This advanced clinical case seminar focuses on the ways who we are as people influence how we are as analysts. Designed as a forum for open, critical discussion of the theoretical and practical concerns of experienced clinicians, this class attends to the immediate experience of “doing the work.”

Candidates are encouraged to present clinical material to increase awareness of the underpinnings of the analytic voice and become more articulate about how it is formed. The group explores how the unique qualities of each patient, each analyst and each dyad influence analyst participation, and examines the mutual impact of analyst and patient.

Class meetings are organized around various aspects of the analyst patient relationship and are structured to generate class discussion and sharing of experiences. As this is a case seminar, topics and assignments are linked to issues raised by the presentations and the groups interest. Along with analytic readings, the class will use films, plays, memoirs and works of fiction to compliment the case material.

Candidates are asked to keep a journal of life vignettes and practice vignettes throughout the semester.

Overall Course Objectives:

Candidates will gain a deeper understanding of the role that conscious and unconscious material from their own lives plays in influencing their thinking and behavior in the consulting room.

Candidates will develop a greater knowledge of how their personal beliefs and opinions, identifications and affiliations, family history and current life circumstances inform and impact their work with patients.

Along with greater awareness of the underpinnings of their thinking, candidates will enhance the development of their individual analytic voice.
The outline below is a representative sample of seminar sessions rather than a chronological syllabus.

**Getting to Know You: The Initial Encounter**
Introductions for class  
First meetings, initial impressions  
Aspects of the referral process// The “special” referral  
Is the telephone involved? How much to say before meeting  
Setting up a meeting  
What do we know before we meet? ?? Should we or shouldn’t we, you know….  

**Learning Objective**
Students will describe the referral process. They will compare and evaluate various types of initial encounters between patient and analyst. Students will consider the role of the first meeting in treatment.

**Do we meet again?**
What exactly is a consultation? Do we ever say, no”!?  
Of all the gin joints in the world, why did you walk into mine?  
How do we know if we are right for each other?  
When do we see each other again? How often do we meet?  
When do we talk about the “business” of therapy?  
Should there be policies?  
What about the money? Talking about money!! Fees!!

**Learning Objective**
Students will describe and discuss the complexities of the business aspects of analytic practice. They will discuss implications for treatment using clinical vignettes.

How important is history?  
What is a detailed inquiry?  
What is memory? What is truth?  

**Learning Objective**
Students will describe and compare different methods of data gathering, initial interview and history taking. They will use the detailed inquiry process and demonstrate case material.

**What are we doing anyway? And how do we work together?**
What is therapy? What is psychoanalysis? Is there a difference?  
What makes this work, work? Is change possible?  
What do we two do now?  
What is memory? What is truth?  

**Learning Objective**
Students will compare and contrast different levels of therapeutic intervention and explain therapeutic action utilizing multimedia experiences along with case material.

What about dreams?  
The intimidation of the dream: Are night dreams more important than day dreams?  

**Learning Objective**
Students will discuss and explain the role that dreams play in psychoanalysis and analyze dream material.
What am I supposed to do here?

Are interpersonal and relational really different?

Learning Objective
Students will describe and compare the interpersonal and relational models of psychoanalysis. They will discuss therapeutic technique, and the relationship between theory and practice.

Is there such a thing as technique? Where do I learn it?
How does theory inform technique?

Learning Objective
Students will recognize differences among clinical diagnoses and describe current analytic concepts of self, character, and the unconscious. They will compare how evolving concepts influence treatment across theoretical orientations in contemporary psychoanalysis.

The analyst’s participation in the treatment. What exactly is mutuality? Authenticity? How about self disclosure? What about analytic neutrality?

Learning Objective
Students will describe aspects of therapeutic praxis and compare and contrast ideas about self-disclosure, authenticity and analytic neutrality.

I know you! I know how you feel!
I’ve heard this all before:
Assumptions, values and prejudices.
I don’t know you at all…you’re freaking me out!
The tyranny of the familiar, the third rail of assumptions.
The new and the unfamiliar.
What’s culture got to do with it? What about race and gender?
Who is this person anyway, she is nothing like me, how can I help her?
Beware of the label, read the small print!
Character and diagnosis.

Learning Objective
Students will examine their judgments, biases, and cultural values to explore how the analyst’s subjectivity impacts treatment.

What’s love got to do with it?
What do we feel for each other?
What kind of relationship is this anyway?
This can’t be attraction…it must be countertransference.

Learning Objective
Students will gain increased awareness of their own countertransference.

What is empathy?
What is shared experience?
What is pain? Can we share pain?

Learning Objective
Students will recognize and describe concepts of empathy, pain, mutuality, and shared experience. Synthesizing the case materials and readings, students will formulate views of therapeutic action.
The Wired Patient and The Electronic Analyst
A slow speed practice in a high-speed world. How does technology effect the analytic relationship?
To skype or not to skype.

Learning Objective
Students will identify and describe the way(s) technology use impacts the analytic relationship. They will compare the effects of in person a remote session on both the patient and the analyst.

Little or no side effects: The Role of Psychopharmacology in Psychoanalysis.
When is medication helpful? How are we involved?
How much do we need to know...about drugs?

Learning Objective
Students will review the data on the impact of medication on treatment. They will present clinical vignettes that further demonstrate the effects of psycho pharmacological intervention.

Stuff happens.
Life goes on during the treatment...yours, mine and ours.
In sickness and in health, are we in this together?

Learning Objective
Students will identify and describe unpredictable and sometimes tragic experiences in the personal lives of both patient and analyst and their impact(s) on treatment.

How will I learn to live without you?
Is there a relational termination? How and when?
Saying Good-bye.

Learning Objective
Students will compare and describe ideas about the process of termination. They will discuss methods of evaluating treatment success and identify the analyst's personal feelings when a treatment comes to an end.

Selected Readings:
Seminar readings and video will be selected from, but not limited to, the list below.


Bass, A. (2001). It takes one to know one, or, whose unconscious is it anyway? Psychoanalytic Dialogues, 11, 683-702.


Films
Black Klansman
Cinema Paradiso
Finding Nemo
Her
Lars and the Real Girl
Moonlight
Talk to Her
The Visitor

Plays
American Son  Christopher Demos-Brown
Other Desert Cities  Jon Robin Baitz
Sweat  Lynne Nottage

Rev. 01/30/19