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Spring 2020
Twelve Weeks
Tuesdays, 12:45 to 2:40 pm

NYU Post-Doctoral Program in Psychotherapy and Psychoanalysis

Clinical Case Seminar

***Moments of Meaning:
The Widening Scope of Interpretive Intervention***

Interpretation has been famously seen as a way for one human being to translate the language of the unconscious for the other. But this requires both the concept of a discrete ‘other’ as well as the concept of a pre-existing realm of hidden meanings--a realm of relatively impermeable psychic space in which, only with effort, are they able to be uncovered. Contained within this notion is the concept of a locus unconscious, inaccessible by rational means, which requires translation. In order to do this, two minds must operate syncretically with one another in a process of mutual work.

It has long been thought that interpretation was the central mutative event in psychoanalysis, but contemporary thinking has expanded our notion of what two human beings can accomplish together in a clinical psychoanalytic setting, leading not only to the possibility of uncovering hidden meanings, but also, in working with non-representational states of mind, creating an experience of meaning where none exists. And, indeed, creating a sense of self and other where previously little or no differentiation existed. Thus we simultaneously operate with the notions of revealing the unconscious meaning of something, creating the potential for symbolized or represented meaning where previously none existed, and also enhancing the development of an increasingly differentiated and regulated self. Much discussion exists in today’s psychoanalysis about how to best facilitate these processes and far more than what has traditionally been identified as “interpretation” is required. How do we assess the different contributions to the process of change: what is contingent on insight, what is based on developing the capacity to mentalize, and what portion of change is borne of the unconscious processes that are put into action only through the transference and countertransference engagement between patient and analyst?

How do we navigate this terrain? What is the role of technique in today’s psychoanalytic world? What do you say and when do you say it? What is the role of speech and what is the role of relationship? This course will look at the models of conflict and deficit, uncovering meaning and creating meaning, structured interpretations and containing interpretations, as well as the role of relational support and other non-verbal or silent factors which facilitate growth and development.

We will read historical sources that spell out the basic structure of drive/defense interpretations, which tell us from whence we have come and what continues to be useful in working with conflict driven material. We will understand what is meant by the point of urgency from the vantage points of Freudian, Kleinian, Field Theory and contemporary Bionian theory. What is a genetic interpretation and what purpose does it serve and why might we anchor an interpretation by its reality oriented triggers? How do we interpret when trauma exists? And how are these different from interpreting in the here and now?

We will look at what goes on inside the mind of the analyst as she formulates an interpretation, and why.

We will examine how the notion of analytic engagement has shifted radically over time from the original position of the omniscient analyst who offers one-person interpretations to the contemporary version of the fully engaged inter-subjectivist who swims in the psychic ocean co-created by both participants.

In addition to extensive readings, this course is a clinical case seminar where we will use a method of frame by frame analysis and, using the group mind, create a matrix of associations which will help us to gain a close understanding of the material we are listening to as well as to formulate interventions. During the course of twelve meetings, several candidates will have the opportunity to present their material for sequential sessions.

Class One: Introduction

Reed, G. and Baudry, F. (2005) Conflict, Structure and Absence: Andre Green on Borderline and Narcissistic Pathology, PQ 74(1): 121-155.

Learning Objective: Students will learn to identify that neurotic structures are conflict based, while borderline and narcissistic structures may be marked by the absence of representation, each requiring different kinds of interpretive techniques.

Class Two: The Container Model

Cartwright, D. (2010) Containing States of mind: Exploring Bion's Container Model in Psychoanalytic Psychotherapy. Chapter Two: Projective Identification, Countertransference, and the Containing Function, pp 24-45. Hove: Routledge.

Mawson, C. (2017) Interpretation as Freud's specific action, and Bion's container-contained. IJP, 98:1519-1532

Learning Objective: Candidates will develop a complex understanding of the concept container/contained, the nature of its therapeutic action, and contemporary ideas about its mechanism.

Class Three: The Analytic Attitude

Poland, W. (2002) The Interpretive Attitude. JAPA 50:807-826.

DiCegli, G.R. (2013) Orientation, Containment, and the Emergence of symbolic thinking. IJP.94:1077-91.

Boston Change Process Study Group (2018) Engagement and Emergence of a Charged Other. Contemporary Psychoanalysis 00 : 0 (1-20).

Learning Objective: Candidates will develop an understanding of what is meant by an analytic attitude, its developmental and therapeutic implications, and how this facilitates the analytic relationship.

Class Four: What prompts the Analyst to speak? What is meant by the point of urgency?

Strachey, J. (1934) The Nature of Therapeutic Action of Psychoanalysis. IJP 15:127-159. With Summary by Glen Gabbard.

Steiner, J. Ed. (2017) Lectures on Technique by Melanie Klein. Ch. 1: Introduction, Outline, and Critical Review of Klein's Lectures and Seminars on Technique. (See esp pp. 14-18), New York: Routledge.

Learning Objective: Candidates will be able to identify what is meant by the technical concept 'point of urgency'.

Class Five: More on Point of Urgency. Interpreting Aliveness and Deadness. Contributions from Field Theory.

Cartwright, D. (2010) *Containing States of Mind: exploring Bion's 'Container Model' in Psychoanalytic Psychotherapy*. Chapter Five: Notes on Interpretation, pp. 84-104. Hove: Routledge.

Miller, J. P. (1985) How Kohut Actually Worked. Progress in Self-Psychology 1:13-30.
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Reed, G. S. (2015) Visions of Interpretation : Ferro's Bicycle and Arlow's Home Movie Screen. Psychoanalytic Inquiry 35 (5) : 465-477.

Learning Objective: Candidates will develop familiarity with different theoretical approaches to interpretive work.

Class Six: Establishing Links

Kris, E. (1951) Ego Psychology and interpretation in psychoanalytic therapy. PQ, 73:167-195.

Loewald, H.W. (1979) Reflections on the Psychoanalytic Process and Its Therapeutic Potential, PSC, 34:155-167.

Busch, F. (2015). Our Vital Profession. Int. J. Psycho-Anal., 96(3):553-568.

Optional:

Bohleber, W., Leuzinger-Bohleber, M. (2016) The Special Problem of Interpretation in the Treatment of Traumatized Patients, *PI* 36:(1) 60-76.

Learning Objective: Candidates will be able to identify moments of meaning created by interpretation which clarifies internal links, external links and historical links.

Class Seven : What goes on in the analyst's mind: formulating an interpretation.

Arlow, J. (1979) The Genesis of Interpretation. *JAPA Supplement* 27:193-205

Campbell, D. (2017) Self-Analysis and the Development of an Interpretation. *IJP* 98: 1275-1289.

Ogden, T.H. (1997) Reverie and Interpretation. *Psa Quarterly* 66:567-595.

Learning objective: The candidate will be able to reflect upon the internal process of the analyst in formulating an interpretation.

Class Eight: How much can a patient absorb? How to work with conflicts, deficits and non-mentalized states.

Steiner, J. (1993) "Problems of Psychoanalytic Technique: Patient-Centered and Analyst-Centered Interpretations" Chapter 11 in *Psychic Retreats Pathological Organizations in Psychotic, Neurotic, and Borderline Patients*. London: Routledge.

Alvarez, A. (2010) Levels of Analytic Work and Levels of Pathology: The Work of Callibration. *IJP* 91 (4) :859-878.

Learning Objective: Candidates will develop familiarity with an array of non-traditional interpretive techniques and will recognize when clinical conditions dictate their use.

Class Nine: Shifting States / Unintegrated States / Developmental Deficits

Ahktar, S. (2000) From Schisms Through Synthesis to Informed Oscillation: An Attempt at Integrating Some Diverse Aspects of Psychoanalytic Technique, *PQ*, 69:265-288.

Killingmo, B. (1989) Conflict and Deficit: Implications for Technique, *IJP*, 70:65-79.

Pine, F. (1985) The Interpretive Moment, Chapter 11 in *Developmental Theory and Clinical Process*, New Haven: Yale University Press, pp. 148-159. Alvarez, A. (2012) Introduction and Chapter 10 in *The Thinking Heart*, New York: Routledge, pp 1-6, 130-143.

Learning Objective: Candidates will be able to identify how communications from different sectors of development may emerge in the analytic session and require different kinds of adapted interpretive techniques.

Class Ten: Birthing Meaning

Levine, H. B. (2012) *The Colourless Canvas: Representation, therapeutic Action and the Creation of Mind*. IJP 93(3):607-629.

Coltart, N. (1991) *The Silent Patient*, PD 1:439-453.

Optional:

Harrison, A and Tronick, E (2011) “The Noise Monitor”: A developmental perspective on verbal and nonverbal meaning-making in psychoanalysis JAPA 59: 961-982.

Learning Objectives: Candidates will recognize when change takes place through a close analysis of clinical process rather than reliance on verbal material alone.

Class Eleven: Interpreting Action and the Action of Interpretation

Bolognini, S. (2008) *Secret Passages--The Theory and Technique of Interpsychic Relations*. Chapter Five: ‘Interpret-Action’. London: Routledge.

Scarfone, D. (2010) *The Interpretation of Action in Psychoanalysis*. JAPA 58(5):983-993.

Learning objective: Words and tone can serve as containers and give rise to new meaning..

Class Twelve: Lost at Sea or Learning to Swim in the Analytic Process. Working in the realm of Intersubjectivity.

Bach, S. (2011) *Chimeras: Immunity, Interpenetration, and the True Self*. *Psychoanalytic Review* 98 (1) 39-56.

Bolognini, S. (2016) *The Interpsychic Dimension in the Psychoanalytic Interpretation*. *Psychoanalytic Inquiry*, 36:102-111.

Learning Objective: Candidates will deepen their understanding about how both parties’ immersion in the analytic process leads to growth.