INTRODUCTION TO CONTEMPORARY PSYCHOANALYSIS:
Theory, Practice, & Ethics
Moderator: Jill Salberg

CLASS 1: Sept. 2

OVERVIEW OF THE STRUCTURE AND GOALS OF THE COURSE
Presenter: Jill Salberg

LEARNING OBJECTIVES: Class 1
Candidates will be able to write their own “Credo” of what they believe is important theoretically and therapeutically valuable from theories and technique they know so far. Additionally they will be able to identify key ideas that important theorists in the field have written about and demonstrated.

ETHICS IN PSYCHOANALYSIS
CLASSES 2-7 Sept. 9, 16, 23, 30 October 7, 14
Presenter: Liz Goren

CLASS 2: September 9 Introduction
Goldberg, A (2005) “I wish the hour were over: Elements of a moral dilemma” Psychoanalytic Quarterly, 74: 253-266


CLASS 3: September 16 Confidentiality and Consent

CLASS 4: September 23 Working with sticky transference and countertransference. Enactments

CLASS 5: September 30 The analyst’s needs and the role of self-care
Celenza, A (2010) “The analyst’s need and desire” Psychoanalytic Dialogues, 20, 60-69

CLASS 6: October 7 Breaking the frame: Boundary violations
Dimen, M (2011) Lapsus Linguae, or a slip of therapeutic tongue: A sexual violation in analytic treatment and its personal and theoretical aftermath, Contemporary Psychoanalysis, 47: 35-79

CLASS 7: October 14 Supervision, Consultation, and Organizational Issues
Foehl, JC “‘How could this happen to me:’ Sexual misconduct and us,” Journal of American Psychoanalytic Association, 53: 957-969
Pizer, B The therapist’s routine consultations: A necessary window in the treatment, Psychoanalytic Dialogues, 10:197-207.
Gabbard, GO (2000) Consultation from the consultant’s perspective, Psychoanalytic Dialogues, 10: 209-218

Non-required relevant readings:

**LEARNING OBJECTIVES: Classes 2-9**

1. Candidates will be able to identify moral values and ethical implications underpinning psychoanalytic technique and theory.

2. Candidates will be able to utilize and apply ethical principles to a variety of clinical situations common in psychoanalytic practice.

3. Candidates will be able to compare and separate out clinical from ethical dimensions in common patient-analyst interactions

4. Candidates will be able to selectively design clinical frame and boundaries in practice with a perspective that distinguishes psychoanalysis from other models of psychotherapy.

5. Candidates will be able to list various methods for protecting patient confidentiality in presenting, publishing and in clinical situations where request for information is sought by third parties.

6. Candidates will demonstrate skill in providing consultation to colleagues seeking help for ethical dilemmas in practice through in class exercises.

7. Candidates will be able to identify and discuss ways of constructively working with erotic transference and countertransference.

8. Candidates will be prepared to assess signs and prevent deterioration in self-functioning, patient functioning and clinical process that create risk for breakdown in treatment contract and potential boundary violations.

**CLASS 8: Oct. 21 CONTEMPORARY FREUDIAN TRACK**
**Presenter: Marsha Levy-Warren**
**THINKING DEVELOPMENTALLY**
**Readings:**

LEARNING OBJECTIVES:
1. Candidates should be able to identify 5 aspects of what it means to think developmentally in listening to patients.

CLASS 9: Oct 28 CONTEMPORARY FREUDIAN TRACK
Presenter: Gil Katz
Readings:


LEARNING OBJECTIVES:
1. Through in-depth discussion of detailed case histories published in peer review journals, this class will help the student recognize enactment and identify its source and meanings.
2. Candidates will learn to utilize an understanding of enactment in their thinking about their work, and learn to apply it effectively when treating patients.

CLASS 10: Nov. 4 INTERPERSONAL/HUMANISTIC TRACK
Presenters: Irwin Hirsch
Readings:


LEARNING OBJECTIVES:
1. Candidates will be able to compare the Interpersonal psychoanalytic tradition with other schools of thought.
2. Candidates will be able to describe the how the recognition of psychoanalyts' inherent subjectivity originated with Interpersonal psychoanalytic theorizing.

CLASS 11: Nov. 11 INTERPERSONAL TRACK/HUMANISTIC TRACK
Presenters: Barbra Locker
Readings:

(Please note: The Itzkowitz/Fiscalini seem to be two papers but are really one as the second is Fiscalini’s reply to Itzkowitz… I did not include Fiscalini’s longer article that starts the dialogue. I certainly recommend it to you, but the salient points we will cover are addressed in the pages assigned.)

**LEARNING OBJECTIVES:**
1. Candidates will be able to compare the interpersonal psychoanalytic theories of Sullivan and Fromm and explain the development of their respective ideas from a historical and socio-cultural perspective.
2. Candidates will be able to describe the major contributions of interpersonal theorists to the intersubjective model of psychoanalysis.

**CLASS 12: Nov. 18 RELATIONAL TRACK**
**Presenters:** Velleda Ceccoli and Larry Zelnick
**Readings:**
Adrienne Harris - The Relational Tradition in the Journal of the American Psychoanalytic Assn. (chapter in link below)
[http://apa.sagepub.com/content/59/4/701](http://apa.sagepub.com/content/59/4/701)

Stephen Mitchell - The Analyst's Authority (chapter in link below)

**CLASS 13: Nov. 25 RELATIONAL TRACK**
**Presenters:** Velleda Ceccoli and Larry Zelnick
**Readings:**


**LEARNING OBJECTIVES: Classes 12 &13**
1. Candidates will be able to identify the historical and philosophical underpinnings of relational theory and will begin to apply these ideas to clinical situations.
CLASS 14: Dec. 2 INDEPENDENT TRACK
Presenters: Katie Gentile and Steve Botticelli
Readings:


LEARNING OBJECTIVES:
1. Candidates will be able to describe ways of approaching the violence of race and class within the clinical space.
2. Candidates will be able to describe some of the challenges of engaging and gaining traction with patients under current social conditions of "weak ties."

CLASS 15: Dec. 9
Presenters: Katie Gentile and Steve Botticelli
Readings:


LEARNING OBJECTIVES:
1. Candidates will be able to identify and address ideas of whiteness and social privilege within the clinical relationship.
2. Candidates will be able to describe the interplay of affect and response in therapeutic relationship.