



oregon psychoanalytic center

Continuing Education Course Catalog

2018-19

2018-19 Special Program Schedule

OPC PRESENTS THE DIVERSITY LECTURE SERIES
SPONSORED BY ARLENE SCHNITZER

Race as an Adaptive Challenge: Working with Diversity in the Clinical Setting

with **Kimberlyn Leary, Ph.D., MPA**

Psychoanalytic clinicians have steadily expanded their focus to include diversity and inclusion as matters of priority in both the consulting room and for psychoanalytic teaching and training. This attention has spawned a broad range of relevant reflections, ranging from the role of historical racial trauma to a renewed interest in public mental health. Some institutes are experimenting with options to recognize the work that analytic clinicians do in the community and count those endeavors towards training hours. Outside of psychoanalysis, diversity and inclusion have now expanded to address the important role of "belonging." New research outside of psychoanalysis explores the critical role of implicit bias in systemic practices that affect recruitment, hiring, and promotion. Thus, the skillset to work with diversity in the clinical consulting room includes not only our abilities to understand the intrapsychic and intersubjective milieu, but also to attend productively to organizational and large-system dynamics, especially those that shape the patient and analyst's actions, and which may not be fully accounted for by psychoanalytic concepts of countertransference.

Educational Objectives:

At the conclusion of this program participants will be able to:

1. Identify one or more emerging clinical and organizational practices with the potential to enhance diversity and inclusion within psychoanalytic communities.
2. Analyze current interdisciplinary research and scholarship on enhancing diversity and inclusion, including the ability to compare and contrast models of implicit bias with psychoanalytic perspectives on unconscious experiencing.
3. Distinguish diversity and inclusion from belongingness and explore strategies to promote belongingness in psychoanalytic contexts.

Kimberlyn Leary is an associate professor of psychology at Harvard Medical School and an associate professor in the department of health policy and management at the Harvard T.H. Chan School of Public Health, where she is the "Enabling Change" program director. Leary is also the executive director of policy outreach at McLean/Harvard Medical School, and a fellow at the Women and Public Policy Program at the Harvard Kennedy School and with New America's International Security Program. Leary consults as a senior advisor to the CEO at the National Math and Science Initiative and is a Trustee of Amherst College. As a Robert Wood Johnson health policy fellow, she served as an advisor to the White House Council on Women and Girls for one year, developing the "Advancing Equity" initiative, which focused on improving life outcomes for women and girls of color, and for an additional six months, as an advisor to White House Office of Management and Budget's Health Division.

When: Saturday, September 29, 2018

Time: 9am—1pm

CME: 4

Location: MercyCorps Action Center

\$150 (non-members) • \$135 (members) • \$75 (residents/interns)

Fulltime Undergraduate/Graduate Students (free with valid student ID day of event)

OPC PRESENTS A SPECIAL PROGRAM IN PART SPONSORED BY
THE ZERBE-HOLLOWAY EDUCATIONAL FUND

What makes analytic work “Kleinian”? Reflections in light of the contemporary expansion of the term

with Rachel Blass

Together with the growing popularity of what is referred to as contemporary or post-Kleinian psychoanalysis it may be seen that the term “Kleinian” has come to refer to a very broad and diverse set of approaches—some even diametrically opposed to each other. This highlights the question of what essentially makes analytic work “Kleinian”. In this lecture I will present my perspective on this controversial question and will argue for the importance of addressing it. At the heart of this perspective lies a certain view of the analytic task based on an approach to the nature of truth and its curative potential, which Klein shares with Freud but develops both conceptually and clinically. It stands opposed to many contemporary formulations of truth as intersubjective and co-constructed. This lecture will examine these developments, shedding new light on Kleinian concepts (e.g., phantasy and the death instinct) and placing a special emphasis on their implications for the specifics of analytic practice.

Educational Objectives:

At the conclusion of this program participants will be able to:

1. Understand the foundations of analytic theory and practice from a London Kleinian perspective
2. Analyze the relationship between the London Kleinian approach and a range of other analytic approaches
3. Apply Kleinian ideas on technique to clinical work.

Rachel B. Blass is a member and Training Analyst at the Israel Psychoanalytic Society, a member of the British Psychoanalytical Society, and formerly a professor of psychoanalysis in leading universities both in the UK and in Israel. She is also on the Board of the International Journal of Psychoanalysis where she is the editor of the Controversies section. She has published a book and over 80 articles which elucidate the foundations of psychoanalysis and their role in contemporary analytic thinking and practice, offer close readings of Freud's texts and the evolution of his ideas, and clarify how Kleinian psychoanalysis grounds and advances these ideas. In recent years a special focus of her writing and teaching has been on making what is unique to London Kleinian thinking and practice more accessible to analysts from other traditions. She has lectured, taught and offered clinical seminars in many countries and her writings have been translated into 15 languages.

When: Saturday, October 13, 2018

Time: 9am—1pm

CME: 4

Location: Legacy Good Samaritan Medical Center

\$150 (non-members) • \$135 (members) • \$75 (residents/interns)

Fulltime Undergraduate/Graduate Students (free with valid student ID day of event)

Enacting Identity: Normative Unconscious Processes in Clinic and Culture

with Lynne Layton, PhD

Beginning with Fromm's assertion of a "social unconscious" and vignettes from the 50s and 60s that illustrate how clinical interpretations can contribute to reproducing a sexist status quo, the presentation demonstrates how unconscious psychosocial processes permeate identity formation and clinical work. Examples of racist, sexist, and classist enactments in the clinic demonstrate the workings of normative unconscious processes that sustain cultural and power inequalities. Such enactments are not considered "mistakes," but rather demonstrate the way identities of both patients and therapists are formed by cultural demands to split off and project ways of being human deemed not "proper" to occupying their given social position. The talk concludes with thoughts about contemporary social forces that contribute to white middle-class subject formation and white middle-class symptoms, focusing again on unconscious collusions that stem from both culture and clinic.

Educational Objectives:

At the conclusion of this program participants will be able to:

1. Participants will be able to recognize various ways that ordinary psychological states and character are produced by culturally-mandated splitting and projective processes.
2. Participants will be able to recognize normative processes and their operation in the clinic.
3. Participants will be able to recognize the way that neoliberal institutions and ideologies shape subjective practices and create particular kinds of symptoms shared by patient and therapist alike.

Lynne Layton is Assistant Clinical Professor of Psychology, Part-Time, Harvard Medical School. Holding a Ph.D. in psychology as well as comparative literature, she has taught courses on gender, popular culture and on culture and psychoanalysis for Harvard's Committee on Degrees in Women's Studies and Committee on Degrees in Social Studies. Currently, she teaches and supervises at the Massachusetts Institute for Psychoanalysis. She is the author of *Who's That Girl? Who's That Boy? Clinical Practice Meets Postmodern Gender Theory* (Analytic Press, 2004), co-editor, with Susan Fairfield and Carolyn Stack, of *Bringing the Plague. Toward a Postmodern Psychoanalysis* (Other Press, 2002), and co-editor, with Nancy Caro Hollander and Susan Gutwill of *Psychoanalysis, Class and Politics: Encounters in the Clinical Setting* (Routledge, 2006). She is Past-President of Section IX, Division 39 (Psychoanalysis for Social Responsibility) and co-founder of Reflective Spaces/Material Places-Boston.

When: Saturday, March 2, 2019

Time: 9am—1pm

CME: 4

Location: Lewis & Clark College, Miller 105

\$150 (non-members) • \$135 (members) • \$75 (residents/interns)

Fulltime Undergraduate/Graduate Students (free with valid student ID day of event)

An Open Gate: Forms of Analytic Listening

with Jeffrey Eaton, MA

The psychoanalyst W.R. Bion emphasized the need to construct models to aid reflection on the complexity of analytic interaction. Inspired by his example, this program explores elements of a “listening grid” that an analyst might use to help reflect upon the “data” of a session. Eaton will present three short lectures aimed at stimulating discussion on the complexity of the listening process. These lectures will be titled “Gathering the Data of a Session”; “The Self and its Circumstances”; and “Listening as an Open Gate”. Each lecture offers a window into the task of observing and describing an analytic process as well as wrestling with challenging questions about what an analyst selects to bring to a patient’s attention as a session unfolds. Rooted in the work of Klein, Bion, Meltzer and contemporary writers like Ogden, Grotstein, and Ferro, the program will focus on an evolving working model to create a space for thinking together about forms of analytic listening.

Educational Objectives:

At the conclusion of this program participants will be able to:

1. Observe three forms of anxiety when listening to a patient.
2. Recognize three patterns of transference when listening to a patient.
3. Describe three levels of meaning when listening to a patient.

Jeffrey L. Eaton is a graduate and faculty member of the Northwestern Psychoanalytic Society and Institute and a member of the IPA. He received the Frances Tustin Memorial Lecture Prize in 2006 and has been the Beta Rank Memorial Lecturer at the Boston Psychoanalytic Society, the Margaret Jarvie Memorial Lecturer at the University of Edinburgh, and has lectured at the Tavistock Center London. He has been a frequent speaker at the International Frances Tustin Trust meetings as well as at International Bion meetings. In 2017 he was the International Guest Lecturer of the Australian Psychoanalytic Society in Melbourne.

Eaton provides psychotherapy and psychoanalysis to children and adults and consultation to therapists and analysts around the world. He is the author of *A Fruitful Harvest: Essays after Bion*, and several chapters in edited collections. Information about his writing and practice can be found at www.jleaton.com and at his Amazon author page.

When: Saturday, May 4, 2019

Time: 9am—1pm

CME: 4

Location: Lewis & Clark College, Miller 105

\$150 (non-members) • \$135 (members) • \$75 (residents/interns)

Fulltime Undergraduate/Graduate Students (free with valid student ID day of event)

Fundamentals of Psychoanalytic Psychotherapy

Course Dates: Sept. 5, Oct. 3, Nov. 7, Dec. 5, 2018 & Jan. 2*,
Feb. 6, Mar. 6*, Apr. 3, May 1, June 5, 2019
Course Time: 7:00-8:30 pm at OPC or
6:30-8:30 pm in Corvallis (NEW)
*Date change (Corvallis only) Jan 9; Mar. 13.
Total CMEs Possible: 15

Instructors:

Section A: Bob Dobres, LCSW & Ann Anthony, MD;
Kate Blumner, MD & Julie Rosenberg, MD
Section B: Adam Rodriguez, PsyD & Linda Miller, PhD;
Deborah Kass, LCSW & Sara Gardiner, MD
Corvallis: Debra Carriere, PhD

Course Description: This series of ten monthly sessions is designed to meet the needs of clinicians who want to gain a beginning understanding of psychoanalytic psychotherapy. These sessions will have a clinical focus and will provide an opportunity for participants to hear and discuss case material and to present case material if they wish. Brief readings focused around a key clinical or theoretical concept will also be discussed. The sessions will be taught and facilitated by members of the Oregon Psychoanalytic Center.

The conference is an ideal starting place for clinicians who wish to explore the possible avenues for training in psychoanalytic psychotherapy, as well as any clinician who wants to have the supportive and stimulating experience of a group case conference.

Learning Objectives: At the end of the course, participants will be able to:

1. Describe the salient characteristics of a psychodynamic psychotherapy
2. Apply the concepts of transference, countertransference, and resistance to your work with patients
3. Begin a psychodynamic treatment with a patient
4. Write a dynamic formulation of a patient
5. Feel more confident with your psychodynamic work with patients

\$500 regular price

\$450 for members

\$250 Residents-Interns-Graduate Students

Beyond Fundamentals of Psychoanalytic Psychotherapy

Course Dates: Sept. 26, Oct. 24, Nov. 28, Dec. 19*, 2018 &
Jan. 22, Feb. 27, Mar. 20*, Apr. 24,
May 22, 2019 (week change)
Course Time: 7:00-8:30 pm at OPC
Total CMEs Possible: 13.5

Instructors:

Fall: Bill Nunley, MD & Duane Dale, MD
Spring: Anne Fleming, MD & Cynthia Ellis Gray, MD

Course Description: For graduates of Fundamentals, this series of nine monthly courses is designed to take your psychotherapeutic skills and theoretical understanding to the next level. Based on the original Fundamentals model, this course will include readings on advanced clinical and foundational theoretical topics designed to deepen your work with your clients. Students will have the opportunity to present case material if so desired. The sessions will be taught and facilitated by four members of the Oregon Psychoanalytic Center. Our goal is to create a warm, stimulating environment to continue your development as a psychotherapist.

Learning Objectives: At the end of the course, participants will be able to:

1. Listen for transference, countertransference and unconscious fantasy in a deeper way.
2. Work psychoanalytically with dreams.
3. Recognize, think about, and address a patient's (and therapist's) actions and enactments in a clinical encounter.
4. Write process notes and present case material (optional)
5. Feel more confident working psychodynamically with patients.
6. Describe four psychoanalytic models of the mind and one clinical example of each.

\$450 regular price

\$405 for members

\$225 Residents-Interns-Graduate Students

Fundamentals of Child Psychotherapy

Course Dates: 1/28, 2/25, 3/25, 4/22, 5/20/19

Course Time: 7:00 – 8:30pm

Total CMEs Possible: 7.5

Instructors: Kelly Reams, LCSW & Redmond Reams, PhD

Course Description: We look forward to thinking together about psychodynamic child psychotherapy. Child treatment is a fascinating mixture of transference and family dynamics, play and symbolism, meeting with parents, and dealing with your own reactions to the child and their context. We'll begin each class with some opening comments to provide a context, orienting us to the readings and then deepen our understandings of the central concepts through discussing your reactions, questions and linking the theory with the actual clinical encounters from your practices.

Learning Objectives: At the end of the course, participants will be able to:

1. Describe the salient characteristics of psychodynamic child psychotherapy;
2. Use improved strategies to engage with and guide parents psychodynamically;
3. Have increased understanding of transference-countertransference in child psychotherapy;
4. Develop greater understanding of children's use of symbols and play in the treatment milieu;

\$250 regular price

\$225 for members

\$125 Residents-Interns-Graduate Students

Does the Phoenix Rise from Eros?: *Psychodynamic Perspectives on Resiliency, Recovery, and Development of Self Against the Odds*

Course Dates: 9/6, 9/13, 9/20, 9/27/2018
Course Time: 7:00 – 8:30pm
Total CMEs Possible: 6
Instructor: Kathryn Zerbe, MD

Course Description: What helps human beings thrive? Psychodynamic psychotherapy and psychoanalysis are often maligned as treatments for the “worried well” but nothing can be further from the truth. Clinicians have always been curious about those healing factors pertinent to our practice and humbled by narratives of individuals who overcome seemingly insurmountable odds to have high quality of life. Pairing a contemporary paper from different psychodynamic traditions with one of her own (2 on women artists; 2 on eating disorders), the instructor hopes to establish a dialogue about factors deemed essential for personal growth while considering how current interdisciplinary studies continually enrich, sustain, and challenge our clinical thinking.

Learning Objectives: At the end of the course, participants will be able to:

1. Appreciate and critique the concept of essential other (e.g., replacement object/'selfobject'/ good-bad object splits/muse) as one factor in promoting recovery and resiliency over the life cycle.
2. Explore threads of interdisciplinary research that suggest and privilege the construction of autobiographical narrative development as paramount to psychotherapeutic transformation and/or personal growth and development.
3. Incorporate 4 emerging “truths” from contemporary psychodynamic writings and quality of life research to enrich one’s clinical practice and to further one’s own self-care, growth, and meaning.

\$200 regular price

\$180 for members

\$100 Residents-Interns –Graduate Students

Invisible Bias, Persistent Trauma: *Anti-Semitism and Psychotherapy Today*

Course Dates: 10/4, 10/11, 10/18, 10/25/ 2018

Course Time: 7:00 – 9:00pm

Total CMEs Possible: 8

Instructor: Barbara Steif, PhD

Course Description: This class will provide an overview of anti-Semitism and its impact on how we practice psychotherapy today. We will consider the invisible biases and persistent traumas of anti-Semitism from four perspectives: 1) Cultural influences on Freud's Jewish identity and related theorizing; 2) Principles of Otherness in society and the unconscious; 3) Legacies of the Shoah; 4) Approaches to the Other as exemplified in Israeli-Palestinian and Jewish-Palestinian therapeutic relationships. Readings have been selected to expand awareness of how anti-Semitism shapes the construction of Western culture, individual subjectivity, and our therapeutic assumptions. Discussion of personal and professional experience will be encouraged.

This class is sponsored by the OPC Diversity Committee and may be used to meet Continuing Education requirements for Diversity Learning. A maximum of 8.0 CE credits can be earned for attendance at all 4 classes.

Learning Objectives: At the end of the course, participants will be able to:

1. Learn and contextualize types of contemporary anti-Semitism.
2. Understand the influence of anti-Semitism on Freud's Jewish identity and learn how Freud explained anti-Semitism.
3. Become familiar with psychoanalytic thinking about the relationship between the Other in society and the Other in the unconscious.
4. Learn how the trauma of the Shoah impacted emigre analysts and shaped subsequent training, theory, and practice.
5. Apply lessons from anti-Semitism to cultural, ethnic, and racial bias or trauma encountered in your practice.
6. Utilize the social witness vs. containment debate to consider your own subject-position on political engagement as a therapist.

\$250 regular price

\$225 for members

\$125 Residents-Interns –Graduate Students

Lost Classics in Psychoanalysis:

Karen Horney

Course Dates: 11/1, 11/8, 11/15, 11/22/2018
Course Time: 7:00 – 8:30pm
Total CMEs Possible: 6.0
Instructor: Garrick Duckler, PhD

Course Description: This is the first in a series of classes devoted to works that are not traditionally taught in psychoanalytic training programs but have, for whatever reason, been forgotten, neglected or overlooked. In this class, we will read two books by Karen Horney—*Our Inner Conflicts* and *The Neurotic Personality of Our Time*. We will read as much as we can of these books aloud in class so there will be very little homework outside of class. This style is meant to create a shared experience for the class to associate, comment and discuss the author's ideas as we all hear them in the moment.

Books required for this course:

Our Inner Conflicts by Karen Horney (W. W. Norton and Co.)
The Neurotic Personality of Our Time by Karen Horney (W. W. Norton and Co.)

Learning Objectives: At the end of the course, participants will be able to:

1. Analyze and discuss Karen Horney's ideas in light of basic concepts from psychoanalytic theory
2. Identify, apply and compare various psychoanalytic theoretical concepts as they apply to Karen Horney's major works "Our Inner Conflicts" and "The Neurotic Personality of Our Time"
3. Demonstrate a basic understanding of how Karen Horney's ideas inform psychoanalytic theory and clinical practice.

\$200 regular price

\$180 for members

\$100 Residents-Interns –Graduate Students

The Oppressive Super Ego

Course Dates: 1/10, 1/17, 1/24, 1/31/2019

Course Time: 7:00 – 8:30pm

Total CMEs Possible: 6

Instructor: James Baldwin, LPC

Course Description: In this course, we will be examining and exploring psychodynamics of internal critical judgments and other forms of self-attack that are often painfully manifest in the lives of our patients. These various forms of superego often undermine the healing and transformation that are made possible through the therapeutic process.

We will be engaging in discussions and explorations of various ways to work with these destructive forces. Additionally, this class will include looking at the importance of healthy aggression, and its relationship to patterns of self-sabotage.

Learning Objectives: At the end of the course, participants will be able to:

1. Discuss the formation and perpetuation of destructive superego elements in a person's life.
2. Demonstrate a basic understanding of aggression, and its relationship to self-attack, personal growth, and vitality.
3. Describe effective ways of working with a person who is experiencing oppressive self-attacks

\$200 regular price

\$180 for members

\$100 Residents-Interns –Graduate Students

Psychoanalytic Character Diagnosis

Course Dates: 2/14, 2/21, 2/28, 3/7/2019

Course Time: 7:00 – 8:30pm

Total CMEs Possible: 6

Instructor: Ann Sola, MPH, PsyD

Course Description: This course is an introduction to the diagnostic method set forth in Nancy McWilliams's textbook, *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. This is a practical and flexible approach to diagnosing in a clinical setting.

Over the past two years I have been consulting weekly by telephone with Dr. McWilliams. I have discussed several of my long-term cases with her and am excited to share some of her insights about using diagnostic formulation in your psychoanalytic work.

The aim of this course is to provide an introduction to this diagnostic approach. In the first class we will discuss developmental levels of personality organization as they fall on the Neurotic – Borderline - Psychotic spectrum. I will provide a case example on the psychotic spectrum and look forward to hearing about any of your cases that come to mind as you read the first assigned chapters or during class.

Learning Objectives: At the end of the course, participants will be able to:

1. Obtain a working knowledge of three different developmental levels of personality organization.
2. Identify defensive and adaptive processes employed by your patients who have character patterns shaped by schizoid, hysterical (histrionic) or masochistic (self-defeating) dynamics.
3. Analyze transference and counter-transference responses, and therapeutic implications of working with patients with the schizoid, hysterical or masochistic dynamics.

\$200 regular price

\$180 for members

\$100 Residents-Interns –Graduate Students

Potential Space Between Lacan and Winnicott

Course Dates: 4/4, 4/18, 5/2, 5/16/2019 (every 2 weeks)
Course Time: 7:00 – 8:30pm
Total CMEs Possible: 6
Instructor: Matt Carges, LMFT

Course Description: "...from my point of view the people on each side...are still quite human, ordinary men and women who are fighting for something that each believes to be good." Winnicott in letter to Lacan

"It is there that I can feel what my teaching loses at not having its normal diffusion within our community. And it is all the more perceptible to me when it concerns you, with whom I feel I have so many reasons to agree on things." Lacan in letter to Winnicott

This class will explore the ways in which Winnicott's maternal-focused theories of "holding," "good enough mothering" and "True Self" expression can complement Lacan's paternal-focused theories emphasizing language, signification, and the subject of speech. While both authors are well known for their own unique, idiosyncratic, and sometimes seemingly intentionally obscure language and writing style, this class will attempt to discover how both address all things "quite human."

We will review both Winnicott and Lacan's wide ranging theories on mirroring and aggression, and how they can be viewed complementarily in both theory and clinical practice.

Learning Objectives: At the end of the course, participants will be able to:

1. Understand Winnicott's and Lacan's conception of "mirroring."
2. Appreciate their comparative views of aggression and their implications in practice.
3. Provide clinical applications to their work using these concepts.

\$200 regular price

\$180 for members

\$100 Residents-Interns –Graduate Students

CE Courses

September 2018

Kathryn Zerbe, MD

Does the Phoenix Rise from Eros?
Psychodynamic Perspectives on
Resiliency, Recovery, and Development of Self Against the Odds

October 2018

Barbara Steif, PhD

Invisible Bias, Persistent Trauma:
Anti-Semitism and Psychotherapy
Today

November 2018

Garrick Duckler, PhD

Lost Classics in Psychoanalysis:
Karen Horney

January 2019

Jamie Baldwin, LPC

The Oppressive Super Ego

February/March 2019

Ann Sola, MPH, PsyD

Psychoanalytic Character
Diagnosis

April/May 2019

Matt Carges, LMFT

Potential Space Between Lacan
and Winnicott

Special Programs

September 29, 2018

Kimberlyn Leary, PhD

(at MercyCorps Event Center)

October 13, 2018

Professor Rachel Blass

(at Legacy Good Samaritan Medical Center)

March 2, 2019

Lynne Layton, PhD

(at Lewis and Clark College)

May 4, 2019

Jeffrey Eaton, MA

(at Lewis and Clark College)

Register and pay at www.oregonpsychoanalytic.org

Become a member: Receive a 10% discount on Continuing Education Offerings.

Discounts: Community Mental Health Practitioners, Residents, Interns, Graduate Students receive 50% off on all Special Programs and CE Courses. Call OPC for discount details and to register.

Questions: Call 503.229.0175 or email info@oregonapsychoanalytic.org

For complete course details, calendar of events, and to register visit www.oregonpsychoanalytic.com,

Oregon Psychoanalytic Center
2250 NW Flanders Street, Suite 312
Portland, Oregon 97210

503.229.0175

info@oregonpsychoanalytic.org

www.oregonpsychoanalytic.org



www.oregonpsychoanalytic.com

Continuing Medical Education

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

The American Psychoanalytic Association designates this Live Activity for a maximum of 90 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.