

The Oregon Psychoanalytic Center maintains a collection of literature relevant to psychoanalytic education, research and practice. The library contains approximately 2000 volumes and bound journals.

The library also has a computer with the PEP-WEB Archive, available to OPC members. A search of these articles may be done not only by author, title, journal, and year, but also by indicating any word or phrase that occurs in the article.

PEP-WEB

The PEP-WEB Archive has been designed to provide a powerful rapid search of the entire psychoanalytic literature, in multiple languages. Faculty, candidates, and psychotherapy students are automatically enrolled in an OPC low-cost

WEBSITE

www.oregonpsychoanalytic.org is a dynamic website & includes

- calendar of events, classes, and meetings
- rosters of faculty, candidates, students, committee members, etc.
- class bibliographies & schedules
- details of all OPC educational programs
- community outreach program information
- individual profile pages (candidates, students, faculty, mbr-plus)
- links to individual websites of those with personal pages
- registration feature for Continuing Education courses/programs
- donation/membership join/renew feature

This is the go-to place for much Center information. Log in as a member to access all of the above features. Staff members offer navigation tutorials for our user-friendly site. Contact us if you want help.

Be sure to take advantage of the opportunity to describe/promote your private clinical practice via a profile page -- this information is searchable by anyone visiting the website. You can edit and update your own page.

CONTINUING MEDICAL EDUCATION CREDITS

Candidates receive Continuing Medical Education credits for seminars.

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the Oregon Psychoanalytic Center. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.”

The American Psychoanalytic Association designates this Live Activity for a maximum of AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: *None of the planners and presenters of this CME program have any relevant financial relationships to disclose.*

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