



2019-2020

**CONTINUING
EDUCATION
COURSE
CATALOG**

oregon psychoanalytic center



OPC PRESENTS THE DIVERSITY LECTURE SERIES
SPONSORED BY ARLENE SCHNITZER

PSYCHOANALYTIC PERSPECTIVES ON DIVERSITY

With: Salman Akhtar, MD

A THREE PART PROGRAM

CULTURAL DIFFERENCE IN THE THERAPEUTIC DYAD

Patients and therapists do not only bring their 'pathos' to the clinical situation ; their 'ethos' also accompanies them. In homocultural, homoethnic, and homolingual therapeutic dyads, the latter mostly remains as a silent backdrop, though subtle difficulties of communication can still arise. In culturally-diverse therapeutic dyads , such 'confusion of tongues' can be frequent and prominent. Under such circumstances, careful distinction must be made between (i) 'cultural conflicts' and ' neurotic conflicts', (ii) ' cultural rationalization of neurotic conflict' and ' iatrogenic pathologization of cultural conflicts' , (iii) 'homoethnic empathy' and ' shared ethnic scotoma', and (iv) a 'culturally patronizing countertransference' and ' judicious accommodation of the therapeutic frame to the patients' idiom of life'.

LEARNING OBJECTIVES:

1. Distinguish between neurotic and cultural conflicts
2. Identify and interpret cultural rationalizations
3. Demonstrate greater empathy towards culturally diverse patients

THE MENTAL PAIN OF MINORITIES

The discord between the subjectivity of minorities and their ecological and cultural 'holding environment' (Winnicott, 1960) causes them chronic mental pain or, in Freud's (1926) terms, seelenschmerz. The unease felt by minorities arises from their being used as dehumanized targets of the majority's projections, as well as from the figure-ground discord in their subjectivity. Seeking to anesthetize their distress, minorities retreat from social participation, nostalgically idealize times and places where they were not the minority, dream of times or places which could accord them majority status again, exalt fundamentalism, and, at times, discharge impotent rage via acts of 'terrorism'. Far better than such turn of events are developments that follow when minorities assert their rights and the majority realizes the benefits of collaboration. Societal measures that assure minorities' presence in textbooks of history and their representation in embodied communal narratives (e.g. statues, memorials) go a long way in diminishing their distress. Protection and/or restoration of their rights to vote, run for office, have freedom of movement and expression, and own property are also important. Finally, judicial provision of designating prejudicial acts of violence as hate crimes too increases the sense of minorities' safety. All this is not only good for them, it is beneficial for the society-at-large and raises all sections of society to a higher humanitarian ground.

\$150 regular price

\$135 members

\$75 Residents-Interns-Graduate Students



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LEARNING OBJECTIVES:

1. Participants will be able to enumerate some problems experienced by minorities.
2. Participants will be able to delineate variables from both the external reality and intersychic experience of minorities.
3. Participants will distinguish the ways in which members of the majority population play a role in the creation of these problems.
4. Participants will identify ameliorative measures for resolving the pain of minorities in treatment.

DOES RELIGION MATTER?

Psychoanalysis and religion have had a contentious relationship from the start. Freud, by the very act of making God the subject of metapsychological deconstruction, took a resolutely atheistic position. Freud's early followers, often facing religious prejudice, wholeheartedly followed the ray of hope offered the declaration that religion was a hoax and that science would sooner or later assure the dominance of rationality. Atheism and psychoanalysis became inseparable. Gradually, however, this partnership began to come into question. This presentation will not only highlight these historical trends, it will also explicate Ostow's 'religious instinct' and underscore the implicit 'religiosity' in Bion's thinking. The transference and countertransference implications of these notions, especially when religion and politics merge, will also be highlighted.

LEARNING OBJECTIVES:

1. Participants will be able to enumerate the origins of the notion of God in Freud's thinking.
2. Participants will be able to delineate the healthy and pathological uses of religion.
3. Participants will learn the management of countertransferences with religious patients.

When: Saturday, September 14, 2019

Time: 9:00 AM - 1:00 PM

CME: 4

**Location: Mercy Corps Action Center
28 SW 1st Avenue
Portland, OR 97204**

\$150 regular price

\$135 members

\$75 Residents-Interns-Graduate Students

WORKING WITH THE UNSYMBOLIZED EXPERIENCE OF DEVELOPMENTAL TRAUMA

With Stephen Purcell, MD

This program will consist of two complementary lectures, each followed by discussion with attendees. In the first, "What Goes Around Comes Around: The Place of Dissociation in the Contemporary Theory and Technique of Psychoanalytic Psychotherapy," Dr. Purcell will review the evolution of the concept of dissociation in psychoanalytic theory and practice. He will situate it currently within the emerging mass of relevant data from neuroscience, highlighting the relevance to psychotherapy technique. He will also address what is meant by "technique" in light of a clinical theory that gives dissociation a central position and mention some implications of this perspective for the teaching and learning of psychotherapy. In his second lecture "Dissociation and Duets: Perspectives on Technique in Therapies for Developmental Trauma," Dr. Purcell will underscore a necessary reconceptualization of technique when trauma and dissociation are foundational elements in psychopathology. He will describe his notion of therapeutic "duets" in the dimensions of both action and prosody. His emphasis will be on clinical approaches to the subjectivities of both therapist and patient when we are working with the unformulated affects encountered in traumatized patients, and he will provide an extended clinical vignette to illustrate his ideas.

LEARNING OBJECTIVES:

1. Distinguish between pathological dissociation and hypnoid phenomena.
2. Describe basic differences between traditional psychotherapy technique and techniques suitable for work with the psychopathologies of dissociation.
3. Describe the significance and technical implications of dissociation by therapists in psychotherapy with dissociated patients.

When: Saturday, October 26, 2019

Time: 9:00 AM - 1:00 PM

CME: 4

**Location: Lewis and Clark College, Miller 105
Portland, OR 97219**

\$150 regular price

\$135 members

\$75 Residents-Interns-Graduate Students

WORKING PSYCHOANALYTICALLY WITH COUPLES- THE TAVISTOCK MODEL, WINNICOTT AND BOLLAS

With Julie Friend, LCSW, BCD

The Tavistock model offers a useful foundational theoretical framework for thinking about the emotionally challenging and complex work with couples. This workshop will offer an overview of some of the central theoretical cornerstones of the theory, including Morgan's 'couple state of mind', the application of Britton's concept of the "third" as it applies to couples, the structuring role of shared unconscious anxieties and defenses, and how projective identification can be usefully thought of in terms of couple communication. We will think about what constitutes a healthy, functioning couple, and particularly about what capacities we are trying to develop in the couples we work with.

We will also consider whether we as psychoanalytic couple psychotherapists hold a place for the creative, aesthetic, and non-realistic even as we also help couples develop capacities for mature, differentiated object relating. Enlisting Winnicott, Bollas and others we will explore the value of thinking about such powerfully felt experiences of the other while still valuing the necessity and importance of helping couples see each other more realistically.

LEARNING OBJECTIVES:

1. Participants will identify three theoretical cornerstones of the Tavistock method of work with couples.
2. Participants will describe the clinical importance of supporting a couple's realistic perceptions of one another.
3. Participants will assess the utility of including consideration of transitional realm qualities of relating in assessing couple functioning.

When: Saturday, March 14 , 2020

Time: 9:00 AM - 1:00 PM

CME: 4

Location: TBD

\$150 regular price

\$135 members

\$75 Residents-Interns-Graduate Students

THE ANALYST'S RESISTANCE TO RADICAL OPENNESS: THE TRANSFERENCE CONCEPT AS SELF-PROTECTIVE EDIFICE

With Anton Hart, PhD, FABP

In order for the analyst to listen closely and be moved by the analysand, the analyst must be open, particularly to what is most foreign in the analysand's discourse. In his previous visit to OPC, Anton Hart presented the concept of "radical openness", a dispositional stance that involves the analyst's "taking to heart" the things that the analysand experiences and formulates in relation to the analyst, both familiar and strange, as if there is likely to be truth within them no matter what. The radically open analyst aspires to take things that do not seem to personally apply and to live with them as potential truths that are beyond the analyst's tolerable awareness.

Freud invented the idea of transference in order to enable the analyst to bear the strain of listening closely while feeling unrecognized. In this sense, the quite central concept of transference can be seen as having served as a self-protective edifice for analysts as they try to keep listening, even as they may regularly feel not listened to. But the downside of analysts' adherence to the transference concept is that it may prevent them from being as open to the truths contained in analysands' experience as analysts need to be in order to be moved, that is, to emotionally understand and to personally grow and evolve in response to the analysand's discourse.

The implications—of radical openness and transference as self-protective edifice—for both general psychoanalytic technique and specifically for addressing issues of diversity and otherness in the clinical situation, will be discussed.

LEARNING OBJECTIVES:

1. Develop an understanding the concept of "radical openness".
2. Recognize the ways in which the concept of transference may represent a form of resistance to listening as fully and openly as possible to what the analysand conveys.
3. Apply radical openness and transference edifice to the challenges of addressing issues of diversity and otherness in the therapeutic process.

When: Saturday, May 9, 2020

Time: 9:00 AM - 1:00 PM

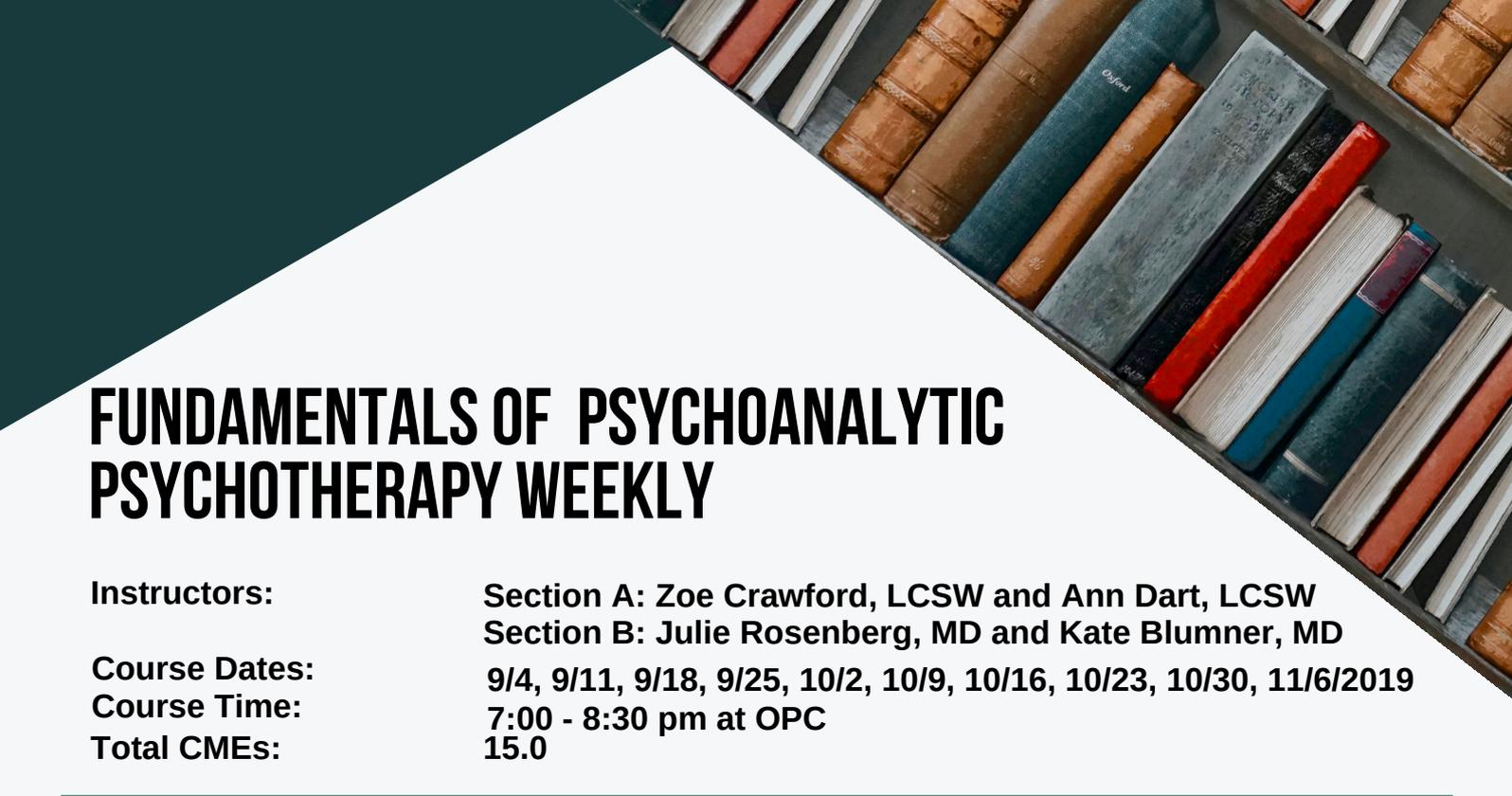
CME: 4

Location: TBD

\$150 regular price

\$135 members

\$75 Residents-Interns-Graduate Students



FUNDAMENTALS OF PSYCHOANALYTIC PSYCHOTHERAPY WEEKLY

Instructors: Section A: Zoe Crawford, LCSW and Ann Dart, LCSW
Section B: Julie Rosenberg, MD and Kate Blumner, MD

Course Dates: 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6/2019

Course Time: 7:00 - 8:30 pm at OPC

Total CMEs: 15.0

FUNDAMENTALS OF PSYCHOANALYTIC PSYCHOTHERAPY MONTHLY

Instructors: Section A: Ann Anthony, MD and Mike Mihalas, LCSW
Section B: Duane Dale MD, Cynthia Palman, MD

Course Dates: 9/4, 10/2, 11/6, 12/4/2019, 1/8, 2/5, 3/4, 4/1, 5/6, 6/3/2020

Course Time: 7:00 - 8:30 pm at OPC

Total CMEs: 15.0

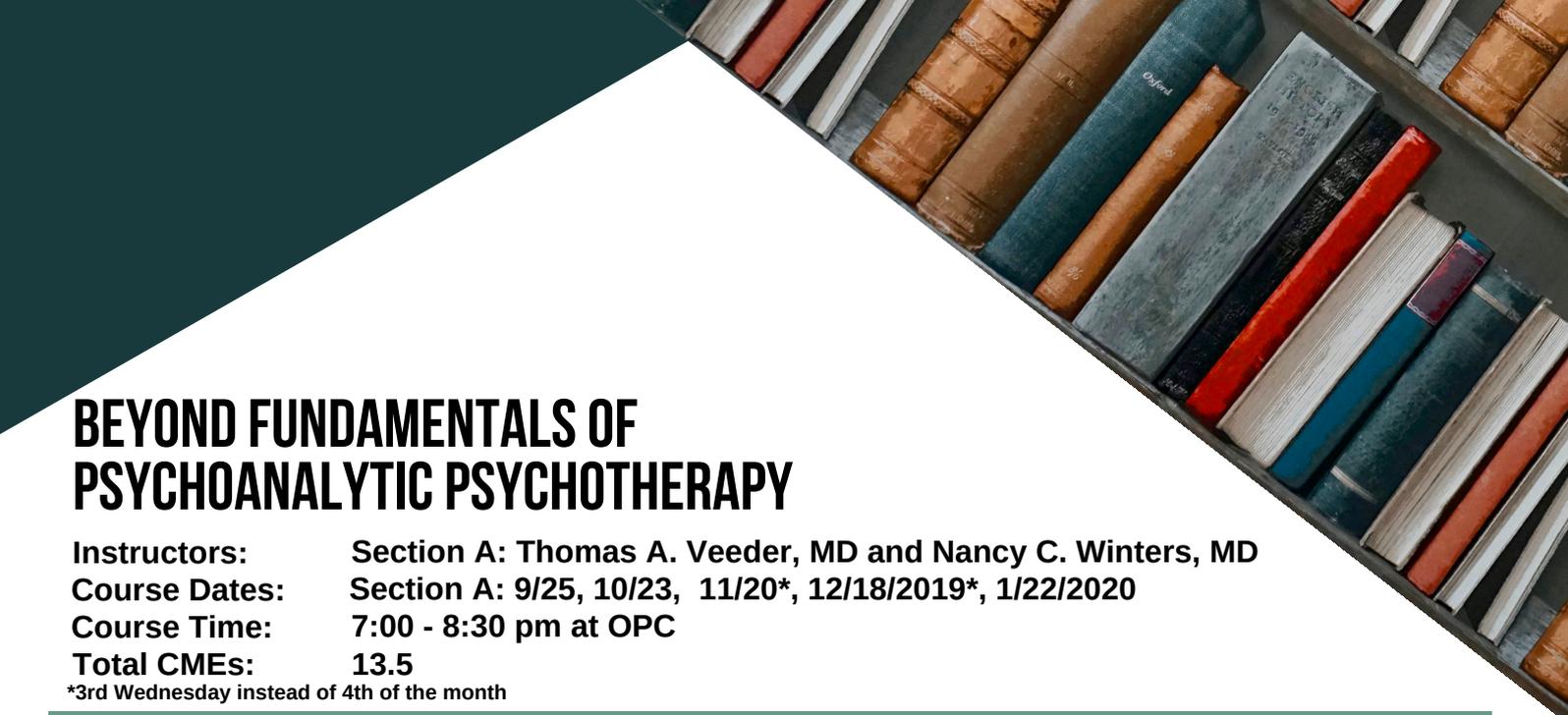
COURSE DESCRIPTION

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.
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\$500 regular price
\$450 members
\$250 Residents-Interns-Graduate Students



BEYOND FUNDAMENTALS OF PSYCHOANALYTIC PSYCHOTHERAPY

Instructors: Section A: Thomas A. Veeder, MD and Nancy C. Winters, MD
Course Dates: Section A: 9/25, 10/23, 11/20*, 12/18/2019*, 1/22/2020
Course Time: 7:00 - 8:30 pm at OPC
Total CMEs: 13.5
*3rd Wednesday instead of 4th of the month

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.

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

BEYOND FUNDAMENTALS - FOCUS ON CONTEMPORARY KLEIN

Instructors: Section B: Anne Fleming, MD and Cynthia Gray, MD
Course Dates: Section B: 2/26, 3/18, 4/22, 5/27/2020
Course Time: 7:00 - 8:30 pm at OPC
Total CMEs: 13.5

COURSE DESCRIPTION

For graduates of Fundamentals, this series of four monthly courses is designed to take your psychotherapeutic skills to the next level. We will bring a particular focus to this chapter of the course—in specific, we will focus on the Contemporary Kleinian way of thinking and working clinically, and the readings will reflect this orientation. No background necessary—we hope to provide some basics about how to think and work in this way. Students will also present case material. Our goal is to create a warm, stimulating environment to continue your development as a psychotherapist.

LEARNING OBJECTIVES

1. Listen for transference, countertransference, and unconscious phantasy;
2. Recognize, think about, and address a patient and therapist's enactments in the clinical encounter;
3. Describe the characteristics of the paranoid-schizoid position and the depressive position

\$500 regular price

\$450 members

\$250 Residents-Interns-Graduate Students



FUNDAMENTALS OF CHILD PSYCHOTHERAPY: A RELATIONAL APPROACH

Instructors: Kelly Reams, LCSW and Redmond Reams, PhD
Course Dates: 9/7, 10/5, 11/2, 12/7/2019, 1/4, 2/1, 3/7, 4/4, 5/2, 6/6/2020
Course Time: 9:30 - 11:00 am at OPC
Total CMEs: 15.0

COURSE DESCRIPTION

We look forward to thinking together about psychodynamic child psychotherapy. Child treatment is a complex mixture of transference and family dynamics, play and symbolism, alliance with parents, and dealing with your own conscious and unconscious reactions to the child and their context. We will open each class with some orienting comments about the readings and then help us deepen our understanding of the central concepts through discussion of your reactions, questions, and associations. During each class, we'll also hear clinical material from class members and attempt to link the theory with actual clinical encounters from your practices.

LEARNING OBJECTIVES

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, metaphor and play in the treatment milieu.
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\$500 regular price
\$450 members
\$250 Residents-Interns-Graduate Students



IS TRUTH RELEVANT?

Instructor:	Duane Dale, MD
Course Dates:	9/18, 10/16, 11/20, 12/18/2019, 1/15, 2/19, 3/18, 4/15, 5/20/2020
Course Time:	7:00 - 8:30 pm at OPC
Total CMEs:	13.5

COURSE DESCRIPTION

This series of nine monthly seminars will be discussing articles from a 2016 Psychoanalytic Quarterly Special Issue discussing the topic, “Is Truth Relevant?” Recent speakers for OPC programs prompted the desire to explore further the meaning of ‘truth’ in our clinical work from different perspectives. This issue of the Quarterly provided a ready-made syllabus and an opportunity to explore with colleagues these complex and challenging ideas and writings by a number of prominent analytic writers.

A quote from Jay Greenberg’s introduction will help in describing what we will be discussing: “The responses of our contributors converge in their view that truth continues to be relevant, although each paper in its own way emphasizes that not only relevance, but also truth itself, is inseparable from the context within which it emerges. This convergence—and the nuanced vision of psychoanalytic process that it reflects—is matched by generative differences in the authors’ understanding of when, how, and under what circumstances our analysands can be helped to know and to use the truth in the service of benign therapeutic change. In developing their ideas about these areas of similarity and difference, our authors are advancing a conversation about some of the most important issues with which psychoanalysts of all persuasion are struggling today.”

LEARNING OBJECTIVES

1. Critique how well the authors address the question of the relevancy of truth in psychoanalytic clinical work
 2. Compare and contrast the different perspectives presented in the article
 3. Apply concepts discussed to one’s clinical work
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\$450 regular price
\$405 members
\$225 Residents-Interns-Graduate Students



ECOPSYCHOANALYSIS: USING PSYCHOANALYTIC UNDERSTANDING TO FACE THE CLIMATE CRISIS

Instructor: Skye Haberman, PsyD
Course Dates: 10/3, 10/10/2019
Course Time: 7:00 - 8:30 pm at OPC
Total CMEs: 3.0

COURSE DESCRIPTION

In this course (1) we will look at understanding unconscious obstacles and attitudes underpinning the emergence of and inadequate response to the global ecological crisis, patterns of over consuming, our own feelings and defenses including the theories of dissociation, self-states, and loss; and consider ways to work with climate change in clinical practice (2) we will explore the connection between environmental exploitation and the economic priorities of carbon based capitalism and white western culture, including racism/colonialism and impact on people of color and (3) we will discuss ecological awareness and values, ways to face the challenge of climate catastrophe, build hope and resilience, and the evocation of “creative white shame”.

LEARNING OBJECTIVES

1. Develop a greater understanding of unconscious biases and obstacles in relationship to tackling the climate crisis.
 2. Discuss ways to identify and work with our own range of feelings and defenses.
 3. Increase awareness of racial capitalism and relationship to a carbon based, extractive economy.
 4. Explore ways to work with environmental issues clinically.
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\$100 regular price
\$90 members
\$50 Residents-Interns-Graduate Students



THE WORK OF THE NEGATIVE: AN INTRODUCTION TO ANDRE GREEN

Instructors: Kathy Reicker, LCSW
Course Dates: 2/20, 2/27, 3/5, 3/12, 3/19/20
Course Time: 7:00 - 8:30 pm at OPC
Total CMEs: 7.5

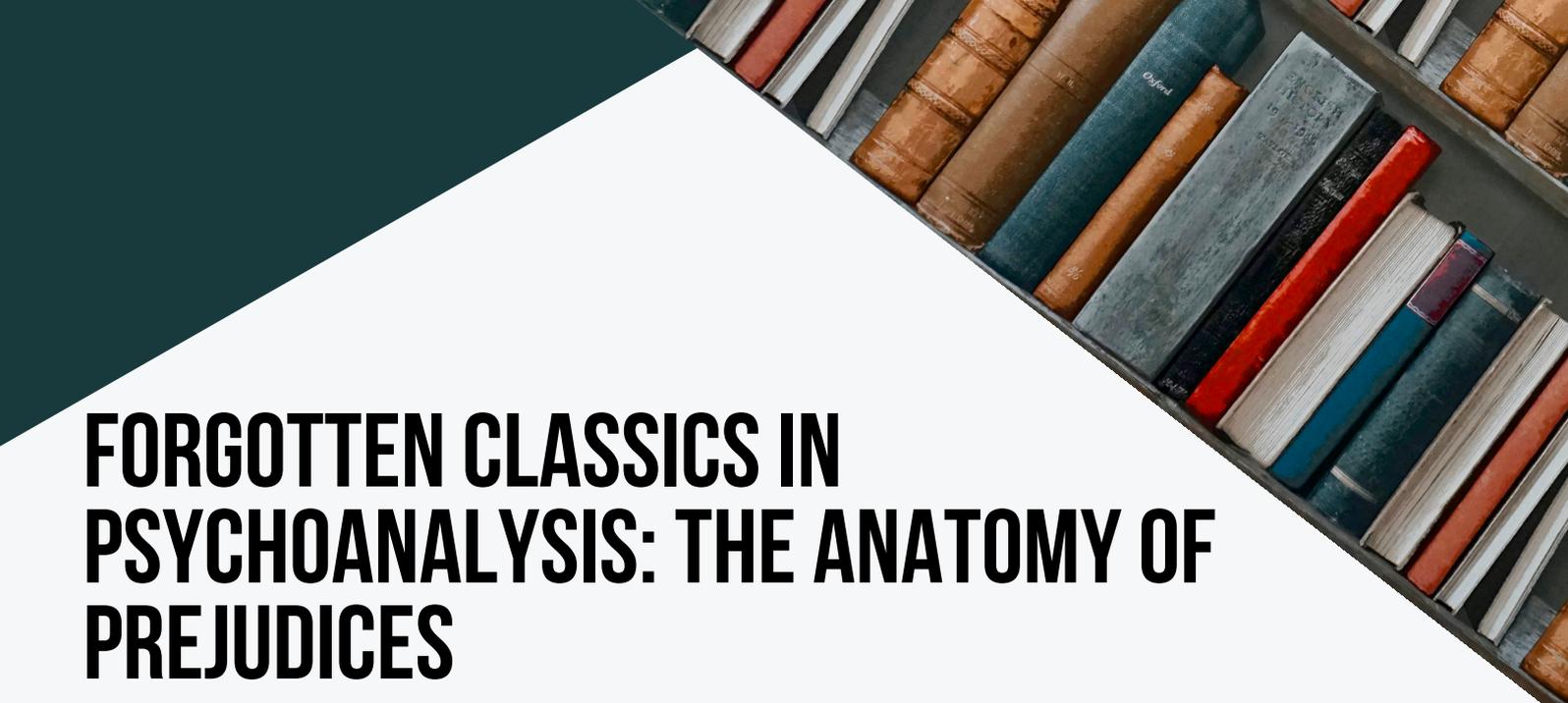
COURSE DESCRIPTION

This five week course will explore the negative and specifically “the work of the negative” as conceptualized by the French psychoanalyst, Andre Green. We have all had patients who refuse to live, grow, change or engage. The negative can lead to creativity and expansiveness or to a quest for non existence and destructiveness. The foundation of the work of the negative involves the effects of absence, non presence, the loss of the object and lack and is based on the capacity of the psyche to respond to this absence through the act of representation. Understanding the negative and the work of the negative can help us free our patients from the psychic prisons that trap them (and us) in the treatment. We will explore and study several of Green’s papers as well as some elaborations of his work by other authors.

LEARNING OBJECTIVES

1. Differentiate between positive and negative narcissism
 2. Define what is meant by the work of the negative and identify defenses involved.
 3. Describe the clinical utility of the idea of failure of representation
 4. Identify forms of transference where the unrepresentable predominates and ways of working with them.
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\$250 regular price
\$225 members
\$125 Residents-Interns-Graduate Students



FORGOTTEN CLASSICS IN PSYCHOANALYSIS: THE ANATOMY OF PREJUDICES

Instructors: Garrick Duckler, PHD, LMFT
Course Dates: 4/2, 4/9, 4/16, 4/23/2020
Course Time: 7:00 - 8:30 pm at OPC
Total CMEs: 6.0

COURSE DESCRIPTION

Can prejudices be understood psychoanalytically? Are different kinds of people attracted to different kinds of prejudices? Elisabeth Young-Bruehl's insightful and original 1996 study suggests an approach that distinguishes between different types of prejudices, the people who hold them, the social and political settings that promote them, and the human needs they fulfill. This course will look at the unfortunately all-too pertinent topic of ethnocentrism, homophobia and white supremacy through Young-Bruehl's understanding of the hysterical, obsessional and narcissistic character.

LEARNING OBJECTIVES

1. Gain a greater understanding of the relationship between various forms of prejudice and different character styles as outlined by Young-Bruehl
 2. Develop a deeper understanding of how unconscious fears, longings and anxieties form, according to Young-Bruehl, an internal logic at the root of various types of prejudice.
 3. Explore how contemporary social, political and ideological issues in America pertain to the psychological experiences outlined in Young-Bruehl's study.
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\$200 regular price
\$180 members
\$100 Residents-Interns-Graduate Students



UNDERSTANDING AND PREVENTING SEXUAL BOUNDARY VIOLATIONS IN THERAPY

Instructors: Ann Sola, MPH, PsyD
Course Dates: 4/30/2020
Course Time: 7:00 - 9:00 pm at OPC
Total CMEs: 2.0*

*Ethics credit

COURSE DESCRIPTION

As psychodynamic therapists, it is our job to identify and manage the intense feelings that surface when we work with our patients. Transference based treatment requires that we actively engage with negative, positive, sexualized, and eroticized transferences. Learning how to work with the transference is a large part of our training.

This course examines improperly managed erotic/sexual transferences and countertransferences as well as other factors that contribute to sexual boundary violations in therapy. Numerous studies related to transgressions in therapy will be presented. A large part of the content will be based on the writings of Andrea Celneza, PhD and the studies she has compiled on this topic.

The course is open to all disciplines of therapists (psychologists, psychiatrists, social workers, counselors) who practice psychodynamically. The course is also open to practitioners who are not trained to work in the transference but would like to learn more about this.

LEARNING OBJECTIVES

1. What is the prevalence rate of sexual boundary violations in therapy?
2. What are some misconceptions about sexual boundary violations in therapy?
3. What puts therapists at risk for sexual misconduct?
4. When should a therapist seek help/support?

\$70 regular price

\$63 members

\$35 Residents-Interns-Graduate Students



CE COURSES

SEPTEMBER 2019

FUNDAMENTALS OF CHILD PSYCHOTHERAPY: A RELATIONAL APPROACH
with Kelly Reams, LCSW and Redmond Reams, PhD

SEPTEMBER 2019 - MAY 2020

IS TRUTH RELEVANT?
with Duane Dale, MD

OCTOBER 2019

ECOPSYCHOANALYSIS: USING PSYCHOANALYTIC UNDERSTANDING TO FACE THE
CLIMATE CRISIS
with Skye Haberman, PsyD

FEBRUARY - MARCH 2020

THE WORK OF THE NEGATIVE: AN INTRODUCTION TO ANDRE GREEN
with Kathy Reicker, LCSW

APRIL 2020

FORGOTTEN CLASSICS IN PSYCHOANALYSIS: THE ANATOMY OF PREJUDICES
with Garrick Duckler, PHD, LMFT
UNDERSTANDING AND PREVENTING SEXUAL BOUNDARY VIOLATIONS IN THERAPY
with Ann Sola, MPH, PsyD

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 call OPC for discount details and to register

Questions: Call 503-229-0175 or email info@oregonpsychoanalytic.org

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



**OREGON PSYCHOANALYTIC CENTER
2250 NW FLANDERS STREET, SUITE 312
PORTLAND, OR 97210**

503.229.0175

info@oregonpsychoanalytic.org

www.oregonpsychoanalytic.org



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 the Live Activity for a maximum of 106.5 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.