

**INSTITUTE FOR THE PSYCHOANALYTIC STUDY OF SUBJECTIVITY
COURSE DESCRIPTIONS**

INTRODUCTION TO SELF PSYCHOLOGY

Instructor: Frank M. Lachmann, Ph.D

Course Description: The one semester course begins with a detailed discussion of two papers by Freud, *Narcissism: an Introduction* and *Analysis Terminable and Interminable*. These papers are used as a springboard for Kohut's early writings especially his 1968 paper in which he spells out his major contributions and innovations. To highlight the theoretical and clinical changes introduced by Kohut his case of Miss F and a case treated by Kernberg are contrasted. The clinical implications of Kohut's work are further elaborated through two papers by Anna Ornstein on character analysis in self psychology, transference symptoms, and the dread to repeat. Finally, Kohut's case of Mr. Z is discussed in detail to follow his line of thinking in the clinical situation and his translation of his theoretical proposals into clinical practice. Throughout the course both the students and I present illustrative clinical vignettes from our own work. After this course the students will have obtained an appreciation for the development of self psychology, and the void that it filled with respect to clinical practice. They will have become acquainted with the nuances of self pathologies and their treatment.

CLINICAL CASE CONFERENCE

Instructors: Doriene Sorter, Ph.D., Jacqueline Gotthold, PsyD. and Steven Knoblauch, Ph.D.

Course Description: This two semester course is an ongoing case seminar for the purpose of understanding clinical technique in terms of selfobject transferences, disruptions and repairs, case formulations and the interpretive process. Cases are presented by candidates on a weekly basis with a specific clinical question in mind predetermined by either candidate or instructor.

Kohut and His Critics

Instructor-Peter Kaufmann, Ph.D

Course description: This one semester course reviews the development of Kohut's psychology of the self in the broad sense and compares Kohut's views with the perspectives of his Freudian, Relational and Self Psychological critics. We consider Kohut's evolution of his psychology of the self in the broad sense in

his later two works, *The Restoration of the Self* and *How Does Analysis Cure?*. In doing so, we will review many of Kohut's crucial conceptualizations, including his ideas about compensatory structures, drive, the oedipal phase and therapeutic action. Following this survey, we will consider critiques of Kohut's views offered by Rothstein, Bromberg, Mitchell, Bacal and Brandchaft. Through entertaining these critiques, students will be better able to understand Kohut's ideas and think about them in comparative psychoanalytic terms.

THEORY OF PSYCHOANALYTIC TECHNIQUE: GUIDELINES FOR PSYCHOANALYTIC INTERVENTION PARTS 1 AND 2

Instructor: James L. Fosshage, Ph.D.

Course Description: The focus of this two semester course is on the theories of psychoanalytic technique with an emphasis on guidelines for psychoanalytic intervention. Throughout the course a historical perspective is maintained. The special emphasis, however, is on contemporary theoretical and technical understandings and controversies that are being addressed in psychoanalysis at large and psychoanalytic self psychology. Topics covered include the re-conceptualizations and current thinking on transference; countertransference; resistance; neutrality; facilitative responsiveness; love, passion and aggression in the analytic relationship; implicit and explicit dimensions of analytic work; self psychology and relational psychoanalysis; and understanding and use of dreams.

Freud I

Instructor: Steven Ellman, Ph.D.

Course Description: This one semester course considers Freud's early theoretical propositions, from 1895–1923. the concept of the unconscious, the formations of psychological events, symptoms, defenses, fantasies will be studied. Candidates will be expected to be familiar with Freud's models of the mind, his technique papers, and his theories of anxiety as they evolved over time.

Freud and the Freudians:

Instructor- Peter Kaufmann, Ph.D

Course Description: This one semester course considers Freud's later theoretical views (1923-1940) and how more contemporary Freudian have continued and further evolved Freud's ideas. We will review Freud's structural model and his second theory of anxiety and explore how subsequent classical analysts (Arlow, Brenner and Rothstein) and ego psychologists (Gray and Busch) have developed Freud's conceptualizations and applied them to clinical work. We then will consider

Freud's later ideas about gender and trauma and trace how contemporary relationalists and relational Freudians (Ellman and Bach) have disputed and modified Freud's thinking. This course should enable students not only to better understand Freud's later concepts, but also to see the continuities in Freudian thinking.

INFANT RESEARCH

Instructor:

Course Description This one semester course covers a wealth of research acquainting our candidates with capacities infants are born with and the way infants integrate these capacities through the dyadic experience with another. Particular attention is paid to infant/mother observational research and ways in which this work opens ways of applying this research to the treatment of adult patients.

Psychoanalytic Theories of Development, Part I:

Instructor: Shelley Doctors, Ph.D.

Course Description: The course begins with the question, "What is development and why do we study development? We use a short story and psychoanalytic readings to consider the "products and processes" of development. Then, we consider models of the developmental process, giving extra attention to understanding non-linear developmental models. A third section considers, "Does theory matter: Does one's psychoanalytic theory affect one's understanding of development?" For clinical illustration, papers from attachment theory and separation-individuation theory offer different interpretations of the same data. A fourth section reviews attachment theory and research and its relation to the treatment process. A last section studies affect. Throughout, readings required for class and additional offerings (for future interest) expose the candidate to psychoanalytic thinkers of different psychoanalytic schools. Additional readings are added, as needed, to prepare candidates for visits to the IPSS community from developmental experts.

Theories of Psychoanalytic Development, Part II:

Instructor: Shelley Doctors, Ph.D.

Course Description: In the first section, candidates shape the course by requesting special emphases according to their needs and interests, whether theoretical (i.e., Freudian, Eriksonian, Mahlerian, or self psychological and intersubjective), stimulated by professional meetings (i.e., Lyons-Ruth, Tronick, Sander) and/or special interest topics (The Oedipus complex from various perspectives). The second section focuses on adolescence and becomes the

opportunity to compare and contrast theories of development from various theoretical perspectives. Sometimes we have used literary works (The Diary of Anne Frank and related commentaries) to begin to test our own developmental formulations and to compare them with others'. When there is greater interest in topics in adult development we have studied papers on gender or pregnancy or parenthood or old age, and then used an adult literary example (Portnoy's Complaint), reading that and related commentaries and comparing published authors ideas with our own formulations. There is constant movement back and forth from life (literary or clinical) to theory.

The two semesters are linked, as we continue to define and redefine the nature of development and try to relate these ideas to clinical histories and the clinical situation. We understand more clearly the difference between clinical product and clinical process.

The goal of the yearlong course is for candidates to become conversant with the prevalent psychoanalytic models of development, to recognize when they are being utilized in clinical formulations, by others or by themselves, and to develop greater facility thinking developmentally

Seminar on Psychotic States

Instructor: George E. Atwood, Ph.D.

Course Description: This class surveys the most important psychoanalytic writings on psychotic states of the last 100 years and focuses as well on a series of detailed clinical case studies of this most extreme range of psychopathology. The authors covered include Freud, Jung, Tausk, Federn, M. Klein, Winnicott, Searles, Sullivan, Rosen, DesLauriers, Laing, Fromm-Reichman, Atwood, and others. Discussions in the seminar are organized around a close reading of the papers by Atwood, Orange, & Stolorow: "Shattered worlds / psychotic states" and "Contexts of nonbeing."

INTRODUCTION TO INTERSUBJECTIVE SYSTEMS THEORY:

Instructor: Donna Orange, Ph.D.

Course Description: This course introduces candidates to the work of Stolorow, Atwood, Brandchaft and Orange, including the rejection of isolated mind psychology in favor of an ontology of intersubjective generation and transformation of personal experience in psychoanalysis, systemically conceived. The relationship of this point of view to infant research, to phenomenology, and to other schools of psychoanalytic thinking—especially ego psychology, self psychology, and relational psychoanalysis—are explored and discussed.

COMPARATIVE INTERSUBJECTIVITY

Instructor: Steven Knoblauch, Ph.D.

Course Description: This course picks up on the concept of intersubjectivity where the first course given leaves off. The course consists of a review of different *forms of intersubjectivity* and their clinical utility based on a variety of theoretical perspectives. The assumption is made that students will have a degree of familiarity with the theorists being compared such that the reviews of the different perspectives will provide an adequate understanding of each, without the necessity of going back to the original texts, unless otherwise indicated. The course will cycle through and recycle various approaches to comparative intersubjectivity based on a variety of different standards for comparison. These standards will include philosophical, empirical and clinical considerations for reading and evaluating the various models. Two phases of theorizing are recognized, the initial models of intersubjectivity based on symbolizing activity and newly emergent models arguing for an expanded perspective on intersubjectivity to include subsymbolic interaction. This texturing and retexturing of comparative activity is designed to facilitate an approach of multi-perspectival reflection, organization and reorganization for the student as s/he moves through the readings and course discussions and adds complexity and depth to her sense of the relative value of each model for clinical practice.

PHILOSOPHY AND CONTEMPORARY PSYCHOANALYSIS

Instructor: Donna Orange, Ph.D.,

Course Description: This one semester course places recent developments in psychoanalytic theory and practice within the contexts of modern and contemporary Western philosophy, beginning with Rene Descartes. Of particular interest are the forms of postmodernism and hermeneutics, as well as some ordinary language philosophy and pragmatism, in their relationship to relational psychoanalysis and to intersubjective systems theory.

WHAT HAPPENED IN PSYCHOANALYSIS AFTER FREUD AND BEFORE KOHUT

Instructor: Frank M. Lachmann, Ph.D.

Course Description: This two semester course is essentially a history course recognizing analysts who struggled hard to test, challenge and apply the theoretical and clinical contributions that Freud had presented. Among the analysts studied are Abraham, Alexander, Ferenczi, Reich, Strachey, Loewald, Jacobson, Balint, and George Klein. Two points stressed are that these analysts saw patients very similar to the ones we see in our practices, today, but that had to make do with concepts that were really quite crude. The past 75 years have seen extraordinary changes and increased sophistication in our understanding of psychological life and psychopathology. Emphasis is also given to ideas that

have, for one reason or another, been abandoned over time to the detriment of clinical practice. Students are required to write a paper inspired by any aspect of the readings. They may do this alone, in pairs or even in threesomes. These papers are then distributed in class and are given the same careful reading and discussion as the published papers.

CONTEMPORARY THEORIES OF CHANGE FROM A NEUROSCIENCE PERSPECTIVE

Instructor: Judith Rustin, LCSW

This one semester course introduces the student to basic concepts derived from neuroscience that are particularly applicable to the psychoanalytic interactive process. It is intended to expand the range of interventions available to the clinician and to provide additional scaffolding for conceptualizing therapeutic action. These concepts do not suggest new ways of doing psychoanalysis. Rather, they shift the clinicians focus to non conscious and non symbolic forms of communication, expanding the psychoanalytic lexicon.

The course begins with 2 sessions devoted to the paradigm shift of the 21st century i.e. complexity theory as the overarching metaphor for understanding the workings of the brain, its impact on mind and for conceptualizing therapeutic action. Specific subjects covered are: the neuroscience of memory, bi-directionality and implicit communication, the mind/body connection, the neuroscience of fear, with specific emphasis on fear and trauma, the neuroscience of intentionality (mirror neurons), the neuroscience of empathy and finally a neuroscientific explication of intersubjectivity. In each class the most significant aspects of the material is emphasized and students are encouraged to think about the concepts in the context of their clinical work.

FIELD OF PSYCHOANALYSIS

Instructors: Invited guest instructors from the greater psychoanalytic community.

Course description: This course offers candidates an opportunity to meet and study with the decisive psychoanalytic thinkers of the day. Following a careful reading of a bibliography provided by each instructor, candidates spend one full day of lecture, discussion, case presentations and exchange of ideas with each of the six or more selected guests. Following this intensive day, candidates are familiar with the instructor, his/her theories, how these theories evolved and how they are clinically useful.