



2020-2021

CONTINUING
EDUCATION
CATALOG

OREGONPSYCHOANALYTIC CENTER



SPECIAL EVENTS

JONATHAN SLAVIN, PHD, ABPP
& MIKI RAHMANI, MA
OCTOBER 10 & 11, 2020

BEATRICE BEEBE, PHD
NOVEMBER 7 & 14, 2020

MARK SOLMS, PHD
FEBRUARY 2 & 3, 2021

JACK DRESCHER, MD
MAY 8, 2021

SLOW DANCING AND CHANGING LIVES IN PSYCHOANALYSIS

with Jonathan H. Slavin, PhD,
ABPP & Miki Rahmani, MA



DATES: Saturday, October 10 & Sunday, October 11, 2020

TIME: 8:30 AM – 12:30 PM PST

CMES: 8.0

In April 2006 an 88-year-old Austrian artist met with a journalist and recounted a consultation she had had with Sigmund Freud 70 years before, when she was 18 years old. "It changed my life!" The story of this meeting is astonishing. In these two days of workshops we will tell you this story. And in brief commentaries, short videos, clinical vignettes, and active discussion with you (even on zoom), we will look at what we may learn from this story about the role of personal agency in human development, intersubjective experiencing in treatment, and the place of mind, body, and sexuality in a new relational psychoanalysis.

The Saturday and Sunday workshops are part of a single body of thinking, so we encourage attendance at both. For those whose circumstances may allow only Sunday attendance, we will do our best to be clear and comprehensive.

DAY 1: "THOSE 45 MINUTES COMPLETELY CHANGED MY LIFE!" FREUD'S CONSULTATION WITH ML AND WHAT TWENTY-FIRST CENTURY THERAPISTS CAN LEARN FROM IT (CASE BY PROF. SIGMUND FREUD AND MARGARETHE LUTZ)

"Those 45 minutes completely changed my life!" So said 88 year old Margarethe Lutz, an Austrian artist, to her interviewer. She was talking about her single session with Sigmund Freud 70 years before, in 1936, when she was just 18 years old. This astonishing account was published in Die Zeit in Germany in 2006. But until 2016 it had never before been published or discussed in the psychoanalytic literature.

Margarethe's story shows us Freud working in a way that we almost never hear about, far different than the common idea of how psychoanalysis or psychotherapy is "supposed" to happen. Most important, we witness vividly what can happen in even one meeting when two minds meet and touch.

Two minds meeting is not the usual way we think of Freud's views. Indeed we "know" that Freud's thinking was designed to take psychoanalysis in the opposite direction; to objectify the process and to avoid both the analyst's personal influence and the powerful efforts of the patient to affect the analyst.

In this workshop we undertake to have a new look at the evolution of Freud's views, not simply as the familiar classical analyst, but to witness the uncanny emergence of frankly relational themes and ideas. We do this by examining two of his most important technical papers during the last 20 years of his work and in discussing the revolutionary way he worked with Margarethe.

LEARNING OBJECTIVES

1. Participants will learn the ways in which the therapist's authority can be employed in obtaining more effective and lasting treatment outcomes.
2. Participants will learn how an active way of listening and participating in the treatment dialogue can foster the patient's sense of personal agency.
3. Participants will learn the ways that traditional therapeutic constraints may interfere with the potential for significant change in the patient's behavior and quality-of-life.

SUGGESTED READINGS

- Freud, S. (1915). Observations on transference-love. Standard Edition, 12:159-171. London: Hogarth Press.
- Freud, S. (1937). Constructions in analysis. Standard Edition, 23:256-269.
- Slavin, J. (2010). Becoming an individual: Technically subversive thoughts on the role of the analyst's influence. *Psychoanalytic Dialogues*, 20:308-324.
- Slavin, J. & Rahmani, M. (2015). Legitimate guiding forces of one's behavior in the world. *Psychoanalytic Dialogues*, 25:325-334.



DAY 2 : TOUCHING BECOMES TOUCHING: MIND, BODY, AND SEXUALITY IN A NEW RELATIONAL PSYCHOANALYSIS

Yet can we return to the brain, to the body, to materiality, to trying to find our minds in the body without returning to a fundamental psychoanalytic integration of the absolute centrality of sexuality in our mental development? Mustn't a new relational psychoanalysis that reckons with the body in the mind also reckon with Freud's compelling understanding of our sexual experiencing at the core and edge of our relational worlds?

In this workshop we will explore some of the ways sexuality embodies all of the potential for human experiencing in ourselves and in relationship: the driven and surrendering; the edges of passion and violation; the paradox of relationship and dissociation; attunement and personal desire. Our focus will be on sexuality in the powerful, brain changing interactions between parents and children; and on the powerful, brain changing interactions between patients and therapists.

LEARNING OBJECTIVES

1. Participants will study and analyze the ways in which sexuality, beginning in earliest childhood, infuses relational experience throughout the course of development and is critical to the shaping of the individual mind.
2. Participants will examine how a broadly understood concept of sexual experiencing is represented in the clinical process in psychotherapy even when sexuality per se is neither openly discussed nor experienced.
3. Participants will learn how to apply the concept of "sexual fingerprints" and examine how the sexual fingerprint of the therapist affects the outcome of the treatment process and is essential to the patient's ability to revise fundamental aspects of their own psychological functioning.
4. Participants will study and critique the ways in which some aspects of Freud's thinking about sexuality and classical psychoanalytic principles continue to be relevant in current understandings of development and treatment.
5. Participants will study the ways in which the theoretical views about sexuality in development and sexual fingerprinting in the personality of therapist and patient can be used to analyze the clinical process.

SUGGESTED READINGS

- Freud, S. (1915). Observations on transference-love. Standard Edition, 12:159-171. London: Hogarth Press.
- Benjamin, J. (1995b). What angel would hear me: The erotics of transference. In: Benjamin, Like Subjects, Love Objects: Essays on Recognition and Sexual Difference, pp. 143-174 New Haven, CT: Yale University Press.
- Slavin, J. (2011). The innocence of sexuality. In L. Aron & A. Harris (Eds.), *Relational Psychoanalysis, Vol. 4: Expansion of Theory* (pp. 45-67). NY: Routledge. (Originally pub., 2002, *Psychoanalytic Quarterly*, 72, 51-80.).
- Ackerman, A. (2019). First encounters with erotic desire in treatment. *Psychoanalytic Perspectives*, 16:1, 9-18, DOI: 10.1080/1551806X.2018.1554952

PRICING:

One day:
\$150 - Non Members
\$135 - Members
\$75 - Residents-Interns-
Graduate Students / Community Mental Health
Professionals

Two Days:
\$250 - Non Members
\$225 - Members
\$125 - Residents-Interns-
Graduate Students / Community Mental Health
Professionals

INFANT RESEARCH AND ADULT TREATMENT

with Beatrice Beebe, PhD

DATES: Saturday, November 7 & Saturday, November 14, 2020

TIME: 11:00 AM - 2:00 PM PST

CMES: 6.0



DAY 1: THREE MODELS OF MOTHER-INFANT TRAUMA

The first model is a treatment case; the second and third are based in research studies in community samples. All three have illustrative video material. (1) Case of Linda and Dan: Mother suicidal at birth; (2) Origins of disorganized attachment at 4 months; (3) Pregnant and widowed on 9/11. For each model of mother-infant trauma, the audience will be led through an embodied interactive role-play of the patterns of interaction.

Current approaches to mother-infant treatment deal broadly with relational disturbance, but not specific patterns of interactive disturbance. Increased specificity in describing patterns of disturbance associated with different forms of mother-infant trauma can facilitate more focused clinical intervention, across a range of clinical settings.

Awareness of nonverbal communication will be enhanced by (a) understanding results from infant research; (b) seeing/discussing films & frame-by-frame analyses of mother-infant communication as well as films and vignettes of adult treatment; (c) role-playing brief interactions identified by infant research.

LEARNING OBJECTIVES

1. Describe how frame-by-frame analysis of video provides a microscope into the details of mother-infant interaction
2. Describe ways in which mother-infant research can inform mother-infant treatment
3. Describe different pictures of mother-infant trauma

CONTRIBUTIONS OF THIS SEMINAR

- Ways in which mother-infant research can inform mother-infant treatment
- The widely differing pictures of mother-infant trauma (with mothers experiencing different kinds of crises (interpersonal, intrapsychic, situational/event trauma)
- The importance of learning to see interaction patterns. Whereas some treatment approaches privilege the mother's representations of herself and her infant, in this approach the interaction patterns themselves and their careful description are seen as essential to the treatment, along with the mother's representations. However, learning to see interaction patterns is difficult and is the first step before symbolized description can occur. Description, one form of mentalization, is necessary before interpretation can occur.
- The value of video in mother-infant treatment: (a) the clinician can more comprehensively discern the specific interaction patterns that are disturbed; (b) with an experienced clinician's careful, delicate, protective use of the video, the mother can see with her own eyes what is happening while the clinician protects her self-esteem.
- Experiential learning that highlights preverbal, embodied experience, and multiple modes of non-verbal communication.

Day 2: VIDEO FEEDBACK THERAPY FOR A TRAUMATIZED PATIENT WHO DOES NOT LOOK

I explore processes of nonverbal communication in adult treatment through a project, "Videotaping the Therapist's Face." By turning the lens on the therapist, we can learn more about how and what the therapist communicates to her patient. The therapist's face, as well as bodily gestures of head and hands, and the background vocal rhythm of the

arrative, are relatively unexplored avenues of therapeutic action in adult treatment. To illustrate this process, I present a case in which I use the videotaped sessions of the analyst's face for "video feedback" therapy with a patient who does not look at the faces of other people. I am the video feedback consultant to an ongoing 20+ year intensive treatment by Dr. Larry Sandberg.

A great deal of what the patient experiences well as what the therapist experiences can be seen in the face, head and hand gestures of the therapist. During the feedback portion of the session, the therapist and patient together look at the video they just made and try to understand both what the therapist feels and what the patient might feel, and what the therapist might be reacting to in the patient. Watching the video gives the patient who cannot look a chance to see the therapist's face without having to be directly in the conversation. We will discuss how this process helped this patient, across 10 years of video feedback therapy.

LEARNING OBJECTIVES

1. Participants will learn about the potential role of video for traumatized patients who cannot look directly into the face of another person.
2. Participants will learn about how a video feedback therapy can facilitate an understanding of both verbal and nonverbal communication in an adult treatment.
3. Participants will learn about the role of video feedback therapy as an adjunct to an ongoing treatment.

CONTRIBUTIONS OF THE SEMINAR

- Nonverbal interpersonal/communication skills are procedural skills which improve patient care/psychoanalytic practice. This seminar will enhance clinician ability to sense nonverbal patterns (procedures) in his/her own body and patient's body (face/ head/ hands/vocal rhythm/prosody), relevant to treatments on the couch as well as face-to-face.



PRICING:

\$100 - Non Members
\$90 - Members
\$50 - Residents-Interns-
Graduate Students / Community Mental
Health Professionals

\$175 - Non Members
\$157.50 - Members
\$87.50 - Residents-Interns-
Graduate Students / Community Mental
Health Professionals

CLINICAL IMPLICATIONS OF NEUROPSYCHOANALYTIC RESEARCH

with Mark Solms, PhD



DATES: TBD, FIRST WEEK OF FEBRUARY

TIME: TBD

CMES: TBD

COURSE DESCRIPTION

Some recent developments in neuroscience have dramatic implications for psychoanalytic theories of drive, emotion, consciousness, the unconscious and repression, to mention just the main topics. This course will first describe these exciting scientific developments, in user-friendly terms, and then it will outline the practical implications for the clinical practice of psychoanalysis and psychotherapy.

LEARNING OBJECTIVES

1. Participants will be able to describe recent neuroscientific findings which demand revision of the theory of drives and emotions.
2. Participants will be able to describe recent neuroscientific findings which demand revision of the theory of repression and the unconscious.
3. Participants will be able to describe the changes in clinical technique which are required in light of these revisions of psychoanalytic theory.

BIOGRAPHY

Professor Mark Solms was born in 1961. He was educated at Pretoria Boys' School and the University of the Witwatersrand. He emigrated to England in 1988. There he worked at University College London and the Royal London Hospital, while he trained at the Institute of Psychoanalysis. He returned to South Africa in 2002, and now holds the Chair of Neuropsychology at the Neuroscience Institute of the University of Cape Town and Groote Schuur Hospital. His rating by the National Research Foundation is 'A1' and he is a Member of the Academy of Science of South Africa. He has received numerous prizes and honours, such as the Sigourney Prize, the IPA's Outstanding Scientific Achievement Award and Honorary Fellowship of the American College of Psychiatrists. He is Training Director of the South African Psychoanalytical Association, Director of the Science Dept of the American Psychoanalytic Association and Research Chair of the International Psychoanalytical Association. He has published 350 articles in both neuroscientific and psychoanalytic journals, and he has authored eight books. The Brain and the Inner World was translated into 13 languages. His collected papers were published recently as The Feeling Brain. His next book, The Hidden Spring, will appear in early 2021. He is the editor and translator of the forthcoming Revised Standard Edition of the Complete Psychological Works of Sigmund Freud (24 vols) and Complete Neuroscientific Works of Sigmund Freud (4 vols).

PRICING:

TBD

PSYCHOANALYSIS, SEX, AND GENDER IN THE 21ST CENTURY

with Jack Drescher, MD

DATES: Saturday, May 8, 2021

TIME: 9:00 AM - 1:00 PM

CMES: 4.0



TALK #1: ETHICAL ISSUES IN TREATING LGBT PATIENTS

The American Psychiatric Association's Principles of Medical Ethics emphasize competence, respect and up-to-date knowledge as a basis for appropriate professional behavior toward lesbian, gay, bisexual, and transgender (LGBT) patients. This presentation first reviews historical psychiatric attitudes towards LGBT patients that could be construed, at best, as patronizing and, at worst, overtly hostile. In modern clinical practice, as opposed to trying to "cure" homosexuality or "transsexualism," LGBT patients are helped to live their lives according to their own natures and desires. This presentation outlines some common clinical questions raised by LGBT patients—what is known and not known about the origins of homosexuality and transgender expression, sexual orientation conversion efforts (SOCE), therapist self-disclosure, how therapists should address LGBT patients, and controversies surrounding treatment of transgender children—as well as ethical issues raised in these clinical encounters

LEARNING OBJECTIVES

1. Be cognizant of issues specific to the treatment of LGBT patients
2. Be prepared to answer the kind of questions LGBT patients frequently ask of clinicians
3. Be cognizant of important ethical principles salient to the treatment of LGBT Patients

REFERENCES

- Drescher, J. (2015). Ethical issues in treating LGBT patients." In: Oxford Handbook of Psychiatric Ethics, Eds. J. Sadler, C.W. van Staden & K.W.M. Fulford. Oxford: Oxford University Press, pp. 180-192.
- Drescher, J. & Pula, J. (2014). Ethical issues raised by the treatment of gender variant prepubescent children. The Hastings Center Report, 44(Suppl4): S17-22.

TALK #2 - A BISEXUAL MAN'S SEARCH FOR IDENTITY: AN INTERPERSONAL PSYCHOANALYTIC PERSPECTIVE

This is a case presentation of a of a man starting treatment in his thirties, initially presenting with obsessional anxiety about his sexual identity. Questions about his sexual identity were never resolved in a previous treatment despite eight years of four-time-a-week psychoanalysis. Shortly after beginning a new, once a week treatment, that included pharmacotherapy for Obsessive Compulsive Disorder, the patient experienced a significant reduction in anxiety that allowed him to address questions about sexual identity in a more productive manner.

The clinical material evoked in the analyst associations to the process by which homosexuality was removed from DSM-II in 1973. That history, which includes the replacement of "homosexuality per se" with "sexual orientation disturbance" is reviewed. These associations were shared with the patient.

As the patient began feeling more comfortable exploring his sexual desires for both men and women, he managed to put aside questions of identity until he had accumulated more intimate experiences with both sexes. The case illustrates how the therapeutic task of defining a sexual identity is often a complex, interpretative and interpersonal process.



LEARNING OBJECTIVES

1. Learn to tell the difference between a sexual orientation and a sexual identity.
2. Identify etiological theories of homosexuality as normalizing, pathologizing or juvenilizing.
3. Identify patients' etiological theories of homosexuality as having underlying, moralizing value judgments about human sexuality.

TALK #3 – FROM BISEXUALITY TO INTERSEXUALITY: RETHINKING GENDER CATEGORIES

The study of human sexual identities is changing, and these changes oblige analysts to think about sexualities in ways never envisioned by their psychoanalytic forbears. These changes also require that they be aware of some of the limitations imposed upon by their own theoretical traditions. Toward that end, this presentation begins with a definition of terms related to modern conceptions of sexuality and sexual identities. This is followed by a review of historical assumptions underlying the theory of bisexuality. The next section introduces the audience to the role of categories and hierarchies in general, and to the clinical meaning of sexual hierarchies in particular. This is followed by a discussion of the meanings and uses of the "natural." The final section concludes with a commentary on intersexuality as an example of both the social and surgical construction of gender.

LEARNING OBJECTIVES

1. Formulate the theoretical and cultural context in which Freud developed his theory of bisexuality
2. Delineate some of the usually unexamined cultural beliefs about gender that led to medically treating intersex infants and children with unnecessary surgery and secrecy
3. Articulate some of the unexamined and often dissociated roles of values in psychoanalysis and psychotherapy
4. Identify terms from sexology research that are not commonly used in psychoanalytic theorizing and case formulations

REFERENCES

- Drescher, J. (2007). From bisexuality to intersexuality: Rethinking gender categories. *Contemporary Psychoanalysis*, 43(2):204-228.
- Rubin, G. (1984). Thinking sex: Notes for a radical theory of the politics of sexuality. In: *The Lesbian and Gay Studies Reader*, eds. H. Abelove, M.A. Barale, & D. Halperin. New York: Routledge, 1993, pp. 3-44.

PRICING:

\$150 - Non Members

\$135 - Members

\$75 - Residents-Interns-

Graduate Students / Community Mental Health Professionals

FUNDAMENTALS



COURSE DESCRIPTION

This series of ten meetings is designed to meet the needs of clinicians interested in incorporating psychodynamic concepts and techniques into their clinical practice. This course will have a clinical focus and will provide an opportunity for participants to hear and discuss case material.

LEARNING OBJECTIVES

- 1.To be able to describe the salient characteristics of a psychoanalytic psychotherapy.
- 2.To learn how to begin a psychodynamic treatment with a patient.
- 3.To begin applying the concept of transference to your work.
- 4.To learn to conceptualize a case from a psychodynamic perspective.
- 5.To feel more confident working psychoanalytically with patients.

INSTRUCTORS:

SECTION A: Molly Pfister, LPC & Michael Weiner, LCSW
Duane Dale MD & Mike Mihalas, LCSW

SECTION B: Duane Dale MD & April Crofut, MD
Angelina Ramos-Marchand, PsyD & Kelly Reams, LCSW, BCD

EUGENE: Cynthia Palman, MD

DATES: 9/16, 10/21, 11/18,
12/16/20, 1/20, 2/17, 3/17, 4/21,
5/19, 6/16/21

TIME: 7:00 - 8:30 PM

CMES: 15.0

PRICING:

\$500 - Non Members
\$450 - Members
\$250 - Residents-Interns-
Graduate Student-Community
Mental Health Professionals

Diversity Scholarship available for this course. Find out more at WWW.OREGONPSYCHOANALYTIC.ORG

BEYOND FUNDAMENTALS



COURSE DESCRIPTION

For graduates of Fundamentals, this series of five monthly courses is designed to take your psychotherapeutic skills to the next level. This course will include readings on advanced clinical topics designed to deepen your work with your clients. Students will also present case material. Our goal is to create a warm, stimulating environment to continue your development as a psychotherapist and provide an opportunity for participants to hear and discuss case material.

LEARNING OBJECTIVES

1. Listen for transference, countertransference and unconscious fantasy.
2. Recognize, think about, and address a patient's and therapist's enactments in a clinical encounter.
3. Write process notes and present case material.

INSTRUCTORS:

SECTION A: Thomas Veeder, MD & Nancy Winters, MD

SECTION B: Mark Owens, LCSW & Kathy Reicker, LCSW

DATES: 10/7, 11/4, 12/2/20, 1/6, 2/3, 3/3,
4/7, 5/5, 6/2/21

TIME: 7:00 - 8:30 PM

CMES: 13.5

PRICING:

\$450 - Non Members

\$405 - Members

\$200 - Residents-Interns-

Graduate Students-Community

Mental Health Professionals

Diversity Scholarship available for this course. Find out more at WWW.OREGONPSYCHOANALYTIC.ORG

LISTENING OPENLY



COURSE DESCRIPTION

Ever since Freud's recommendation to analytic therapists to listen with "evenly suspended attention," analytic clinicians and writers have been working to understand and expand what this means. This series of monthly seminars will explore the concept of listening openly as suggested in Freud's recommendation and in Bion's "Notes on Memory and Desire" in which he eschews memory and desire. We will first discuss what Christopher Bollas and Thomas Ogden have written about these two recommendations. This will be followed by papers written focusing on the question are Bion's later ideas (i.e., 'without memory or desire') of value to psychoanalysis. This discussion is introduced by Rachel Blass. And then we'll end with papers from several different authors with their own versions of 'listening openly.' Throughout this seminar consideration will be given to the relationships of "being" and "knowing" in our clinical work.

LEARNING OBJECTIVES

1. To conceptualize more clearly Freud's and Bion's recommendations regarding open listening to our patients.
2. To apply these concepts to our clinical work that will facilitate listening more openly to our patients and ourselves.
3. To discuss "being" and "knowing" and apply these to our clinical work.

INSTRUCTOR: Duane Dale, MD

DATES: 10/7, 11/4, 12/2/20, 1/6, 2/3, 3/3,
4/7, 5/5, 6/2/21

TIME: 7:00 - 8:30 PM

CMES: 13.5

PRICING:

\$450 - Non Members

\$405 - Members

\$225 - Residents-Interns-

Graduate Students-Community

Mental Health Professionals

THE EMERGING SELF OF THE YOUNG CHILD



COURSE DESCRIPTION

The field of psychoanalysis is replete with theories about infancy and child development. Within the field of psychoanalysis there is a longstanding tradition of linking child development to the organization of intrapsychic structure. William James (1890) may have been the first to note: what the stream grows from is much more complex than the earth. The contemporary views of intersubjectivity and relational psychoanalysis draw upon James' assertion by offering a pluralistic view of psychic development; namely, that development is a product of a specific and complex relational and intersubjective context.

Basing our discussion on the assumption that relationships are the fundamental organizers of human behavior and experience, this seminar will explore the complexity and continuity of child development. We will explore core assumptions about motivation, development, the nature of intersubjectivity and "the emerging self" of the child.

LEARNING OBJECTIVES

1. Gain an appreciation for the vital role that relational, intersubjective experiences play in child development.
2. Explore the ways in which a child and caregiver co-create shared meaning in intersubjective experiences and how this relates to the therapeutic endeavor.
3. Develop a greater understanding of the role that affective experiences play in forming the basis of the dynamic unconscious and mobilize defenses such as repression and regression.

INSTRUCTOR: Maya Klein, PhD

DATES: 3/11, 3/18, 4/1, 4/8/21

TIME: 7:00 - 8:30 PM

CMES: 6.0

PRICING:

\$200 - Non Members
\$180 - Members
\$100 - Residents-Interns-
Graduate Students-Community
Mental Health Professionals

FROM PUNK ROCK TO MILLENNIAL BURNOUT:

IN PRAISE OF THE PARANOID-
SCHIZOID REBELLION AND OTHER
PSYCHOANALYTIC
TAKES ON THE IMPORTANCE OF
BEING RUTHLESS



COURSE DESCRIPTION

As parents, we don't often imagine it ideal to raise our children to act ruthlessly. On the other hand, are we raising them to know what is worth fighting for--or rebelling against? Or, at least to be able to ask those questions on their own?

From various forms of "helicopter" or "bulldozing" parents, to being peer-ordained (and trying to sustain) "cool", to the ever-watchful eye/I of social media, parenting and social expectations can have oppressive consequences on the assertiveness and exuberance of today's youth.

Can we at least tolerate, or even provide a good foil for, youth who are becoming "good-bad" but not evil?

This class will look at youth movements over the span of a century through various psychoanalytic and developmental perspectives to help highlight the path from ruthlessness to relatedness to relative autonomy.

LEARNING OBJECTIVES

1. Identify the developmental path of "hate preceding love" in clinical practice.
2. Describe in therapeutic and social terms the importance of ruthless behavior.
3. Better understand the role of parents, therapists and society when working with - or against - youth, towards relative autonomy.

INSTRUCTOR: Matt Carges, LMFT

DATES: 4/15, 4/22, 4/29, 5/6/21

TIME: 7:00 - 8:30 PM

CMES: 6.0

PRICING:

\$200 - Non Members

\$180 - Members

\$100 - Residents-Interns-

Graduate Students-Community

Mental Health Professionals

LOST CLASSICS IN PSYCHOANALYSIS:

"THE SUPPRESSED MADNESS OF
SANE MEN" BY MARION MILNER



COURSE DESCRIPTION

In this class, we will read Marion Milner's collection of essays, "The Suppressed Madness of Sane Men." Milner was a psychoanalyst, painter and pioneer of introspective journaling (writing under the pseudonym Joanna Field) and throughout her life, she was deeply interested in how to conceptualize creativity as part of the therapeutic process. This compilation of her writing includes reflections on the madness and sanity of creative and therapeutic process as well as intimate accounts of her experience with those mad and sane practitioners of psychoanalysis (Klein, Winnicott, etc.). Although she is best known from her autobiographical work ("A Life of One's Own" and "On Not Being Able to Paint"), Milner offers, in these essays, a different type of introspective journey—the clinician's encounter with the madness and freedom of unconscious processes.

LEARNING OBJECTIVES

1. Learn about the author's conceptualizing of the creative process as it relates the author's clinical work
2. Develop a deeper understanding of how Marion Milner helped her patients through her distinctive clinical technique
3. Understand the ways in which certain traditional psychoanalytic ideas (projective identification, primary processes) were understood and re-articulated by Milner

INSTRUCTOR: Garrick Duckler, LMFT, PhD

DATES: 5/13, 5/20 5/27, 6/3/21

TIME: 7:00 - 8:30 PM

CMES: 6.0

PRICING:

\$200 - Non Members

\$180 - Members

\$100 - Residents-Interns-

Graduate Students-Community

Mental Health Professionals