

OREGON PSYCHOANALYTIC CENTER
Psychoanalytic Psychotherapy Program
 Academic Year 2020-21 – Year One



oregon psychoanalytic institute

2250 nw flanders street, suite 312 • portland, oregon 97210
 telephone 503-229-0175 • fax 503-229-0176 • www.oregonpsychoanalytic.org

Psychoanalytic Psychotherapy Program
Academic Year 2020-21
Reading List
Year One

Term & Course	Instructors	Pages
<i>First Term</i>		
<ul style="list-style-type: none"> • <i>Technique 1: The Heart of Psychoanalytic Psychotherapy</i> • <i>Case Conference 1</i> 	<i>Peter Crabtree, PsyD</i> <i>Duane Dale, MD & Merrill Weyerhaeuser, PhD</i>	2-3 3-4
<i>Second Term</i>		
<ul style="list-style-type: none"> • <i>Theory 1 – 4: Freud, Ego</i> • <i>Theory 5 – 7: Klein</i> • <i>Theory 8: Bion</i> • <i>Case Conference 2</i> 	<i>Ralph Beaumont, MD</i> <i>Larisa Jeffreys, PMHNP & Sara Gardiner, MD</i> <i>J. Powers, MD</i> <i>Ann Dart, LCSW & Zoe Crawford, LCSW</i>	4-5 5 6-7 7
<i>Third Term</i>		
<ul style="list-style-type: none"> • <i>Theory 8 – 9: Bion Continued, British Object Relations – Winnicott, Fairbairn</i> • <i>Theory 10: Self</i> • <i>Case Conference 3</i> 	<i>J. Powers, MD</i> <i>Jolie Krechman, PhD</i> <i>Sarah Schrott, LCSW & Rachael Berkeley, LCSW</i>	6-7 7-8 9
<i>Fourth Term</i>		
<ul style="list-style-type: none"> • <i>Theory 12 – 13: Intersubjective, Rational, Attachment, Basics and Mentalization</i> • <i>Diversity</i> • <i>Case Formulation</i> • <i>Case Conference 4</i> 	<i>Jolie Krechman, PhD</i> <i>TBD</i> <i>Julie Rosenberg, MD</i> <i>David Turner, MD</i>	7-8 9-11 11 12

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 64 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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Course: Technique 1: The Heart of Psychoanalytic Psychotherapy
Instructors: Peter Crabtree, PsyD (petercrabtree99@gmail.com)
Dates: Tuesdays, September 8, 2019- October 27, 2020, 8 seminars
Time: 6:00 – 7:30pm

Course Description: This course will introduce core concepts of technique in psychoanalytic psychotherapy. We will explore concepts related to the frame, therapeutic action, transference, countertransference, dreams, defenses, resistance and enactment. Although not allocated an entire class session, we will also discuss other key issues such as neutrality and empathy. I hope to create an atmosphere of playing with these concepts (rather than complying with analytic dogma) and finding one's therapeutic voice.

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

1. Develop a basic understanding of the above core areas of technique.
2. Incorporate these areas of technique into their own personal style
3. Identify and respond to deeper aspects of a patient's psychic reality through listening to clinical process (as it is constituted through these core concepts above)

Session 1 – 9/8/20: Setting the Stage for a Good Enough Treatment

- Hall, Jane S. (1998). Chapter 1, Setting the Stage- Providing the Structure (An Ongoing Process). PP 11-40. In Deepening the Treatment. New York, Jason Aronson.
- Ogden, Thomas J. (1992). Comments on Transference and Countertransference in the Initial Analytic Meeting. *Psychoanalytic Inquiry*, 12: 225-247.

Optional:

- Gabbard, G. (2010). Chapter 3, The Nuts and Bolts of Psychotherapy: Getting Started. PP 51-69. In Long Term Psychodynamic Psychotherapy: A Basic Text. Washington, DC: American Psychiatric Publishing, Inc.

Session 2 – 9/15/20: How Do We Know What to Say to the Patient?

- Gabbard, G. (2010). Chapter 4, Therapeutic Interventions: What Does the Therapist Say and Do? PP. 71-92. In Long Term Psychodynamic Psychotherapy: A Basic Text. Washington, DC: American Psychiatric Publishing, Inc.
- Akhtar, S. (2000). From Schisms through Synthesis to Informed Oscillation: An Attempt at Integrating Some Diverse Aspects of Psychoanalytic Technique. *Psychoanalytic Q.*, 265-288.

Optional:

- Spezzano, C. (2001). How is the Analyst Supposed to Know? Gathering Evidence for Interpretations. *Contemporary Psychoanalysis*, 37: 551-570.

Session 3 – 9/22/20: Working With (instead of against) Defenses and Resistance

- Schlesinger, H. J. (2003) Chapter 6, Resistance PP. 81-101 and Chapter 9, The Process of Defense, PP. 127-146. In The Texture of Treatment: On the Matter of Psychoanalytic Technique. New York, NY: Routledge.
- Busch, F. (1996). The Ego and its Significance in Analytic Interventions. *Journal of American Psychoanalytic Association*, 44: 1073-1099.

Session 4 – 9/29/20: What do we do with Patient's Feelings? (Transference, Part 1)

- Cabaniss, D. (2011). Chapter 21, Transference. PP. 217-232. In Psychodynamic Psychotherapy: Clinical Manual. New York: Wiley Blackwell.
- Joseph, B (1985). Transference: The Total Situation. *International Journal of Psychoanalysis*, 66: 447-454.

Optional:

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- Smith, H.F. (2003). Analysis of Transference: A North American Perspective. *International Journal of Psychoanalysis*, 84(4): 1017-1041.

Session 5 – 10/6/20: Two More Perspectives on Working with Transference (Part 2)

- Busch, F. (2014). Chapter 10, Working Within the Transference. PP. 99-114. In Creating A Psychoanalytic Mind. New York, Rutledge.
- Mitrani, Judith L. (2001). 'Taking the Transference': Some Technical Implications in three Papers by Bion. *International Journal of Psychoanalysis*, 82(6): 1085-1104.

Session 6 – 10/13/20: Using the Therapist's Feelings in the Treatment (Countertransference)

- Gabbard, G. (2010). Chapter 8, Identifying and Working with Countertransference, PP. 149-167. In Long Term Psychodynamic Psychotherapy: A Basic Text. Washington, DC: American Psychiatric Publishing, Inc.
- Ogden, T.H. (1994). The Analytic Third: Working with Intersubjective Clinical Facts. *International Journal of Psychoanalysis*, 75:3-19.

Optional:

- Bollas, C. (1987). Chapter 12, Expressive Uses of the Countertransference, PP. 200-235 in The Shadow of the Object. New York, NY: Columbia University Press.
- Schwaber, E.A. (1992). Countertransference: The Analyst's Retreat from the Patient's Vantage Point. *International Journal of Psychoanalysis*, 73:349-361.

Session 7 – 10/20/20: When You and a Patient are Stuck / Enactments

- Jacobs, T. J. (1986). On Countertransference Enactments. *Journal of the American Psychoanalytic Association*, 34: 289-307.
- Eaton, J. (2011). The Obstructive Object in A Fruitful Harvest: Essays after Bion. Seattle, WA: Alliance Press. PP 17-33.

Optional:

- Carpy, D.V. (1989). Tolerating the countertransference: a mutative process. *International Journal of Psychoanalysis*, 70 (Pt 2): 287-94.

Session 8 – 10/27/20: Is this Real or am I Dreaming? Blurring the line (Working with Dreams)

- Schlesinger, H. J. (2003) Chapter 7, Royal Road or Scenic Route? pp. 103-115, in The Texture of Treatment: On the Matter of Psychoanalytic Technique. New York, NY: Routledge.
- Ogden, T.H. (2004). On Holding and Containing, Being and Dreaming. *International Journal of Psychoanalysis*, 85: 1349-1364.

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Course: Case Conference 1

Instructors: Duane Dale, MD (daled@ohsu.edu)
Merrill Weyerhaeuser, PhD (mwwphd@comcast.net)

Dates: Tuesdays, September 8, 2019 - October 27, 2020, 8 seminars

Time: 7:45 – 9:15pm

Course Description: In this clinical case conference, 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 Salomonsson, the group process of working together achieves deeper meanings and awareness of clinical process. This format will help introduce students to the way of listening in psychoanalytic psychotherapy.

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

1. To learn the value of associative processes for analytic listening
2. To learn about the value of group process in facilitating a deepening and widening of analytic understanding of clinical process material
3. To apply analytic concepts of 'dreaming' and 'the field' in the listening to clinical process material
4. To apply early development concepts to the clinical process material

Reference:

- Norman, J. and Salomonsson, B. (2005). 'Weaving thoughts'. *Int. J. Psycho-Anal.*, 86:1281-1298 (PEP)



Course: Theory 1 – 4: Freud, Ego
Instructors: Ralph Beaumont, MD (rbeaumontmd@rhbmd.com)
Dates: Tuesdays, November 11, 2020 – December 1, 2020, 4 seminars
Time: 6:00 – 7:30pm

Course Description: This course will offer an overview of major elements of Freudian and ego psychological theory in a quasi-historical perspective which attempts to consider sequential and cumulative aspects of the development of the theories. The concepts under consideration will be explored with an emphasis on their relation to current theoretical approaches and clinical application.

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

1. Describe the major elements of the Freud/Breuer trauma theory, topographic theory, and structural theory.
2. Discuss the reasons for the shift to topographic, and then to structural theory.
3. Compare and define different mechanisms of defense.
4. Demonstrate the operation of a defense mechanism in a clinical example, and describe a clinical intervention designed to address the defense.
5. Define and provide clinical material which illustrates the various component of intranet-psychic conflict.

Required Reading Materials:

- Sandler, J., Holder, A., Dare, C., Dreher, A., (1997). In *Freud's Model's of the Mind, An Introduction*. IUP.

Session 1 – 11/3/20: Early and Topographic Model

- Sandler, J., Holder, A., Dare, C., Dreher, A., (1997). Chapters 1-7. In *Freud's Model's of the Mind, An Introduction*. IUP, pp. 11-115.

Session 2 – 11/10/20: Structural Model

- Sandler, J., Holder, A., Dare, C., Dreher, A., (1997). Chapters 10, 11, 12, and 13.. In *Freud's Model's of the Mind, An Introduction*. IUP, pp. 141-184.

Session 3 – 11/17/20: Ego Psychology, Early

- Freud, A. (1936). Chapter 1, 2, 3, and 4. In *The Ego and the Mechanisms of Defense*. Karnac Books, pp. 3-53.

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- Bibring, G.L., Dwyer, T.F., Huntington, D.S., Valenstein, A.F. (1961). Appendix B Glossary of Defenses, In *A Study of the Psychological Processes in Pregnancy and of the Earliest Mother-Child Relationship—II. Methodological Considerations*. *Psychoanal. St. Child*, 16: 57-66. PEP.

Session 4 – 12/1/20: Ego Psychology, Contemporary

- Gray, P. (1973). *Psychoanalytic Technique and the Ego's Capacity for Viewing Intrapsychic Activity*. *J. Amer. Psychoanal. Assn.*, 21:474-494
- Gray, P. (1982). "Developmental Lag" in the Evolution of Technique for Psychoanalysis of Neurotic Conflict. *J. Amer. Psychoanal. Assn.*, 30:621-655



Course: Theory 5 – 7: Klein
Instructors: Larisa Jeffreys, PMHNP (jeffreysnp@gmail.com)
Sara Gardiner, MD (saragardiner@gmail.com)
Dates: Tuesdays, December 8 2020 – January 5, 2021, 3 seminars
Time: 6:00 – 7:30pm

Course Description: In this course, we will be introducing the theories of Melanie Klein (1882-1960), an Austrian-born British Analyst who was a primary founder of object relations theory and introduced the clinical usefulness of play therapy in the psychoanalytic treatment of young children. We will be looking at the foundations of Klein's theories, with an eye to how these concepts may be applied to better understanding and treating our patients in psychoanalytic psychotherapy.

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

1. Develop a beginning understanding of Klein's concept of unconscious phantasy and be able to apply it to clinical work.
2. Describe 3 characteristics each of the paranoid schizoid and depressive positions.
3. Be able to identify possible manifestations of envy and projective identification in one's clinical work.

Session 1 – 12/8/20: Unconscious Phantasy

- Spillius, E.B. (2001). Freud and Klein on the Concept of Phantasy. *IJP*, 82(2):361-373 (PEP)
- Segal, H. (1988). Chapter 2: Phantasy. In *Introduction to the Work of Melanie Klein* (pp. 11-23). Karnac Books.

Session 2 – 12/15/20: Paranoid-Schizoid and Depressive Position

- Roth, P. (2001). Chapter 3: The Paranoid-Schizoid Position. In *Kleinian Theory: A Contemporary Perspective* (pp. 32-46). Whurr Publishers.
- Ogden, T. (1989). Chapter 2: The Structure of Experience (**pp. 9-30 only**). In *The Primitive Edge of Experience*, Jason Aronson, Inc.
- Temperley, J. (2001). The Depressive Position. In *Kleinian Theory: A Contemporary Perspective* (pp. 47-62). Whurr Publishers.

Session 3 – 1/5/21: Projective Identification and Envy

- Ogden, T.H. (1979). On Projective Identification. *IJP*, 60:357-373. (PEP)
- Joseph, B. (1986). Envy in Everyday Life. *Psychoanalytic Psychotherapy* 2(1):13-22. (PEP)

Optional:

1. Segal, H. (1988). Chapter 4: Envy. In *Introduction to the Work of Melanie Klein* (pp. 39-53). Karnac Books.

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Course: Theory 8-9: Bion, British Object Relations – Winnicott, Fairbairn
Instructors: J Powers, MD (jhpowersmd@mac.com)
Dates: Tuesdays, January 12, 2021 – March 2, 2021, 5 seminars
Time: 6:00 – 7:30pm

Course Description: After Freud's death a group of analysts in Britain explored the implications of the ideas about internal object relations first described in his paper "Mourning and Melancholia." While Melanie Klein was amongst the best known of these, this class will focus on other voices that have had a similarly significant impact on contemporary psychoanalytic theory and practice: Fairbairn, Winnicott and Bion. It is hoped that students will emerge with both a sense of the historic significance of these writers and their continuing clinical relevance.

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

1. Students will have a basic familiarity with Bion's intersubjective model of the mind and treatment.
2. Students will have a basic familiarity of Fairbairn's model of the mind.
3. Students will have a familiarity with Winnicott's ideas about the way that early development structures subjectivity,

Session 1 – 1/12/21: Container/Contained

- Brown, L. (2013). The Development of Bion's Concept of Container and Contained. Growth and Turbulence in the Container/Contained: Bion's Continuing Legacy. H. a. B. Levine, Lawrence. New York, Routledge: 7-22.
- Eaton, J.L. (2005). The Obstructive Object. *Psychoanal. Rev.*, 92(3):355-372. PEP

Session 2 – 1/19/21: The Dream Function of the Mind

- Ferro, A. (2018). Dream Model of the Mind. Contemporary Bionian Theory and Technique. A. Ferro. New York, Routledge: 114-148.
- Ogden, T.H. (2004). This art of psychoanalysis: Dreaming undreamt dreams and interrupted cries. *Int. J. Psycho-Anal.*, 85(4):857-877.

Session 3 – 1/26/21: Bion – Psychotic and Non-psychotic Parts of the Mind

- Shapiro, David (1965) Neurotic Styles, Chapter 4, Hysterical Style, pp. 108-133.
- Bion, W.R. (1957). Differentiation of the Psychotic from the Non-Psychotic Personalities¹. *Int. J. Psycho-Anal.*, 38:266-275
- Bergstein, A. (2019). The psychotic part of the personality: Bion's expeditions into unmapped mental life. Bion and Meltzer's Expeditions into Unmapped Mental Life. New York, Routledge: 1-27.

Session 4 – 2/2/21: Fairbairn

- Fairbairn, W.D. (1944). Endopsychic Structure Considered in Terms of Object-Relationships. Chapter IV in (1952). *Psychoanalytic Studies of the Personality*. London: Tavistock. Pp. 82-136. (PEP)
- Fairbairn, W.D. (1958). On the Nature and Aims of Psycho-Analytical Treatment¹. *Int. J. Psycho-Anal.*, 39:374-385. (PEP)
- Fairbairn, W.D. (1963). Synopsis of an Object-Relations Theory of the Personality. *Int. J. Psycho-Anal.*, 44:224-225. (PEP)

Session 5 – 2/16/21: Winnicott

- Winnicott, D. W. (1945). Primitive emotional development. In *Through Paediatrics to Psychoanalysis*. New York: Basic Books, 1958, pp. 145-156. PEP
- Ogden, T.H. (2001). Reading Winnicott. *Psychoanal. Q.*, 70(2):299-323. PEP

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Session 6 – 2/23/21: Winnicott – The Use of the Object

- Winnicott, D. W. (1971). The use of an object and relating through identification (ch. 6). In Winnicott, D. W., *Playing and Reality*. London: Tavistock, Publications. Pp 86-95. (PEP)
- Ogden, T.H. (2014). Destruction reconceived: On Winnicott's 'The Use of an Object and Relating through Identifications'. *Int. J. Psychoanalysis* 97(5): 1243-1262.

Session 7 – 3/2/2021: Winnicott

- Winnicott, D. W. (1951). Transitional objects and transitional phenomena. In *Playing and Reality*. New York: Basic Books, 1971, pp. 1-25. [→] Little, M. (1985). Winnicott working in areas where psychotic anxieties
- Predominate: A personal record. *Free Associations*, 1, 9-42. (PEP)

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Course: Case Conference 2
Instructors: Ann Dart, LCSW (adartlcsw@anndart.com)
Zoe Crawford, LCSW (zcrawfordlcsw@yahoo.com)
Dates: Tuesdays, November 3, 2020 – January 21, 2021, 8 seminars
Time: 7:45 – 9:15pm

Course Description: In this eight week process course we will practice presenting cases and attuning our ears to the unfolding clinical process. We will try to track what is transpiring in and between the therapist and client by listening for unconscious material as it emerges in the transference and countertransference matrix.

Learning Objectives: At the end of the course, participants will be able to
To help structure our thinking, we will keep in mind three components of any clinical hour:

1. Listening
2. Intervening, and
3. Reflecting as a continuum in which the work can be located and hopefully deepened over time.

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Course: Theory 10 - 13: Contemporary Series (Self, Relational, Intersubjective Systems, & Attachment Theory)
Instructors: Jolie Krechman, Ph.D. (jkrechman@me.com)
Date: March 30, 2021 - April 20, 2021, 6 seminars
Time: 6:00 - 7:30 pm

Course Description: This course will provide an introduction to the contemporary theories, starting with Kohut's Self Psychology in the late 60's and following the development of psychoanalysis beyond his groundbreaking ideas, with an emphasis on moving from a primarily one-person psychology to a two-person psychology, which encompasses the Relational and Intersubjective perspectives. Basic tenets from these theories, as well as the contributions from the attachment literature and in particular, the concept of mentalization as an important developmental achievement for therapy clients, will be discussed.

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

1. Students will be able to understand and describe the Self Psychological perspective and the importance on the development of subsequent contemporary theory.
2. Students will understand the meaning and importance of two-person theories and the basic ideas of intersubjective and relational approaches to therapy.
3. Students will be able to describe the basic secure and insecure attachment styles of adulthood.
4. Students will be able to explain what mentalization is and how it develops.

Session 1 – 3/9/21: Self Psychology

- Baker, Howard S., Baker, Margaret N. (1987), Heinz Kohut's Self Psychology: An Overview, *American Journal of Psychiatry*, 144 (1), pp. 1 -9.
- Geist, Richard A. (2009), *Empathic Understanding: The Foundation of Self-Psychological Psychoanalysis, Self and Systems*, pp. 63-74.
- Kohut, H. (1977), *The Restoration of the Self*, International Universities Press, pp. 249-266.

Session 2 – 3/16/21: Self Psychology (post-Kohutian)

- Goldberg, A. (1998), *Self Psychology Since Kohut*, *Psychoanal. Quarterly*, 67, pp. 240 - 255. PEP
- Ornstein, A. (1991), *The Dread to Repeat: Comments on the Working-Through Process in Psychoanalysis*, *JAPA* 39, pp. 377 - 398. PEP

Session 3 – 3/30/21: Relational Theory

- Mitchell, S. (1988). *Relational Concepts in Psychoanalysis, Part One: Boundaries*, pp. 17 - 40.
- Aron, L. (1996). *Aspects of Mutuality in Clinical Psychoanalysis*, in *A Meeting of the Minds: Mutuality in Psychoanalysis*, pp. 123 - 158.
- Bromberg, P. (1998). *Standing in the Spaces: The Multiplicity of the Self and the Psychoanalytic Relationship*, in *Standing in the Spaces*, pp. 267- 290.

Session 4 – 4/6/21: Intersubjective Systems Theory

- Orange, D., Atwood, G. & Stolorow, R.D. (1997). *Working Intersubjectively: Contextualism in Psychoanalytic Practice, Chapter 1: Intersubjectivity Theory and the Clinical Exchange*.
- Stolorow, R.D., Brandshaft, B. & Atwood, G.E. (1987), *Psychoanalytic Treatment: An Intersubjective Approach, Chapter 5: Affects and Selfobjects*.
- Brandshaft, B., Doctors, S., & Sorter, D. (2010), *Towards an Emancipatory Psychoanalysis: Brandshaft's Intersubjective Vision*, Routledge pp. 1 - 7, 193 - 196, & 221 - 242.

Session 5 – 4/13/21: Attachment Theory basics

- Karen, Robert (1990). *Becoming Attached*, *Atlantic Monthly*, Feb.1990, pp.35-70.
- Beebe, Beatrice and Lachmann, Frank (1996). *Three Principles of Salience in Organization of the Patient-Analyst Interaction*, *Psychoanalytic Psychology* (13), pp. 1 - 22. PEP

Session 6 – 4/20/21: Mentalization

- Fonagy, P. & Target, M. (1996). *Playing with Reality: I. Theory of Mind and the Normal Development of Psychic Reality*. *Int. J. Psycho-Anal.*, 77: 217 - 233.
- Target, M. & Fonagy, P. (1996). *Playing with Reality: II. The Development of Psychic Reality from a Theoretical Perspective*. *Int. J. Psycho-Anal.*, 77: 459-479.
- Fonagy, P., Target, M. (2000). *Playing with Reality: III. The Persistence of Dual Psychic Reality in Borderline Patients*. *Int. J. Psycho-Anal.*, 81: 853 - 873.

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Course: Case Conference 3
Instructors: Rachael Berkeley, LCSW (rachaberk@hotmail.com)
Sarah Schrott, LCSW (sarah@sarahschrottlcsw.com)
Dates: Tuesdays, January 19, 2021 – March 16, 2021, 8 seminars
Time: 7:45 – 9:15pm

Course Description: We will read Salman Akhtar’s article “From Schisms through Synthesis to informed oscillation: An Attempt at Integrating Some Diverse Aspects of Psychoanalytic Technique,” prior to the first class session. Each week, we will use student case material to consider the ideas and theories in the article. Akhtar contrasts how a therapist might work from a place of deficit versus from a place of conflict, as well as how a therapist may have a skeptical focus and/or a credulous focus. These lenses can inform our technique and approach in our client work, and provide us insight into what might be going on for patients at an unconscious level. We will also investigate how these theoretical lenses might inform our treatments with clients during Covid-19 and teletherapy, as well as in the consideration of race and ethnicity.

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

1. To listen to case material with an ear for how the patient may be struggling with a developmental deficit and/or a conflict.
2. To listen to case material with a focus toward a skeptical direction (search for hidden meaning) and/or focus toward a credulous direction (affirmative).
3. To explore how technique might change depending on how one thinks about the source(s) of the patient’s suffering.
4. To build one’s capacity to think in more complex, abstract, symbolic and creative ways.

Reference

- Salman Akhtar, “From Schisms through Synthesis to informed oscillation: An Attempt at Integrating Some Diverse Aspects of Psychoanalytic Technique.” *Psychoanalytic Quarterly*, LXIX, 2000 pp.265-288. (PEP Web)

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Course: Diversity
Instructors: TBD
Dates: Tuesdays, April 27, 2021 – June 1, 2021, 6 seminars
Time: 6:00 – 7:30pm

Course Description: This course is designed to teach psychoanalysts how to teach cultural competency to other psychoanalysts, candidates and students. Course participants will “learn by doing”, i.e., participating in class readings, discussions and experiential exercises. This course will promote a social-cultural-contextual perspective within psychoanalytic psychotherapy. We will look at multicultural psychology and other resources to understand bias in the nature of what is “known” and what is “seen” in our own and others’ lived experience. We will look at how culture and context became a “split off” aspect of analytic study and how and where it is being reclaimed. Lastly, we will use analytic readings to understand how sociocultural contexts shape the inner life of patients, therapists, as well as psychotherapy dynamics. Readings will consist of one main text and additional readings in race, gender and social class.

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

1. Knowledge, skills and relationships in multicultural psychology around bias, prejudice, power, intersectionality, and identity and begin to integrate them from a psychoanalytic perspective.
2. Utilize a psychoanalytic mind to understand the sociocultural context in what we do and don't listen for, and what is deemed important in psychoanalytic work, both in the Institute and in the treatment room.
3. Understand how the various intersections of sociocultural context shapes the inner lives of therapists and patients as well as the dynamics in psychotherapy.
4. Understand how to pass this sociocultural perspective onward to future candidates and students

Text

- Pratyusha Tummala-Narra (2016). *Psychoanalytic Theory and Cultural Competence in Psychotherapy*. (Read for each class).

Session 1 – 9/24/20: Intro to course (Awareness, Knowledge, Skills and Relationships)

What the course is about, why we are teaching it this way, etc. Intro to people. Who are you? What is your culture? IAT scores. Reading Group Assignments: Race, Gender and Social Class.

Reading Prior to class:

- Debby Irving (2014). *Waking Up White*. (copies available at OPC)
- Take and record scores for *the IAT*. We will email to class before 1st class.
- Read *Psychoanalytic Theory and Cultural Competence*
 - Chapter 1. A Historical Overview and Critique
 - Chapter 2 Psychoanalytic Contributions to the Understanding of Diversity

Session 2 – 10/1/20: Intro to bias (Awareness, Knowledge, Skills and Relationships)

What is a bias? How does a bias affect our thinking and behavior? What is racism? What is Sexism? What is homophobia? What is social class bias? What is institutional racism? Categories, Stereotypes, Biases. Experiential exercises. Read Robin D'Angelo article, *White Fragility*. We will email to class.

- Stereotype Threat (Claude Steel & others) and Micro-Aggressions (Derald Wing Sue & others).
- Watch (30 minutes): [Anton Hart and Usha Tummala Narra Conversation](#)

Session 3 – 10/8/20: Readings in psychoanalysis and social class (Awareness, Knowledge, Skills and Relationships)

- Ruby Payne (2019) *A Framework for Understanding Poverty*.
- Annette Lareau (2011). *Unequal Childhoods*.
- *Psychoanalytic Theory and Cultural Competence*
 - Chapter 3 Cultural Competence From a Psychoanalytic Perspective
 - Chapter 4 Attending to Indigenous Narrative

Group exercise.

Session 4 – 10/15/20: Readings in psychoanalysis and social class (Awareness, Knowledge, Skills and Relationships)

- Corbett, K., Dimen, M., Goldner, V., & Harris, A. (2014). Talking Sex, Talking Gender—A Roundtable. *Studies in Gender & Sexuality, 15*(4), 295–317.

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- Saketopoulou, A. (2011). Minding the gap: Intersections between gender, race, and class in work with gender variant children. *Psychoanalytic Dialogues*, 21, 192–209.
- *Psychoanalytic Theory and Cultural Competence*
 - Chapter 5 Considering the Role of Language and Affect
 - Chapter 6 Addressing Social Oppression and Traumatic Stress

Gender Group and discussion.

Session 5 – 10/22/20: Readings in psychoanalysis and social class (Awareness, Knowledge, Skills and Relationships)

Readings:

- Tummala-Narra, P. (2013). Psychoanalytic applications in a diverse society. *Psychoanalytic Psychology*, 30, 471–487.
- Powell, D. R. (2018). Race, African Americans, and psychoanalysis: Collective silence in the therapeutic situation. *Journal of the American Psychoanalytic Association*, 66(6), 1021–1049.
- *Psychoanalytic Theory and Cultural Competence*
 - Chapter 7 Recognizing the Complexity of Cultural Identifications
 - Chapter 8 Expanding Self-Examination: Cultural Context in the Life and Work of the Therapist

Gender Group and discussion.

Session 6: 10/29/20: Application to our work (Skills and Relationships). Case examples and discussions.

Bring in case examples, to consult and explore contextual thinking about any client.

- Hart, A. *From multicultural competence to radical openness*. APSA Journal Special Conversations on Race.
- McWilliams, N. (2017). *Finding the other within self*. Keynote at Conference for Psychology and the Other. Boston.
- *Psychoanalytic Theory and Cultural Competence*
 - Chapter 9 Implications of a Culturally Informed Psychoanalytic Perspective: Some Thoughts on Future Directions



Course: Case Formulation
Instructors: Julie Rosenberg, MD (jerosenberg@gmail.com)
Dates: Tuesdays, March 30, 2021 – April 13, 2021, 3 seminars
Time: 7:45 – 8:30pm

Course Description: In this course, we will discuss several facets of case formulation as described in Nancy McWilliams' Psychoanalytic Case Formulation to help us deepen our understanding of our patients' experience both in their minds and in the world. The last session of the course will focus on how to consider using these ideas in your twice-weekly case write-up.

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

1. Identify seven components of a case formulation (unchangeable factors, developmental issues, defensive (coping) strategies, identifications, relational patterns, self-esteem, pathogenic beliefs).
2. Describe Control-Mastery theory and its role in pathogenic beliefs.
3. Describe a structure for a case write-up that includes case formulation, countertransference, and micro-process vignettes.

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Session 1 – 3/30/2021

- McWilliams, N. (1999). Ch 1: The Relation Between Case Formulation and Psychotherapy. (pp. 9-28) in *Psychoanalytic Case Formulation*, The Guilford Press: New York, NY. (MRL)
- McWilliams, N. (1999). Ch 4: Assessing Developmental Issues. (pp. 65-84) in *Psychoanalytic Case Formulation*, The Guilford Press: New York, NY.

Session 2 – 4/6/2021

- McWilliams, N. (1999). Ch 9: Assessing Self-Esteem. (pp. 158-179) in *Psychoanalytic Case Formulation*, The Guilford Press: New York, NY.
- McWilliams, N. (1999). Ch 10: Assessing Pathogenic Beliefs. (pp. 180-199) in *Psychoanalytic Case Formulation*, The Guilford Press: New York, NY.

Session 3 – 4/13/2021

- Lister et al. (2008), “I Write to Know What I Think”: A Four-Year Writing Curriculum. *JAPA*, 56:1231-47. (PEP)



Course: Case Conference 4
Instructors: David Turner, MD
Dates: Tuesdays, April 20, 2021 – June 1, 2021, 7 seminars
Time: 7:45pm - 9:15pm

Course Description: The focus of this case conference will be on identifying the transference derivatives in the moment to moment of clinical interaction.

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

1. Identify transference derivative and utilized them for understanding and interpreting.